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Embedding the Development of Intercultural Competence in
Business Education CG6-37

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Executive Summary

The purpose of this collaborative project was to embed the development of intercultural competence in business higher education.¹ This is important because business professionals need to be able to successfully interact in increasingly global and multicultural work environments. Current students (and staff) also need intercultural communication skills since business cohorts are increasingly diverse and challenges have been reported in student interactions.

Our project had three aims, namely to:

1. Raise the profile of intercultural learning and competence in business education;
2. Develop a framework for embedding the development of intercultural competence in business courses and programs in Australia;
3. Identify appropriate strategies that will embed the development of intercultural competence in business students.

We developed a framework containing three domains for embedding intercultural competence: strategies relating to 'leadership and communities of practice', 'curriculum policies and procedures' and 'resources'. Making progress in embedded change goes beyond a linear and independent focus on the three domains identified in the framework. Progress on each of the domains is interdependent. Furthermore, appropriate action is fluid, dynamic, and emergent.

Each site undertook several action research cycles. Engagement with stakeholders played a strong role in formative evaluation and ongoing dissemination, as well as guiding contextually relevant development at each site.

In embedding a change, we conclude that there is no one-size-fits-all. Change is embedded in sustainable ways if it starts with winning the hearts and minds of leaders at various levels distributed across the organisation. Those leaders can influence engagement in their various communities of practice and lead changes to curriculum policies and procedures to support that improvement practice, as well as budget and provide other resources to support active engagement.

In contrast, starting a change agenda by purchasing a tremendous resource such as the 'Cultural Diversity Inclusivity Practice' is unlikely to lead to a sustainable impact. We observed such a resource being already available on university websites, including a project team member's website, with little evidence of use. Resources in themselves, without accompanying embedding processes, seem ineffective.

Other major project outcomes include:

- An Australian Learning and Teaching Council (ALTC) Exchange site²;
- An easy-to-use taxonomy to guide curriculum planning;
- A series of 20 learning activities that can be used to develop intercultural competence to different levels;
- Examples of programs from the informal curriculum that can assist intercultural competence development;
- Templates to assist both planning for intercultural competence as well as undertaking dissemination focussed project management;
- A set of indicators that could be applied in the future to gauge the project's success or otherwise.

Summative evaluations revealed high and positive interest. At a February 2009 meeting of business associate deans, 96% agreed that the project 'will produce outcomes that will be useful for business academics, program directors, and/or associate deans'. From six seminars conducted around

1 Culture can be defined as "a set of shared perceptions about beliefs, values and norms which affects the behaviours of a relatively large group of people" (Scollon & Scollon 1995, p. 126). Our working definition for developing intercultural competence is "a dynamic, ongoing, interactive self reflective learning process that transforms attitudes, skills and knowledge for effective communication and interaction across cultures and contexts."

2 <http://www.altcexchange.edu.au/1-embedding-development-intercultural-competence-business-higher-education>

Australian capital cities with 206 participants in early 2009, 95% found the project's outcomes very useful or useful.

A number of lessons were identified which others seeking to embed the development of intercultural competence might find useful. These include:

- Linking where possible to other relevant drivers or levers for change that already exist in the institution (eg. AUQA visits; graduate attribute policies) or business school (eg. international accreditation agencies and their standards for program assurance of learning);
- Capitalising on existing communities of practice that have an interest in intercultural competence (eg. a research special interest group);
- Taking a deliberate approach to planning, designing and reviewing programs (ie. rather than the more traditional independent approach where unit of study coordinators design for learning outcomes around a single discipline area);
- Aligning the informal with the formal curriculum to optimise the potential for both developing and embedding the development of intercultural competence (eg. students can raise awareness of intercultural issues by participating in a peer mentoring program in their first semester and develop through training to mentor new students in subsequent semesters);
- Capitalising on existing resources or tools that easily accommodate alignment (eg. software for online criterion-based assessment and feedback such as *ReView*).

Various generic project lessons and critical success factors were also identified which may be of interest to other ALTC project teams. These include:

- The crucial role and skills of the project manager, relationship with project leader and key tasks (e.g. Site visits between face-to-face team meetings, snowballing learnings across sites);
- Dealing with instability in project team membership and management (e.g. staff movements between institutions during the life of the project; conflicting priorities of team members who hold academic management positions);
- The need for face-to-face meetings (eg. to develop shared understandings about project outcomes) and teleconferenced meetings (eg. to achieve clarity in task allocation and completion and to maintain engagement of dispersed team members);
- A mindset that change is an iterative, holistic, incremental process that takes time.

Finally, we make four recommendations, namely that ALTC:

1. Fund a follow-up project in 5 years time to undertake an evaluation of this project's effectiveness using future critical success indicators identified.
2. Work actively with deans councils to promote active engagement with ALTC Exchange and, in particular, a strategy to support peer review of resources contained in it.
3. Fund a project and/or events that scope the lessons and learnings from completed projects. This synthesis of lessons could be both by topic (eg. graduate attributes or curriculum planning) or lessons for project management and leadership. Some of the latter lessons learned might then be promulgated via ALTC policy guidelines.
4. Develop a complete strategy to supplement the current training strategy for project managers that includes recruiting (eg. a database), mentoring and career management.

1. Project aims, rationale and intended outcomes

1.1 Aims

The aims of the project were:

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) in business courses and programs in Australia.
3. To identify appropriate strategies that will embed the development of intercultural competence in business students.

To achieve aim 3, embedding strategies were further classified into three specific domains or categories. These sub-aims were:

- 3.1. To identify and promote relevant seeding activities around leadership and communities of practice that can be adapted to support a maturing intercultural ethos. (**Leadership and communities of practice**)
- 3.2. To identify and establish policies, curriculum and procedures that can be adapted to support the sustained development of intercultural competence. (**Curriculum, policies and procedures**)
- 3.3. To identify and develop resources, tools and databases that can be adapted to develop intercultural competence. (**Resources**)

For ease of discussion between team members and for this report, the three domains have been labelled in bold as ‘leadership and communities of practice’, ‘curriculum, policies and procedures’ and ‘resources’.

The aims and sub-aims were refined and reprioritised over the first year of the project as the project team came to terms with:

- *The ambitious nature of the original aims:* It was clear that the timeframe was too short to accommodate the investigation, piloting and evaluation of embedding strategies since, by definition, embedding is not a short term process.
- *The intended primary focus of the project:* It became clear that ‘intercultural competence’ per se was not the primary focus of the project and neither was the ‘development of intercultural competence’. Instead, it became apparent that ‘embedding the development of intercultural competence’ was the primary focus and, correspondingly, the domains for such strategies should be included and prioritised to reflect the appropriate order of importance.
- *The development of a shared understanding amongst team members:* Despite agreement about the project aims on the original application, it became apparent at the first meeting that team members had divergent views of ‘embedding’, in part reflecting varying disciplinary backgrounds and experiences. A shared understanding took some time to reach and, like aspects of the working definition of intercultural competence³ itself, understandings of ‘embedding’ can also be characterised as dynamic, resulting in several iterations.

3 Project working definition of intercultural competence: “A dynamic, ongoing, interactive self reflective learning process that transforms attitudes, skills and knowledge for effective communication and interaction across cultures and contexts.”

For the record, the original six aims of the project were:

- To raise the profile of intercultural learning and competence among academic leaders, student services managers and professional developers in business-related disciplines;
- To develop a framework for the development of intercultural competence in academic leaders and staff, student services managers and students involved in business courses and programs in Australia;
- To identify successful professional development strategies for developing intercultural competence in staff teaching and supporting students in business programs;
- To pilot embedding strategies in business education that will embed intercultural competence in students;
- To pilot innovative student services that will create a sustainable intercultural ethos;
- To provide staff in business faculties across Australia with access to resources and strategies which they can adapt to develop intercultural competence and sustain an intercultural ethos;
- To develop closer collaborative relationships between participant universities, the Australian Business Deans Council (ABDC) and national institutes – the Australian Learning and Teaching Council (ALTC), formerly the Carrick Institute for Learning and Teaching in Higher Education, and the UK Higher Education Academy.

1.2 Rationale

The original rationale for the project largely related to the increased dissonance brought about in business education from an increasing number of culturally diverse local students and international students. In business schools, this increase has not just been experienced at the undergraduate coursework level, but also at the postgraduate level. Furthermore, a large proportion of the expanded cohort has been attracted from overseas, which, by definition, implies different cultures.⁴

As the project team developed convergent views of the project aims, it became apparent that there were multiple drivers for the project which arose from this increased diversity of perspectives, and indeed, beyond this.

The value of pursuing these project aims include the following stakeholder views:

- **Students** report, too often, that group-work assessments, particularly out-of-class ones, are dysfunctional; that in-class peer interaction is poor; and that teaching staff are unable to promote effective learning environments;
- **Employers** need new graduates with intercultural understanding, skills and attitudes, and argue that it is the tertiary sector's responsibility to develop those skills. Employers of business graduates in both industry and government acknowledge that business professionals operating in their multicultural workforce require effective communication skills and that these must be evident across cultures and (local and international) contexts;
- **Academics** are experiencing increasingly diverse cohorts in higher education, particularly in business schools, and this is a major teaching challenge both in and out of the classroom. Challenging student-teacher and student-student interactions impacts both engagement in learning activities and completion of assessments;
- **Program directors** need to plan for business graduates who, in an increasingly globalised and connected world, value cultural differences, communicate easily across diverse cultures, and possess the range of skills and knowledge needed to conduct business globally;

⁴ Scollon & Scollon (1995) define culture as an "a set of shared perceptions about beliefs, values and norms which affects the behaviours of a relatively large group of people" (p. 126).

- **Academic developers** need to find better ways to support the rollout of graduate attributes policies, including intercultural communication, since the success of embedding in programs hitherto has been limited;
- **University management** needs to address intercultural competence as it relates to internationalisation, including via policy and resourcing. This is one of the priorities of the next round of Australian Universities Quality Agency reviews.

1.3 Intended outcomes

In the original application the project team detailed five intended outcomes as part of demonstrating achievement of the project aims. These were:

- A series of working seminars on embedding the development of intercultural competence, in association with the ABDC Network, to generate high-level strategic dissemination and support for leadership of cultural change and partnerships with professional developers and student services managers in business education;
- A website for reporting on the project in business education (first generation innovation);
- A website hub with a range of resources for staff, including guidelines for embedding strategies aimed at the development of intercultural competence (second generation innovation). Following consultation with ALTC, the website hub will be located on its proposed strategies for Resource Identification Network (subsequently developed and named *ALTC Exchange*) and others such as Higher Education Academy Subject Centres or Centres for Excellence;
- Submission for publication of at least one article on intercultural learning development to a discipline-based journal and another to a broader Higher Education journal;
- Annual Project reports and external evaluation report.

In addition to these intended outcomes, the project generated a rich source of unintended outcomes. These are both detailed in Section 4 of this report. Other sections contain additional lessons for embedding in other contexts (Section 6), as well as lessons for other national collaborative projects generally (Section 7), including critical success factors (Section 8).

2. Project method

In the original application the project method was outlined in seven discrete phases. However, this has been revised subsequent to our experiences and discussions with other stakeholders. The project method is therefore described below through three themes, which are in many ways closely interconnected. These are engagement and development, dissemination and evaluation.

2.1 Engagement and Development

From the outset, action research was adopted as the central project methodology to ensure sustained participative and reflective engagement in the project (Reason & Bradbury, 2001; Greenwood & Levin, 1998). The four stages of action research – planning, acting, observing and reflecting – were undertaken collaboratively across four business faculties, with each site initially completing a stocktake to evaluate potential opportunities for change in their unique institutional setting. Some sites took a more formal approach to the stocktake than others.

While each site proceeded differently, continued collaborative engagement was vital in developing the project's systemic embedding framework, itself reflective of the complexity of the project's methodology. Each site aimed to work iteratively through the four stages of action research and this

cycle was completed two or three times at each site. The QUT business faculty site replaced the Melbourne site (which had to withdraw) and so came into the project later than the other three universities, but still went through a number of iterations.

In parallel with the project methodology, site reports were also written iteratively in collaboration with the project leader and/or manager. The final two iterations were informed by the embedding framework that was refined after the first year of the project.

Although geographically disparate, the project team members sustained engagement with each other through regular teleconferences and eight face-to-face meetings. The face-to-face meetings in particular were useful opportunities to rationalise the project aims, strategy and evaluation framework, as well as engage with and develop key theoretical ideas. In between meetings, the project manager played a key role in maintaining engagement across the four geographically dispersed universities using a snowballing technique – meeting face-to-face with each site leader, discussing reflections and progress with the project leader and planning next steps, and then sharing those strategies across the four sites. An external evaluator (see Section 2.3) was also engaged from the beginning of the project, and was involved regularly in project team activities.

A national reference group was established, as well as a local reference group for each site. These reference groups were regularly engaged in developing ideas and acting as ‘critical friends’ in providing input and responding to the taxonomy for developing intercultural competence and the embedding framework. The reference groups were also sites for dissemination and evaluation purposes.

Engaging a range of stakeholders from the outset of the project encouraged participants, particularly those in the local reference groups, to take some ownership of the project outcomes, encouraging them to embody and embed its initiatives. These interventions formed a key part of embedding strategy of the project, and will be strongly associated with sustainability of project outcomes (McKenzie et al., 2005; Southwell et al., 2005).

2.2 Dissemination

Recent work points to the importance of disseminating innovation and project outcomes and including a focus on embedding strategies *within projects themselves* as they are proceed (McKenzie et al., 2005; Southwell et al., 2005). Accordingly, dissemination formed an integral part of the methodology throughout the life of the project. It was therefore closely aligned with engagement and development facilitated by the project manager who regularly disseminated ideas from each site to other site leaders through his snowballing technique explained above.

This frequent interaction with various stakeholders also meant that formative dissemination and evaluation were integral from the beginning of the project, as the project manager could receive and pass on regular feedback to all stakeholder groups.

Local dissemination was also effective through local reference groups, that typically included local leaders distributed from across the typical business school (such as program directors, discipline coordinators, and teaching and learning enthusiasts). Regular engagement with these groups provided opportunities (and at times responsibility) for disseminating and progressing an intercultural focus within their work practice.

This focus on formative dissemination reflects the project’s final embedding framework, which articulates that deep dissemination and embedding of project outcomes involves engaging stakeholder groups in various key communities of practice, rather than simply producing a final report and sending it to relevant associate deans.

It is important to note that dissemination of project outcomes also took place nationally and internationally in a traditional and external sense, through various conference presentations, papers, and workshops, particularly around the embedding framework and the taxonomy for developing intercultural competence.

2.3 Evaluation

Evaluation was also integral to the project methodology and embedding during the life of the project, building on the strong link of such activities to the sustainability of project outcomes and innovation in higher education (McKenzie et al., 2005; Southwell et al., 2005).

Ongoing formative feedback, a vital part of the action research model, was obtained from a wide range of stakeholders including:

- Expert feedback specifically focused on IC from the national reference group;
- Feedback from the local reference groups on the project's progress and appropriate actions for the local site, although some local reference groups were more involved than others;
- Participants at several conference meetings of the Australian International Education Conference (AIEC), as well as other national and international presentation opportunities;
- Feedback from various other interactions with other relevant communities of practice during the project (e.g. ALTC-funded business projects such as 'Enhancing engagement with graduate attributes' or other wider ALTC-funded projects like National GAP) as well as participants at the national working seminar series that included expert IC researchers/teachers, frontline teachers with an interest in IC and decision makers;
- The engagement of the external evaluator, Emeritus Professor Adrian Lee, who was involved formatively, collaborating with the project manager, project leader and project team throughout the project. The evaluator attended several project meetings, actively engaged in formative processes including email discussions, and encouraged focus and a disciplined approach to project activities (e.g. through the evaluation framework developed to monitor critical success factors and revised five times in response to formative feedback). The evaluator was also engaged summatively at the final Sydney working seminar as an observer and participant, finally producing a short external evaluator report.

In addition to the formative feedback obtained above which contributed to the summative evaluation, summative feedback was specifically obtained from two key stakeholder engagements:

- The national meeting of Business Associate Deans Learning and Teaching as part of the ABDC, T&L network in Hobart 2009
- The series of 6 national working seminars around Australian capital cities in February – March 2009

The evaluation strategies above differ from those identified in the original application:

1. The Reference Group and ABDC working seminars will address the criteria for evaluating the project's success against the framework developed in Phase 2;
2. Pre- and post-project surveys of attitudes of ABDC T&L Associate Deans, their assessment of their faculty's capacity to develop intercultural competence and its intercultural ethos;
3. Pre- and post-project initiative comparisons at hub universities as indicated by:
 - SCEQ or equivalent data, with ratings analysed by admissions basis before and after the initiatives.
 - Qualitative comments from SCEQ and CEQ, such as whether international students are more satisfied with their experience following implementation of initiatives.

- Fail rates of international students compared with domestic students. Student Progress Rates of 'Permanent Residents' and International students are around 10% lower than 'Australian Citizens' (Asmar et al., 2003);
- 4. Evaluation against the framework criteria by participants and key stakeholders of the effectiveness of the working seminars;
- 5. Evaluation by the Reference Group of the effectiveness of the pilots from data designed and collected as part of the pilot;
- 6. Evaluation by key stakeholders of the effectiveness of the website hub.

It became apparent in the first year of the project that a number of these evaluation strategies could not be completed, in part because there would be insufficient elapsed time for data relating to project outcomes to be collected, or because the collection of this data was too ambitious. Despite this limitation, valuable evaluation has been achieved both formatively and summatively as listed at the beginning of Section 2.3.

For instance, while post-project surveys of the attitudes of ABDC T&L Associate Deans were not collected regarding the capacity of their own faculty to develop IC, their feedback about the project was obtained at the February 2007 meeting in Sydney, and again at the February 2009 meeting in Hobart. At the latter, this included summative quantitative feedback indicating strong support for the project outcomes. For more detail on the actual evaluation see Section 5.

On the advice of the project evaluator, project evaluation was recast to work within an evaluation framework. Evaluation was also conducted as an action learning process and the evaluation framework was regularly revised and scoped to meet emergent project needs. (Further details of the evaluation framework are provided in Section 5.1 of this report.)

Evaluation data gathering was embedded in all project activities and collected from key stakeholders, including the reference group, and at presentations, workshops and seminars. At each of the national seminars involving a wide range of key stakeholders, participants completed surveys either progressively during the seminar or at the end. This summative evaluation process and outcomes are also detailed more fully in Section 5.2 of this report.

3. Literature review

3.1 Introduction to Intercultural Competence

The development of approaches, strategies, and resources to embed the development of intercultural competence into business higher education in this project took account of a literature review that spanned a number of related key areas: the context within which business education operates within Australia (globalisation and the internationalisation of higher education), cultural diversity in business classrooms and the implications for staff and students, issues associated with defining and developing intercultural competence and strategies for 'embedding'.

Globalisation and intercultural competence

The forces of globalisation have resulted in the rapid increase in movement of people, money, services, goods, images and ideas around the world. They have resulted in significant physical realities and had a significant impact on people's personal and working lives. Some have argued that the forces of globalisation have ensured that "the peoples of the world are incorporated into a single world society, a global society" (Albrow, 1990, p. 9) usually against their will or at least without their conscious consent. Undoubtedly the interconnections between nations and peoples of the world

have increased and the worlds in which we live and work, our 'landscapes' (Appadurai, 1990, p. 296) are characterised by fluidity and change. We now populate a number of 'imagined worlds' which transcend national borders; worlds peopled by individuals and groups from a range of different nation-states (Appadurai, 1990). In such spaces there is a need for intercultural competence.

One strategy available to organisations is to recruit those with existing intercultural competencies. Another is to hope that proximity to people from other cultural backgrounds will, by itself, lead to the development of desirable competencies. However, rather than happenstance, which relies on developing intercultural competence through trial and error, a third strategy is possible, i.e. an intentional imperative that develops intercultural competencies of employees. Organisations that fail to adopt this imperative risk becoming irrelevant and incapable of operating in a global business environment. Higher education institutions represent one particular organisational context, and are especially relevant because they provide students with the opportunity to pre-empt these issues prior to entering the workforce.

Globalization and the resulting intercultural dynamics are having a profound impact upon universities, and are immediately recognizable at the organisational and individual (students and staff) level. As universities strive to meet strategic challenges and grasp new opportunities within the globalised economy, an agenda for 'internationalisation' has emerged across the sector (Scott, 1999). Global recruitment of non-resident students (Currie & Newson, 1998) and increasing diversity in local populations (Cushner, 1998) mean that student populations are becoming increasingly culturally diverse (Boyacigiller, Goodman, & Phillips, 2003). Research has shown that academic staff and domestic students tend to perceive student difference as a barrier to learning (Jones, 1999; Summers & Volet, 2008). The development of intercultural competence in staff and students is practically and strategically important in this environment. Broad and deliberate institutional strategies supported by educational processes to develop intercultural competence in learning, teaching and social contexts are urgently needed (Leask, 2003; Volet & Ang, 1998).

The impact of globalisation and the need for intercultural competence in a globalised world is clearly evident on university campuses and classrooms, and arguably more so in business classrooms than in any others. An increasing number of culturally diverse local students and international students are choosing business-related degrees at both the undergraduate and postgraduate level. Indeed, at many universities more than half the international students are enrolled in business faculties. Simultaneously, the business world is becoming increasingly global and it is necessary to develop appropriate pedagogies to prepare all students for life and work in "an increasingly interconnected world where the demands of international business are likely to dominate their experience" (Cecez-Kecmanovic, Juchau, Kay, & Wright, 2002, p.4). Potentially this makes business classrooms the ideal space in which to prepare students for life in a globalised world.

Internationalisation and intercultural competence

Internationalisation in the higher education sector is a much debated and diversely interpreted concept. In 1994, Jane Knight defined internationalisation of higher education as "the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution" (Knight, 1994 p. 3). In 1995, a study undertaken by the European Association of International Education defined a major focus of internationalisation in higher education as being that of preparing "faculty, staff and students to function in an international and intercultural context" (Knight & de Wit, 1995, p. 13). In 1997, van der Wende argued that a major focus of internationalisation was "making higher education (more) responsive to the requirements and challenges related to the globalisation of societies, economy and labour markets" (p. 19). In Australia in 1998, Stuart Hamilton, member of the Australian Vice Chancellors' Committee, defined internationalisation as "the complex of processes that gives universities an international dimension relevant to all facets of university life, including scholarship, teaching, research and institutional management" (Hamilton, 1998, p. 1).

As a result of extensive and significant consultation and research into internationalisation between 1994 and 2003, Knight updated and extended her definition:

Internationalisation at the national, sector and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education. (Knight, 2003, p. 2)

Once again Knight constructs internationalisation as requiring ongoing and continuous effort (it is a 'process' rather than a discrete event or series of events), concerned with relationships between and among nations, cultures or countries (international) and the diversity of cultures existing within countries, communities and institutions (intercultural).

A range of approaches to internationalisation are also identified in the literature. In particular, Knight and de Wit (1995) describe a 'process approach' to internationalisation in higher education in which an international or intercultural dimension is integrated into teaching, research and service activities through a combination of a wide range of activities, policies and procedures. They describe two main types of strategy used in a process approach – organisation and program strategies. Policies and administrative systems comprise the main focus of organisation strategies. Academic activities and services comprise the main focus of program strategies. Other approaches to internationalisation described in the literature include activity, competency and ethos approaches, where an activity approach is characterised by a focus on discrete and unrelated activities such as exchanges, curriculum and international students; a competency approach by a focus on the "development of new skills, knowledge, attitudes and values in academic staff"; and an ethos approach is characterised by an emphasis on "creating a culture or climate on campus which promotes and supports international/intercultural initiatives" (Knight, 1997, p. 6 & p. 13).

The espoused benefits of internationalisation in higher education, including its intercultural dimension, are many. They include preparing graduates for participation in an increasingly globalised society (Leask, 2001; 2008) the creation of an "open, tolerant and cosmopolitan university experience" (Kalantzis & Cope, 2000, p. 31) and the development of "the cultural bridges and understanding necessary for world peace" (Larkins, 2008, HES The Australian, April 23, p. 25). Volet (2004) argues that internationalisation generates opportunities for improving the quality of higher education and she goes on to advocate two specific opportunities: enhancing intercultural competence; and fostering skills for critical reflection. The intercultural dimension of the internationalisation of education is one of international, national, institutional and personal significance based on reciprocal relationships and a "flow of knowledge and cultures across national boundaries" (Slethaug, 2007, p.5).

These definitions and approaches to internationalisation in higher education highlight:

- The significance of the intercultural dimension of internationalisation in higher education. This is in stark contrast to the notion that internationalisation of the curriculum simply requires inclusion of knowledge of particular facts about other cultures and countries;
- The need to focus on the development of skills, attitudes and knowledge that will assist development of intercultural competence in students and staff. Ryle (1949) makes a useful distinction between 'knowing that' and 'knowing how' in relation to intercultural matters. That is, knowing that Chinese students are often hesitant to participate verbally in classrooms is very different from understanding the cultural background that provides a rationale for such reticence;
- The need to take deliberate actions to create a culture or climate on campus that promotes and supports development of intercultural competence.

Cultural diversity in business higher education

Students in higher education business programs represent diverse demographic as well as cultural backgrounds (Cecez-Kecmanovic et al., 2002). Such diversity amongst students includes difference in gender, age, socioeconomic, educational, and cultural backgrounds. (Cecez-Kecmanovic et al., 2002; Department of Education Science and Training, 2007). Moreover, students vary in terms of access to learning resources, learning styles, contextual language ability and aspirations (Cecez-Kecmanovic et al., 2002).

Cecez-Kecmanovic et al. (2002) suggest that diversity poses several challenges for business educators, including the need “to increase the variety and flexibility of teaching and learning and delivery modes in order to support the learning of a diverse student body” (p. 280) and “to ensure the quality of learning outcomes across the student cohort without disadvantaging some groups in order to cater for the needs of others” (p. 281).

Many educators tend to associate learning differences with cultural disparities and, when faced with these issues, take a deficit perspective. To assist academic staff to move beyond a deficit approach to dealing with cultural diversity in the classroom Biggs (1997) poses a 3-level cross cultural learning model. The first two levels are based on deficits: the first level on student deficits, on ‘what students are’ and the second on teaching deficits, or on ‘what teachers do’. However he argues that “the cognitive processes students use to learn are universal” (Biggs, 1997, p. 133) and that, therefore, a third level, focussing on cognitive processes, or ‘what students do’ is more appropriate than the other two levels. Such cognitive processes can be stimulated by active teaching strategies such as problem-based learning (Biggs, 2003b). Essentially, his argument is that in culturally diverse classrooms (indeed in any classroom) teachers would be better to focus on what students do, rather than on who they are and where they come from and what that might mean for the way teachers teach. Such an approach, he argues, will create a more inclusive learning environment and improve learning for all.

Another approach to dealing with diversity is that of ‘communicative action’ following Habermas (1984; 1987) in which respectful agreement is reached by participants negotiating in interactive dialogue and agreed action. Such values underpin the ability to work effectively with a diverse range of people and are increasingly regarded as necessary in the workplace (Webb, 2005). The work of Ryan and Hellmundt (2005) is also relevant. They argue that ‘cognitive dissonance’ which arises from diversity provides a learning opportunity for all students as well as their lecturers. They argue that if this ‘cognitive dissonance’ is utilised then a “higher level of engagement in learning and the development of more complex understandings for all learners” can be facilitated (Ryan & Hellmundt, 2005, p. 15).

Given the impact of globalisation on higher education and the world of business and the continued focus on internationalisation in higher, cultural diversity in business classrooms is not likely to decrease rapidly in the near future. This provides both opportunities and challenges.

Opportunities and challenges

The presence in classrooms of culturally diverse local and international students, and indeed staff, creates opportunities to develop new pedagogies but also provides challenges for all involved – academic staff, professional development staff who work with them and the international and domestic students themselves.

Research suggests that inclusive teaching and learning environments will benefit all students, not only international and culturally diverse local students (Biggs, 1999; Smith & Schonfield, 2000; Asmar, Singh, Lici, & Ginns, 2003; Eisenclas & Trevaskes, 2007). In business education in particular there are significant benefits to using cultural diversity to develop culturally competent graduates

capable of managing a diverse workforce operating in global markets (Ramburuth & Welch, 2005). It has been recognised for some time that there is a need for broad and deliberate institutional strategies, educational processes and appropriate pedagogies to develop such competence in learning, teaching, social and work contexts (Volet & Ang, 1998; Leask, 2005a, 2008; De Vita, 2007).

Cultural and linguistic diversity in classrooms also creates challenges. Research has shown that academics tend to perceive student difference as a barrier to learning (Jones, 1999). What is required is more than a deficit approach to inclusivity and assimilation which views cultural minorities in the classroom as lacking in key skills and focuses attention solely on developing those skills in them and moulding them to fit their surroundings. In this project we aim to develop a transformative approach that recognises that all stakeholders can gain value from intercultural diversity and that it is not only the sojourners or newcomers who should or will be changed by the experience of cultural diversity. Embedding support and services into academic programs is one effective way of overcoming the 'deficit' approach to student support (Asmar et al., 2003, p. 2).

As Paige (1993, p. 1) notes, "professional intercultural educators know that communicating and interacting with culturally different others is psychologically intense" and has several risk factors associated with it (p. 13). Thus while intercultural competence, the "understandings, competencies, attitudes, language proficiencies, participation and identities necessary for successful cross-cultural engagement" (Heyward, 2002, p. 10) is a recurring theme in the discourses of internationalisation in higher education, pedagogies to develop intercultural competence that have been tested in discipline-specific contexts are hard to find. Perhaps this is because for many years it has been assumed that intercultural learning will be an automatic outcome and benefit of intercultural contact on campus (AEI, 1998, p. 2) and in class. The assumption that proximity automatically results in intercultural contact which in turn leads to intercultural learning and competence has never been proved however. Indeed, to the contrary research in Australia and overseas into the interaction and engagement between different cultural groups on campus (Robertson, Lane, Jones, & Thomas, 2000; Volet & Ang, 1998), does not support the crude proximity → intercultural contact → intercultural learning/competence equation. At the very least, active engagement is a necessary ingredient.

The higher education literature also suggests that the influence of central support units for academics and students is mixed in relation to its impact on academics' teaching practice in disciplines including traditional business faculties. Academics arguably owe their primary allegiance to their discipline (Hicks, 1999), which often provides an established community of practice, a favoured disciplinary epistemology and set of values (Healey, 2000). These orientations may act as a constraint on teaching and learning advice derived from sources outside their business faculty (Freeman & Johnson, 2008). The project will therefore draw on discipline-based exemplars and embedding strategies appropriate for business faculties.

In the light of the above, this literature review will now examine what is meant by the term intercultural competence within the context of higher education and business education today; how it might be developed in that context and how that development might be embedded in institutional and classroom culture and pedagogy so that it is sustained over time.

3.2 Developing Intercultural Competence

What is intercultural competence?

In its early stages the project team decided not to create a new definition of intercultural competence in the area of Australian business higher education. Our attempts to do so raised several salient issues. First, that this research does not begin in a vacuum and that in-depth studies of IC have been and are being undertaken by specialist researchers in various fields. Cultural studies focus on understanding culture and cultural difference (Clifford & Marcus, 1986, p. 18; Crichton & Scarino, 2007; Geertz, 1973; Kramsch, 2001), communication studies on cross-cultural communication (Crichton & Scarino, 2007), and linguistic studies on the need for shared understanding of language

and its meaning(s) in use (Kramsch, 1998, 2005). Second, that the project team would be better to draw upon such work as the basis of their understanding of intercultural competence. Third, that the study is limited by being specific to the context of business higher education in Australia and, as such, is shaped by the social, political and economic context within Australian business higher education. Fourth, that following Wittgenstein (1963), definitions need to be derived from how words are used in action and not given fixed unchanging meanings. It follows then that amongst the participants of this research there may be multiple understandings of what intercultural competence means and that attempts to reformulate more accurate definitions go beyond the scope of this project. Thus, the purpose of the definitional work presented here is to explain the background to the development within the team of an agreed and shared understanding of how the development of 'intercultural competence' would be used in the project. This was an important stage in focusing on of effective strategies for embedding the development of intercultural competence in our respective faculties.

Crichton and Scarino (2007) cite three definitions of intercultural awareness, competence and learning from research in the field. The first definition draws on work undertaken by Paige et al:

The process of acquiring the culture-specific and culture general knowledge, skills and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental and ongoing process which engages the learner cognitively, behaviourally and affectively. (Paige, Jorstad, Siaya, Klein, & Colby, 1999)

The second definition draws upon Liddicoat et al. (2003, p. 16) and suggests that intercultural awareness "means moving well beyond a static approach to learning isolated facts about an individual culture and involves the learner in a process of transformation of the self his/her ability to communicate and to understand communication and his/her skills for ongoing learning".

The third definition is drawn from Bodycott and Walker (2000), who suggest that "IC in learning and teaching is a self reflective process 'which prompts learners and teachers to confront their own beliefs and biases" (p. 87). Fantini (2000) supports this notion, and describes intercultural competence as "double edged" (p. 26). He argues that in order to address intercultural competence it is necessary to make a comparison between at least two different cultures, typically by comparing a foreign culture with self reflection.

Finally, and in summary, Crichton and Scarino (2007), suggest that students' intercultural competencies are "capacities to work with their own and others' languages and cultures, to recognise knowledge in its cultural context, to examine the intercultural dimension of knowledge applications, and to communicate and interact effectively across languages and cultures" (Crichton & Scarino, 2007, pp. 19-20). Language is important because it has a profound effect on the way in which we think and express ideas. An understanding of language structures and how language is used is therefore vital for building intercultural competence, and several authors mention the significance of proficiency in multiple languages (Fantini, 2000).

From these definitions and searching the relevant literature more generally, the project team agreed that:

The development of intercultural competence is a dynamic, ongoing, interactive self-reflective learning process that transforms attitudes, skills and knowledge for effective communication and interaction across cultures and contexts.

What is development?

Whilst the term development may be said to relate to "the gradual growth of something so that it becomes more advanced, stronger, etc" (Soanes & Stevenson, 2005), others suggest it to be a continuous change-of-state process, usually towards a more desirable state. Additionally, in relation to human learning as development, each individual brings existing skills to the development process,

development therefore may not have a definitive beginning or end. Applied to intercultural competence this means intercultural competence may best be represented as a continuous cycle in which new challenges must constantly be overcome. These might include, for example, learning to understand a particular cultural or linguistic nuance or learning how to do something familiar in a new environment. Viewed in this way the development of intercultural competence could not ever be fully complete (Fantini, 2000). Indeed Fantini (2000) describes the development of intercultural competence as “an on-going and lengthy – often a lifelong – process... normally there is no end point. One is always in the process of ‘becoming’ and one is never completely ‘interculturally competent’” (p. 29).

In education and in other contexts, however, development is often measured in constructed discrete stages, where the level of development is equated with a certain bracket of success in diagnostic tests, and there is an artificially defined end point. Stage end points are often blurred, and dependant on context although one stage may also be a pre-requisite for the next stage.

Another concept, more typically associated with a building-construction notion of development is applied, although sparingly, in the literature (Edwards, Crosling, Petrovic-Lazarovic, & O'Neill, 2003; Williams, 2001). This is that different stages of development can be associated with the application of different tools, resources and strategies. Williams (2001) for example devised a set of six cultural awareness activities for English teacher trainees learning to teach English to speakers of other languages. The activities themselves are progressive. In Williams' own words, “There is a progression from a first activity which builds on a definition of culture, to an activity which focuses on body language, to later activities which look at cultural values and concerns” (Williams, 2001, p. 113). Such an approach to development overcomes the frustrating challenge faced by educators who seek to measure progress or development towards defined program or course learning goals.

How can we develop intercultural competence?

The literature reveals a range of approaches which attempt to clarify the development of intercultural competence. These approaches reflect a number of different theoretical frameworks and perspectives, from both qualitative and quantitative backgrounds. Different approaches often reflect the variety of project methodologies and have resulted in a range of models and frameworks for the development of intercultural competence, which is conceptualised as being linear and additive and/or cyclical and/or multidimensional.

It also needs to be noted that the term ‘competence’ is in itself somewhat problematic and contested. Stone (2006b, p. 340) notes that while some understand it as “a holistic concept that can be seen to encapsulate a range of attributes such as knowledge, attitudes and skills considered essential for professional and personal performance” it has increasingly become associated with lower order skills training and therefore no longer assumes the development of “important aspects of professional performance and understanding” (p. 340). In this project the holistic meaning of the term ‘intercultural competence’ is the way in which the term is intended. That is, the project is focussed on finding ways to embed the development of knowledge, attitudes and skills required for high level professional performance and understanding. Thus we sought out literature that could inform us in this task, rather than literature focussed narrowly on only one aspect of the development of intercultural competence, such as for example, cross-cultural skills training.

Heyward (2002) proposes a multidimensional development model of intercultural literacy (of which intercultural competence is one dimension), which assumes that development is a linear additive learning process. The model defines development in 5 stages. The first stage is ‘Monocultural level 1’ where the individual has limited awareness and is unconsciously incompetent. At ‘Monocultural level 2’ the individual is naïvely aware but is still unconsciously incompetent. At ‘Monocultural level 3’ the individual becomes conscious of their incompetence. Heyward argues that intercultural competence must be learned in a cross-cultural environment, and that a “crisis of engagement” (p. 18) is necessary to stimulate the development of intercultural competence. It is not until after a crisis of engagement that intercultural competencies start to develop, well after understandings and

attitudes. This crisis of engagement, which involves 'living alongside' another culture is the third of the five stages. The fourth stage is the 'Crosscultural level' where the individual becomes consciously competent, followed by the fifth stage or the 'Intercultural level', where the individual is unconsciously competent. This interpretation acknowledges that self-reflexion is central to the development of intercultural competence, although the final state of being 'unconsciously competent' suggests that self reflection is not a necessary competency in itself. These stages can be used to understand the development of intercultural competence and thus assist planners to facilitate its development.

The Intercultural Competence Assessment (INCA) Project was funded by [Leonardo da Vinci II](#) so that a framework to support the training and assessment of UK workers in regard to intercultural competence could be established. The project also established a series of assessment tools including questionnaires, scenarios and role plays to support employee development, among other things (CILT, 2004). Based on the success in these tasks, the INCA project allocates each individual to one of three levels of competence; basic, intermediate or full. According to the general profiles in the assessor's framework, an individual at the first stage of development, 'basic', will "be disposed to deal positively with the situation. Their responses to it will be piecemeal and improvised rather than principled, even though mostly successful in avoiding short term difficulties. These will be based on fragmentary information"

(http://www.incaproject.org/en_downloads/2_INCA_Framework_Assessor_version_eng.pdf).

An individual at the 'intermediate' stage of development "has begun to induce simple principles to apply to the situation, rather than improvise reactively in response to isolated features of it. There will be evidence of a basic strategy and some coherent knowledge for dealing with situations"

(http://www.incaproject.org/en_downloads/2_INCA_Framework_Assessor_version_eng.pdf).

An individual at the 'full' stage of development will "combine a strategic and principled approach to a situation to take the role of a mediator seeking to bring about the most favourable outcome. Knowledge of their own culture and that of others, including work parameters, will be both coherent and sophisticated"

(http://www.incaproject.org/en_downloads/2_INCA_Framework_Assessor_version_eng.pdf).

This model is similar to Heyward's in that it describes the development of intercultural competence as linear and additive.

Edwards et al. (2003) present a framework to aid curriculum designers which interprets curriculum internationalisation (of which intercultural literacy is one of the primary objectives) "as a staged process, with each stage having defined aims, teaching strategies, teaching methods and educational outcomes" (Edwards et al., 2003, p. 184). Edwards et al. recommend that students "study, live and work in international settings" to achieve 'international expertise', the model's third and final stage of development. This framework differs from most others in that the authors articulate the teaching strategies and methods applicable to each stage.

In addition to the studies above which focus on stages and levels of development of intercultural competence there is an emerging body of literature on how to develop intercultural competence within a structured higher education learning environment.

One model describes the development of intercultural competence as a psychological journey (Ramburuth & Welch, 2005). This model constructs development in four dimensions, where the first dimension relates to cross-cultural sensitivity or awareness (of one's own culture), the second to knowledge of other cultures and countries (including culture specific values, norms and behaviours), the third to concrete business skills for managing cultural differences and the fourth to personal characteristics such as tolerance, persistence, flexibility and self-esteem. They argue that "overall, the development of cross-cultural competence is ...a psychological odyssey of self-questioning and self-awareness leading to personal growth and a transformation of 'mind-set' "(p. 8). A variety of practical activities that can be used to develop intercultural competence in business classrooms are described with particular attention being paid to strategies that will assist teachers to develop their intercultural competence as they work to develop the same in their students.

Leask's framework (2005a) is built around themes and sub-themes rather than stages of development. The themes emerged from research conducted in Australia and Hong Kong in a business program. Leask argues that the development of intercultural competencies in educational settings is complex and should take into account "dynamic social, educational and personal contexts within which staff and students work" (Leask, 2005a, p. 6). Leask's model emphasises the importance of meaningful engagement and critical reflection on one's own and others cultural identities as a strategy for developing intercultural competence. She suggests that because intercultural competence is multi-dimensional, spanning knowledge, skills and attitudes it has implications for staff and students, for what is taught and how it is taught, for professional development and for staff induction. She argues that the development of intercultural competence needs to take account of the dynamic social, educational and personal contexts within which staff and students work as well as the cultural context of the business discipline.

In the framework, the themes and sub-themes provide a conceptual framework for the development of activities including:

- Workshops, mentoring programs and resources offered as part of induction, orientation and transition and other foundational professional development for staff and students
- Ongoing professional development for staff and for students such as learning support resources for integration into courses
- Continuous and end-point evaluation of their development of international perspectives and satisfaction such as attitudinal surveys and registers of activity.

Another framework which was also specifically developed as a resource for academic staff to use when designing learning activities is that of Bowden, Hart, King, Trigwell and Watts (2002). They propose a model for the development of all generic capabilities (including but not specifically, intercultural competence) as "a spiral rather than a linear process" (p. 3), which involves outcomes at four different levels. The first level is the scoping level, at which the scope or purpose of the capability is defined. The next level is enabling, which involves "developing certain skills related to the capability" (p. 8). This is followed by the training level, which involves "elaborating or establishing meaning of the capability within a particular discipline or field". The final level is relating, which involves "developing understanding of the relation between the meaning and the context". Whilst these levels are hierarchical in their relationship to one another this model is not a linear developmental framework. Rather than being uni-directional, each outcome may be met a number of times, depending on 'situational variation'. Some situations are more complex than others, and so are more difficult for students to manage. Discontinuities occur because students achieve different outcomes in different situations, and therefore outcomes might not be observed strictly in order. A student may fall back one step, but they can never skip steps as each outcome is a pre-requisite for the higher level outcomes.

Bowden et al. (2002) also argue that "competence is achieved only when students feel confident to demonstrate a capability across a wide variety of contexts. Writing essays does not necessarily equip one well for any task apart from writing essays." (p. 5). To achieve this learning needs to be reflected on explicitly. If students are not aware of their own learning processes then they are "unlikely to readily transfer relevant aspects of their essay writing ability to other writing assignments" (p. 5).

An area that receives little attention in the literature is that associated with the assessment of the development of intercultural competence, when it is embedded into the curriculum. There are some examples of questionnaires and techniques to measure it as a stand-alone item, most notably Bennet (1993) and Hammer (1998), but few examples of the assessment of the development of intercultural competence within disciplines. This is a significant gap in the literature given that Ramsden (2003, p. 182) argues that from "our students' point of view, assessment always defines the actual curriculum". Assessment provides a means of motivating students to learn, as well as a means of monitoring learning for both students and staff (Bowden et al., 2002). If students are to focus on the development of their intercultural competence it must be clearly identified as a learning goal which is

assessed. Liebling (1997) reports that the first models of curriculum alignment appeared in the late 1960s. These models focus exclusively on the relationship between learning objectives and assessment. Such relationships are not limited simply to content, but also address development. Bowden et al. (2002) suggest that a course which specifies a certain level of development in some capability as one of its objectives must test the capability at that same level. Fantini (2000) likewise argues that for development to be successful, desirable outcomes must first be articulated. This not only allows specific programs to be implemented, it also means that development can be more effectively assessed. Bowden et al. (2002) also argue that assessment should be co-ordinated at a course level (p. 15) Biggs (2003a) model of alignment includes teaching methods in his definition of constructive alignment, arguing that this ensures “maximum efficiency throughout the system” (Biggs, 2003a, p. 26).

Eisenclas and Trevaskes (2007) provide a detailed description of four experiential activities that they have used to develop and assess intercultural communication skills. They argue that interaction between individuals and/or groups “within the very context of their own curriculum content and assessment practices” (p. 416) is essential for the development of intercultural competence. They also argue that “it is at the immediate micro-level of everyday experience with, and in, culture that students best appreciate the inextricable connection between communication, language and culture” (p. 418). The activities they describe were all structured to stimulate purposeful interaction and engagement across cultures as well as reflection on various aspects of culture through reflection on the interaction and engagement. This approach is based on a view of culture “as the experience of everyday living” (p. 416), consistent with Kramsch’s view that culture is “both something you perform and something you learn about” (Kramsch, 1991, p. 228 cited in Eisenclas & Trevaskes, 2007, p. 416). This work is significant in that it contains one of the few examples in the literature of how learning and assessment tasks can be designed to assist and measure the development of intercultural competence.

Miller and Fernandez (2007) provide a detailed description of a program run at the University of Michigan, the Global Intercultural Experience for Undergraduates (GIEU), designed to foster intercultural learning in both students and staff. The program utilises experiential learning and uses Hammer’s (1998) Intercultural Development Inventory to measure the impact that involvement in the program has had on the development of participant’s intercultural sensitivity. Evaluation of the program using regression analysis indicated that those aspects of the program that had greatest impact were the use of reflective journals, close interactions with faculty and working as part of a culturally diverse team. This study is useful in that it provides quantitative evidence of the value of discrete types of learning and assessment tasks for the development of intercultural skills.

A common thread running through all of the above studies is the importance of self-awareness and reflection for both students and staff in the development of intercultural competence. Stone’s (2006b) observation of the importance and value of “systematic reflection on one’s own ways of thinking, feeling and doing” (p.348) for the development of intercultural effectiveness also supports the findings of the more practical applied studies cited above in relation to this.

Given the paucity of literature addressing the ‘how to’ in relation to developing and assessing the development of intercultural competence in disciplines, it is not surprising that Stone (2006a) notes that “it is not always easy for busy tertiary educators to see how they might address this need (to develop intercultural awareness and skills) in ways that are relevant and feasible” (p. 312). This may be part of a larger issue, also noted in the literature. This issue relates to the need for universities to consider and define more carefully what is meant by specific graduate attributes and how the soft skills described within them relate to discipline knowledge (Barrie, 2006, p. 239). Intercultural competence is often associated with the development of international and global perspectives and/or cross-cultural communication skills and as such the definition, development and measurement of achievement in relation to it is part of this larger debate.

The literature review has highlighted that while there is some practical guidance available for academic staff seeking to develop intercultural competence within the context of their discipline,

much more is needed. The literature review has also highlighted the critical and urgent need for more guidance in relation to the assessment of 'higher-order, transferable abilities' or 'soft skills'. Stone (2006b, p. 350) called for the development of "a coherent conceptual framework that can guide the teaching, learning and assessment of generic abilities in mainstream programs" which incorporates opportunities for "structured, systematic self-assessment as a means of implementing the reflective practices that underpin the development of higher-order abilities" (p. 350). The taxonomy of intercultural competence presented in Section 4.1 of this report is potentially a useful tool from this project for the development of marking rubrics that could be used to guide teacher-initiated as well as self-initiated assessment of intercultural competence.

3.3 Embedding the Development of Intercultural Competence

The Oxford Dictionary of English defines 'embed' as "fix firmly and deeply in a surrounding mass" (Soanes & Stevenson, 2005), implying that 'embedding' is the *process* of fixing something firmly and deeply into a surrounding mass. Embedding is therefore clearly distinguishable from information dissemination or "the distribution of information or making it available in some way", which Southwell et al. (2005, p. 2) also emphasise.

The concept of intercultural competence is itself a generic term and therefore its development will have greater resonance with specific disciplines. It is applied in a variety of contexts, including mathematics, biology, histology, grammar and computing, resulting in substantially different interpretations of the term. If intercultural competence is to be regarded as a graduate attribute, then developing intercultural competence needs to be embedded into the process and content of learning (Bowden et al., 2002, p. 4) and embedded within in a specific disciplinary context (Bowden et al., 2002; De La Harpe, Radloff, & Wyber, 2000; Leask, 2005b). For example, whilst particular religious beliefs might be highly significant for the work undertaken in the medical profession, these beliefs may not be so important for an engineer. On the other hand, culturally relevant environmental attitudes and responsibilities may be considered highly relevant to the engineering profession (Leask, 2005b). Whilst what is 'taught' in the classroom, or 'developed' in staff development workshops, may have useful outcomes in themselves, embedding is limited if confined to these contexts within the curricula domain alone.

It is from wider understandings of how dissemination, innovation and change underpinning embedding is conceptualised, that new approaches can be developed. Thus the extensive area of literature in dissemination was traced and includes:

- The role of adapters of innovation – innovators, early adopters, etc (Rogers, 1995)
- Importance of involving leadership - both senior organisation or community leaders and champions of practice (Southwell et al., 2005)
- Need to involve communities of practice – through shared language, understandings at the practice level (Lave & Wenger, 1991; Wenger, 2004)
- Development and use of a shared language for communication and translation of shared meanings between communities of practice (Yanow, 2004)
- Development of a climate of readiness for change (Southwell et al., 2005)
- The use by some researchers of the notion of 'scaling up' of dissemination by engaging at various levels: four dimensions – depth, sustainability, spread and shift of reform ownership (Coburn, 2003)
- The use by some researchers of an agricultural metaphor to describe various methods and levels of dissemination – sowing, scattering, spreading, planting, grafting (King, 2003)
- Limitation of clearing houses and repositories when used as stand alones (Southwell et al., 2005).

Further, a growing body of literature in higher education has focused specifically on the change, development and improvement of teaching and learning (Crosling, Edwards, & Schroder, 2008; Elton, 2003; Lueddeke, 1999; Newton, 2003; Scott, 1999; Trowler, 1998, 2002). In Australia, Scott's (1999) work, and most recently his ALTC funded work in the area of leadership (Scott, 2008), points to the crucial role of leadership in effecting change in Australian higher education. Other authors suggest:

- Lueddeke (1999) adopts a social constructivist approach, emphasising the development shared meanings amongst change participants, the importance of contextual awareness, collaboration and team development including the interests of all stakeholders.
- Elton (2003) suggests that both carrot and stick approaches need to be included to effectively undertake change in higher education.
- Trowler (1998) advocates working both from bottom up and top-down to effect change in higher education
- Becher's (1989) important work on academic tribes and territories demonstrates the importance of engaging academics through their disciplines.
- By, Diefenbach and Klarner (2008) in the context of European Higher Education emphasise the notion of developing capacity for change. Similarity, Jones, Jimmieson, and Griffiths (2005) suggest the need to develop a culture of readiness for change.

Finally, recent work undertaken in the area of disseminating innovation and project outcomes within higher education projects suggests the need to include a focus on embedding strategies *within projects themselves* as they are proceed (McKenzie, Alexander, Harper, & Anderson, 2005; Southwell, Gannaway, Orrell, Chalmers, & Abraham, 2005). Dissemination through embedding strategies during the life of a project has been shown in recent research to be strongly linked to sustainability of project outcomes and innovation (McKenzie et al., 2005; Southwell et al., 2005). According to this literature, dissemination can be defined as the adoption, embedding, scaling up and continuation of key outcomes and innovations of a project or service and is strongly related to organisational change (Southwell et al., 2005).

Coburn's (2003) discussion of the scale of educational reform suggests that it cannot be taken for granted that reform will actually have a significant impact on classrooms. Without sufficient support teachers will rely on previous experience to implement reform, and as such only engage in surface level implementation, rather than a deeper understanding of pedagogical processes. For deep change it is necessary to go "beyond surface structures or procedures (such as changes in materials, classroom organization, or the addition of specific activities)" (p. 4) so that teachers' beliefs, norms of social interaction, and pedagogical principles can be modified (Coburn, 2003). Coburn also emphasises the importance of sustainability.

For both these reasons, the literature related to engagement of stakeholders, which is diverse across many disciplines, is important. The participative methods of action research (Greenwood & Levin, 1998) has a long history in education (Kemmis & McTaggart, 1998), yet relatively little history within higher education organisations (Treleaven, 2006) and certainly less within business faculties. The indicated need to embed change within the project's lifetime and to continue for sustainability beyond, was taken up by adopting the action research methodology (Treleaven, 1994) proposed in the grant application. This action research literature is reviewed in the methodology section.

This project is concerned with embedding the development of intercultural competence in business higher education in Australia. Embedding in this context is related to the dissemination of project outcomes into various communities of practice within institutions of business higher education and therefore, their organisational knowledge. In this context, Southwell et al. (2005, p. 20) take embedding "to mean the engagement of the innovation in the local processes and perhaps the modification of policies, procedures and structures to accommodate the new practice". What this meant in practice is not addressed in the literature. Therefore, this project through its iterative

processes of engagement within sites and across key stakeholders, and the wider change and participatory literature developed an embedding framework.

3.4 Conclusion

The development of intercultural competence is important in a globalised world but it provides a range of challenges for academic staff and students. If we are to prepare graduates to work effectively as professionals, its development needs to be embedded into the curriculum in a systematic and planned way, yet it is an intensely personal process. While there are some examples available to guide staff on how to embed the development of intercultural competence into their teaching there are some significant gaps in the literature for practical guidance on 'how to do it' for busy academic staff who are specialists in 'accounting' or 'economics' rather than in 'intercultural communication' or 'international studies' or for academic leaders and administrators on how to support academic staff and ensure that sustainable change is generated.

There is a growing body of literature in the areas of internationalisation, the intercultural issues associated with it and on the development of graduate attributes generally. However, our literature searches specifically focused on embedding the development of intercultural competence into the curriculum, revealed a significant gap in the literature. Clearly, if intercultural competence is to be developed coherently as a graduate attribute across faculties and institutions, careful attention must be given to embedding its development within disciplines and their curricula. Additionally, contextual variations amongst higher education institutions necessitates the development of a range of strategies that can be adapted to meet the specific needs of individual institutions.

This literature review provided useful, iterative stimulation for the development of the project and informed both the approach taken and the outcomes. It directly contributed to two project outcomes of ongoing value to the sector as a whole the embedding framework (Figure 3, p. 30) and the taxonomy of intercultural competence (Figure 4, p. 320).

4. Project outcomes: intended and unintended

In the original application five intended outcomes were identified as part of demonstrating achievement of the project aims. These were:

- A series of working seminars on 'Embedding the development of intercultural competence' in association with ABDC Network, to generate high-level strategic dissemination and support for leadership of cultural change and partnerships with professional developers and student services managers in business education;
- A website for reporting on the project in business education (first generation innovation);
- A website hub with a range of resources for staff, including guidelines for embedding strategies aimed at the development of intercultural competence (second generation innovation). Following consultation with the ALTC, the website hub will be located on its proposed strategies for Resource Identification Network (subsequently developed and named *ALTC Exchange*) and others such as Higher Education Academy Subject Centres or Centres for Excellence;
- Submission for publication of at least one article on intercultural learning development to a discipline-based journal and another to a broader Higher Education journal;
- Annual project reports and external evaluation report.

In addition to these intended outcomes, the project generated a rich source of unintended outcomes. Together these outcomes are reported in three categories below:

- Deliverables including both intended deliverables (the project website and the separate website hub containing guidelines for embedding strategies) and unintended deliverables (a framework for embedding intercultural competence, a taxonomy of IC development and a set of IC learning activities);
- Dissemination including both intended dissemination activities (working seminars) and unintended dissemination activities (presentations, linkages with other key communities of practice);
- Research including both intended and unintended (publications).

Finally, other sections contain additional outcomes in the form of lessons for embedding in other contexts (Section 6), as well as lessons for other national collaborative projects generally (Section 7) including critical success factors (Section 8). The external evaluators report and the progress reports submitted to ALTC provide additional learnings for ALTC governance of this project and for improving future projects.

4.1 Deliverables

Project outcomes include various deliverables:

- Intended deliverables
 - Project website
 - Separate website hub containing guidelines for embedding strategies
- Unintended deliverables
 - A framework for embedding the development of IC
 - A taxonomy of IC development
 - A set of IC learning activities
 - A set of future critical success indicators.

These are described briefly below. It is worth noting that, throughout the project, the team used an evaluation framework to monitor critical success factors to achieving the outcomes. This evaluation framework was developed under the guidance of the external evaluator, Emeritus Professor Adrian Lee. Throughout the project, it was regularly revised through discussion within the team, with Professor Lee, and through dialogue with our national reference group and site reference groups. Continuous engagement with the evaluation framework proved invaluable in focusing project activities on project goals and reflection on project progress against those goals, greatly assisting the achievement of project aims.

Project website and dissemination website

Identified as a deliverable at the outset, various attempts were made to host the project team website on wikis and to establish a website hub for the project. However, these wikis did not provide a suitable medium to disseminate and share resources amongst the team members. Learning a new system proved unnecessarily complex versus the alternative of sharing files by email, with the project manager keeping master copies.

Ultimately, the project team established a dissemination and community site on ALTC Exchange.⁵ This proved more difficult than expected due to:

- The delay in ALTC Exchange going into production mode;
- The initial complexity for navigation and page development (especially in relation to pictures) and 'real estate' available;
- Our focus on the site being a community site where others could contribute rather than dissemination (with the corresponding challenges for a community site including ongoing page development and post-project site maintenance).

The project website on ALTC Exchange provides interested stakeholders such as academics, program directors, associate deans, academic developers, student service advisors, researchers, and students with the opportunity to gain useful information on the formal and informal curriculum, learning activities, developing and embedding intercultural competence in their own institutions.

Figure 1 depicts a screenshot of the home page.

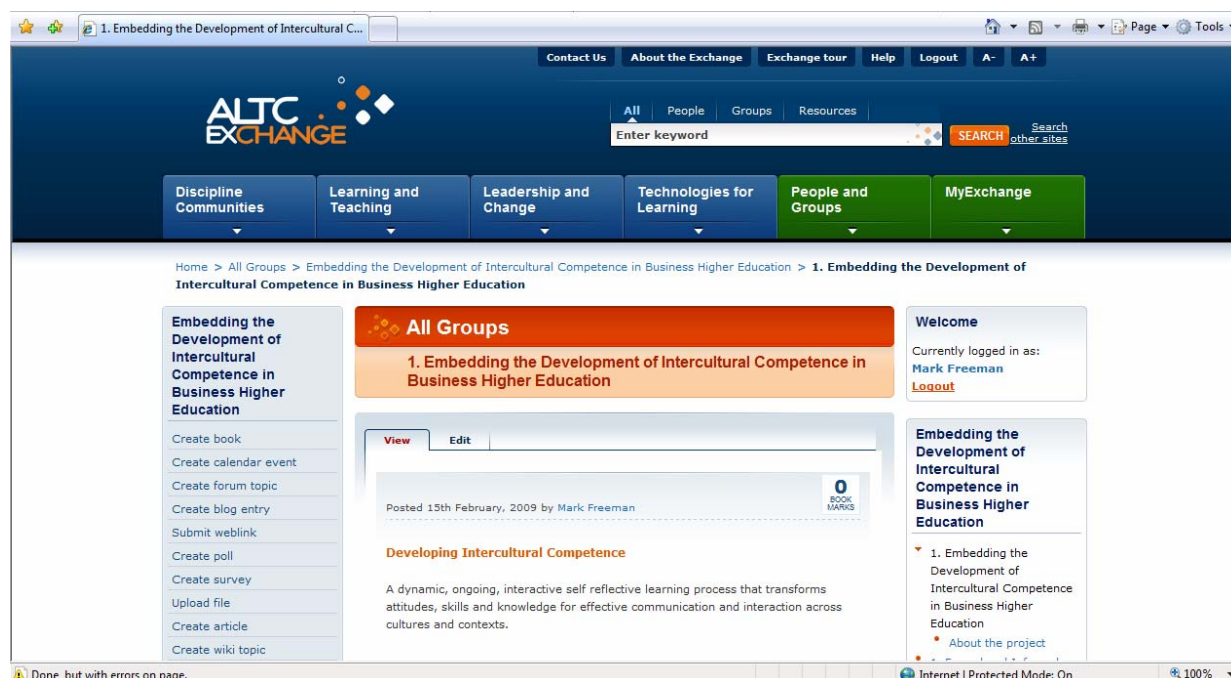


Figure 1: Screenshot of EDIC homepage on ALTC Exchange

The project website was developed over January and February 2009. Following feedback at the capital city working seminar series, the site was further refined. Seminar participants were invited to contribute their own additional IC learning activities and/or join the community, as well as encourage others to do so. ALTC Exchange also advertised its existence in a broadcast to the sector on Wednesday 18th February 2009.

By the end of March 2009, there was only one other non-ALTC forum with more members (first year experience and curriculum design by Sally Kift). If ALTC-related forums on Exchange are excluded, the site appears to have the greatest numbers of 'child', 'grandchild' and PDF linked pages.

5 At <http://www.altcexchange.edu.au/1-embedding-development-intercultural-competence-business-higher-education>
Embedding the Development of Intercultural Competence in Business Education

Figure 2 below depicts an overview of the site map project forum on ALTC Exchange.

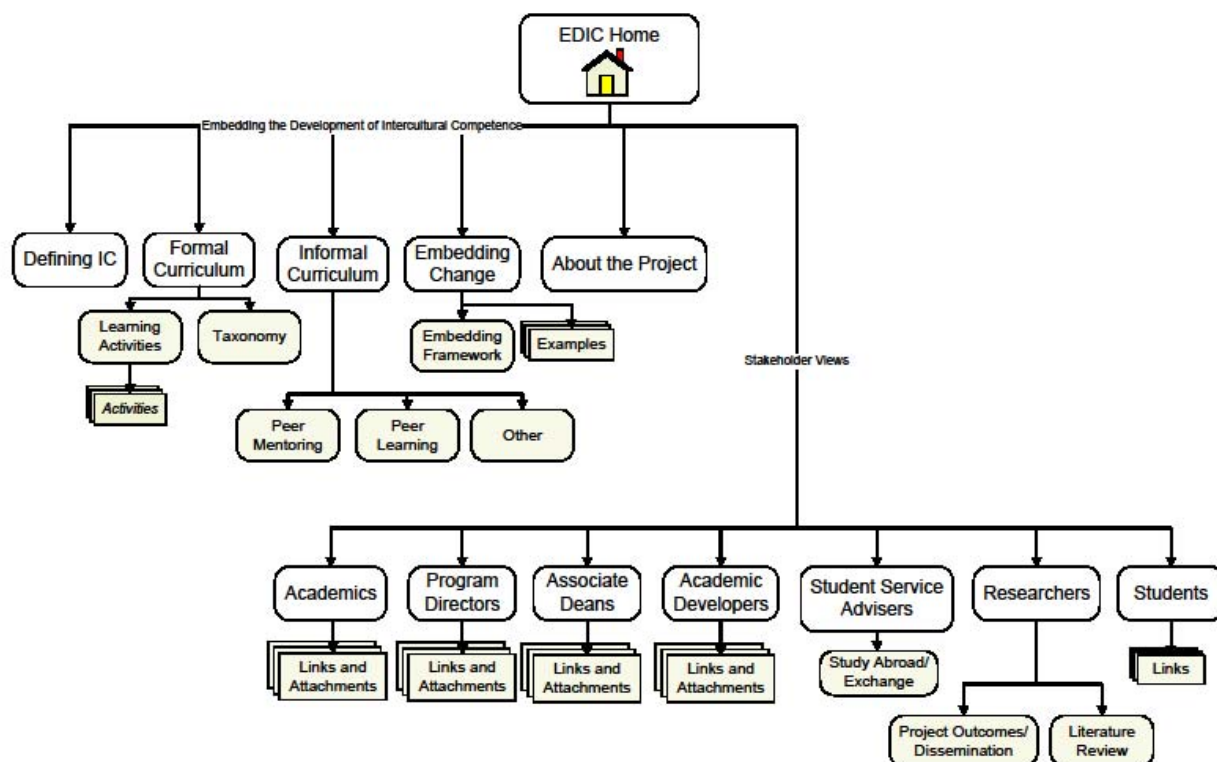


Figure 2: ALTC Exchange site map

A framework for embedding the development of intercultural competence

Developing intercultural competence, through the formal and informal curriculum, in one or more business schools or in a subset of their programs via an initiative such as this project is not enough. It is necessary to go beyond early innovators alone and one-off resources because, on their own, such initiatives fail to achieve the lasting and sustainable change we are seeking to achieve.

Figure 3 below depicts the framework developed by team members with reference to organisational change literature. It can be used to describe the embedding process, in this case applied to the development of intercultural competence. It describes the domains within which various change strategies can be categorised (i.e. leadership and communities of practice; curricula, policies and procedures; resources, tools and databases) and the various stages of development (i.e. raising awareness, developing understanding, and finally facilitating and assuring autonomy).

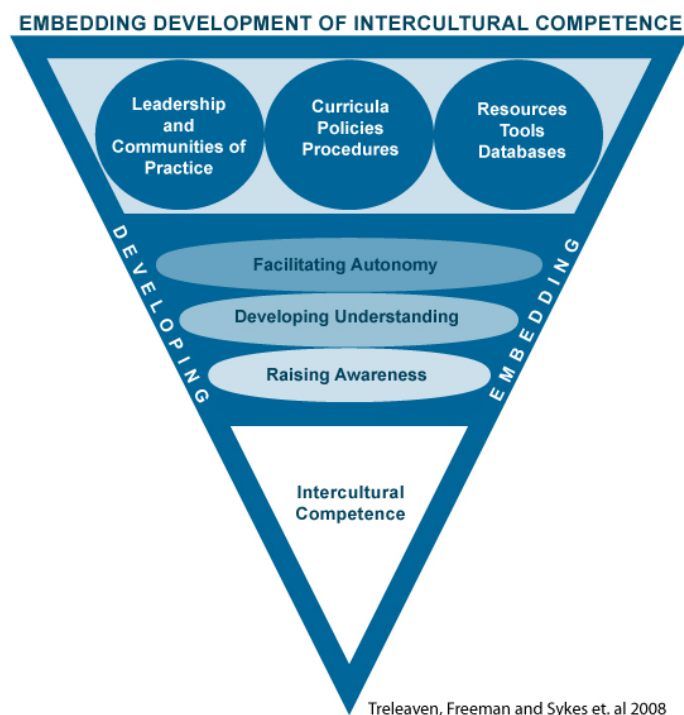


Figure 3: Embedding Framework

Sustainable change is generated from the first of three domains (i.e. Leadership and communities of practice) rather than the last (i.e. Resources) or second domain (i.e. curricula, policies and procedures). It is an iterative process that relies on time and for communities to become engaged and then follow the typical action research cycle of planning, actioning, observing the outcomes and reflecting upon before the next cycle of planning begins. The action can involve the provision of resources that will support the development of intercultural competence to various degrees. However, widespread take-up will depend on the degree to which such engagement is located within the formal curricula and the policies and procedures guiding both formal and informal curricula.

Promoting relevant seeding activities within communities of practice can encourage a maturing intercultural ethos. For example, by carefully selecting academics to pilot activities opportunities for innovators to share their positive experiences.

- *Leadership and communities of practice*

Communities of practice refers to those groups of people who have a shared commitment to and understanding of the work practices they undertake as a group, as a network, or as a distributed/ dispersed group. In the context of a change program, communities of practice are vital as they are the local champions or change agents who collectively are motivated, on board and take action to encourage and enact change. It is in the process of sharing reflective practice and generating new knowledge that possibilities for change emerge and are supported. Therefore, in this project we sought to positively engage several communities of practice, including academic leadership groups (program directors, unit coordinators of international business, teachers of cross-cultural management), members of diversity working parties, student reference groups, and peer mentoring facilitators. As such, distributed leadership widens the range and nature of engagement across and within the organisational unit.

- *Curricula, policies and procedures*

Policies, procedures and curricula are the processes through which change can be systematically initiated and/or furthered. They include, for example, a university or faculty policy that requires the development of a graduate attribute such as intercultural competence. Such policy can be embedded through the procedures for approving new units/subjects or programs/degrees to give attention to the development of intercultural competence through intended learning outcomes, teaching and learning activities, assessment and assessment criteria. Alignment of these components is, therefore, as important as curriculum content itself. Informal curriculum activities can also support IC development at various levels. For example, participating in a peer mentoring program or peer assisted learning program can raise IC awareness; IC training to be a peer mentor can develop understanding; participating in a reflection on a study abroad experience for potential exchange students can assist in facilitating IC autonomy.

- *Resources*

Resources, tools and databases provide new materials for embedding into learning and teaching activities as well as new ways of listing materials in a system-wide approach and in particular curricula. Thus, one common embedding strategy is to make available resources for use in class to staff and students through a range of websites e.g., group work that encourages a diversity focus for students and for staff in the design, management and assessment of group work. Tools for tracking learning outcomes in a group learning activity through self and peer assessment (e.g., an online program such *SPARK*) across a unit/subject (e.g., an online graduate attribute tracking in a software program such as *Re View*) and across a program (e.g., *Digital Measures*, a software system supporting Business School assurance of learning for AACSB accreditation), complete the feedback loop for a systemic approach to embedding.

Taxonomy for IC development

Figure 4 below depicts the taxonomy for describing the development of intercultural competence.

The taxonomy was developed by reference to a wide literature on learning outcomes, including Bloom (1956), Bennett 1993, Byram (1997), Biggs (1999), Anderson & Krathwohl (2001), and Deardorff (2004; 2006). The taxonomy presents three domains (knowledge, attitudes and skills) and three levels of development (awareness raising, understanding and autonomy). The domains and levels are typical of those found in the literature, although it is often observed in the literature that there is no final consensus as the range, number or definition of the 'areas' or aspects of cultural sensitivity, awareness or competency.

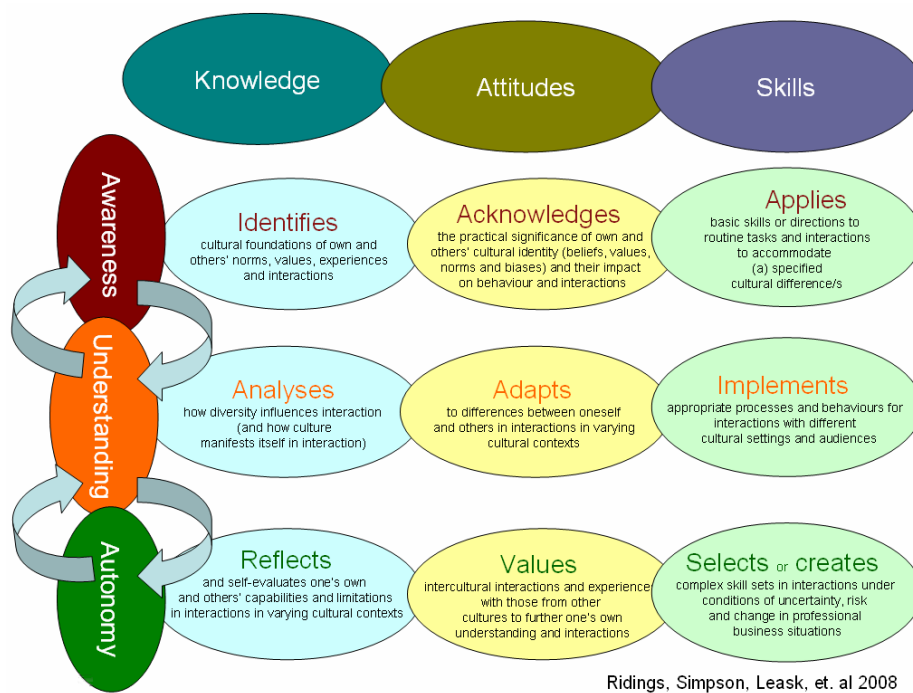


Figure 4: Taxonomy

It should be noted that the development of intercultural competence is iterative and not a linear process. While the taxonomy may appear to suggest linearity, the overlapping 'bubbles' and circularity between levels are intended to represent the iterative nature of developing intercultural competence. Students will move backwards and forwards between the three levels of development and across the three domains, depending on their prior experience in particular cultural contexts. In some cultural contexts, students could have achieved a reasonable level of autonomy where they have had extensive experience with that culture. In other cultural contexts, where the student has had no experience, they would most likely need to raise their awareness of aspects of that different culture before progressing to building understanding and developing autonomy.

The taxonomy was developed as an explanatory device to assist easy engagement for academic staff and students with developing intercultural competence. It can be used in at least three different ways, namely:

- *To design learning activities to develop intercultural competence*

Activities to develop IC can be categorised as awareness raising, understanding, and facilitating autonomy. The taxonomy provides a guide when developing learning activities to

ensure that the three domains are addressed. The taxonomy also provides a guide for the levels of development to ensure that learning activities extend students beyond mere awareness raising. Many existing learning activities need to be only slightly 'tweaked' to broaden the learning outcomes to encompass the three domains, or to reshape the activity to achieve a higher level of learning outcome.

- *To develop learning activities and assessment criteria*

Assessment tasks should align to learning objectives. Learning activities are an essential formative step before assessment. These learning activities can relate to different levels of development and domains (knowledge, attitudes, skills). For example, a class quiz that gauges understanding of global and regional knowledge and cultural differences may be limited to testing knowledge outcomes. In contrast, an in-depth case study or simulation can aim to facilitate higher level learning objectives and assess attitudes as well as skills and knowledge.

- *To monitor and assess progressive development of intercultural competence in a range of disciplines*

Program directors might be interested in demonstrating assurance of program learning goals for accreditation or program reviews. Graduating students might be expected to demonstrate autonomy in intercultural communication in one program. In another program, graduating students might be expected to demonstrate intercultural competence in their leadership. The taxonomy can be used to identify appropriate learning activities that can be used for choosing assessment and demonstrating assurance of learning. The taxonomy can also be used to for designing the appropriate sequence of development through awareness raising, developing understanding and facilitating autonomy to achieve program learning goals relating to IC.

Resources

The project identified and also developed a wide range of resources that can be used to engage students in actively developing intercultural competence in both the formal and informal curriculum.

Team members discovered a range of existing resources listed on websites, that could be used for developing IC including:

- Cultural Diversity and Inclusive Practice (CDIP)
- Excellence in Cultural Experiential Learning and Leadership (EXCELL)
- Intercultural Competence Assessment (INCA)

In addition to existing IC learning resources already collated, the team members collected their own set from business academics. The full list published on the website at the time of finalising this report is provided in Table 1 below.

While the learning activities for developing intercultural competence have been categorised to reflect the three levels of development identified in the taxonomy in Figure 4, it should not be construed that any activity is only in that category. In fact, the activities can be modified and used in different ways. In trialling, it was found that the same activity could, with minor modification, be used to support development at different levels.

Table 1: Intercultural Competence Learning Activities

Activities for raising intercultural awareness
<p>Raising student awareness could include introductory type activities:</p> <ul style="list-style-type: none"> • Ice breakers • Name tag • Cross cultural greetings • Mini-case studies / scenarios / critical incidents • Reflective quiz and how to use reflective quiz
Activities for developing intercultural understanding
<p>Higher level activities that lead to intercultural understanding, analyses and engagement could include:</p> <ul style="list-style-type: none"> • Self-reflective activity • Self and group reflection • Pair work and group work • Simple role plays and good reference of simulations • More in-depth case studies • Case studies for group discussion • Team-based learning • Interactive games • Student diversity profiles
Activities for facilitating learner autonomy of intercultural competence
<p>Advanced level activities that provide opportunities for students to reflect on their behaviour, engage in self-evaluation and to apply knowledge and intercultural skills could include activities such as:</p> <ul style="list-style-type: none"> • Self-reflective journal and experiential learning • Intercultural games including online discussion and online collaboration • Advanced level case studies • Advanced level simulations (Bafa-Bafa game, cross-cultural negotiation, cross-cultural debates) • Systemic use of self analysis tools • Intercultural learning journal • Assessable advanced level group-work in a business context and cultural script writing • Advanced level role-plays (to practise and apply intercultural knowledge, skills and understanding).

Future critical success indicators

In response to the short project time frame, and therefore the inability to truly gauge success from efforts to implement embedding strategies, the evaluator encouraged the project team to identify future critical success indicators. These indicators could be used in 3–5 years by ALTC or a follow-on project to gauge if the current project has been successful in achieving sustainable change. These indicators include:

- Number of business programs that include the development of intercultural competence program learning goals and assurance of learning;
- Number of business schools running workshops on developing IC using the taxonomy and/or learning resources;
- Usage or learning resources on ALTC Exchange high and peer reviews positive;
- Improvement in student feedback via Australasian Survey of Student Engagement (AUSSE) showing increased engagement in comparison with baseline data from UNSW, QUT, UniSA & others;
- Extent of reference in ABDC T&L Network agenda, minutes, actions;
- Number of research paper citations.

4.2 Dissemination activities

Project outcomes include various dissemination activities which also served to support formulative evaluation:

- Intended dissemination activities
 - National working seminars
 - Website (see Section 4.1)
 - Final report
- Unintended dissemination activities
 - Presentations
 - Linkages with other key communities of practice.

These are described briefly below in reverse order, as the working seminars were in fact the final summative dissemination activity.

Presentations

Team members were committed during the project to making presentations on the project outcomes. This was seen as a core activity for dissemination, embedding and formative evaluation. A list of these presentations follows.

2007 presentations:

Freeman, M., Leask, B., Ramburuth, P., Ridings, S., Simpson, L., Sykes, C., & Treleaven, L. (2007). *“What do you mean?” Getting down to business and embedding the development of intercultural competence*, Making Learning Matter at VU: Learning Matters Symposium in Melbourne, Australia, 3-6 December.

Leask, B., Simpson, L., Sykes, C., Treleaven, L., Ramburuth, P., & Freeman, M. (2007). *Embedding the Development of Intercultural Communication and Learning within Business Faculties Across Australia: A Carrick funded initiative*, Australian International Education Conference in Melbourne, Australia, 9-12 October.

2008 presentations:

Freeman, M., Treleaven, L., Ramburuth, P., Adis Tahan, D., Leask, B., Bridge, C., Caulfield, N., Simpson, L., Fletcher, M., Ridings, S., & Sykes, C. (2008). *Embedding the development of intercultural competence in business higher education*. National Graduate Attribute Project meeting in Sydney, Australia, 27 October.

Leask, B. (2008). *‘Using the formal and informal curriculum to improve interaction between home and international students’* Keynote presented at Internationalisation of the Curriculum Symposium at Oxford Brookes University, 20 June 2008.

Leask, B. (2008). *‘Beside me is an empty chair’ - using the formal and informal curriculum to improve the student experience of internationalisation’* Opening Keynote at ‘Internationalisation of the Curriculum Symposium at Deakin University, 29 October 2008.

Leask, B. (2008). *‘Beside me is an empty chair’: Using the formal and informal curriculum to improve the student experience of internationalisation’*. Opening Keynote at ‘Internationalisation Showcase’, Swinburne University, 30 July 2008.

Leask, B. (2008). *‘Beside me is an empty chair: the international student experience of internationalisation?’* Invited presentation at Leeds Metropolitan University, 17 June 2008.

Leask, B. (2008). *‘Internationalisation in higher education - connecting institutional vision and policy with student learning’* Invited guest lecture at University of Salford, 18 September 2008.

Leask, B., Simpson, L., & Ridings, S. (2008). *Developing global citizens using the formal and informal curriculum*. Australian International Education Conference in Brisbane, Australia, 6-9 October.

- Leask, B., Ridings, S., Sanderson, G., Rosier, M. and Caruana, V. (2008). *'Developing intercultural competence at home'* 20th Annual EAIE Conference 10-13 September 2008.
- Ramburuth, P., Leask, B., Freeman, M., Treleaven, L., Simpson, L., Ridings, S., & Sykes, C. (2008). *Embedding the development of intercultural competence in business education*. The First Conference of the Diversity and Social Inclusion Consortium Melbourne, Australia, 20-21 October.
- Taylor, T., Freeman, M. F., & Simpson, L. (2008). *Facilitating staff and student engagement with graduate attribute development, assessment and standards* ACSB International Conference and Annual Meeting in Honolulu, Hawaii.

2009 presentations:

- Freeman, M., Leask, B., Ramburuth, P., Ridings, S., Simpson, L., Sykes, C., & Treleaven, L. (2009). *"Embedding the development of intercultural competence – Update on an ALTC-funded project"*, Australian Business Deans Council Teaching and Learning Network, Hobart, Australia, 10-11 February.
- Simpson, L., Ridings, S., Leask, B., Freeman, L., Treleaven, L., Ramburuth, P., & Sykes, C., (2009). *"Issues facing curriculum designers in developing intercultural communication competence"*, Pacific and Asian Communication Association Conference (Intercultural Communication stream), Kuala Lumpur, Malaysia, 10-12 January.

Linkages with other key communities of practice

Team members were committed during the project to making linkages with other key communities of practice to share knowledge on the project outcomes. This was also seen as a core activity for dissemination, embedding and formative evaluation.

During the life of the project, and consistent with our understandings of embedding starting with the leadership and communities of practice, team members developed links with ALTC, with other current ALTC projects and with communities beyond ALTC.

ALTC:

- Exchange (Trish Treagus)

ALTC related communities of practice:

- The National Graduate Attributes Project: Integration and assessment of graduate attributes in curriculum (Project leader: Simon Barrie, University of Sydney)
- Facilitating staff and student engagement with graduate attribute development, assessment and standards in Business Faculties (Project leader: Tracy Taylor, University of Technology, Sydney)
- Business as Usual? A collaborative and inclusive investigation of the existing resources, strengths, gaps and challenges to be addressed for sustainability in teaching and learning in Australian university business faculties (Project leader: Mark Freeman, University of Sydney)
- Engaging industry: embedding professionally relevant learning in the business curriculum (Project leader: Theo Papadopolous, Victoria University)
- Embedding the development and grading of generic skills across the business curriculum (Project leader: Leigh Woods, Macquarie University)
- Accounting for the future: more than numbers (Project leader: Phil Hancock, University of Western Australia)
- The whole of university experience: retention, attrition, learning and personal support interventions during undergraduate business studies (Project leader: Lesley Willcoxon, University of the Sunshine Coast)
- B-Factor: Understanding academic staff beliefs about graduate attributes (Project leader: Barbara de la Harpe, RMIT University)
- Improving the Leadership capability of Academic Co-ordinators in Postgraduate and Undergraduate programs in Business (Project leader: Tricia Vilkinas, University of South Australia)

Related communities of practice beyond ALTC:

- Australian Business Deans Council Teaching and Learning Network (Chair: Professor Lyn Simpson)
- Higher Education Academy Subject Centre for Business Management Finance and Accounting (Director Jean Woodall; Deputy Director Stephen Probert)
- Higher Education Academy Centre of Excellence in Teaching and Learning Assessment Standards Knowledge Exchange (Director: Margaret Price)
- Association for the Advancement of the Collegiate Schools of Business (presentation of findings integrated in graduate attribute enhancement at two AACSB conferences in conjunction with Tracy Taylor)
- Australian Universities Quality Agency

The strength and ongoing engagement of the linkage varies. For example:

- Exchange of progress on IC (e.g. Accounting generic skills project);
- Preparing a poster and participating in a symposium (e.g. National GAP project);
- Informing the development of the research methodology of the three following-on ALTC project applications;
- Sharing usefulness of the taxonomy as a generic framework for developing all graduate attributes (e.g. used as a model for whole of University approach to graduate attribute development);
- Sharing usefulness of the evaluation framework with other ALTC funded project (e.g. B-Factor);
- Evaluator sharing the strategies and resources with DVC participants (AUQA seminar at AIEC 2008).

National working seminars

The project team conducted a series of national working seminars across Australia between mid February and early March 2009 (see Table 2). These can be characterised as summative dissemination activities. The timing was selected to further engage and disseminate the key learnings from the project when most academics were known to be in their core non-teaching period. Providing an opportunity for the project team to come together and work in pairs at each site, the key areas of the project were discussed and interaction between leaders, academics, academic developers and members of the national reference group were able to engage with the project materials. Some 206 participants were involved. Section 5.2 contains the summary evaluation of the working seminars.

Table 2: The national working seminar series

Date	Time	City	Host	Facilitators	Participants
Tues 17th Feb	3.00-5.00pm	Sydney	University of Sydney	Mark & Lesley	39
Fri 20th Feb	9.30am-12.30pm	Melbourne	Monash University	Prem & Mark	35
Fri 27th Feb	9.30am-12.30pm	Adelaide	University of South Australia	Betty & Lyn	35
Mon 2nd Mar	3.00-5.00pm	Sydney	University of New South Wales	Prem & Betty	37
Mon 2nd Mar	2.00-5.00pm	Brisbane	Queensland University of Technology	Lyn & Mark	35
Wed 4 th Mar	1.00pm-4.00pm	Perth	Curtin University	Betty & Simon	25

4.3 Research

Project outcomes include various research outcomes detailed below. The project team has had two papers published in HERDSA News. More publications are planned however given the other commitments of the team members as associate deans and the length of the project there has not been insufficient time to complete the writing for submission.

Papers published:

- Ridings, S., Simpson, L., Leask, B., Freeman, M., Ramburuth, P., Treleaven, L., Sykes, C. & Fletcher, M. (2008). ALTC Project Update: Developing Intercultural Competence. *HERDSA Newsletter December 2008*, 30(3)17-19.
- Treleaven, L., Freeman, M., Leask, B., Ramburuth, P., Ridings, S., Simpson, L., & Sykes, C. (2007). Beyond Workshops: A Conceptual Framework for Embedding Development of Intercultural Competence in Business Education. *HERDSA Newsletter December 2007*. 29(3) 9-11.

Papers in progress:

- Embedding the development of intercultural competence (drafted)
- Developing intercultural competence paper around the taxonomy
- Developing intercultural competence paper around the learning resources

5. Project evaluation

5.1 Formative Evaluation

As explained in Project Methodology (Section 2), formative evaluation is a crucial component of the action research model and our approach to embedding and dissemination. Formative evaluation of the project took several formats, including:

- Engagement with key stakeholders (ABDC T&L Network, various relevant ALTC and other communities of practice, local and national reference groups and the external evaluator);
- Project team meetings (teleconferences, face-to-face meetings, site visits).

Engagement with key stakeholders

Key stakeholders were engaged at key points of the project implementation process to provide feedback on action, reflections on outcomes and suggestions for future plans. Such engagement also assisted in embedding opportunities for further disseminating outcomes:

- *Australian Business Dean Council Teaching and Learning Network*

Members of the ABDC T&L Network were engaged at several meetings:

- At the February 2007 meeting, members provided input and guidance to the project direction
- At the February 2008 meeting a poster was prepared and presented on project outcomes to date
- At the February 2009 meeting, the project was presented as part of a sequence of presentations on graduate attributes. There was also a strong focus in the associate dean's professional development program on academic literacy. There were clear links between the guest keynote speakers and our intercultural competence project outcomes. Member feedback was sought in relation to the project development and

outcomes. (Quantitative feedback on project outcomes is reported in Section 5.2 summative evaluation).

- *Various relevant ALTC communities of practice*

The project team leader, manager and team members actively engaged with a wide range of other communities of practice:

- ALTC-funded projects (e.g. National GAP project; Enhancing Graduate Attributes in Business Education; ABDC Scoping Business Education; ABDC follow-on projects: Embedding the development of professionally-relevant learning in Business Education; Embedding the development of generic skills in Business Education; Accounting generic versus technical skills; Whole of University retention; B-Factor; Academic Leadership Development Program)
- ALTC initiatives (e.g. ALTC project managers' workshops and symposia)
- ALTC Exchange

The relationships and linkages in these communities of practice not only assisted dissemination but provided opportunities for mutually useful formative feedback about the project outcomes or about the management of a national collaborative complex project - see Section 4.2 for more detail.

- *Various other relevant communities of practice*

Other related communities of practice provided useful opportunities for receiving formative feedback. These included:

- Informal meetings and interactions with representatives and colleagues from Higher Education Academy Subject Centre for Business Management Finance and Accounting; Higher Education Academy Centre of Excellence in Teaching and Learning Assessment Standards Knowledge Exchange; Association for the Advancement of the Collegiate Schools of Business; Australian Universities Quality Agency.
- Formal presentations with external conferences or invited presentations at various universities and Business faculties in Australia and overseas – see Section 4.2 for more detail.

- *Local reference groups*

Each site established either a local reference group or morphed the work of the project onto the agenda of an existing reference group. Local reference group members were typically local champions. Some included managers of student peer mentoring or peer assisted learning programs, within which some aspect of intercultural competence could be tweaked. Others were coordinators of core units of study that could incorporate relevant IC learning activities. Still others were coordinators of special interest research groups or university academic development strategies or senior academic leaders (e.g. associate dean international). At some sites, meetings were somewhat regular (e.g. core unit coordinators at QUT met fortnightly during 2008), but on the whole they met only 2–4 times as the need arose and instead operated more individually by interacting with the local site leader who would contextualise the local changes necessary and take feedback on board. Local reference groups were also useful for piloting project materials or clarifying various project concepts (e.g. working definition or taxonomy was workshopped at QUT and UniSA).

- *National reference group*

While the project manager and other team members liaised directly with individual members of the national reference group, the project team and reference group met only once as a

group via teleconference. This meeting coincided with the completion of the literature review (Section 3) on IC and its development, and the development of the taxonomy, which was where their expertise mainly lay. A second meeting of the national reference group did not take place for logistical reasons. The project manager who had established the key relationships resigned at a crucial time and there was difficulty finding a replacement who, when appointed, had a huge learning curve and a short time to project completion. This is regrettable as it would have been useful to have summative feedback from the national reference group.

- *External evaluator*

The external evaluator, Emeritus Professor Adrian Lee, played an active role in formative evaluation. He attended numerous face-to-face meetings, a number of teleconferenced meetings, and met with the project leader and manager on various other occasions to contribute feedback to enhance the project and its management. His experience as an AUQA panel leader was very useful in providing insights, and he constantly encouraged the team to focus on potential impact on student outcomes and gathering evidence and also provided very useful advice on project management issues. He was also actively involved in test running some of the project material via his own workshop with DVC participants (AUQA seminar at AIEC 2008).

Project team meetings

Team members participated in teleconferences and face-to-face meetings. Regular interaction (particularly the face-to-face meetings) greatly assisted in maintaining engagement of the dispersed project team and in formative evaluation.

- *Teleconferenced meetings*

These 1–2 hour meetings were a regular feature for project management and feedback. They were held weekly or fortnightly during key periods, but otherwise monthly. During these meetings, the team reported feedback on actions, identified blockages and planned solutions and further steps. The external evaluator attended several teleconference team meetings to contribute at key points. As such, teleconferenced meetings were helpful for engaging team members and for formative evaluation.

- *Face-to-face meetings*

Team members participated in eight face-to-face all day sessions. These were held mainly in Sydney, where three team members and the project manager were located. Other sessions were held in Brisbane and Hobart to coincide with other associate deans meetings (i.e. 20 October 2006 Sydney, 20 December 2006 Sydney, 22 February 2007 Sydney, 6 July 2007 Sydney, 5 September 2007 Sydney, 9 May 2008 Sydney, 28 July 2008 Brisbane, 11 February 2009 Hobart).

These sessions were particularly useful for formative evaluation.

- A key component was the pre-meeting dinner. This enabled team members to develop stronger bonds and become 'present' to the project, leaving behind significant associate dean responsibilities. Such bonds were very helpful sometimes when it came to the navigating the most appropriate way to move the project forward.
- The face-to-face meetings were not only very productive but also particularly generative. This was crucial as the project was complex and at times required careful negotiation of shared meanings. For example, the project method was revised as team members co-created the first (and subsequent revisions to the) evaluation framework and established shared understandings of the project aims and what was achievable in the timeframe. (See sub section below 'project leader, manager, evaluator discussions' and Section 2 for more detail on evaluation framework). There was a need to distinguish carefully between

‘intercultural competence’, the ‘development of intercultural competence’ and ‘embedding the development of intercultural competence’ in this process and without the face-to-face meetings this would not have been possible or would have taken far too long. Key questions raised at each session related to project status; achievements of aims (quality, tangibles, intangibles); rate of progress (adherence to the timeline, delays encountered, challenges to be met, target accomplished) and directions for the next phase. At the end of each face-to-face meeting time was set aside for reflection on how the project was going overall and what learnings could be articulated to improve future project work for the team (and lessons for others – see Section 8).

- On several occasions, team members paired up to work on particular actions in different capital cities (e.g. Simpson and Ridings flew to Adelaide to work with Leask and UniSA colleagues on the taxonomy).
- An invitation was extended to the external evaluator to attend face-to-face team meetings, to provide on-going evaluation and feedback on the project, its progress, achievements, and areas for improvement in relation to intended outcomes. The high-level experience and formative feedback of the external evaluator was crucial to project navigation, continuous project improvement, and achieving project outcomes. He also participated in a number of teleconferenced meetings to share in the project discussion and provide critical review and input. It was his idea, for example, to develop a simple evaluation framework that included success indicators for each project aim and attention to focus on critical success factors and strategies for overcoming.

Site visits

In the first 8 months of the project, it became apparent that site visits by the project manager (and sometimes project leader) were highly useful. For example:

- The learnings from one site could be shared with the next and enabled contextualised adaptations or suggestions to be considered;
- Site visits were essential for keeping the project on track, as it was often very difficult for associate deans to be present at frequent face-to-face project meetings;
- Site visits were a catalyst for action, galvanising local support (to show good practice) and/or pursuing opportunities to engage with experts. For example, local reference group meetings and expert researchers could be scheduled to coincide with the project manager’s visit as occurred in Adelaide.

Some sites were visited two, three and four times, largely varying with the number of iterations in their action research cycle. The site visits ceased at the same time as the first project manager resigned to take an academic appointment. The second project manager came on board at a time when such visits were largely redundant because the team were preparing their final site reports.

Team generated progress reports

The need to produce the regular 6 monthly reports to the ALTC on the progress on project outcomes and project management learnings provided a valuable opportunity for self-reflection and revision of next steps.

Project leader, manager, evaluator discussions

As described in Section 2.3 the project team developed an evaluation framework on advice from the evaluator. The discipline of developing the one page evaluation framework was extremely useful for the team in forcing agreement to be negotiated in regard to project aims, factors affecting success, key stakeholders and appropriate success indicators. It was also extremely useful as a yardstick to

gauge progress during the life of the project. Using the project's action learning approach to evaluation meant that the evaluation framework was constantly being renegotiated in response to project changes. It was also very useful for identifying risks and set backs, and triggering further brainstorming or action.

A copy of the Evaluation Framework (revised at December 15, 2008) follows.

Embedding the Development of Intercultural Competence Evaluation Framework (Revised December 15 2008)

<i>Aims</i>	<i>Stakeholder</i>	<i>Stakeholder engagement</i>	<i>Strategic Impact Indicators</i>	<i>Deliverables</i>
1. To raise the profile of intercultural learning and competence in business education	Aca L&T leaders Aca teachers <i>Aca developers</i> <i>Aca researchers</i> ABDC deans Students National Ref group	<ul style="list-style-type: none"> • Refere nce groups at each site • Emergi ng and established communities of practice 	1a) Progress report to ALTC 1b) Progress report on ABDC website 1c) Conference papers /HERDSA publication 1d) Seminars (breadth;no.;feedback) 1e) Foreshadow future indicators	<ul style="list-style-type: none"> • Project report to ALTC • Website linked to ALTC Exchange • Rese arch papers (IC,DIC,EDIC) • F lyer/booklet • ABDC Meeting • Working seminars
2. To develop a framework for embedding the development of intercultural competence in business courses and programs in Australia	Aca L&T leaders Aca teachers <i>Aca developers</i> <i>Aca researchers</i> Stud serv mgrs Students National Ref group	<ul style="list-style-type: none"> • Refere nce groups at each site • Seminars • Confer ences 	2a) Lit reviews: IC, DIC, EDIC 2b) Embedding framework developed 2c) Taxonomy developed (tight & used in reports - unintended) 2d) Conference presentations 2e) National dissemination	<ul style="list-style-type: none"> • Project report to ALTC • Rese arch papers (IC,DIC,EDIC) • Website linked to ALTC • Flyer linked to website • ABDC meeting • Working seminars
3. To identify appropriate strategies that will embed the development of IC in business students (1) Identify and promote relevant seeding activities around leadership and communities of practice that can be adapted to support a maturing intercultural ethos (Leadership and communities of practice) (2) Identify and establish policies, curriculum and procedures that can be adapted to support the sustained development of IC (Curriculum, policies and procedures) (3) Identify and develop resources, tools and databases that can be adapted to develop IC (Resources)	Aca L&T leaders <i>Aca developers</i> <i>Aca teachers</i> Students Aca L&T leaders <i>Aca teachers</i> <i>Stud Serv mgrs</i> Students National Ref group Aca teachers Stud serv mgrs <i>Aca developers</i> Students	<ul style="list-style-type: none"> • Refere nce groups at each site • Emergi ng and established communities of practice at each site 	3.1a) Special interest group established (e.g. Internal reference group) or developed (PASS; peer mentoring) 3:1b) ALTC funded scoping study recommendation to ABDC deans 3.1c) Seminars (breadth,no.,feedback) 3.2a) Uni level changes e.g. GA 3:2b) Fac level changes (e.g. approval processes; curriculum mapped; new core/elective; assurance of learning adopted; AoL reporting tool purchased) 3:2c) Seminars (breadth,no.,feedback) 3:3a) Taxonomy (IC development) 3:3b) Stocktake completed 3:3c) Exemplars (sourced, categorised) 3:3d) Lesson/workshop plans 3:3e) Mapping tools in use (e.g. ReView)	<ul style="list-style-type: none"> • Project report to ALTC • Research papers (IC, DIC, EDIC) • Website linked to ALTC • Flyer linked to website • Resource Booklet available • ABDC Feb meeting in Tasmania • Working seminars (capital cities)

Dec 2008 - Critical success factors

1. Simple agreed entry design to website developed with link to ALTC Exchange
2. Attract appropriate participants for working seminars at all sites (Sydney, Melbourne, Brisbane, Perth, Adelaide)

Post project - Future success indicators

1. EDIC profile raised evidenced in ABDC T&L Network agenda, minutes, actions
2. EDIC increased evidenced by business programs include DIC in goals and AoL (i.e. Embedded in program curriculum)
3. Paper citations
4. Number of business faculties running DIC workshops
5. ALTC Exchange DIC exemplars usage high and peer reviews positive
6. Student feedback through Australasian Survey of Student Engagement (AUSSE; comparison with baseline data from UNSW, QUT, UniSA & others)

5.2 Summative Evaluation

Evaluation outcomes from ABDC / T&L network

Feedback from the business associate deans at the Hobart ABDC T&L Network meeting Feb 11 indicated strong support for the project. Some 96% agreed with the statement “This project will produce outcomes that will be useful for business academics, program directors, and /or associate deans” with 61% strongly agreeing.

Evaluation outcomes of the working seminar series

In February-March 2009, a series of six national working seminars was conducted in Sydney (USyd, UNSW), Melbourne (Monash), Adelaide (UniSA), Brisbane (QUT) and Perth (Curtin). Two members of the project team facilitated at each seminar. Seminar resources, including a set of PowerPoint slides, handouts for individual and group engagement, and a reflective paper for evaluation, were prepared by the University of Sydney project team.

The resources ensured consistency across all seminar presentations, but allowed for flexibility and minor adaptations to capture and cater for the institutional contexts of each location and the seminar time allocated (2hrs at some locations, 3hrs at others). In addition, to enable facilitation of participant engagement, the handouts provided resources for participants to share with colleagues after the seminar as part of project dissemination. Seminars also differed slightly in the way in which these handouts were used to cater for diverse audiences. For example, a booklet of learning activities was distributed to all Melbourne participants as that seminar largely contained members of an intercultural competence special interest group.

There were approximately 206 attendees, including at least 25 senior academic leaders, at least 10 intercultural competence researchers, over 20 academic developers, and over 15 student services managers. The remaining participants were academics with teaching responsibilities.

A total of 133 evaluations were received. Response rates varied from 46% to 84%, with a low and high peak across seminar locations. The evaluation was conducted progressively in some locations (3-4 instances of reflection during the seminar, including the end), while at other evaluations were conducted retrospectively (only at the end of the seminar). In a few instances, responses were not received when retrospective evaluation was held, as some people left early or took their reflective evaluations away from the seminar. The same evaluation form was used at each seminar, enabling collective and comparative data analyses. The next steps item used at the two Sydney and Melbourne seminars was excluded in Adelaide, Brisbane and Perth, so for the purposes of uniformity the data gathered on future actions could not be included in the analysis, thus reducing the visibility of action participants planned to take as result of attending the seminar.

Participants’ responses were collected and collated for each seminar. An analysis to identify the most frequently used responses was undertaken by a research assistant and checked. Responses were then aggregated into a summary report for each seminar and then formatted into an evaluation table summarising the analysis across each of the six seminars against the three project aims (and three sub-aims).

Some differences in responses at each seminar are reflected in the extent of participant familiarity with embedding processes and intercultural competence, and facilitator backgrounds and emphases at their sites. These differences revolved around the following issues:

- Extent to which distributed leadership and communities of practice were emphasised;
- Extent to which embedding strategies were emphasised;
- Extent to which resources (learning activities, booklet, ALTC website) were emphasised;
- Extent to which the taxonomy and its role in curriculum planning was engaged with (e.g. at some sites the taxonomy was presented as part of embedding, at others as part of curriculum planning, and at others as part of resources/tools section);
- Extent to which the informal/formal curriculum alignment was emphasised.

Despite these differences (to be expected given the diversity of participants represented), the evaluations provided feedback that supports the achievement of the project's aims through the seminar series. It would be true to say that the feedback went beyond expectations. 95% of participants found the projects outcomes very useful or useful (38% very useful and 57% useful) with only 5% indicating that the outcomes of the project 'maybe useful' to them.

Major outcomes of the working seminar series in summary are:

- Raised awareness of the project and its outcomes.
- Recognised the importance of distributed leadership, leadership and academic community commitment to embedding.
- Appreciated the showcasing effective practices in curriculum planning and policy development that facilitate embedding of IC.
- Engaged with a variety of tools (especially the taxonomy) and resources (ALTC Exchange, learning activities) to be used to embed IC.
- Generated interest and motivated action from stakeholders to start/continue embedding IC, such as:
 - Analysing and changing current policy by L&T Leaders
 - Embedding IC into courses taught by academics
 - Sharing information about IC and various resources by academics and academic developers.

While the major outcomes can be observed across all six seminar locations, there was some variation, reflecting mostly the institutional contexts of participants. Attendees at University of Sydney, UNSW, Brisbane and Melbourne showed particular interest in the idea of distributed leadership and leadership commitment, strategies for embedding and curriculum planning practices (in particular formal/informal curriculum alignment).

Table 3: Summary evaluation outcomes from EDIC working seminar series

Aims	Stakeholder	Working seminar series
<p>1.To raise the profile of intercultural learning and competence in business education</p>	<p>L&T leaders Academics Student Services Managers</p>	<p>Major outcomes Raised awareness of complexity and importance of IC Quotes <i>“That we are not alone in recognizing the immediacy of the challenge”</i> <i>“Need to have this seen as a global life skill by leaders, staff, students – mindset is vital”</i> Next steps Leaders – discuss with leadership, policy development Academics- Disseminate information among colleagues Use resources to adapt to existing courses Quotes <i>“Using a framework to identify and embed IC in my program, describe different levels of IC and consult”</i> -Program Director <i>“Shameless lobbying”</i> - AD <i>“Including resources in the unit I teach, look at embedding IC within our discipline program where possible”</i>- Academic</p>
<p>2.To develop a framework for embedding the development of intercultural competence in business courses and programs in Australia</p>	<p>L&T leaders Academics Academic Developers Student Services Managers</p>	<p>Major outcomes Generated interest and motivated action from stakeholders to start/continue embedding IC Demonstrated range of approaches to embedding in all three domains Quotes <i>“Framework for embedding is systematic, clear generic practical; embedding is an iterative process”</i> <i>“I now have some simple ideas about how I may be able to align and embed IC competencies in my courses”</i> <i>“It must become part of our everyday life – paradigm shift”</i> <i>“Where to start, nice diagram [triangle] – would be good for leaders to start with”</i></p>
<p>3.To identify appropriate strategies that will embed the development of IC in business students</p> <p>3.1 Identify and promote relevant seeding activities around leadership and communities of practice that can be adapted to support a maturing intercultural ethos (Leadership and communities of practice)</p>	<p>L&T leaders Academic Developers Academics</p>	<p>Major outcomes Raised awareness of distributed leadership and importance of leadership and academic community commitment for embedding Quotes <i>“You have reinforced my notion that tools and resources will often remain dormant unless there are communities of practice that will utilize them in a meaningful way”</i> <i>“The reasons for embedding can be quite varied – different interested parties. For it to succeed need support/endorsement from the top (VC) and the resources will flow”</i> <i>“Lasting change is achieved – must be supported by leadership”</i> <i>“Useful: The findings that reinforce the valuable role distributed leadership can play in light of recent experiences where leadership is struggling to have an impact or to be effective within universities”</i> <i>“The importance of a unified, top down, bottom up, strategic approach”</i></p>
<p>3.2 Identify and establish policies, curriculum and procedures that can be adapted to support the sustained development of IC (Curriculum, policies and procedures)</p>	<p>L&T leaders Academics Student Services Managers</p>	<p>Major outcomes Communicated importance of curriculum planning and alignment between formal and informal curriculum, use of taxonomy for alignment, progress and development of IC Quotes <i>“Building IC into curriculum from a program perspective is incredibly complex. Program directors will have enormous responsibility in making decision about how to scaffold.”</i> <i>“Curriculum planning requires the ability to translate learning and teaching approaches that develop and embed knowledge and skills”</i> <i>“Taxonomy is helpful in alignment of outcomes and assessment tasks”</i> <i>“Taxonomy very practical and helpful to many parts of my job”</i> <i>“The informal curriculum structure – provided that a formal program has been devised by school or faculty”</i></p>
<p>3.3 Identify and develop resources, tools and databases that can be adapted to develop IC (Resources, Tools and Databases)</p>	<p>Academics Student Service Managers Academic Developers Students</p>	<p>Major outcomes Raised awareness and engaged with variety of IC resources including ALTC website and learning activities Quotes <i>“Really liked the Prem and Diana booklet. Very useful”</i> <i>“Very good for resources to have been collected into an accessible database”</i> <i>“The web page seems quite useful and it may be an important resource”</i> <i>“The learning activities on the website and the importance of committed leadership in utilising resources”</i> <i>“Good to know about the website – I will definitely check out the website”</i> <i>“Multiple models integrating learning activities to support IC developments”</i> <i>“Excellent to have a repertoire”</i></p>

Adelaide and Perth participants focused their feedback more on how to use the taxonomy (or other tools). Many of them were interested in discussing problems related to measuring, evaluating and assessing the development of IC by students as well as applying learning activities to specific discipline/course contexts. Moreover, seminars at University of Sydney, Brisbane and Melbourne demonstrated more enthusiasm about the ALTC website, while at other sites participants were more interested in particular learning activities (project booklet) and taxonomy.

6. Lessons for embedding the development of intercultural competence in other universities

Over the course of the project, the project team has come to understand the importance of not just developing intercultural competence, but embedding the development of intercultural competence, so outcomes are sustained beyond the program of focus during the life of this project.

The following lessons from the project may be useful for other universities for embedding the development of intercultural competence:

- *Link where possible to other relevant drivers or levers for change that already exist in the institution or business school*

For example, typical university/school policies that can be leveraged include those relating to:

- National priorities on quality: Round two visits of the Australia Universities Quality Agency are prioritizing internationalisation and this has strong synergies with efforts to embed the development of intercultural competence. National moves are afoot to pilot other quality measures including AUSSE (Australia University Survey of Student Engagement) which includes suitable questions to monitor students intercultural experiences;
- University policy on graduate attributes: A good example is UniSA which has had a strong and sustained commitment to embedding graduate attributes. The potential use of the taxonomy, developed for assisting program design for intercultural competence, can be extended for embedding almost for any other graduate attribute, particularly since intercultural competence can be a component in various graduate attributes (e.g. communication, ethics);
- University policy on standards based or criterion referenced assessment: A good example is QUT which has had a strong focus on developing staff understanding of the critical role of assessment in driving student learning. Other universities may have similarly strong policies and agendas into which can be linked aspirations for developing intercultural competence;
- Disciplinary accreditation standards on assurance of learning: Many business schools aspire to membership of one or more prestigious international accreditation agencies (e.g. AACSB, EQUIS). Their standards can be leveraged to support embedding the development of intercultural competence. AACSB for example include standards relating to program assurance of learning. Such standards require business schools to demonstrate conceptualising program level learning goals, curriculum alignment and scaffolding of learning activities to achieve development. EQUIS requires business schools to demonstrate internationalization. Other disciplines seeking to embedding the development of intercultural competence may be able to leverage similar international accreditation moves.

- *Capitalise on existing communities of practice that have an interest in intercultural competence*

Such communities might exist around policies identified above or might exist because of research interests in this area. Either way, it is easier to plug into existing activities than attempt to duplicate a competing agenda.

- *Take a deliberate approach to planning, designing and reviewing programs*

If schools can take a deliberate approach to developing a portfolio of programs that aligns to their mission (rather than simply develop programs that have general appeal in the market), they are more likely to be able to design and deliver a program that does develop intercultural competence. This need not directly relate to global citizenship aspirations for programs, as intercultural competence is equally required for working and communicating across disciplines. A program approach is assisted by the appointment and rewarding of program directors who can take a deliberate approach. Additionally, allow time for building team cohesion and understandings around program level goals and design using some of the tools developed in this project (e.g. taxonomy, scaffolded learning activities);

- *Align the informal with the formal curriculum to optimize the potential for both developing and embedding the development of intercultural competence*

A holistic approach to embedding the development of intercultural competence must include a focus on the informal or second curriculum student experience (e.g. student services such as career advising and student support programs such as peer mentoring or study abroad). Peer assisted learning (at University of Sydney and University of New South Wales) is a good example of a student learning support program which facilitates intercultural and other learnings in the informal curriculum. Without a parallel focus on the informal curriculum, efforts to scaffold and embed the development of intercultural competence in the formal curriculum may not be fully realized. A multi-levelled and multi-dimensional approach to embedding would be most effective.

- *Capitalise on existing resources or tools that easily accommodate alignment*

A range of software is available that facilitates program planning and assurance of learning. Selecting tools that allow easy use by academics in design and delivery, and that provide efficient useful feedback to students on their achievement, can be very useful for promoting the development of intercultural competence. *ReView* is one such tool being used in two of the four business schools and piloted in a third, and actively used in other disciplinary contexts (e.g. Design).

The next section (Section 7) outlines the critical success factors for the project from both a short term and long term perspective. The project team also highlights the need for post project evaluation of embedding the development of intercultural competence.

7. Critical success factors

7.1 During Project

Over the life of the project, the team identified various factors that were critical to its success.

A number of the critical success factors are somewhat generic and could apply to any project. As such, the following are articulated in more detail in Section 8: Lessons for other projects:

- The crucial role and skills of the project manager, relationship with project leader and key tasks (e.g. Site visits between face-to-face team meetings, snowballing learnings across sites);
- Dealing with instability in project team membership and management;
- The need for face-to-face meetings (e.g. to develop shared understandings about project outcomes) and teleconferenced meetings (e.g. to achieve clarity in task allocation and completion and to maintain engagement of dispersed team members).

This project faced particular challenges during its completion. Several factors significantly challenged the team's ability to meet outcomes in terms of quality, cost and timing. Notable examples include:

- *The need to recruit, support and retain a suitably qualified and available project manager for the duration of the project*

Skills required for the successful management of large, national, collaborative and complex projects go well beyond traditional technical skills. Highly developed interpersonal skills are required for dealing with busy associate deans. Easy access to the project leader was made a high priority to enable the project to keep on track. Synergies from being a project manager/leader on another project were most helpful (e.g. developing relationships with key stakeholders). It was unfortunate that the highly skilled and effective project manager resigned to accept a full time academic appointment three months before the project was due to be completed. It took considerable time to replace the project manager. The team was fortunate that this was facilitated through one site that had a capable person who was willing and very able to come on board. It took further time for the new project manager to become familiar with the project, in part complicated by being located at a site remote from the project leader. Despite best efforts, and generous handover guidance, valuable tacit project knowledge transfer was difficult or took considerable time to achieve. This resulted in a 6 month delay and a project cost overrun that had to be absorbed by the project leader's site.

- *The challenges of making time to action project tasks by busy senior academics*

While there are significant advantages to dissemination and embedding by having the associate deans responsible for learning and teaching as project team members at each site, their conflicting priorities and role demands significantly challenge time allocation on project tasks. As associate deans there were times when, despite best efforts, local crises distracted timely completion. While this downside was an acceptable cost, able project management and a very high commitment to project outcomes meant tasks were prioritised.

- *The value of regular face-to-face meetings particularly in the early stages*

Not only were such meetings a successful strategy to enable busy senior faculty academics to focus project time, they enabled very productive discussions and the generation of creative solutions and next steps. Of particular importance was the opportunity to tease apart the nuances and complexity in a way that was not able to be achieved through teleconferences.

- *The need to retain team members*

One project site had to withdraw within the first year because of staff movements. It took some time to negotiate if that site could continue to participate, and then more time to find a replacement site and team participant. Again, it was fortunate that a very suitable participant was found but it still took time for the new team member to become fully acquainted with the project aims and activities.

- *The need to achieve early agreement and shared understandings of project scope and focus*

In part, a lack of shared understanding took time because of team member changes and conflicting priorities. Another major reason, however, arose because of the project complexity. Like any diverse group, it takes time to go through the 'storming' and 'norming' phases before 'performing' can take place. However, there was substantial diversity of meanings attached to various terms contained in the project aims and method, and it took a number of face-to-face meetings and intense discussion and negotiation to move toward a shared understanding to allow the project to be operationalised.

- *The need to take time to share and learn from site variation and application*

It also took time to discuss how site variation could be leveraged to pursue project outcomes and the most appropriate local strategy for embedding. Issues such as 'embedding', 'embedding development of IC' and 'embedding development of IC in business education' needed to be negotiated. It became obvious only over time and after open sharing at face-to-face meetings that there were different levels of learning, and that project application of the participant action research cycle could be accommodated. This meant tracking application in different institutional contexts and in different dimensions of activity (i.e. unit of study learning activity and/or assessment, program curriculum planning and assurance, history of commitment to graduate attributes or assessment policy). The three embedding domains (Leadership and communities of practice, Curriculum, policies and procedures, and Resources) were applied in various ways and at various levels in each of the four institutional sites. However, as each of these sites have unique challenges relating to their particular contexts, not all institutions had the same possibilities for embedding for each of the domains.

- *The need for project manager visits to participating sites*

Project manager site visits provided impetus in developing local site strategies and sharing of crucial project learnings between meetings. This was an efficient and effective alternative to full team meetings or project leader visits. [They were, however, costly in terms of time and resources].

- *The need for access to a simple national repository*

The project team eagerly awaited the release of ALTC Exchange as it showed early promise of assisting project team working and sharing, as well as leveraging wide national dissemination. Delays and disappointment were experienced for various reasons including:

- Delays in release to the higher education sector
- Bugs that naturally accompany newly released software
- The apparent difficulty in navigating and 'real estate' constraints
- Programming limitations

The project team deliberated at length the benefits of developing a separate website, first for the project wiki and subsequently for project dissemination, versus the alternative of waiting for ALTC Exchange. In December 2008, a final decision to use ALTC Exchange for dissemination was made. For many participants in the working seminar series this was their first real demonstration and even knowledge about Exchange. In due course it would greatly benefit the sector if such a repository could be user-friendly, function well, be integrated with resources from the UK Higher Education Academy and, importantly, provide a peer-review facility so resources and communities could be rated for the benefit of potential users in Business (and other) higher education sector.

- *The need to attract appropriate participants for national working seminar series*

The working seminar series, conducted nationally in capital cities, has proven to be a very productive approach to engaging colleagues in other business sector projects (e.g. Business as usual scoping project; More than numbers accounting project). Because of the delay in the project for various reasons, but mainly due to the loss of momentum with the departure of the project manager, the ability to regain momentum before Christmas and attract participants proved to be difficult. This resulted in trying to find a time in the new year when academics could conveniently participate. It is difficult to find the ideal time and the beginning of the year is no exception, particularly for busy faculty and university academic leaders (e.g. program directors, heads of school, team leaders) who were the target group. There were particular challenges to do so in Victoria and Western Australia where there was no project team member.

- *The need to see change as an iterative holistic incremental process that takes time*

Change is an iterative process. Sustainability is achieved if changes build on existing work and progress in small increments and in a holistic fashion. For example, sites with previous leadership commitment to embedding a graduate attribute policy (e.g. UniSA) or to curriculum planning and the role of assessment (e.g. QUT) were able to have fertile ground for discussions about embedding the development of intercultural competence. Although the 3 domains of embedding are possible, they are not independent but interact. In addition, the most difficult domain to obtain real progress in is 'leadership and communities of practice' because it requires cultural change and both hearts and minds to be engaged. Elapsed time is required to allow appropriate reflection and appropriate seeding activities to be actioned by those with awareness and commitment to IC action. In contrast, it is all too easy to focus on the easy wins available in the third domain 'resources', as they are somewhat static and easily controlled by project team members. However, new resources are likely to have minimal impact if not properly embedded into policy and a fertile community of practice. The informal or second curriculum is equally a key area that provides an opportunity for change and requires support to improve the students' overall experiences. Appropriate embedding actions also vary with each context. However, as a general rule, working with those open to change is a good place to start and more likely to achieve sustained change.

- *The need to recognise the challenges of developing and assessing graduate attributes especially affective ones*

Embedding the development of intercultural competence is similar in some ways to embedding the development of most graduate attributes. However, it is different in other critical ways. Most notably, any affective graduate attribute like intercultural competence or ethics is much more difficult to assess than behaviourally related ones like the ability to think critically. Another challenge relates to a widespread view that graduate attributes compete in the curriculum with disciplinary content. While tweaking assessment to integrate disciplinary-embedded pursuit of graduate attributes some academics may need to be convinced that this is worthwhile. Research shows that those with a student-focussed conceptions change view of their teaching are more likely to be amenable to such approaches (Trigwell and Prosser, 1998). It is important to facilitate opportunities for such reflection and development of conceptions through project team support as well as composition.

7.2 Post Project

Many of the critical success factors identified above highlighted elapsed time as a natural consequence. This limited what was achievable in terms of being able to identify and embed change. On advice from the evaluator, the team members considered it prudent therefore to identify the post-project critical success factors. These include:

- Engaged and committed university leaders (and not just those in business faculties);
- Engaged and committed program directors, so that a program-level approach to curriculum renewal can be taken (and not just rely on unit of study enthusiasts). This would not only allow for scaffolding across an entire program but also program assurance of learning efforts. Gathering evidence about achievement of program learning goals is an increasing focus for some premier international accreditation agencies and also recently reflected in the Bradley report;
- Engaged and committed disciplinary academics whose conception of teaching is student focussed and integrates graduate attributes (and not just a focus on efficient transmission of disciplinary content);
- Policy incentives to engage in curriculum renewal and attract appropriate participants to engage (including workshop participation);
- Reliable resources (e.g. ALTC Exchange) for dissemination across and within disciplines that is quality assured and obtains disciplinary commitment (e.g. deans' councils).

As might be expected, the majority of the post project critical success factors relate to the first domain, namely 'leadership and communities of practice'. This is consistent with our findings in Section 4, where we concluded that getting the conversations and commitment right in that domain is crucial for sustainable long term change.

8. Lessons for other projects

Various generic lessons can be drawn from this project both for projects seeking to address business higher education issues generally, as well as other ALTC-funded projects.

In Section 6 we identified lessons from the project that might be useful for other universities for embedding the development of intercultural competence. Many of these, however, have generic application for supporting the embedding of a change or an improvement agenda. Similarly in Section 7, we identified lessons from issues that had to be addressed and were critical success

factors for the project. These also might be useful for others seeking to learn generic lessons for their current or potential project.

- Acknowledge the key place to start for a sustainable change agenda begins by winning the hearts and minds of key leaders and their distributed communities of practice. As such, the embedding framework is transferable to most higher education contexts in helping a change and improvement agenda. Not only does this approach acknowledge that there is no 'one-size fits all', but it recognizes some sites will take more iterations than others. Key stakeholders need collaboratively created contextualized solutions and team members need to 'drip-feed' appropriate information as opportunities and needs arise.
- Plug into existing communities of practice that are engaged and committed to the topic at hand (e.g. deans' councils; department disciplinary 'tribes'; special research interest groups; learning and teaching committees and special related working groups). It was our experience that the Australian Business Deans' Council Teaching and Learning Network has been extremely valuable in forming project teams and to engage as a key stakeholder group.
- Take a deliberate approach to a quality change agenda by planning and designing (and reviewing) by program rather than individual units of study. This removes the emphasis from the unit coordinator as the 'owner' of the unit and creates a common goal for the disciplinary group. Typically academic staff have allegiance to their discipline and are keen to implement change that benefits the discipline. This should complement an improvement agenda working through disciplinary tribes who have the traditional power over any change agenda.
- Link where possible to other relevant drivers or levers for change that already exist in the institution or business school. Examples include national quality priorities (e.g. AUQA, Bradley review), University policies (e.g. graduate attributes, assessment) and disciplinary accreditation standards and priorities (e.g. program assurance of learning).
- Consider how the informal or second curriculum can be tweaked to integrate with the formal curriculum to optimize the potential of an improvement agenda.
- Incorporate judiciously any existing resources (e.g. unit of study template, program template), tools (e.g. national repositories like *ALTC Exchange*, learning management system building blocks like *Blackboard*, assessment software like *ReView* or databases like *Digital Measures*) that can easily support the improvement agenda.
- Recruit, support and retain a suitably qualified and available project manager for the duration of the project. The success of complex national collaborative projects, especially those involving busy academics holding responsible positions, relies heavily on a competent project manager. A crucial working relationship is that of project leader and manager – shared visions and values, including, trust and access, are important features of successful relationships. A project manager with successful prior ALTC project experience is most valuable.
- Identify upfront the expected time requirements for team members to be able to adequately engage in the project and complete allocated tasks.
- Consider including in the budget an allowance for an additional person to provide some extra support and engagement at the local site. This is especially important for sustainability in the event that a team member unexpectedly has to leave (e.g. illness; moves to another university). When senior faculty leaders are the project team members, this is more crucial in order to compensate for inevitable crises that distract those in such responsible positions.

- Identify and diarise regular project time in advance, including adequate face-to-face meetings particularly in the early stages, virtual or teleconferenced meetings, project manager site visits.
- Consider forming project teams with members who have a common interest in the project aims, and who also have diverse institutional, disciplinary and leadership backgrounds. While recognizing such diversity impacts the time it takes in team storming and norming before team performing can be achieved, it was our experience that the richness of complementary experience and expertise was certainly worth the perseverance. Collaboration between diverse partners can be very productive. This was achieved by: prioritizing time for team development (e.g. informal team dinners the night before a full day face-to-face meeting); adhering to shared values in discussions and negotiation of meanings such that respectful discussion of contextualized experiences was possible. To action outcomes it is preferable if all sites have at least one member with a leadership position beyond the unit of study level (ie. Program director, associate dean, academic developer, member of key working party, member of deans council sub-group). It is also preferable if at least one team member has had experience with an ALTC-funded (or a predecessor) project or is currently engaged with one. Valuable learnings can be leveraged about the project outcomes or project operations itself.
- Dedicate adequate time early in the project and in face-to-face meetings to achieve early agreement and shared understandings of project scope, focus and evaluation framework. This is especially important if team members have diverse disciplinary, institutional or leadership backgrounds. It is also important to allow adequate time for reflection at such meetings, in order to identify team learning and unintended incidental learning.
- Develop, and use progressively over the project, an 'intended project logic' or 'evaluation framework' to guide project focus, ongoing project reflective action (typical participatory in action research) and formative evaluation as well as the summative evaluation. An intended project logic identifies, in relation to the project aims, the key stakeholders, their views on success indicators, critical factors affecting success and thus allows project strategies and actions to be prioritised. Doing so can avoid expending time on tasks that might become superfluous (e.g. evidence that does not necessarily indicate project success in the eyes of key stakeholders) or need duplicating (e.g. research ethics approval). Dynamic and emergent strategies and outcomes arise from such an approach. It also implicitly allows time for an iterative, holistic, incremental, non-linear process for change and improvement. Allowing time and space for reflection is essential (i.e. revisiting project aims and outcomes of actions as time passes) and we know more.
- Allocate time to learn (and celebrate) lessons from site variation and application.
- Explore ways to work collaboratively with ALTC who are an emergent and receptive funding body. This includes incorporating, and if possible providing feedback, on ALTC developments such as the tool developed by ALTC as a national community and resource repository (ie. *Exchange*). As there is no central synthesis of ALTC project learnings and outcomes, it is also worth investigating possible implications for other ALTC-funded projects that have been completed (or are currently underway).
- ALTC undergoing development phase: huge array of projects which overlap and are potentially useful and therefore need to coordinate projects through use of technology ALTC hubs and ABDC T&L developing.

- Pilot change initiatives in local sites using a local team and if possible a local reference group of distributed leaders. Consider forming a local project team as an academic development opportunity particularly more junior staff as it helps them gain experience in teaching and learning scholarship. Thus include not only enthusiasts whose philosophy of teaching is student focussed and concerned about student changes in conception as well as academic development support, but also disciplinary colleagues whose focus is 'efficient transmission of disciplinary content'.
- Signal curriculum renewal and quality enhancement through the project is valued by identifying real incentives for members of local communities of practice to buy-in and participate.
- Involve an external evaluator preferably from the beginning.

9. Conclusion

The overall purpose of this collaborative ALTC-funded project can be summed up as one seeking to make a difference in business higher education through cultural change, first in staff, which would then flow on to students. The project team sought to do this by focusing on a specific area needing attention in business education and using that as a vehicle for exploring strategies for achieving sustainable change and improvement.

As such the three aims of the project were:

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 in business courses and programs in Australia.
3. To identify appropriate strategies that will embed the development of intercultural competence (IC) in business students.

The embedding strategies identified in aim 3 can be classified into three specific domains or categories. Labelled respectively as 'leadership and communities of practice', 'curriculum policies and procedures' and 'resources' these sub-aims were:

- 3.1. To identify and promote relevant seeding activities around leadership and communities of practice that can be adapted to support a maturing intercultural ethos.
- 3.2. To identify and establish policies, curriculum and procedures that can be adapted to support the sustained development of intercultural competence.
- 3.3. To identify and develop resources, tools and databases that can be adapted to develop intercultural competence.

These are worthy aims because employers clearly need interculturally competent graduates for the increasingly global world. Business academics are also keen to find strategies for dealing with the interaction challenges being experienced in business classes. Challenges go beyond the teacher-student interaction and to student-student interactions, not just in-class but particularly those involving out-of-class assessable groupwork. These stakeholders and other drivers are detailed further in Section 1.

Consistent with the action research methodology employed, each site undertook several iterations of emergent change using the standard plan-action-observe-reflect cycle. The strong role of engagement and development and dissemination that contributes to both formative and summative evaluation is detailed further in Section 2.

Our literature review (Section 3), and project experiences and outcomes (Section 4), revealed that change is more quickly accepted and, therefore, ultimately achieved and embedded in sustainable ways, if a change or improvement agenda starts with winning the hearts and minds of leaders at various levels distributed across the organisation. Those leaders can then influence engagement in their various communities of practice and lead changes to curriculum policies and procedures to support that improvement practice, as well as budget and provide resources to support active engagement. The categories of embedding strategy are clearly more blurred, dynamic, emergent and interdependent than described above. Of course, each iteration varies in elapsed time with each context and the degree to which action across all three domains can and does occur. As such, there is no one-size-fits-all advice to embedding a change agenda, in this case embedding the development of intercultural competence.

While the intended and unintended project outcomes are described using the three categories of embedding strategy in Section 4 of this report, we also provide a report from each site (in Appendices A - D) that tracks individual site iterations and emphases. Examples, therefore, of more sophisticated starting points in relation to understanding the need for intercultural competence amongst leaders in a range of levels of academic communities of practice (e.g. program directors versus teachers) can be richly contrasted with those whose emphasis had previously been more on developing intercultural competence into the formal curriculum and those whose emphasis had previously been on the informal curriculum. All sites made real moves forward as shown in the individual site reports.

A key point, however, is that the embedding strategy to energise first is not one that involves purchasing a new resource, such as the 'Cultural Diversity Inclusivity Practice' for promoting intercultural competence. While this is indeed a tremendous resource, we observed it was already available in a wide range of Australian university websites, including one project team member's site which showed little evidence of use. We believe this occurred because it was not embedded either in any curriculum policies or procedures, but more importantly, because it not been placed firmly on the change agenda in the various communities of practice by the relevant leaders.

In addition to the development of an embedding framework, other major project outcomes described in Section 3 included:

- an easy-to-use taxonomy to guide curriculum planning across programs and for individual learning and assessment tasks.
- a series of 20 learning activities that can be used to raise awareness of intercultural competence, further develop understanding of intercultural competence and finally more sophisticated ones for facilitating learner autonomy.
- an ALTC Exchange website.
- several templates including a useful one to assist dissemination focussed project management.
- a set of indicators that could be applied in the future to gauge the project's success or otherwise. For example, a number of business programs including the development of intercultural competence program learning goals and assurance of learning; usage or learning resources on ALTC Exchange high and peer reviews positive; improvement in student feedback via Australasian Survey of Student Engagement (AUSSE) showing increased engagement in comparison with baseline data from UNSW, QUT, UniSA and others.

Consistent with our participatory action research model, we had a strong commitment to formative evaluation in (Section 5.1) as well as summative evaluation (Section 5.2). Engagement with key external stakeholders (e.g. local reference groups, Australian Business Deans' Council Teaching and Learning Network, ALTC) was complemented by active and ongoing engagement amongst the team in various ways (e.g. face-to-face and teleconferenced team meetings; site visits; project leader-manager-evaluator discussions; team-generated project reports).

A one-page template for an evaluation framework greatly assisted formative and summative evaluation efforts. The final summative evaluation strategies revealed high and positive interest in project outcomes. For example, 96% of business associate deans responding at the February 2009 meeting of the Australian Business Deans' Council Teaching and Learning Network agreed with the statement "This project will produce outcomes that will be useful for business academics, program directors, and/or associate deans". Some 61% strongly agreed. Some 206 participants at the six national working seminars conducted around Australian capital cities in February-March 2009 included at least 25 senior academic leaders, at least 10 intercultural competence researchers, over 20 academic developers and over 15 student services managers and the remaining participants were academics with teaching responsibilities. 95% of participants found the projects outcomes very useful or useful (38% very useful and 57% useful) with only 5% indicating that the outcomes of the project 'may be useful' to them.

We identify a range of lessons in Section 6 for embedding the development of intercultural competence in other universities. In Section 7, the critical factors impacting the project's success are identified, including the unexpected departure of the project manager for a career opportunity in the final phase of the project.

Section 8 contains 18 generic lessons obtained from this project. The first and most important one relates to starting any embedding strategy with leaders and communities of practice. The forgoing does not preclude action in the other categories of embedding strategy. Understandably, this combination of strategies varies with existing maturity in each organisation in relation to a change or improvement agenda.

9.1 Limitations

We identified three major conclusions in conducting this research that should be considered in evaluating our outcomes, lessons and the conclusions we have drawn:

1. Insufficient time has elapsed to gather sufficient evidence in order to gauge if there has been any real change from efforts to embed the development of intercultural competence. The project as such aimed to understand and embed a cultural change process amongst academic and professional staff (at multiple levels) in the hope that their engagement would ultimately result in improved experiences for students and development of their intercultural competence.
2. Anecdotal evidence of effectiveness was the only evidence available in most of the learning activities identified by the business academics who were interviewed.
3. Each context is unique and as such the generalisability of outcomes, lessons and conclusions to other contexts is limited to those similar to the sites participating in this project.

9.1 Recommendations

The main recommendations relate to three limitations identified above:

1. ALTC to fund a follow up project in 5 years time to undertake an evaluation of this project effectiveness using future critical success indicators identified. (e.g. number of business programs including the development of intercultural competence program learning goals and assurance of learning; usage or learning resources on *ALTC Exchange* high and peer reviews positive; improvement in student feedback via Australasian Survey of Student Engagement showing increased engagement in comparison with baseline data from UNSW, QUT, UniSA and others).
2. ALTC to work actively with deans councils to promote active engagement with ALTC Exchange and, in particular, a strategy to support peer review of resources contained on it.
3. ALTC to fund a project and/or events that scope the lessons and learnings from completed projects. This synthesis of lessons could be both by topic (for new projects to build upon such as those relating to graduate attributes and achieving change in that area) or to lessons for project management and leadership (such as use of internal project logic for identifying critical success factors and corresponding strategies). It is anticipated that some of the lessons learned from project management and leadership across the entire scope of completed ALTC projects might then find their way into policy guidelines.
4. Relating to recommendation 3 and our own experience and discussions with other project leaders and members, ALTC to develop a complete strategy to supplement the current training strategy for project managers that includes recruiting (e.g. a database), mentoring and career management. This is considered crucial, given the key role project managers play.

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Appendices A – D: Site reports

Summary of Appendices

- **University of Sydney – Appendix A (pp.59-78)**
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Appendix A

Embedding the development of intercultural competence in Business Education (EDIC)

ALTC project with UNSW, UniSA, QUT and USyd

The aim of this ALTC funded project is to identify, develop and disseminate successful teaching and learning strategies and professional development strategies for increasing the profile of intercultural competence in business education. Sustainable capability throughout business faculties is emphasised by embedding these strategies in the work of academic leaders, student services managers, professional developers, academic staff and students.

University of Sydney Site Report

Background: The Faculty of Economics & Business

Established as the Faculty of Economics in 1920, the Faculty of Economics & Business is the oldest of its kind in Australia. The faculty consists of nine Disciplines, which have responsibility for the conduct of research and the teaching of units of study incorporated within faculty degrees programs. In 2007 the faculty was the largest within the University of Sydney with over 8,900 students. This included almost 4,300 undergraduate students, 3,800 masters by coursework students, and over 220 higher degree by research. 48% of students were international students.¹

In 2004, the faculty's business and accounting programs were accredited by AACSB International as well as EQUIS accreditation by the European Foundation for Management Development. In addition, in December 2006 the Faculty of Economics and Business, was elected as the only Australian associate member school of the Community of European Management Schools & International Companies (CEMS), with an invitation to become the first non-European full member by 2009.²

Graduate Attributes

The University of Sydney recognises a broad range of knowledge, skills and attitudes valued by employers in addition to the degree-specific content knowledge and skills students develop as they study as part of our learning community. In conjunction with feedback from employers, the Faculty of Economics and Business has developed specific graduate attributes,³ all of which are enabled by intercultural understanding:

- **Communication** - Graduates of the Faculty of Economics and Business will recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.
- **Personal and Intellectual Autonomy** - Graduates of the Faculty of Economics and Business will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.
- **Research and Inquiry** - Graduates of the Faculty of Economics and Business will be able to create new knowledge and understanding through the process of research and inquiry.

¹ ACADEMIC BOARD PHASE THREE REVIEW SELF EVALUATION REPORT Faculty of Economics and Business

² <http://www.econ.usyd.edu.au/accreditation/#equis>

³ http://www.econ.usyd.edu.au/grad_attributes/

- *Information Literacy* - Graduates of the Faculty of Economics and Business will be able to use information effectively in a range of contexts.
- *Ethical, Social and Professional Understanding* - Graduates of the Faculty of Economics and Business will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.

However, the University’s statement of Graduate Attributes does not explicitly identify intercultural competence. The awareness, understanding and skills required for intercultural competence is only implicitly included in the University’s overarching Graduate Attribute cluster “Global Citizenship” (Figure 1).



Figure 1: University of Sydney Graduate Attributes

Overview of institutional context and strategy

As a research-intensive university, emphasis on teaching follows after the importance placed on research and publications, and this presents its own challenges that differentiate this University and faculty from other sites participating in this ALTC project where a teaching culture is more strongly developed. Nevertheless, with significant diversity among local students, international students and staff and aspirations to be an international leader in educating its students for the global business environment, there is significant impetus in the faculty to address the core aims of this ALTC project. Accreditation commitments, particularly Assurance of Learning, drive this imperative.

At the commencement of this project, there was no strategy for developing intercultural competence in our graduates. A University level “Diversity Plan” had been drafted but had not been actioned. The strategy therefore adopted by the EDIC project team at the University of Sydney site was to establish a reference group as a community of practice and encourage distributed leadership to embed the development of intercultural competence. The project focused on embedding the development of intercultural competence in both the academic curriculum and in the second curriculum through faculty leadership, academic staff, students and support services.

Embedding Model Triangle

Figure 2 illustrates the embedding framework designed to create an integrated approach across the faculty. The following report describes the development of this embedding strategy using the three domains of leadership and communities of practice, curricula and policies, and tools and resources.

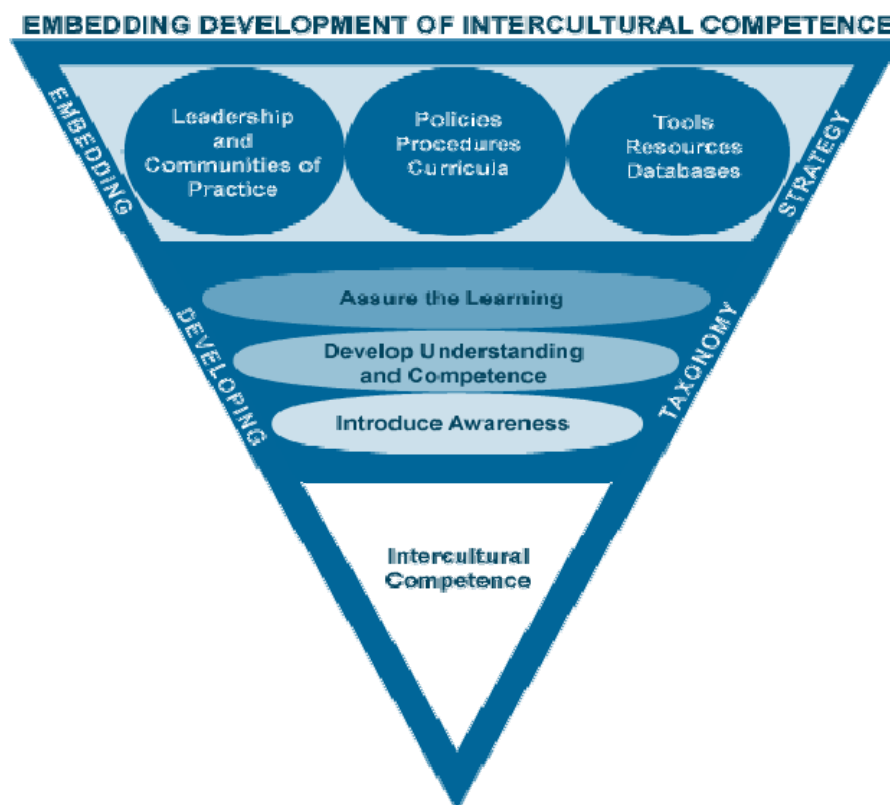
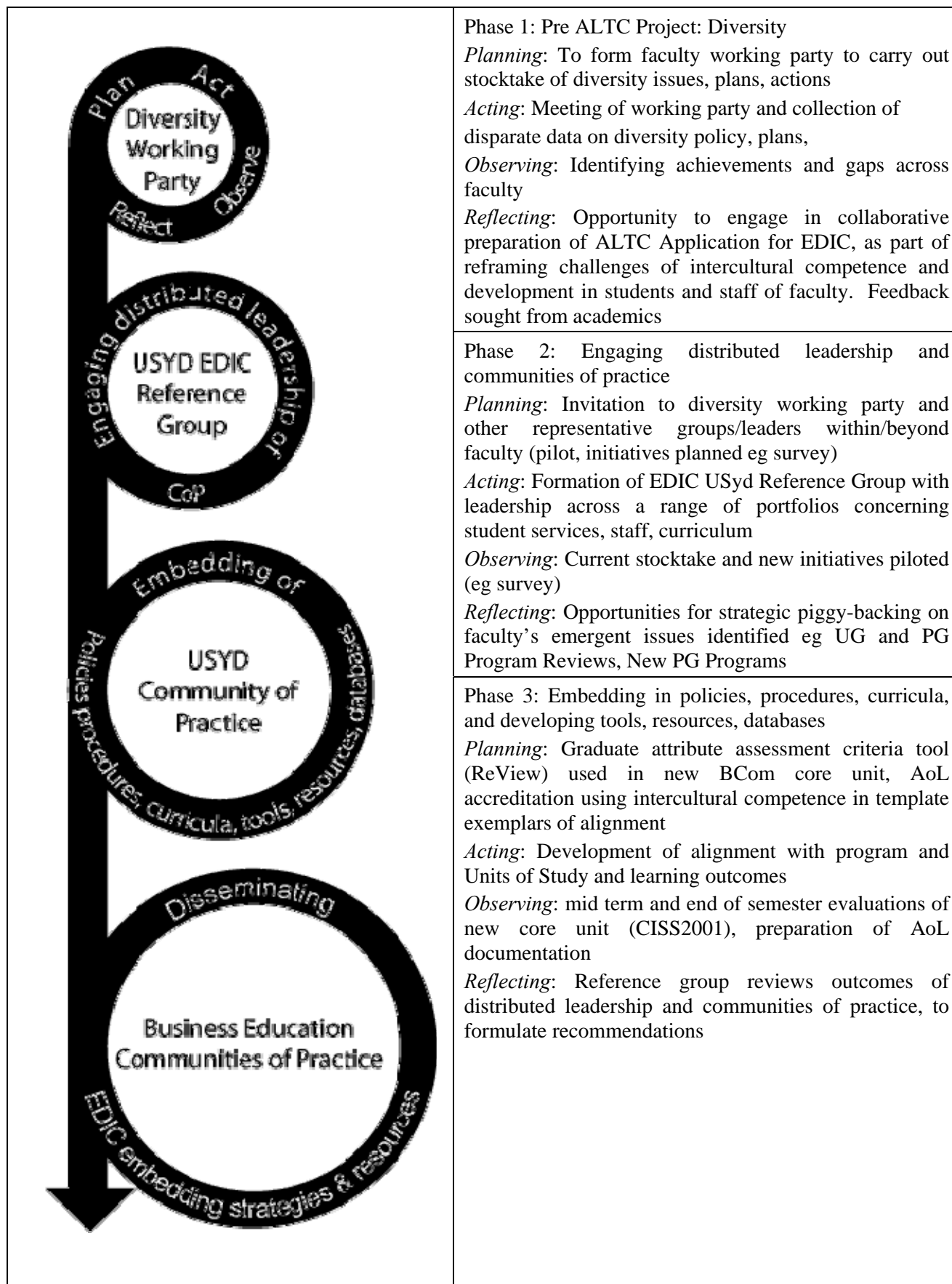


Figure 2: An Embedding Framework

Action research was the methodology employed in the embedding strategy across the three different domains. Each cycle of action research encompassed iterative processes of planning, acting, observing and reflecting. Figure 3 below shows the four phases of action research across the EDIC project at the University of Sydney site. The first phase, *Pre-ALTC Project*, concerned the formation of a faculty Diversity Working Party which collected disparate data on diversity policy and plans; identified achievements and gaps across faculty; and reflected on the opportunity to engage in collaborative preparation of ALTC Application for EDIC, as part of reframing challenges of intercultural competence and development in students and staff of faculty. The second phase, *Engaging distributed leadership and communities of practice* commenced with the invitation to Diversity Working Party and other representative groups/leaders within/beyond faculty to form the EDIC USyd Reference Group with leadership across a range of portfolios including student services. Opportunities for strategic piggy-backing on faculty's emergent issues were identified. The third phase focused on *Embedding in policies, procedures, curricula, and developing tools, resources, databases* relevant for the USyd site. The fourth phase, *Post ALTC Project Diffusion*, continues further iterative cycles through the dispersed leadership and communities of practice to develop ongoing initiatives such as a student intercultural/global leadership portfolio, developing staff awareness of intercultural competence, and further embedding EDIC in curricula, policies and procedures through the use of new tools and resources.

Figure 3: Action research cycles at the University of Sydney site



	<p>Phase 4: Post ALTC Project: Diffusion</p> <p><i>Planning:</i> For student intercultural/global leadership portfolio, to develop staff awareness of intercultural competence, increase visibility of intercultural competence in graduate attributes</p> <p><i>Acting:</i> Implementing recommendations with budget or executive support</p> <p><i>Observing:</i> Further diffusion in communities of practice as curricula, policies, and procedures are further implemented the use of tools, resources and databases is harnessed e.g. Digital Measures</p> <p><i>Reflecting:</i> ongoing cycles</p>
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The EDIC Framework in the Faculty of Economics and Business at the University of Sydney

1. Engaging distributed leadership and communities of practice

Formation of EDIC Reference group

The University of Sydney's Reference Group brings together faculty leaders, academics, and students from different disciplines within the faculty. It also includes professional staff from Student Information Office, from Institute of Teaching and Learning, and the Office of Learning and Teaching in Economics and Business. The Reference group had its origins in a faculty Diversity Working Party formed in 2006 prior to the Carrick (ALTC) application to undertake a stocktake of the policies, procedures and resources available throughout the faculty (Appendix A1). Table 1 below shows how this Diversity Working Party was expanded to form the EDIC Reference Group at this site.

Table 1: Faculty Diversity Working Party 2006 extended for EDIC

	Faculty Diversity Working Party 2006		USyd EIC Reference Group 2007	
Academic Leadership	<i>Pro Dean</i>	Sid Gray	<i>Associate Dean International</i>	Sid Gray
	<i>Associate Dean L&T</i>	Mark Freeman	<i>Associate Dean L&T</i>	Mark Freeman
	<i>International Development Manager</i>	Ada Chow	<i>International Development Manager</i>	Ada Chow
Academics (L&T)	<i>International Business (CQ)</i>	Brent MacNab	<i>International Business (CQ)</i>	Brent MacNab
	<i>Senior Academic Adviser</i>	Lesley Treleaven	<i>Senior Lecturer</i>	Lesley Treleaven (Chair)
			<i>Economics Senior Lecturer</i>	Mark Melatos

Professional Staff	<i>Faculty Executive Officer (Acting)</i>	Nigel Smith	<i>Faculty Executive Officer (Acting)</i>	Nigel Smith
			<i>Student Adviser</i>	Kate Small
			<i>Peer Mentoring and Career Adviser</i>	Jill Kelton
External to USyd E&B Faculty			<i>Institute of Teaching and Learning (USyd Diversity Committee)</i>	Christine Asmar

Generic Skills and the Sydney Experience Working party

At the University level, the Associate Dean (Learning and Teaching) Mark Freeman, was a member of the Generic Skills Working Party has submitted a recommendation as a part of academic reform to:

- Establish a position of PVC (International) to ensure that undergraduate students experience an international education through internationalised curricula, participating in international exchange, and studying a second language.
- Promote interactions between local and international undergraduate students through DVC Community and the deans as part of distinctive University of Sydney experience

These recommendations demonstrate leadership at the University level that will enhance embedding development of intercultural competence.

Appointment of Program Directors

The appointment of Program Directors for several new masters programs, followed then by appointment of program directors for every undergraduate and postgraduate program is providing new leadership on faculty mission, learning goals and program learning outcomes. In turn, this distributed leadership also constitutes a community of practice concerned with the faculty's mission to develop global leadership its student cohorts be it at executive level, postgraduate or undergraduate level in both international and local cohort.

Faculty Careers and Employer Relations Office

The Careers and Employer Relations Office is acting as a community of practice providing distributed leadership in embedding the development intercultural competence into their workshops (Career Management Skills), through including diverse student representatives, inviting employers with a focus on international employability, their website, communication strategies, and internships and volunteer opportunities for students (Appendix A2).

Peer Mentoring Program (PMP)

Arising from their engagement in student mentoring programs, PMP staff are developing intercultural competence in their undergraduate and postgraduate mentoring communities of practice. Intercultural competence training has been incorporated into mentor training, monitoring of mentors and the handbook and through such initiatives are enabling distributed student leadership in developing intercultural competence. A benchmark has been developed against which mentor and mentees' evaluate their intercultural competence development (Appendix A4). The PMP has developed relationships with other faculty staff to further embed the development of intercultural competence within PMP program.

Peer Assisted Study Sessions (PASS)

The benefits of PASS in developing intercultural competence have been highlighted by PASS staff and facilitators leading to changes such as the PASS website—particularly for the PASS facilitators and some one-hour sessions focussing specifically on intercultural competence. The end-of-semester evaluations of PASS participants and facilitators include questions to collect data on the extent to which PASS participation enabled PASS facilitators and participants to develop their cross-cultural awareness and skills and to what extent they saw these as important (Appendix A5).

Student Support

Every semester the faculty and Office of Learning and Teaching run a number of transition and orientation workshops for new students. Many of these workshops discuss the importance of understanding the differences in practices and expectations between cultures. A groupwork lecture in particular addresses the issue in intercultural competence when working in a group. Moreover, such lectures as “Aussie English” help international students understand what problems in reference to Australian English they are facing when studying in Australia. The Student Advisor in the Office of Learning and Teaching also provides support to students working in multi-cultural teams. One-on-one consultations are able to assist both local and international students to cope with problems arising from lack of intercultural competence and understanding of cultural differences.

2. *Embedding in curricula, policies and procedure*

A second approach to embedding has been through curricula, policies and procedures. The strategies at the University of Sydney have focused more on second curriculum activities, given the lower priority at this site placed on teaching and the large number of competing research priorities, especially during the year leading up to the Research Quality Framework (RQF) and its preparation. A deliberate decision was taken to be opportunistic on the limited curricula change where they occurred and seek to embed the development of intercultural competence by simultaneously piggy-backing on strategic priorities especially major change initiatives in the faculty, discussed below.

Faculty restructuring and new core undergraduate unit in the Bachelor of Commerce: CISS2001-Business in the Global Environment

The introduction of a new core unit of study into the BCom curriculum, the largest Undergraduate degree, is indicative of a commitment by the faculty to embed the development of intercultural competence. The central focus of this unit is the international business environment. One of its key learning outcomes is to develop students’ awareness of cultural differences and how to respond appropriately to these both in the workplace and wider society. Intercultural competence is explicitly developed in this unit through a reflective journal with skilled facilitators embedding intercultural competence in assessment criteria (Appendix A3). Student evaluations over two semesters show now that 80% of students feel *the unit encouraged me to collaborate with people from diverse backgrounds in learning activities* and 77% agreed/strongly agreed that *these learning activities enhanced my communication skills*.

Development of new masters level programs: Masters of Marketing, Masters of Management, Masters of HRM&IR

The recent development of two new masters’ level programs (Masters of Marketing and Masters of Management) and the revision of the Masters of HRM&IR are embedding intercultural competence. The matrix (Appendix A7) shows the alignment between the faculty’s mission, specific program goals, throughout the program in units of study and the three levels of development (namely introduced, practiced, mastered and assured).

The Postgraduate Program review in preparation for AACSB accreditation

The abovementioned new and revised masters level programs form the template for the current faculty-wide postgraduate program review. They also form the basis for demonstrating alignment and our assurance of learning approach to AACSB for accreditation (Appendix A6, A7).

Tutor Development Program

This development program, which is attended by a large percentage of tutoring staff across all disciplines, includes developing tutors and preparation for students' development of intercultural awareness and skills as part of its annual set of development sessions.

Team-based Learning (TBL)

The Office of Learning and Teaching has been actively promoting the use of in-class TBL within many Units of Study. There is evidence to suggest that active working in culturally and language diverse teams where the emphasis is on peer learning is useful in developing intercultural competence. This is particularly the case when attention is focused on intercultural teams and their rationale for formation as in CISS. In this unit in Semester 1 and 2 2008, 86% of students agreed/strongly agreed that *TBL improved my learning by encouraging me to prepare for classes*, 76% agreed/strongly agreed that *it helped me to take responsibility and evaluate my learning*; 78% agreed/strongly agreed that *TBL encouraged me to think critically about different topics/theories/content*. Each of these abilities are important in enabling intercultural communication and the collaboration with people from diverse backgrounds, which 80% of students agreed/strongly agreed they were able to do in these team-based learning activities.

Unit of Study outline

The UoS outline template and guidelines used in the preparation of all units of study in the faculty have been revised to encourage developing intercultural competence by supporting the design and implementation of a unit. An audit of all the UoS outlines has been conducted and this audit records units with intercultural competence as an assessment criteria, focus of assessment or emphasis in the unit content.

New unit of study (UoS) proposal template

Proposals for new units are required to demonstrate the extent to which the unit contributes to the internationalisation of the curriculum by way of enhancing the learning experience of both international and domestic students. As well as how the unit of study recognises different learning approaches due to the diversity of students.

Literacy Interventions

Currently there are a number of projects in development, by the literacy advisor in the Office of Learning and Teaching, involving international and domestic students in several core units designed to improve the overall student experience addressing cultural diversity in context. In addition, this work aims to help academic staff's understanding of diverse students' backgrounds and literacy challenges.

3. Embedding through Tools and Resources

A third approach to embedding is to develop and or extend the use of tools, databases and resources that can support the academic staff and students in the curriculum or systemic approaches to developing intercultural competence. Several of these are discussed briefly below, though this was not the major focus at this site.

Survey of Intercultural Competence (individual/organisational)

A survey titled “Embedding intercultural competence in business education” was developed by Dr Brent MacNab from the discipline of International Business, Professor Richard Brislin of University of Hawaii, an international leader in this field and Dr Lesley Treleaven, coordinating the University of Sydney project. The survey was based on a measurement model developed by Ang et al. (2004; 2006). The survey questions were used in three ways:

1. as 3-item triggers preceding discussion of intercultural competence in a range of groups. e.g. USyd reference group, ABDC L&T Deans Network, with a group of academics, tutors
2. as a paper-based questionnaire with an academic unit on their retreat
3. as a paper-based fully confidential posted survey with a student services group
4. as a paper-based survey fully confidential with a tutor development program

Analysis of indicative results from the survey shows three major outcomes (Appendix A8):

1. **Intercultural competence and host national culture shock** – Academics in the discipline of International Business report stronger intercultural competence across all measures, in particular, cultural knowledge when interacting with students from different cultural backgrounds, and enjoyment and confidence in interacting with students from different cultures. International Business academics therefore experience less host national culture shock than the staff in the student services office and those in the tutors group.
2. **Pedagogy preference** – Staff from both academic and student services groups where the survey was fully administered tend to favour a multi-cultural/hybrid pedagogy preference i.e. they feel that it is the responsibility of staff in the faculty to design classes and procedures that are accommodating of potential language issues. However, tutors scored much lower on this preference. This result has significant implications for how the faculty addresses relevant strategy and change, for example by implementing relevant staff development sessions to assist in teaching classes with large numbers of NESB students.
 - **Openness to training** – Academics in the discipline of International Business are comparatively more open to multi-cultural training than the student services group and tutors. The International Business academics feel staff in the faculty would benefit from development that addresses working with students from diverse cultures and this in turn would improve the overall quality of programs that have large numbers of students from diverse cultures. Responses from the student services group appear to be less open to multi-cultural training and, thus, any training programme will need to be carefully approached.

The results from this survey suggest that academics in the discipline of International Business have much strength with respect to intercultural competence. It is important to create strategies to share these strengths throughout the faculty. The survey needs to be expanded as it requires more data to become statistically significant and allow for more complex statistical analysis. A better indication of intercultural competence within the faculty would thereby be available to indicate future approaches. For further information about using this survey please contact Dr. Lesley Treleaven, (l.treleaven@econ.usyd.edu.au).

Groupwork website

The Office of Learning and Teaching's have developed a substantial website for both staff and students: <http://teaching.econ.usyd.edu.au/groupwork/index.html> and <http://learning.econ.usyd.edu.au/groupwork/>. It includes a section on 'valuing diversity' for staff to use when preparing students for groupwork for students. It also includes self and peer assessment, as well as resources and procedures for dealing with such feedback.

Digital Measures

The faculty is introducing a database called Digital Measures which will be able to store and provide digital feedback on a range of learning and teaching items, including learning outcomes and assessment related to the development of intercultural competence.

ReView

Overlapping membership with the ALTC *Embedding Graduate Attributes* project has been beneficial to this project, providing a systematic approach to curriculum alignment that address graduate attributes, learning and teaching activities, assessment tasks and assessment criteria in a catalytic online marking and feedback tool. ReView has been used to develop with staff assessment tasks related to intercultural competence and to assure outcomes in a core BCom unit of study.

Evaluation and further leadership by the Reference Group

Feedback from the Reference Group

This Reference Group is key to the continuous and autonomous dissemination strategies at the University of Sydney and will continue in some form after the EDIC project itself ends. The Reference Group has provided the following feedback on the EDIC project to date:

- i) The Reference Group felt that the emphasis on self reflection in the definition of intercultural competence was an excellent dimension to highlight
- ii) In discussing the EDIC triangle they felt that it is also important to focus on EDIC in the second curricula (this has formed the basis of one of the recommendations below to the faculty Executive Committee)
- iii) They were impressed with the multi-levelled and multi-dimensional ways in which the University of Sydney project team are working to embed the intercultural competences in the faculty and the strategic approach to tackling it; from course evaluation instruments, to faculty graduate attributes, to working with Careers on how to get students active in developing these skills.

The following distributed leadership by members of the Reference Group includes:

1. A submission by the Student Information Office '*Global Citizenship: An attitude or stance towards the world*' that the faculty establish a part-time project officer position to investigate models for the development of a global citizenship portfolio to support embedding the development of intercultural competence. A portfolio would recognise for credit, non credit activities, in the international context such as international and local work experience, study abroad, volunteer work, community activities, clubs and societies.
2. A proposal to the faculty Executive Committee that the faculty endorse the importance of faculty staff increasing their awareness of intercultural competence and refer such an endorsement to Associate Dean International to action. A strategy to be developed and implemented by the Associate Dean International and the disciplinary representatives in consultation with the Office of Learning and Teaching. Some examples of strategies are as follows:

- a. Current student dissatisfaction with the level of staff intercultural competence to be highlighted through analysis and distribution of SCEQ qualitative comments by Institute of Teaching and Learning.
 - b. Staff encouraged by Office of Learning and Teaching to integrate appropriate intercultural communication learning and teaching activities for students into their Units of Study;
3. A proposal to the faculty Executive Committee that the faculty endorse the inclusion of intercultural competence within graduate attributes and refer such an endorsement to Associate Dean International to action by:
 - a. Associate Deans Undergraduate and Postgraduate, and Program directors referencing intercultural competence in the faculty's Undergraduate and Postgraduate Program learning goals linked to graduate attributes.
 - b. Learning and Teaching Committee proposing during the forthcoming University review of its policy on graduate attributes and on new attributes or current attributes, revisions that incorporate intercultural competence in the University's Graduate Attributes policy.

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Prepared by Dr Lesley Treleaven
EDIC University of Sydney
1 December 2008

Appendix A1: Intercultural Competence Stocktake Template (2006)

Stocktake	Goals	Strategies
ADMISSIONS		
Students		
UG entry based on UAI and UAI-equivalent with Foundation Program (IELTS 6.5 equivalent)	Adequate proficiency in English language	Admissions based on UAI + interview
PG entry based on prior degree and experience with IELTS 6.5	More proficient entry cohort, including foundation skills (language, teamwork etc)	
Investigating links with indigenous orgs (e.g. Klub Koori mentoring program) + indigenous scholarships	Increase indigenous admissions	
	Make scholarships available to undergraduate international students Scholarship students 'give back' (e.g. be a peer mentor)	
Academics		
Faculty forums (e.g. 1 June 2006)	Sensitive to diverse backgrounds in interacting with students and colleagues	Positive role modelling by leadership including funding
Faculty support		
Support for study abroad scholarships	Improved entry pathways, especially re reputation of USyd as "difficult" to get into vs. "high standard"	PG research project evaluating entry pathway success
	Consider interviewing by graduates for admission	
	Learn from UBC (Uni of British Columbia) admissions	
	In-bound staff supported in transition to the University of Sydney	Orientation program including workshops (e.g. tax; customs) and social events for newly arrived staff
ORIENTATION		
CD and website provided to all students		
CURRICULUM		
Intentionally designed with internationalised curricula (e.g. new BCom core unit)	Develop curricula that promote the development of students as global citizens	Assist staff with additional ways to achieve internationalisation requirement within UoS proposal form
Staff requirement to address internationalisation in UoS proposal form		Use Undergraduate Programs Review to embed good intercultural competence practice
LEARNING AND DEVELOPMENT SUPPORT		
Embedding graduate attributes (TIF project)	Develop teaching strategies that capitalise on diversity	Funding for key initiatives (e.g. streaming), embedded and OLT-supported
Well-attended orientation and transition programs (e.g. c800 students)	Develop academic awareness of studying in second language	Encourage everyday conversation in non-home language
Intercultural awareness workshops pilots		Expand to academic staff (e.g. pilot through L&T Associates) and subsequently to students (e.g. PASS facilitators and peer mentors) with opportunities to use the latter's ideas
		Encourage staff with accent difficulties to attend language support appropriated through META, and consider range of teaching strategies (e.g. overheads).
EXIT (including CAREER SUPPORT)		
Current career placement project for business postgrads	Well-prepared for interviews, CVs	Preparation for interviews

Appendix A2: Faculty Careers and Employer Relations Office of Intercultural Competence Stocktake – Nov 2008

Intercultural Competence Stocktake of the Faculty Careers and Employer Relations Office - Nov 2008		
Careers and Employer Relations Office (CEO)		
Stocktake	Goals	Strategies
Professional Development - intercultural competence as it applies to Careers and Employability	Comprehensive understanding of the issues	Networking with International Employer Industry bodies and Advisory group members and Alumni. Message about the importance of intercultural competence is built into all the offerings for students. Workshops and employee panels usually have representatives from diverse working cultures, international and industry backgrounds Students who had experience in diverse/ international work experience, eg internship in Singapore
Employer advisory board and student advisory board	Include intercultural reps,	Invite international representatives to be members, range of employer representatives – public, private and community sector, one employer with an international focus. Student board includes students who had international work experiences such as internships in Singapore and China
Career Management skills workshops (open for all with intercultural issues embedded)	Boost self-awareness thereby addressing intercultural and international employability requirements	A range of tailored workshops, for example: working globally, with a panel of people with various international experience – students, staff, alumni. Focus on intercultural competence, importance of a need to move smoothly between cultures
Address specific barriers for international students wanting to gain work/work experience in Australia through a targeted workshop and web information	Run specific workshops, focussing on communication skills and intercultural issues in the workplace	Further develop through a program: "the World is your workplace" Skills workshops, such as language of CV's, on working globally in conjunction with the global careers fair.
Employer activities on campus for all students interested in international employment		Employer presentations on their international work opportunities (KPMG, CPA, ING, Ernst and Young) Employee presentations on skills for working in the global environment.
Online - specific pages for International students embedded, Blackboard integration and e-newsletter	Continue to develop international resources, especially international workplace culture and employability resources	Research best practice, use of Blackboard as well as linked content to a global resource – Vault. Contains articles and discussion boards on workplace diversity and working globally. 12 annual issues of the e-newsletter with information on how to find a job in Australia for international students, as well as global career opportunities
Tracking Students	Keep in touch with successful students and alumni	Creation of databases and tracking tools to follow alumni and students employed in graduate positions and gaining internship opportunities. Attention paid at international students too, as well as global careers of alumni

AppendixA3: CISS2001- Business in the Global Environment – Alignment Matrix

CISS2001 Intended Learning Outcomes	University of Sydney Graduate Attributes	CISS2001 Student Learning Activities	Assessment Criteria	Assessment Criteria	Assessment Criteria	Assessment Criteria
Upon successful completion of this unit of study, students should be able to:			In-class Quizzes 10% (Individual) 10% (Team)	Team Case study analyses 30% [3 x 10%]	Reflective Journal Summative Task 20%	Country Report 30%
<p>1. Develop a conceptual framework for doing business in the global environment as arising from real-world contexts in the 21st century.</p> <p>2. Resolve problems in doing business in the global environment by examining contemporary case studies, evaluating possible solutions, and developing coherent arguments to support conclusions.</p>	<p>Research and Inquiry (R&I): Graduates of the Faculty of Economics and Business will be able to create new knowledge and understanding through the process of research and inquiry.</p>	<p>Read text and other materials</p> <p>Make own notes and summaries before class</p> <p>Attend weekly class</p> <p>Participate in class quizzes and case-studies</p> <p>Contribute to team on-line discussion forum in preparation for class case-studies</p> <p>Review own notes and summaries after each class</p>	<p>Accurate identification and application of relevant information relating to key components of the global environment.</p>	<p>Thoroughness of understanding of key global business environment concepts evident in the application to the case-study.</p> <p>Degree of critical thinking ability evident in argument for case-study response preference.</p>	<p>Depth of understanding and application of the principles of critical reflective practice.</p>	<p>Ability to integrate and synthesise topics covered in this unit evident in the practical application to the particular country.</p> <p>Clear and well argued recommendations.</p>
<p>3. Demonstrate research skills by locating and selecting primary and secondary source materials using libraries, the web and other reference resources.</p> <p>4. Manage, analyse, evaluate and use information effectively for the task at hand, demonstrating a capacity for critical thinking when evaluating and using these research materials.</p>	<p>Information Literacy (IL): Graduates of the Faculty of Economics and Business will be able to use information effectively in a range of contexts.</p>	<p>Access materials provided in the textbook, Reader, on-line and in library for this unit</p> <p>Undertake own research</p> <p>Evaluate the usefulness of information found</p> <p>Contribute to teams case-study assessment</p> <p>Draft/edit/finalise written work for Reflective Journal Summary and Country Report</p>		<p>Appropriate use of sources that go beyond the required readings, including library databases</p>	<p>Careful organisation of summative task in response to reflective questions from Wks 3, 5, 6, and 10.</p>	<p>Ability to research and select relevant material as evidence.</p>

CISS2001 Intended Learning Outcomes	Graduate Attributes	Student Learning Activities	<i>In-class Quizzes 10% (Individual) 10% (Team)</i>	<i>Team Case study analyses 30%[3 x 10%]</i>	<i>Reflective Journal Summary 25%</i>	<i>Country Opportunity/Ri sk Report 25%</i>
5. Communicate about business in the global environment, orally and in writing, to a professional standard.	Communication (C) : Graduates of the Faculty of Economics and Business will recognise and value communication as a tool for negotiating and creating new understanding, interacting with others, and furthering their own learning.	Participate in team quizzes and case-study analysis Contribute to team on-line discussion forums in preparation for class case-studies Contribute to team case-study de-briefs Draft/edit/finalise written work for Reflective Journal Summary and Country Report		Coherent and convincing argument to support case-study preference. Clear and concise written expression of ideas and responses to case-study using appropriate business language and , where appropriate, the Harvard referencing system	Ability to critical reflect on the negotiation and reconciliation of differences in teams. (Q. 1)	Professionally written and presented report with appropriate quotations and referencing.
6. Plan and achieve goals and meet new challenges and deadlines.	Personal and Intellectual Autonomy (P&IA): Graduates of the Faculty of Economics and Business will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.	Prepare for class individual and team activities Attend all classes to contribute to team work Keep Reflective Journal and respond to questions set for directed reflection Submit Reflective Journal Summary and Country Report by due date	Efficient use of time to answer all quiz questions, both individually and in team		Ability to critically evaluate your own development of intercultural competence. (Q. 3)	Level of conceptual understanding of opportunities in the chosen country. Level of conceptual understanding of risks in the chosen country. [Marks will be deducted for late submission]
7. Work with people from diverse backgrounds with inclusiveness, open-mindedness and integrity and manage the dynamics of working within a team. 8. Formulate and evaluate policy for individual ethical behaviour and community responsibilities in organisations and society.	Ethical, Social and Professional Understanding (ES&PU): Graduates of the Faculty of Economics and Business will hold personal values and beliefs consistent with their role as responsible members of local, national, international and professional communities.	Attend all classes to contribute to team work Work cooperatively with team in and out of class Keep Reflective Journal and respond to questions set for directed reflection Submit Reflective Journal Summary and Country Report by due date			Appreciation of the need to use intercultural competency in interactions across cultures and contexts. (Q. 2) [Marks will be deducted for not adhering to principles of academic honesty]	[Marks will be deducted for not adhering to principles of academic honesty]

Appendix A4: Embedding Development of Intercultural Competence in Peer Mentoring Program

Mentors: Postgraduate Mentoring Program		Sem 1, 2007 (%) n=35	Sem 2, 2007 (%) n=35	Sem 1, 2008 (%) n=27	Sem 2, 2008 (%) n=34
In joining the Peer Mentoring Program, to what extent was developing cross cultural awareness and skills important	V/Important	94 94		89 97	
The Peer Mentoring Program increased my cross cultural awareness and skills	Agree	74	66	59	68

Mentees: Postgraduate Mentoring Program		Sem 1, 2007 (%) n=54	Sem 2, 2007 (%) n=54	Sem 1, 2008 (%) n=40	Sem 2, 2008 (%) n=41
In joining the Peer Mentoring Program, to what extent was developing cross cultural awareness and skills important	V/Important	73 83		68 83	
The Peer Mentoring Program increased my cross cultural awareness and skills	Agree	41	50	43	44

Undergraduate Mentoring Program		UG Mentors	Sem 1, 2008 (%) n=38	UG Mentees	Sem 1, 2008 (%) n=65	Sem 2, 2008 (%) n=16
In joining the Peer Mentoring Program, to what extent was developing cross cultural awareness and skills important	V/Important 98				66	94
The Peer Mentoring Program increased my cross cultural awareness and skills	Agree		69		28	50

Appendix A5: Embedding Development of Intercultural Competence in PASS

PASS Participants		Sem 1, 2006 (%) n=151	Sem 2, 2006 (%) n=76	Sem 1, 2007 (%) n=56	Sem 2, 2007 (%) n=66
PASS increased my cross cultural awareness and skills	Agree	n/a	n/a	55	59
Pass improved my skills in working with people from diverse backgrounds	Agree	67 72		79	68
Pass helped me be more open-minded about people from diverse backgrounds	Agree	57	62	57	61

Appendix A6: Program Learning Goals and Learning Outcomes for the Master of Human Resource Management and Industrial Relations

USyd Graduate Attribute/s	Program Learning Goal*	Key Outcome. Graduating students should be able to....
Ethical, Social and Professional Understanding; Personal and Intellectual Autonomy	<ul style="list-style-type: none"> • Demonstrate the capacity to manage workplace diversity, ethically and effectively. 	Formulate and defend an appropriate professional response to an employment-related social, legal or ethical challenge.
Ethical, Social and Professional Understanding; What is diff between this and previous one?	<ul style="list-style-type: none"> • Display awareness of both global and local factors in the management of people and organisations. 	Describe and explain cross-national similarities and differences in employment policy and practice
Communication	<ul style="list-style-type: none"> • Communicate clearly and effectively to a high professional both orally and in writing. 	Prepare and present professional reports that address work-related problems and make recommendations that are appropriate coherent and persuasive.
Research and Inquiry	<ul style="list-style-type: none"> • Be able to contribute to organisational effectiveness by means of long-term strategic thinking and planning. 	Analyse and address business problems in particular organisational contexts by recommending and justifying appropriate human resource strategies and practices.
Personal and Intellectual Autonomy; Communication	<ul style="list-style-type: none"> • Apply expert knowledge to lead, support and develop others in organisational contexts. 	Design and implement policies and practices appropriate to enhancing employee capability, well-being and contribution in particular organisational contexts.
Ethical, Social and Professional Understanding; Personal and Intellectual Autonomy; Research and Inquiry	<ul style="list-style-type: none"> • Apply expert knowledge to create a dynamic and productive work environment. 	Develop and implement human resource strategies and practices supportive of desired changes in organisational strategy, structure and culture.
Research and Inquiry; Information Literacy	7. Apply research principles and methods effectively for gathering and analysing information relevant to work-related themes and issues.	Use research methods to evaluate and improve people management practices in particular organisational contexts.

Appendix A7: Program Learning Goals and Learning Outcomes (LO) for the Master Management

Unit of Study	MMgt 6001	MMgt 6002	MMgt 6003	MMgt 6004	MMgt 6005	MMgt 6006	MMgt 6007	MMgt 6008	MMgt 6009/10
Program level LO 1			Practiced	Introduced		Practiced		Practiced	Mastered and assured
Program level LO 2	Practiced	Practiced	Introduced	Practiced		Practiced	Practiced	Practiced	Mastered and assured
Program level LO 3	Practiced	Introduced	Practiced	Practiced	Practiced	Practiced	Practiced	Practiced	Mastered and assured
Program level LO 4	Introduced	Practiced	Practiced	Practiced	Practiced	Practiced	Practiced		Mastered and assured
Program level LO 5	Practiced		Practiced	Introduced	Practiced	Practiced		Practiced	Mastered and assured
Program level LO6	Introduced	Practiced			Practiced		Practiced	Practiced	Mastered and assured

Appendix A8: EDIC survey of intercultural competence results across three staff cohorts

Questionnaire item/% Agreement	International Business % n=10	Student Services Group % n=17	Tutor Development Program % n=13
<i>CQ Knowledge, E&M</i>	80 65		72
<i>CQ strategy, VD&A (context grounded)</i>	62.5 59		56
<i>CQ Behavioural, E&M</i>	70 70		64
<i>CQ, Motivational, VD&A + E&M</i>	85 65		83
<i>Host National Culture shock</i>	32 53		45
<i>Host culture pedagogy preference</i>	30 18		23
<i>Multi Cultural/hybrid pedagogy preference</i>	60 58		39
<i>Faculty Openness to training</i>	80 66		64

Appendix B

Embedding the development of intercultural competence in Business Education (EDIC)

Site Report: University of New South Wales

Background

The Australian School of Business

The Australian School of Business is the largest faculty at the University of New South Wales, with 5,500 undergraduate students, 3,500 postgraduate students, and 250 PhD students. In 2006, it merged with the Australian Graduate School of Management and further increased its student population to include students in the MBA and Executive MBA programs. It has the most diverse student mix at UNSW, with approximately 30% of undergraduate and 50% of postgraduate students arriving from over 120 countries, and over 60% speaking a language other than English at home. The staff composition (250 equivalent full-time staff) is also characterised by a rich diversity. The Australian School of Business celebrates this diversity and sees it as a strength on which to build global skills for learning, working and living across cultures and borders.

There are nine Schools within the Australian School of Business, across 10 disciplines including Accounting, Banking and Finance, Business Law and Taxation, Economics, Finance, Marketing, Information Systems and Technology Management, Organisation and Management, Strategy and Entrepreneurship, and Actuarial Studies.

While the sections below document that status of intercultural competence using the three domains for embedding (i.e. Leadership and Communities of Practice; Policies Procedures and Curriculum; Resources, Tools and Databases), it is in the latter that the primary focus of UNSW has been in its involvement with this project. Details of the contribution are available on the ALTC website at: <http://www.altcexchange.edu.au/>. Specifically at the faculty level, UNSW has developed, in conjunction with other project members, a set of valuable Classroom Exemplars and Activities from the business HE context that are being used to raise intercultural awareness, develop intercultural understanding, and facilitate learner autonomy.

Leadership and Communities of Practice

The Associate Dean takes a leadership role in researching issues of diversity and intercultural competence, and in creating communities of practice for disseminating and exchanging information for learning and teaching enhancement. Influencing the discussion is the Associate Dean's disciplinary background in Cross Cultural and Diversity Management in International Business. Leadership is also provided by the Heads of Schools, Senior Curriculum Coordinators and staff with expertise in the Education Development Unit. All have worked collaboratively to address issues of diversity and intercultural competence in Business Education. Efforts to embrace diversity in the curriculum have been made at UNSW and in the ASB, with prior initiatives including the involvement of leading researchers and presenters (e.g. Margaret Brynes, author of the series: *What Makes You Say That?*) and others, and through curriculum review and presentations on internationalisation of the curriculum.

Education Development Unit (EDU) – creating communities community of practice for staff and learning networks for students

The Education Development Unit was established in 1998 in the Australian School of Business as a core resource to manage issues of learning and teaching diversity. It has a team of highly skilled staff (Learning and Language Advisors and Educational Technology staff) who provide a range of seminars, workshops and development activities to support students and staff.

In relation to developing and embedding the development of IC, this includes:

(a) a range of academic development workshops and seminars to assist staff in managing issues of diversity, developing inclusive approaches to teaching, and embedding graduate attributes, including those pertaining to the development of intercultural competence;

(b) an extensive suite of Peer Assisted Student Learning Programs in the core courses in Accounting, Economics and Business Statistics (as discussed below);

(c) wide reaching peer mentoring programs to assist first year undergraduate and postgraduate student in acculturating to their new learning environments (see below);

(d) a comprehensive Tutor Training Program, training approximately 100-120 tutors per annum. An essential component of the training program relates to working with students from diverse backgrounds and facilitating intercultural interactions and communication;

(e) a range of language, learning and communication programs and workshops that seek to develop competences of students from across different learning and cultural backgrounds.

(f) resources that are developed, collated and disseminated across a range of areas in learning and teaching including internationalisation of the curriculum, learning and language diversity, assessment, mentoring etc.

(g) academic development and cross skilling workshops and seminars for teaching staff.

Support for Transitions

Transition programs that seek to facilitate academic acculturation and socio-cultural adjustment play a part in developing intercultural competence on campus. Two key transition initiatives offered by the Australian School of Business that have been successfully implemented over the past ten years, include the Peer-Assisted Student Support (PASS) Program and the Peer Mentoring Program.

- **The PASS Program** is run in core undergraduate courses. PASS Leaders (outstanding students with intercultural and leadership skills) run supplementary workshops to assist students in developing their understanding of course content, engage in collaborative learning activities and work in small groups. PASS Programs are offered in Microeconomics 1, Macroeconomics 1, Quantitative Methods A (QMA) and Quantitative Methods B (QMB), Accounting and Financial Management 1A, Accounting and Financial Management 1B. They have been offered since 1996 and have effectively addressed the diverse learning needs of hundreds of students each year. In 2007, the initiative was extended to support the learning needs of students in the Actuarial Studies Program.
- **The Peer Mentoring Program** focuses on socio-cultural support and adjustment. It is offered to first year undergraduate and postgraduate students. In the initial stages of acculturation. Mentors regularly meet with and assist new students settle into UNSW, engage in a 'buddy system',

provide advice and acculturation strategies, and answer questions on approaches to learning. Programs offered in the ASB are:

- **Undergraduate Peer Mentoring Program:** Co-ordinated by the faculty Student Relations Officer in conjunction with the undergraduate Commerce and Economics Student Society (COMSOC) and the Education Development Unit (EDU). Over 600 students undertake the program in Weeks 1-6 of Session 1 and 2.
- **'FINE' Peer Support Program for Postgraduate Course Work students:** Co-ordinated by the faculty Student Relations Officer in conjunction with the postgraduate student society, Commerce and Economics Postgraduate Executive Council (COMPEC), in Sessions 1 and 2.
- **Actuarial Studies Peer Support Program** for commencing undergraduate Actuarial Studies students, Session 1: Co-ordinated by the Actuarial Student Society.
- **Tourism and Hospitality Management Peer Support Program** for commencing undergraduate Tourism and Hospitality Management (TAHM) students, Session 1: Co-ordinated by the School of Marketing.
- **Student Ambassadors:** Co-ordinated by the faculty Student Centre. Senior Co-op scholarship students provide informal mentoring and advice for prospective and commencing students at faculty marketing and orientation events.
- **Lucy Mentoring Scheme** for female undergraduate Business and Law students introduced in 2007 by the NSW Government Office for Women with several ASB students as keen participants (Industry experience and mentoring by women in senior roles in business and law).

Indigenous Education Initiatives

The Australian School of Business is committed to providing and enhancing business education for indigenous students. It offers a range of initiatives to both support and foster indigenous education, and to develop skills to engage in business and its many disciplines. The faculty works closely with Nura Gili to identify potential Indigenous business students and to create a supportive learning environment. Specific to **Indigenous Education** and respect for diversity are the following initiatives in which the Australian School of Business is currently engaged:

- **Transition and Pre-Business Preparation Summer Program** that seeks to prepare Indigenous students for entry into the Australian School of Business via an alternate learning pathway (offered since 2001). It provides an introduction to the first year courses in the BCom and specialist training and preparation. The Pre Business Program is a stepping stone to a business degree, and prepares students for main stream education in Business, as for example in Accounting, Economics, Management, Finance, Business Communication, Marketing etc.;
- **Indigenous Winter School Program** for high school (years 10-12) Indigenous students to provide insights into tertiary learning and motivation to pursue studies in Higher Education (offered since 2005);
- **Australian School of Business and Industry Sponsored Scholarships** to support Indigenous students and enable them to engage in business education, social and cultural activities e.g. sporting competition (offered since 2003);
- **UNSW funding grant of \$167,000** in 2008 - 2010 for the appointment of an Indigenous Program Coordinator in the Australian School of Business, to support and enhance the learning experience of Indigenous students;

- **Miwatj program** involves engagement in capacity building in 2008 through the Australian School of Business Executive Programs and the Aurora Project. The project focuses on providing professional development for Indigenous managers, to assist them to manage their organisations effectively in order to build the economic independence and well-being of their communities. The Miwatj program is different from other management programs in that it is specifically designed for, and in consultation with, Indigenous managers so as to meet their specific requirements. The 3 modules include:
 - Project Management Skills
 - Financial Management Skills
 - Working for the future, generating business ideas and putting them into practice.

Research and Reference Groups

The EDU (under the leadership of the Associate Dean Education) also acts as the central point for Diversity research projects. Several studies have been conducted in the Australian School of Business, to understand the impact of diversity and the implications for learning and teaching. A qualitative study in 2000 sought to capture the student experience, in particular the international student experience and issues of social cohesion on campus. A more recent study (2005-2006) on 'Valuing Diversity in the faculty', aimed at understanding the extent of diversity amongst staff and students, student and staff perceptions of issues relating to the diversity, and the impact on the teaching and learning environment. A third study (2006) investigated student motivation across cultures, to understand further their reasons for studying in Higher Education and their levels of satisfaction.

Findings from these studies have been used to inform faculty policy development, and inform staff teaching at the undergraduate and postgraduate levels, with the aim of improving the student experience in the context of a highly diverse learning environment (e.g. in relation to inclusivity in curriculum development, classroom dynamics and intercultural interactions, and mismatches in teaching and learning styles).

To this end, a faculty **Diversity Reference Group** was established in 2003 comprising representatives from most Schools and included:

- A/P Prem Ramburuth (School of Organisation and Management)
- Colina Mason (Learning and Teaching Adviser)
- Peter Roebuck (School of Accounting)
- Judith Watson (School of Economics)
- Bill Butcher (School of Business Law and Taxation)
- Vic Edwards (School of Banking and Finance)
- Dr. Mohammed Razzaque (School of Marketing)
- A/P Ram Bhar (School of Banking and Finance)
- Dr. Tom Cockburn (Learning and Teaching Fellow) (recent addition)

A similar inter-faculty level Diversity Working Group was established in 2005 at the University level and comprises members from the faculty of Arts and Social Sciences, Medicine, ADFA, Business, Law. Since their formation, they have put forward proposed proposals for discussion at Academic Board level, with recommendations for managing and addressing issues of diversity at UNSW. Furthermore, the Learning and Teaching Office at UNSW has purchased web based resources for staff on "Drawing on and responding to diversity at:

http://learningandteaching.unsw.edu.au/content/LT/teaching_support/diversity.cfm?ss=2

Resources are also available on culturally inclusive classrooms at:

http://learningandteaching.unsw.edu.au/content/userDocs/Part1_Culturally_Inclusive_Environment.pdf

International guests with expertise in Emotional and Cultural Intelligence were also invited to present to staff in the Australian School of Business, for example, Professor David Thomas, author of *Cultural Intelligence: People Skills for Global Business*. The ASB will host an international Diversity Scholar and Senior Fullbright Visiting Scholar, Professor Belle Rose Ragins, in 2009. She will provide a series of lectures, presentations and individual consultations to staff on understanding and managing diversity in higher education.

In addition, the Associate Dean Education in the Australian School of Business presented at the inaugural Diversity and Inclusivity Consortium Conference in October 2008, and included a presentation on the project re: *Embedding Intercultural Competence in Business Education*. The exemplars developed as part of this project were workshopped at this and a number of other conferences during the course of the EDIC project, and received extremely positive feedback as to their usefulness in raising awareness and providing practical teaching tools.

On another dimension of diversity, UNSW initiatives were showcased at the **UNSW Indigenous Showcase** on Friday 3rd October, 2008, as part of a celebration of the achievements and growing success of Indigenous programs and projects that are occurring throughout the University, including those of the Australian School of Business.

Curriculum, Policies and Procedures

Several UNSW policy documents relate to and signal attention to the embedding of intercultural competence in learning and teaching and in the preparation of UNSW graduates. These include:

Guidelines On Learning That Inform Teaching At UNSW

The 'Guidelines on Learning that Inform Teaching at UNSW' is an official policy of the UNSW Academic Board, and includes 16 statements on student learning. Specific to the project on "Embedding Intercultural Competence" are the following guidelines, listed in the category of "Creating an Inclusive Learning and Teaching Experience":

8. The educational experiences of all students are enhanced when the diversity of their experiences are acknowledged, valued, and drawn on in learning and teaching approaches and activities.

9. Students learn in different ways and their learning can be better supported by the use of multiple teaching methods and modes of instruction (visual, auditory, kinaesthetic, and read/write)

The Guidelines have been designed to support staff in reflecting on their teaching practice, identifying ways in which to engage students in their learning, create an inclusive learning and teaching experience and develop an inclusive curriculum.

These guidelines were developed in 2003 and are available online for staff to interrogate and use (<http://www.guidelinesonlearning.unsw.edu.au/guidelinesHome.cfm>). As part of the EDIC project these guidelines have been promulgated throughout the faculty during 2007-8. Examples include the EDU workshops focusing on DIC and the BCom Review.

Graduate Attributes

There are twelve graduate attributes approved by the UNSW Academic Board in 2003, with the following statement of attributes that have implications for the development of intercultural competence:

- the ability to engage in independent and reflective learning
- an appreciation of, and respect for, diversity
- a capacity to contribute to, and work within, the international community
- the skills required for collaborative and multidisciplinary work
- an appreciation of, and a responsiveness to, change
- a respect for ethical practice and social responsibility
- the skills of effective communication.

To be most effective, the development and assessment of graduate attributes should be undertaken within a discipline-specific context and in an explicit and systematic way. Faculties at UNSW have, therefore, sought to contextualise the UNSW graduate attributes to their particular discipline and professional areas. In 2008, the Australian School of Business developed such a set of business graduate attributes in the following five key areas:

- Social Perspectives
- Professional Perspectives
- Problem Solving
- Communication (oral, written, intercultural)
- Leadership and Teamwork

A detailed set of the revised graduate attributes are available on:

http://wwwdocs.fce.unsw.edu.au/fce/EDU/asb_graduate_attributes.pdf

Of particular relevance to the project is the following sub-set of attributes:

Social and global perspectives: Graduates will be able to demonstrate understanding of social and global perspectives on a range of cultural, environmental and economic spheres of engagement.

- Demonstrate understanding of ethical, social and environmental issues and responsibilities
- Demonstrate awareness of emerging issues, including sustainability, and their implications
- Demonstrate a respect for diversity and recognise related issues in the community and workplace
- Develop global perspectives to disciplinary knowledge and its application

Learning and Teaching Plan (2005-2007)

The UNSW Learning and Teaching Plan is a key policy document that sets the strategic directions for Learning and Teaching at UNSW. The 2005-2007 plan has recently been revised and set new directions (Learning and Teaching Enhancement Plan, 2008-2012), consistent with changes and developments in the Learning and Teaching environment. The priority goals determined in the plan inform the development of strategies with individual Faculties at UNSW.

Of particular relevance to the embedding of intercultural competence is Goal 1:

Provide high quality programs that support graduates in developing skills and attributes necessary for their role in work and society, both local and global. These goals will be addressed in the context of the current review of the most popular undergraduate program (ie. Bachelor of Commerce) and planned review of the Master of Commerce in the Australian School of Business.

Resources, Tools and Databases

Prior to involvement in the project, UNSW had developed Guidelines of Learning that inform Teaching at UNSW including online information and toolkit (http://www.guidelinesonlearning.unsw.edu.au/about_bg.cfm). At the faculty level, past research reports on diversity and intercultural issues provide information for staff as a database of knowledge.

Through involvement with the project, at the faculty level, UNSW has developed in conjunction with other project members a set of specific Classroom Exemplars and Activities from the business HE context that are being used to raise intercultural awareness, develop intercultural understanding, and facilitate learner autonomy. The activities are the outcomes of discussions held with academics across several institutions in Australia and interviews conducted with teaching staff at the University of New South Wales, University of Sydney, and Curtin University of Technology. The specific contribution of the University of New South Wales to the ALTC project on *Embedding the Development of Intercultural Competence in Business Education* is the collection and collation of exemplars and current practices in the classroom, hence the majority of interviews were conducted on this campus.

The interviews cover a wide spectrum of activities in relation to the development of intercultural competence in Business Education and other disciplinary contexts. They range from the general to the specific, from first year to upper levels, and from undergraduate to postgraduate. Activities involve student engagement in pair work, small and large group work, case analyses, online interactions, learning logs, reflective journals, debates, simulations and role-play. Consistent with the taxonomy devised in the context of this project, the activities are divided into three broad levels of raising awareness, developing understanding, and facilitating autonomy. It should be emphasized that the three levels are not mutually exclusive, and that students can move iteratively between the levels as they engage in the learning process across the domains identified in the taxonomy. The taxonomy has been used by members of the project team at UNSW, QUT, and UniSA at workshops and in conference presentations given by project team members both nationally and internationally. **For further information on these exemplars refer to the website:** <http://www.uow.edu.au/cedir/DistributiveLeadership/>

Appendix C

Embedding the Development of Intercultural Competence in the Business Curriculum: University of South Australia Site Report

Background

The Division of Business

The Division of Business at the University of South Australia is a large business school that offers a full range of programs, from undergraduate degrees to doctoral study, covering most business and management disciplines. It has 300 staff and 10,500 students. About half of its students are from overseas, and more than 3,500 study outside Australia.

The Division was the second Australian business school to receive international accreditation under the European Quality Improvement System, EQUIS. The Division is also a member of the Association of Asia Pacific Business Schools.

The Graduate Qualities

The most important vehicle for embedding curriculum elements at the University of South Australia is the Graduate Qualities framework. This policy requires all courses to provide for the development of a range of capabilities in students. The Graduate Qualities initiative has been a central lever in shifting the direction of teaching and learning at UniSA. Its implementation necessarily entails the co-delivery of support for academic staff and students in understanding and implementing the Graduate Qualities in the management of teaching and learning, as well as the creation of electronic tools, staff development approaches, and student learning support materials.

There are seven graduate qualities, of which the last four have bearing on intercultural competence:

A graduate of the University of South Australia:

- 1. can work both autonomously and collaboratively as a professional*
- 2. is committed to ethical action and social responsibility as a professional and citizen*
- 3. communicates effectively in professional practice and as a member of the community*
- 4. demonstrates international perspectives as a professional and as a citizen.*

The Graduate Qualities framework came into effect in 1996. This framework means there is a well-established process for curriculum change and renewal at UniSA. The existence of this process has shaped the approach taken by UniSA to the embedding of intercultural competence in the business curriculum within the current project.

The three domains of the embedding framework: Leadership and Communities of Practice, Curriculum, Policies and Procedures, and Resources

Leadership and Communities of Practice

This project began after the Division of Business appointed a new Dean Teaching & Learning (Betty Leask), an expert in internationalisation with an EdD in the area. The Dean Teaching & Learning is a key leader and driver in multiple communities of practice.

UniSA's project Reference Group brought together 10 staff from across the University with extensive teaching, research and organisational experience in areas relating to intercultural competence. The reference group devised the procedure for trialling the embedding strategy, provided a starting point for the creation of a database of intercultural learning and assessment experiences, and provided feedback and input into the development of the definition of intercultural competence for the project and detailed feedback on early drafts of the taxonomy of intercultural competence. The Reference Group will continue after the completion of the project as a sub-committee of the Division Teaching and Learning Committee (DTALC).

The Reference Group

- Assoc. Prof. Betty Leask, Dean: Teaching & Learning (Chair)
- Mr Christopher Bridge (Exec. Officer)
- Mrs Sandra Barker, Lecturer, School of Management
- Dr Sarbari Bordia, Lecturer, School of Management
- Dr Jonathan Crichton, Research Fellow, Research Centre for Languages and Cultures Education, Division of Education, Arts, and Social Sciences
- Dr Joanna Crossman, Chair - International Education in Business Research Group
- Mr John Kweh, Lecturer, School of Marketing
- Dr Gavin Sanderson, Senior Lecturer: Academic Development (Internationalisation)
- Ms Tristana Sidoryn, Coordinator: Student Transition, Division of Business
- Miss Sarah Collyer-Braham, Project Officer, Global Experience Program

UniSA has developed multiple communities of practice over the course of the project. External communities of practice have emerged through national and international conferences, invited speakers (Mestenhauser, Mendelsohn, and Michaelsen) and within the Division of Business at UniSA (including key program directors and core course coordinators).

This project has achieved international reach through Betty Leask's fellowship at Salford University, Manchester UK, and by presentations at Oxford Brookes and Leeds Met and at the European Association of International Education (EAIE) in Antwerp. In 2007, Betty also presented at the Australian International Education Conference (AIEC) in Sydney. These activities are leading to the emergence of international communities of practice in this area. Further, the project has resulted in institutional, national and international communities of practice in the area of DIC (and not just in Business).

An overall outcome of the project has been the use of tools developed during the project. For example, Adrian Lee is using resources from the project in workshops. Further, Larry Michaelsen's tour of Australia has been a valuable resource that has helped to foster communities of practice.

At UniSA, the Division of Business is undertaking a review of core courses involving a community of practice comprising key staff (program directors and course coordinators). Some key individuals involved in the review are members of the Reference Group. The review of core courses provides an opportunity to further embed intercultural competence in development of the new core.

The International Education in Business Group (IEBG) is another community of practice that will disseminate results of this project through seminar series, providing continued interest in the project.

A further example of the emergent multiple communities of practice at UniSA is that graduating PASS leaders continue to seek further involvement with activities run in the Division.

Curriculum, Policies and Procedures

The Graduate Qualities framework provides the structure for effecting curriculum improvement at the University of South Australia. As discussed above, inherent to the Graduate Qualities framework is the provision of support for staff. Within the framework of the current project, this was achieved through a seminar on Embedding Intercultural Competence, and other related activities, as described below.

Because of the focus on Graduate Qualities at UniSA and the requirement that these be developed incrementally across all programs and assured through incorporation of appropriate objectives, teaching and learning and assessment arrangements into courses within programs, contribution to the development of a taxonomy of intercultural competence was an important aspect of the work at UniSA. In turn, the engagement of the reference group was valuable for the development of the taxonomy and the embedding of the development of intercultural competence into UniSA business programs. The taxonomy, in its various stages of development has been used to inform curriculum and task design as well as evaluation questions related to extra-curricular activities designed and implemented to support the development of intercultural competence through the formal curriculum. The taxonomy will continue to be an important resource for the embedding of intercultural competence in the formal and informal curriculum of the Division of Business.

To implement the new university wide Teaching and Learning framework in the curriculum, STEP 2010 (Student Engagement Project) was initiated in 2007 to engage students. In addition, the policy has initiatives with key performance indicators that will be used to encourage greater internationalisation in the curriculum at the program level.

Following the completion of the project, UniSA will continue to maintain EQUIS accreditation of which internationalisation is a requirement.

Action research approach: Plan, Act, Observe & Reflect

Plan

The reference group provided valuable input into planning the approach UniSA would take to this project. Initially the Bowden et al framework for the development of a graduate attribute was used to assist program directors to map the embedding of the development of intercultural competence across the curriculum of their programs. A seminar testing the application of this framework for this

purpose was run early in the life of the project. This seminar brought together staff from three major programs to reflect on the meaning of intercultural competence, and following the mapping process, to begin to plan course changes to ensure more effective and appropriate embedding of the development of intercultural competence in their programs. Most importantly, the embedding of the incremental development of intercultural competence into the formal curriculum as required to prepare graduates for professional practice in the discipline as well as global citizenship.

Act

Engage staff through an introductory seminar

Key staff members from three major programs within the Division of Business were invited to a seminar to workshop ideas for embedding intercultural competence development. The three programs were: the Bachelor of Tourism and Hospitality Management, the Bachelor of Management (Marketing), and the Master of Management. A member of the ALTC Project team from QUT and the project manager also attended the seminar.

The seminar began with a panel providing input on the issue from stakeholders including students, staff, and industry. Preliminary findings of research on employers' attitudes to intercultural issues, undertaken for a feasibility study for the University's portfolio-building Global Experience Program, were presented (Appendix C1).

The keynote address, *How are we to understand the 'intercultural dimension'? An examination of the intercultural dimension of Internationalisation in the context of higher Education in Australia*, was presented by Jonathan Crichton and Angela Scarino, both active researchers in UniSA's Research Centre for Languages and Cultures Education. Jonathan Crichton is also a Reference Group member. Seminar participants were asked to consider their programs and workshop ideas relating to:

- iv) existing opportunities for students to develop intercultural competence within their programs
- v) whether these were consistent with the Bowden et al model presented
- vi) the usefulness of specific objectives developed from the Bowden et al model.

A categorising activity (Appendix C2) was used at this stage of the workshop.

Finally, with the aid of program grids (Appendix C3) academic staff worked in program teams to investigate further embedding opportunities within their programs.

After the seminar, ongoing support was provided for curriculum embedding in the form of visiting speakers, a website resource and input into meetings with project teams.

Provide ongoing professional development support for embedding within the formal curriculum

To ensure ongoing development of staff understandings' of the nature and importance of the embedding of the development of intercultural competence a number of professional development activities have been provided. These include:

- *Seminars*

A visiting speaker, Jo Mestenhauser, Professor Emeritus of the University of Minnesota, lead a lunchtime discussion in October, 2007. Jo is a distinguished scholar in the field of the internationalisation of Higher Education. The seminar was attended by 16 staff members.

Progress reports on the project were provided as part of the seminar series run by the International Education in Business Group (IEBG) – a community of practice with a life-cycle beyond that of the project.

- *Teaching aids to develop students' reflective capacity*

Reflection is an important aspect of the development of intercultural competence. A number of teaching materials designed to develop students' reflective capacity and apply this to the development of intercultural competence in business have been developed and trialled in Singapore and Adelaide as part of this project. These materials include:

- An introduction to the nature of reflection and its usefulness in the development of intercultural and ethical competence
- An annotated bibliography, focused on the needs of teachers
- Three exercises for use in class
- An assessment guide showing how reflection can be distinguished from emotional engagement

See <http://www.altcexchange.edu.au/1-embedding-development-intercultural-competence-business-higher-education> for full details of this teaching aid.

Embed within the informal curriculum

Earlier research conducted at UniSA (Leask 2005) had highlighted the importance of the informal curriculum in bringing students of different cultural backgrounds together to build the communicative skills required as well as the will to engage with students from other cultures in and out of the classroom. The project provided valuable support to the implementation of a number of initiatives designed to support the development of intercultural competence within the informal curriculum.

- *Business Mates*

The Business Mates program was established to assist commencing students with the transition to university life and study. Business Mates work in pairs and are required to attend orientation activities, conduct campus tours, participate in social activities aimed at facilitating interaction between students, regularly contact a group of commencing students assigned to them, respond to questions and link new students to other University services as required. The additional aim of developing both the mates' and the mentees' intercultural confidence and competence has become an important objective of the Business Mates program. To facilitate this process Business Mates pairs are assigned as much as possible on the basis of one international student or domestic NESB student to one domestic ESB student. Each pair then works with a mixed group of international, domestic ESB and domestic NESB students. This deliberate strategy is to provide mentored students with a model of an intercultural relationship as a means of broadening all participants' intercultural awareness and understanding is currently being evaluated using questions based on the descriptors of knowledge, skills and attitudes described in the taxonomy.

Recent research by the Division has demonstrated the effectiveness of the Business Mates program in developing intercultural competence, according to a number of key indicators. Further information is provided at http://www.altcexchange.edu.au/system/files/UniSA_Business_MATES.pdf

- *Peer Assisted Study Sessions (PASS)*

PASS (Supplemental Instruction) operates in four of the Division's core courses. Although the primary objectives of PASS relate to academic success rates, at UniSA PASS Peer Leaders also operate in pairs, and approximately half are international or NESB students. PASS Peer Leader pairs thus also provide a model of intercultural interaction in a similar way to the Business Mates. Improving the interaction between local and domestic students was one of the primary motivators for the establishment of this program.

- *Global Experience Program*

The Global Experience Program is an experiential, portfolio-building program available to all undergraduate, onshore domestic and international students currently enrolled in a UniSA degree. It has been developed over the past two years at UniSA, taking inspiration from Macquarie University's Global Leadership Program, and will commence in the second semester of 2008. It has broad support from diverse sectors of the University, and aims to meet multiple objectives: improve the employability and career skills of the University's graduates; improve outward-bound student mobility (although compared with Macquarie's GLP, this is only one aim, and not the main aim of the program); and improve intercultural skills from both an employability and a global citizenship perspective.

The Global Experience Program has four compulsory components, which must be completed before graduation that combine to a total value of 120 points.

Orientation - 5 points. Orientation is undertaken at the commencement of the Global Experience Program to encourage students to make the most out of their Global Experience.

BUSS 1056 Global Experience Professional Development - 10 points. Students learn networking, career management and intercultural communication skills which will assist them throughout the program.

Experience Suite - 100 points. The Experience Suite enables students to tailor Global Experience to reflect their personal goals and motivations for participation in the program, and includes international experiential activities that can be undertaken both within and outside of Australia.

MyAdvantage Professional Development - 5 points. This is the capstone to the program taken upon completion of all other components. This component will assist students in bringing all of their skills and experience developed throughout the Global Experience Program together and help them to apply them to 'sell themselves' to prospective employers.

Observe & reflect

The action research plan is clearly an iterative approach in which observation and reflection occur continually at the micro level, and are constantly feeding back into further stages of planning and acting.

A feedback survey was conducted several weeks after the seminar which gave indications that ongoing processes had been initiated at the seminar.

Follow-up meetings with the selected program groups have been and continue to be conducted. Most progress has been made by one program team, the Bachelor of Management (Marketing) team. A range of practical ways in which the development of intercultural competence can be embedded into the program have been workshopped and are being implemented and evaluated. The commitment and leadership of the Program Director has been crucial to the success of embedding at the curriculum level. The Program Director reports regularly to the Reference Group and in March, 2008, detailed progress in the development of guidelines for marketing courses on developing skills for communicating with people from different backgrounds. These guidelines are currently being trialled in several courses. A relevant question will be added to the Course Evaluation Instruments to assist observation and reflection as part of the action research cycle.

Significant achievement has also occurred in relation to the business core courses. Two of these courses have modified their course objectives and assessment tasks to include a clear focus on the development of intercultural skills and knowledge. The objectives are 'Identify and evaluate how intercultural factors and indigenous issues influence communication in the workplace' in the course Managing Communication in Business, and 'Demonstrate an understanding of indigenous cultural issues in the organisation of work and its management' in the course Introduction to Management.

Resources

Taxonomy

A key achievement of the EDIC project team was the development of the taxonomy of intercultural competence (Figure 1). This was the culmination of a process which took as its starting point the Bowden et al. taxonomy (2000, pp. 13 – 19) of 'scoping, enabling, training and relating'. The new taxonomy was a response to:

- Peer assessment of the old taxonomy, e.g. as took place in the UniSA EDIC seminar (see below)
- Input from reference groups
- The need to generate a practical resource containing descriptors that can be applied directly to course development or review (one program director involved in the EDIC project plans to use the taxonomy directly with students as a framework for discussing intercultural competence).

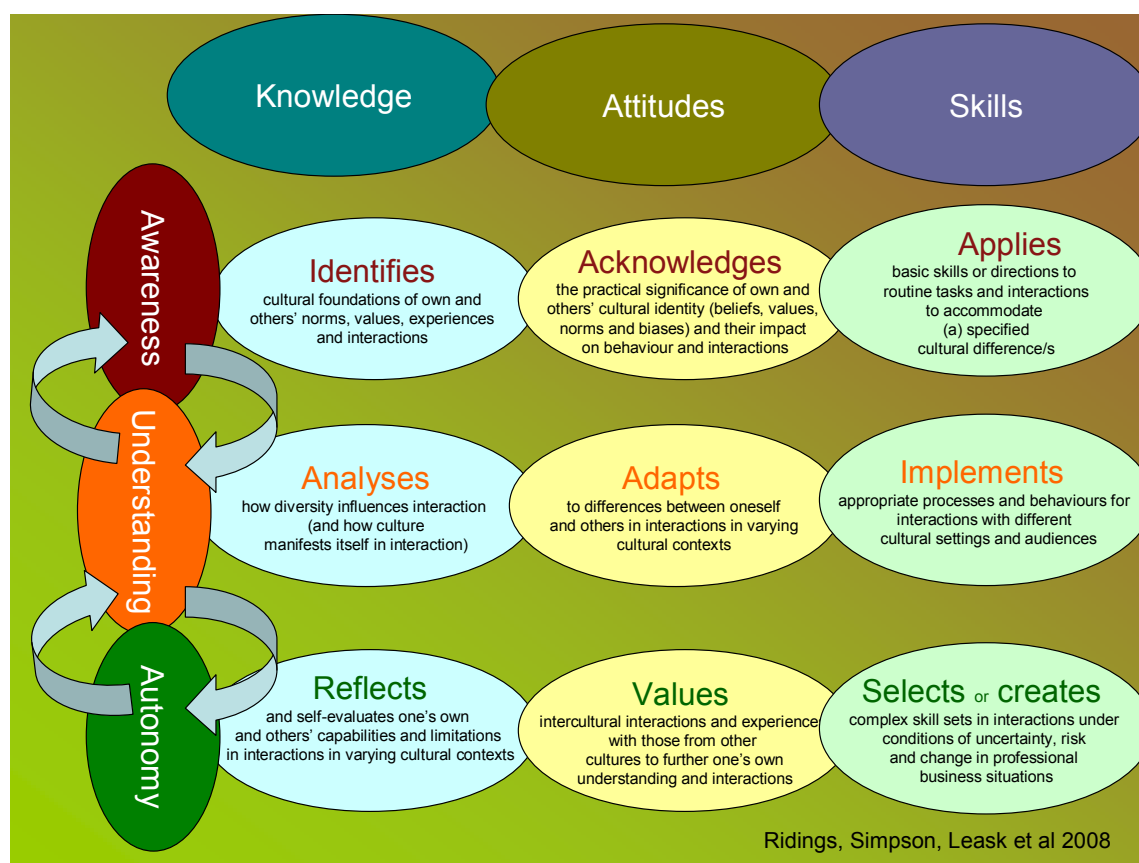


Figure 1: Taxonomy of intercultural competence.

Website

A website for academic staff in the Division of Business at UniSA containing a database of intercultural learning experiences and assessment examples was developed as part of this project. A series of case studies drawn from existing practice within the Division of Business was presented in a website, alongside articles and examples from elsewhere (<http://www.unisa.edu.au/businesssteaching/intercultcomp/intercultcomp.asp>).

Database

Baseline research was carried out within the Division of Business to establish what was already being done in the area of intercultural competence, and to create a database as a means of inspiration for other teaching staff members.

These case studies are presented in a simple, accessible format, alongside articles and examples of intercultural learning experiences and assessment activities from other sources (<http://www.unisa.edu.au/businesssteaching/intercultcomp/intercultcomp.asp>). See also Appendix C4.

Another key achievement of the EDIC project team was the creation of a teaching resource booklet of case studies of exemplars of intercultural teaching activities from several of the participating universities, including UniSA.

Conclusion

The involvement of UniSA in this project has highlighted the effectiveness of the Graduate Qualities framework as a means of effecting curriculum improvement and renewal, in particular as a means of embedding the development of intercultural competence in the business curriculum. The Graduate Qualities framework has instilled a culture at UniSA in which supporting staff through the provision of information, workshops, seminars and visiting speakers can bring about curriculum renewal in line with changing understandings of important educational goals. The project has also confirmed the importance of the informal curriculum in the embedding process.

References

- Crichton, J & Scarino, A 2007, 'How are we to understand the 'intercultural dimension'?', *Australian Review of Applied Linguistics*, vol. 30, no. 1.
- Bowden, Hart, King, Trigwell & Watts 2000, *Generic Capabilities of ATN University Graduates Draft Report*, Melbourne, RMIT University, QUT, UTS, University of South Australia, Curtin University, University of Technology, Sydney.
- Leask, B. (2005) *Discursive constructions of internationalisation at an Australian University: implications for professional practice*. School of Education. Adelaide, University of South Australia

Appendix C1

Employer comments

Baseline research was carried out with industry representatives as part of a feasibility study for the University's Global Experience Program. This research was partly presented in the EDIC seminar. The following is a series of quotations from this research, aimed at encapsulating employer attitudes to intercultural competence.

'... we are starting to get more and more of a presence in Asia, and Asia-Pacific area. ... in the Middle East, we're actually expanding quite significantly. In fact, one of our office managers is about to go and head up the office in the Middle East. So ... I think long-term this type of skills will be more beneficial to us for people coming out of university.' - engineering firm's HR manager

'... the appreciation of cultural differences – having done some overseas work myself – is very important. ... you can assume a lot and then find out it's not really applicable in other places or other cultures.' - management consultant

'... it broadens people's perspective and ideas, and also their ability to understand that the practical application of things is often trickier, especially in term of dealing with the people side of it.' - management consultant

'... we tend to get a North American view of business and of management and of leadership, and in Europe and in the Middle East, it is quite different, in terms of how a lot of that is viewed. Even in terms of business structures: how organisations are set up, how deals are done, how negotiation is done, is quite different.' - management consultant

'... sometimes when you are born and raised in Australia, you don't realize what a big world it is ... and you can be very insular and think Australia is everything ... then you get out there and you realize that we're competing on a very big platform, basically, and Australia's not the be-all and end-all.' - tourism industry rep.

Appendix C2

Trialling the applicability of the Bowden et al. (scoping, enabling, training, relating) taxonomy at the EDIC seminar used the following card resource):

Ability to identify different cultural perspectives on past and current issues	Ability to identify the impact of a range of different cultural and linguistic backgrounds on values, attitudes and behaviours
Ability to describe the relationship between cultural and national perspectives and attitudes, values and actions	Ability to compare different cultural perspectives on past and current issues
Ability to identify ways in which others' cultural and national perspectives influence their attitudes, values and actions	Ability to identify how their own cultural and national perspectives influence their attitudes, values and actions

<p>Ability to identify value differences in other cultures</p>	<p>Ability to communicate across cultures</p>
<p>Ability to identify and explain the relationship between cultural and linguistic contexts and different approaches and practices within business</p>	<p>Ability to reflect on and learn from their own and others' cross cultural encounters</p>
<p>Ability to analyse different cultural perspectives on past and current issues</p>	<p>Ability to assist others to understand the impact of cultural and linguistic factors in a given situation</p>

Ability to negotiate mutually beneficial business outcomes across cultures	Ability to interact with those from different cultural backgrounds to create shared understandings
Ability to analyse the relationship between international standards in business related fields and their local and international contexts	Ability to apply cross-cultural communication skills in a range of different situations
Scoping	Enabling
Training	Relating

Appendix C3

Program grids with program cores highlighted – used in the UniSA EDIC seminar.

DBTM

	First Half	Second Half
First Year	Understanding Travel and Tourism	DC
	Leisure Concepts	DC
	DC	DC
	DC	Managing the Hospitality Experience
Second Year	Major 4	Major 5
	DC	Major 6
	DC	Elective
	DC	Elective
Third Year	Major 7	Elective
	Strategic Management	Elective
	BUGE	Elective
	Elective	Elective

DBMK

	First Half	Second Half
First Year	DC	Market Analysis
	DC	DC
	DC	Buyer and Consumer Behaviour
	DC	DC
Second Year	Personal Selling	Client and Customer Relationship Management
	Advertising	Brand Management
	DC	Elective
	Market Research	Elective
Third Year	Business and Marketing Planning Principles	Integrated Marketing Topics
	DC	BUGE
	Elective	Elective
	Elective	Elective

DMMT

Division Core
Four courses from the following
Managing Change
Project Management for Business
Managing Human Resources
Strategic Concepts
Negotiation and Conflict Management
Work Based Action Learning Project
Plus 4 Electives

Appendix C4

The following case studies were made available on the website as a means of supporting teaching staff in embedding intercultural competence activities and assessments.

Case study 'vignettes'

Cross-institutional e-group-work

- Course: Managing Communication in Business
- Course Coordinators: Joanna Crossman, Sarbari Bordia, in collaboration with HAN University (Hogeschool van Arnhem en Nijmegen), the Netherlands
- Type of activity: Group assessment/reflective journal

Commencing in Study Period 5, 2008, a number of students in the above course and its equivalent at HAN University will participate in the same assessment activity. Students will be put into groups in which they will be required to apply theories of intercultural communication to a case study. The case study will concern a business located in Hong Kong, The Netherlands, and Australia. Each group will contain a Dutch student, a local Australian student and an international student studying onshore in Australia. The groups will meet online. Each student will effectively act as a consultant for their own culture. In addition to an open-book exam assessing the case study, students will need to write a reflective journal to report on intercultural communication in the group.

Indigenous welcome

- Course: Indigenous Tourism
- Course Coordinator: Freya Higgins-Desbiolles
- Type of activity: Lecture/reflective journal

The first lecture of this course is a Welcome to Country followed by a 50-minute talk by Kurna Elder, Uncle Lewis O'Brien. According to their reflective journal entries, students often find the talk confronting. This is intentional: the experience of dissonance is a normal part of the intercultural learning experience. The effectiveness of this exercise is demonstrated by the fact that a few weeks into the course, journal comments indicate that students are starting to make sense of the talk.

Group discussion on stereotyping

- Course: Indigenous Tourism
- Course Coordinator: Freya Higgins-Desbiolles
- Type of activity: Tutorial discussion

Marketers are often accused of perpetuating stereotypes. In small groups, students are asked to recall instances of when they may have stereotyped others, or been stereotyped, and to discuss the implications of this. Students need to be challenged to speak about their own experiences, rather than just stereotypical experiences they have had involving Indigenous people.

Kurna Walking Trail

- Course: Indigenous Tourism
- Course Coordinator: Freya Higgins-Desbiolles
- Type of activity: Field Trip

Students receive a guided tour of the City of Adelaide's [Kurna Walking Trail](http://www.adelaidecitycouncil.com/scripts/nc.dll?ADCC.6816056:STANDARD:374032152:pc=PC_120) (http://www.adelaidecitycouncil.com/scripts/nc.dll?ADCC.6816056:STANDARD:374032152:pc=PC_120). As a tour operator, the guide also speaks to students at a professional level. The trail links to the course topic: Ecological and sociological issues in ATSI tourism.

Adding an Islamic perspective

- Course: Tourism: Impacts and Sustainability
- Course Coordinator: Freya Higgins-Desbiolles
- Type of activity: Reading

In the topic on Tourism and Socio-Cultural Impacts, a [reading by Sohail Inayatullah](#) (<http://catalogue.library.unisa.edu.au/cgi-bin/scandoc.cgi?app=11&folder=8274&doc=1>) provides an Islamic perspective on tourism, with its emphasis on spirituality and hospitality.

Disneyland as a multinational case study

- Course: Advanced Marketing
- Lecturer in Charge: John Kweh
- Type of activity: Tutorial discussion

A [case study on Disneyland](#) (http://www.brandchannel.com/features_profile.asp?pr_id=269), a company now present in many countries including Hong Kong, Japan and France, allows students to contribute to the discussion as an 'expert' in their own culture. The case study looks at how Disneyland has attempted to adapt to cultural difference.

Indigenous issues panel

- Course: Managing Communication in Business
- Course Coordinators: Sarbari Bordia, Joanna Crossman
- Type of activity: Lecture

From 2008 a panel representing Indigenous communities and stakeholders including government will take the place of a lecture. A question related to Indigenous issues will be one of the choices for an assignment.

Global thinking

- Course: Managing Organisational Information
- Course Coordinator: Sandra Barker
- Type of activity: Exam question

Awareness of the culturally bound nature of information is assessed in the exam. An exam question might provide an example of a data-base input screen (which requests e.g. first name, second name, addresses and dates in certain formats, etc.), and asks what impact it would have if used in for example the Middle East.

A cultural database of the class

- Course: Managing Organisational Information
- Course Coordinator: Sandra Barker
- Type of activity: tutorial activity

In the first tutorial, students interview each other about their cultural backgrounds. The information is collated into a database, from which a cultural snapshot of the class emerges.

The intercultural as integral

- Course: Strategic Concepts
- Course Coordinator: Murray Olliver
- Type of activity: Case study

Students are required to analyse the capabilities and competencies an organisation needs to face a future challenge, e.g. EasyJet expanding to new markets. Cultural factors are part of the analytical toolkit that students learn to apply in this course.

Intercultural skills in a global world

- Program: Bachelor of Marketing
- Staff members: John Wilkinson, John Hendrickson, John Kweh
- Type of activity: workshop, lecture

A program-wide approach to developing intercultural competence is being developed in the Bachelor of Marketing program. In a selection of courses involving group work, intercultural workshops will be provided for both students and teaching staff. To demonstrate the relevance of learning intercultural skills, outside speakers with international business experience will be invited to lectures to talk about how important intercultural competence is to successful international business

(e.g. exporting seafood to China). It is intended that students' intercultural competence will be assessed at various stages throughout the program.

Successful group work

Group work in the multicultural university is a key vehicle for developing intercultural competence. Several contributors have made suggestions for ensuring group work 'works'.

Group contract

- Course: Marketing Principles: Trading and Exchange
- Course Coordinator: Vivien Chanana
- Type of activity: group work

In this course there is a group assignment which is assessed as a presentation and a written report. In the first tutorial, with pointers from teaching staff, groups are required to devise and sign a group contract. The contract clarifies rules of decision-making, the assignment of roles according to strengths (e.g. writing, research), etc., but also instils a sense of group responsibility. For more information see Vivien's lunch-time conversation presentation: [How do you make group work work?](http://www.unisa.edu.au/business/teaching/CarrickProjects/Lunch%20Time%20Conversation%20Presentation.ppt) (<http://www.unisa.edu.au/business/teaching/CarrickProjects/Lunch%20Time%20Conversation%20Presentation.ppt>)

Group timeline

- Course: Marketing Principles: Trading and Exchange
- Staff member: Vivien Chanana
- Type of activity: group work

Providing groups with a timeline (e.g. must have chosen a case study company by week 3), also improves the effectiveness of group work.

Giving groups a reason to be multicultural

- Course: Arts Administration 2G
- Course Coordinator: Stephen Boyle
- Type of activity: group work

Groups are allowed to self-select, but an incentive to choose members from a variety of cultures is built in. This is achieved by adding a component to the question that requires an international perspective, e.g. knowledge of the cultural policies of different countries.

Monitoring groups

- Course: Arts Administration 2G
- Course Coordinator: Stephen Boyle
- Type of activity: group work

Every few weeks the last hour of the 3-hour tutorial is made available for group work. During this time problems can be discussed and issues resolved.

For further UniSA resources on group work, see also:

- [Group work](http://www.unisanet.unisa.edu.au/learningconnection/staff/practice/groupwork.asp)
(<http://www.unisanet.unisa.edu.au/learningconnection/staff/practice/groupwork.asp>)
- [Additional resources for assessing group work](http://www.unisanet.unisa.edu.au/LearningConnection/staff/assessment/group_addresses.asp)
(http://www.unisanet.unisa.edu.au/LearningConnection/staff/assessment/group_addresses.asp)

Further 'vignettes' from other Australian universities

Workshop on 'working in multinational teams' before group-work

- Institution: Curtin University
- Unit: International Management
- Coordinator: Carmela Briguglio
- Type of activity: Workshop

Group assessments were already a part of this unit. Research by the coordinator revealed that students taking a pre-workshop on 'Working in multinational teams' interacted better in their groups than those who took only a 'Working in teams' workshop. The 'Working in multinational teams' workshop contains elements such as: an activity to raise awareness of students' own cultural identities; a presentation on English as a global language (based on the coordinator's research of the use of English in companies based in Asia); distilling the unwritten rules of working in teams in students' own cultures (making each student an 'expert'); working in teams; and successful multinational teams.

See article below for more information.

[Briguglio, C 2006 'Empowering students by developing their intercultural communication competence: a two-way process' in *Proceedings of the 17th International Education Conference, ISANA, Sydney*,](http://www.cdesign.com.au/proceedings_isana2006/papers%20(pdf)/thurs_c2_briguglio.pdf)

([http://www.cdesign.com.au/proceedings_isana2006/papers%20\(pdf\)/thurs_c2_briguglio.pdf](http://www.cdesign.com.au/proceedings_isana2006/papers%20(pdf)/thurs_c2_briguglio.pdf)).

Appendix D

Embedding the development of intercultural competence in Business Education (EDIC) at QUT

ALTC project with UNSW, UniSA, QUT and USyd

Site Report: Queensland University of Technology

Background

The University context

QUT is located in the central business district of Brisbane. It is a university that focuses on face to face delivery to its diverse student cohort of approximately 40000 students including almost 5700 international students. The majority of students study at the Brisbane campuses.

QUT has had a long standing interest in the internationalisation of its courses to prepare its graduates to contribute effectively in global contexts. Since 2001 all QUT courses have been required to demonstrate how they address developing graduates who have an understanding of international perspectives (Graduate Capability 6). This has included mapping how and where graduate capabilities are developed across courses and units of study before courses and units can be formally approved by the University. QUT's commitment to internationalising the curriculum is also evident in University funding of a large project in 2005-2006 to explore how internationalisation could be better achieved across the curriculum in three faculties. These findings were disseminated across the University but on the whole were not substantially embedded beyond the faculties involved in the project.

The Faculty of Business

The Faculty of Business at QUT positions itself with reference to its 'triple crown' of international accreditation – EQUIS accredited in 2004, and reaccredited 2007; AACSB accredited in 2005 and due for reaccreditation 2010-11; and AMBA accredited 2003 and reaccredited 2008.¹ The faculty has approximately 9000 students (including 5000 undergraduate students) with approximately 1800 international students from 70 countries who study onshore at QUT as the faculty has no offshore campuses. The faculty also has a diverse staff cohort with approximately 40% of its academic staff from overseas.

Since 2002 the faculty's strategic imperative has been to become 'internationalised', evidenced by its strong focus on seeking recognition from international accrediting bodies, and its 'triple crown' positioning. These accrediting bodies increase the imperative for internationalisation as they each have performance standards that include requirements for internationalisation of the academic staff, curriculum, research and external engagement with industry and professions. In this context,

¹ EQUIS: European Quality Improvement System, Brussels, Belgium

AACSB: Association to Advance Collegiate Schools of Business, Tampa, Florida, USA

AMBA : Association of MBAs, London, United Kingdom

attention to ‘internationalisation’ has been a key priority for the faculty for some time, prior to the faculty’s participation in the project. The faculty has been keen to build on the findings of the earlier University project, particularly in relation to better developing students’ intercultural awareness and understanding. Joining this EDIC project was important for the faculty to heighten awareness of the need for developing intercultural competence and to improve a broader understanding of how intercultural competence could be systematically embedded in the curriculum.

Three Imperatives for the Embedding of Intercultural Competence

Within this context, the faculty’s concern to embed the development of intercultural competence in its courses addresses three interrelated imperatives. These are associated with:

- The need to develop an international perspective amongst all faculty graduates.
- The student experience of the faculty’s large on-shore international student cohort.
- The preparation of students to derive maximum benefit from participation in international mobility opportunities.

The first imperative reflects the faculty’s ongoing attention to curriculum that addresses the University’s **graduate attributes** – two of which specifically require graduates to demonstrate an understanding of international and intercultural perspectives²:

1. effective communication in a variety of contexts and modes including:
 - a. effective written and oral communication with discipline specialists and non-specialists and in cross-cultural contexts
2. social and ethical responsibility and an understanding of indigenous and international perspectives encompassing:
 - a. active contribution to intellectual, social and cultural activities
 - b. understanding and appreciation of indigenous perspectives
 - c. recognition and appreciation of gender, culture and customs in personal and community relations

Presently the faculty is undertaking a review of its undergraduate business course, including a review of how each graduate attribute will be demonstrably, and systematically, developed throughout the course, with explicit identification of where the attributes will be taught, practised and assessed. Participation in this project has allowed the faculty through its contribution to the development of the taxonomy to better understand how to sequentially develop and assess intercultural competence across the curriculum.

The second imperative reflects increasing recognition of the **value and contribution of the large** international student population to the faculty’s teaching and learning environment. It also reflects a desire to maximise the benefits of the multicultural environment for both local and international

² QUT graduate capabilities will be reviewed in 2009. At this time of first writing this site report, the University’s Teaching and Learning Committee has received a recommendation from a previous QUT Teaching and Learning Large Grant on Internationalising the Curriculum to adopt intercultural competence as one of the revised graduate capabilities. The review was held over until 2009.

students. The faculty seeks to ensure that the needs and expectations of international students are met by staff, and that the entire student cohort profits from its diversity. Participation in this project has allowed the faculty to increase awareness and understanding of the importance of intercultural competence for both local and international students.

The third imperative reflects the faculty’s commitment to *encouraging student mobility* and to ensuring that students are well prepared to maximise their learning outcomes from exchange or study opportunities abroad. Participation in this project has allowed the faculty to better understand that improved intercultural competence is both an important preparatory input and a reflective output of participation in international exchange and international activities.

The EDIC Framework in the Faculty of Business at QUT

Communities of practice and leadership

Communities of practice have engaged staff in the faculty from senior management to frontline academics in advancing EDIC. They have also bridged the faculty with the central Teaching and Learning support services and other areas of the University. This has been achieved through working with already existing communities of practice that range from senior leadership teams to groups of front line academic staff.

University level communities of practice

Progress of the EDIC project and emerging learnings have been regularly reported in various forums at QUT, including the University Teaching and Learning Committee, its Learning Experiences and Curriculum Working Party, and the University wide Assistant Deans Teaching and Learning Advisory Group (including the ADTL from each of QUT’s seven faculties).

The development of the intercultural competence taxonomy has been noted by the University’s Dean of Studies (chair of the University’s Courses Advisory Group and head of the Academic Policy and Procedures Unit, responsible for recommending course approvals and reaccreditation of courses). The Dean of Studies has adapted the taxonomy as a model for the systematic development of graduate capabilities at QUT and has shared an adaptation of the taxonomy across the University.

	Knowledge	Attitudes	Skills
Awareness	Identifies	Acknowledges	Applies
Understanding	Analyses	Adapts	Implements
Autonomy	Reflects	Integrates	Selects or creates

Appropriate level verbs for objectives associated with capabilities

Potential descriptors for standards

Examples of assessment types that would test objectives & standards

Adapted from taxonomy for intercultural competence - Ridings, Simpson, Leask et al 2008

Faculty level communities of practice

The faculty's **senior managers**, the Dean's Executive Group (comprising the Dean, Heads of School, Assistant Dean Teaching and Learning, Assistant Dean Research, Directors of Undergraduate and Postgraduate Studies and the faculty Manager), have sought to identify ways in which cross-cultural and international perspectives can be more deliberately and prominently incorporated in all faculty courses.

In part, the need to improve the development of intercultural competence has been strengthened by the faculty's involvement in this EDIC project. It has also been significantly propelled by clear advice from the Dean's CEO Strategy Group that cross cultural communication skills are critical to prepare graduates to participate effectively in business in their local community. The CEO Strategy Group emphasised that cross-cultural awareness and skills are as much a necessity for home market businesses working with the local multicultural population, and for locally employed graduates who are likely to be dealing with international business partners, owners and competitors, or employed by international firms.

The **Dean's Executive Group** has influenced practice in relation to intercultural competence. Firstly, as the faculty's senior leadership group, they have considered and established faculty requirements to increase the emphasis on intercultural competence in the curriculum and to meet the graduate capability of internationalisation in the faculty's suite of courses. For example, they have determined that both the group of eight core units and the eight units in each major will address each of the graduate capabilities at least twice. This requires that in the core and major unit sets each graduate attribute will be taught, practised and assessed at least twice, with a significant percentage of the assessment allocated to that graduate capability.

Secondly, they have met fortnightly over the course of the project in their role of providing strategic leadership to the faculty's undergraduate review. This resulted initially in their determining that a new faculty core unit (a compulsory unit for all students) in the revised undergraduate program would contain a significant emphasis on developing intercultural competence. The final structure of the core units shows that the development of intercultural competence will now be taught, practised and assessed across four units, each giving significant weighting to intercultural competence in the assessment for that unit.

Thirdly, the influence of DEG members has diffused more broadly across the faculty and the University in a 'snowballing' process. For example, the **Heads of School** have influenced local groups guiding the undergraduate review within their Schools, ensuring that each major within their discipline meets the needs of the program learning goals, one of which requires the development of intercultural competence.

The Assistant Dean Teaching and Learning who chairs the faculty Education Committee has regularly shared learnings from the project with that committee, whose membership includes the Chairs of each School's Teaching and Learning Committee.

The **faculty's Education Committee** is charged with monitoring the quality of teaching and learning and curriculum in the faculty and oversees the development and teaching, learning and assessment of graduate attributes in faculty programs. This Committee is responsible for the approval of courses and units in the faculty and for recommending course and unit approvals to faculty Academic Board and University Teaching and Learning Committee, and ultimately to University Academic Board.

Achieving a shared understanding of the importance of intercultural competence in this Committee has been critical to ensuring implementation across faculty courses.

It is important to note here that in business at QUT, courses are faculty wide at undergraduate and postgraduate levels. This means that achieving agreement at faculty level of the importance of intercultural competence will ensure that all students will engage with the graduate attribute of intercultural competence.

The **Director International** has led the project's reference group of faculty staff, as well as organising professional development opportunities for student learning advisors and student ambassadors (see below for further details).

Strong **discipline communities of practice** existed in the faculty prior to the EDIC project. The faculty has used a community of practice approach for the implementation of criterion referenced assessment since 2004. Subject area coordinators have led discipline teams in implementing criterion referenced assessment, and more recently at the end of 2007 in refining assessment based on the reviewed faculty Assessment Guidelines (discussed below). Consequently, across most majors and discipline relatively strong communities of practice were in place before the EDIC project. These communities of practice work within an action learning framework, with a focus on continuous improvement of teaching and learning practice, based on regular evaluation and monitoring of outcomes in teaching, units of study, major and course levels. These discipline teaching teams are also actively engaged in the alignment of graduate attributes to unit learning goals, major goals and overall program goals.

Undergraduate review

At almost the same time as becoming a partner university in the EDIC project, the faculty commenced a major review of its undergraduate course, the Bachelor of Business. This was the first complete review of the degree in 10 years, although a number of other reviews had been undertaken during that time. As mentioned above, the faculty has only one undergraduate degree and agreed changes therefore affect the entire undergraduate curriculum and cohort (of approximately 6500 students including double degree students).

A number of communities of practice were established as part of the review process. Firstly the Dean's Executive Group established a strategic leadership group that have met fortnightly since September 2007. The Assistant Dean Teaching and Learning and the Director of Undergraduate Studies led two other communities of practice at faculty level – the Subject Area Coordinators and the Core Unit Coordinators Groups.

The **Subject Area Coordinators** lead the discipline area groups responsible for the delivery of each of the nine majors in the undergraduate course. During the undergraduate review, this group has met monthly to determine processes and priorities across majors, agreeing on key themes and graduate attribute development including intercultural competence that were to be embedded in the revised course. In turn, this group has provided leadership for each of the eight unit coordinators responsible for delivery of the major units. The Assistant Dean, Director of Undergraduate Studies and Director International have been members of this group, creating a shared understanding of the faculty's strategic direction with the local leaders of discipline groups, including the importance of developing intercultural competence.

The **Core Unit Coordinators** are responsible for the core units, delivered to approximately 1200-1500 students per unit per semester, with teaching teams of 25-40 tutors. They are responsible for implementation of the core unit content, learning experiences and assessment. During the undergraduate review, they have usually met fortnightly for up to three hours to ensure integration of the core unit curriculum and appropriate sequential development of graduate attributes across the core. Again, the Assistant Dean, Director of Undergraduate Studies and Director International

have been members of this group, ensuring that the faculty's intent to increase emphasis on intercultural competence was shared and implemented through the core unit coordinators.

Academic Staff

Academic staff have been actively engaged in the EDIC project at QUT. The emphasis at QUT is upon ensuring that the development of intercultural competence is embedded across the courses in both the core and majors in the faculty's courses. This engagement has occurred at a variety of levels as indicated above, but in the main through a **Reference Group** comprising those staff most likely to be involved in the design and delivery of each major in the implementation of the revised undergraduate course, ie the Subject Area Coordinators. The group has been drawn from all Schools within the faculty. Staff from the QUT Languages Centre (who joined the faculty in January 2008) were particularly represented because of their relative expertise and experience in working with international and cross-cultural perspectives. (The Centre was disbanded in January 2009 and most languages staff have moved to University of Queensland who will head the consortium teaching languages at UQ, QUT and Griffith.)

The reference group has made a significant contribution to the development and understanding of the principles and tools being developed in the course of the EDIC project at QUT. In particular, the group has provided feedback on the project's definitions and intentions around intercultural competence, and the process of 'embedding' intercultural competence in courses. The reference group has also piloted activities for the teaching and learning of intercultural competence. For example, this group was used to trial the workshop process (building on a prior workshop held at University of South Australia) that was used as an intervention and embedding strategy to challenge staff awareness of intercultural competence and provide strategies for curriculum implementation.

New emergent community of practice

As a direct result of participation in the EDIC project, the Assistant Dean Teaching and Learning, has initiated and overseen the development of a preparatory unit for students participating in exchange or study abroad. The unit has been developed in conjunction with the QUT Languages Centre staff responsible for language courses at QUT. Their expertise and insights have been invaluable to the development of the unit, Bridging Cultures, which will be available from Semester 1 2009 for all students at QUT. Again, a community of practice of academic staff has formed around this unit development facilitating new collaborations between language staff and academic staff across Schools and discipline areas. They have had regular meetings in determining unit content, learning experiences and assessment and have contributed to a broader understanding of developing intercultural competence. The Assistant Dean has recommended to university forums that such a unit be considered for all students participating in exchange from any faculty at QUT. In principle, this has been supported by the DVC Academic and DVC International and Development and the Dean of Studies (who oversees course quality and approval for all courses at QUT).

The cascading effect of need for the development of intercultural competence from the Dean, Assistant Dean, Heads of School, Directors of Programs, Subject Area Coordinators and consequently Unit Coordinators has been critical to the takeup of developing intercultural competence across the curriculum in the faculty. Equally important has been the reinforcement by the CEO Strategy Group on the need for intercultural competence to be a key learning outcome for graduates to meet current workforce skills and environmental needs. The undergraduate review of the Bachelor of Business occurring at the same time as our participation in the EDIC project has provided a receptive context that has been pivotal to the takeup of the EDIC project learnings at QUT.

Students Ambassadors and Central University Offices

The University's Teaching and Learning Support Services was invited to provide an introductory professional development session to the faculty's 'student ambassadors' and 'student learning advisors' on cross cultural issues when working specifically with international students. Student ambassadors in the faculty are 2nd and 3rd year business students who have been recruited to provide the benefit of their own experience to new students in the faculty. Student learning advisors provide advice to students through the Business Student Centre on administrative or subject specific questions in which the learning advisors have experience. The professional development session presented information about the identified learning support needs of international students, and assisted students in identifying cross cultural issues, increasing self awareness of intercultural competence and identifying learning support needs of international students. More specifically, it was geared toward practical activities that highlighted opportunities for better engaging international students with the University and faculty informal support systems. This workshop had not previously been provided within the University but, following its development for business, is now being promoted across the University. This is a direct outcome of participation in the EDIC project.

Curriculum, Policies and Procedures

There are several important policies and procedures related to curriculum that have supported embedding the development of intercultural competence in the curriculum. As noted above, the faculty is bound to implement the University's graduate capabilities in its programs. The requirement for graduates to display an 'international perspective' provides a strong policy foundation to embed intercultural competence in the curriculum. However, prior to participation in the EDIC project, despite the requirement to show mapping of the graduate attribute across courses, this was not consistently occurring, and was not systematically being developed through teaching, practising and assessing of 'international perspectives'. The senior management-level discussions noted above also present a shared understanding about the broader expectations and importance attached to this policy.

University policies related to curriculum have supported embedding the development of intercultural competence in the curriculum in the faculty at QUT. In 2003 the University implemented a change to its assessment policy requiring a whole of university implementation of **criterion referenced assessment**. Over the period 2004-2008 the faculty has implemented criterion reference assessment across its courses and units. This has meant in the faculty of Business that since 2004 all academic staff have been engaged in a process of direct alignment of course goals with unit of study learning objectives and, in turn, unit learning objectives with learning experiences and assessment tasks. This has required that staff develop assessment matrixes of criteria and five standards of performance for each assessment item. Teaching, practising and assessing the graduate attribute of intercultural competence is thus an essential element of the criterion referenced assessment policy at QUT. While some attention had been given prior to the EDIC project to international perspectives, it was not consistent across all courses and was not sequentially developed. This project has heightened the need for a consistent approach and better attention to the sequential development of intercultural competence.

University policy also requires that all course documentation for approval or reaccreditation demonstrates curriculum alignment and that mapping the development of graduate attributes is made explicit. As previously mentioned, from 2009 intercultural competence will be developed across four faculty core units for all undergraduate students, and each major in the Bachelor of Business will further build on the core unit foundation in developing intercultural competence.

QUT has an online Student E-Portfolio system which provides students with an opportunity to compile a portfolio demonstrating their standards of performance against graduate capabilities. For business students at QUT, the graduate capabilities in the Student E-Portfolio have also been adapted to include those promoted by the Business Council of Australia. Use of the E-Portfolio is embedded in programs through learning activities and assessment requirements in units of study, and consequently provides a system for recording student performance against graduate capabilities such as intercultural competence.

At the faculty level, the **faculty Assessment Guidelines**, inform and encourage good practice in assessment. These guidelines were developed with broad consultation across the faculty including the Dean's Executive Group, the faculty Education Committee, and School Teaching and Learning Committees. (The consultative development and approval process occurred over a 15 month time period.) The Guidelines were refined in 2007 following a Vice Chancellor's review of assessment practice and policy at the University level, and a subsequent detailed review by the Dean's Executive Group during September-December 2007.

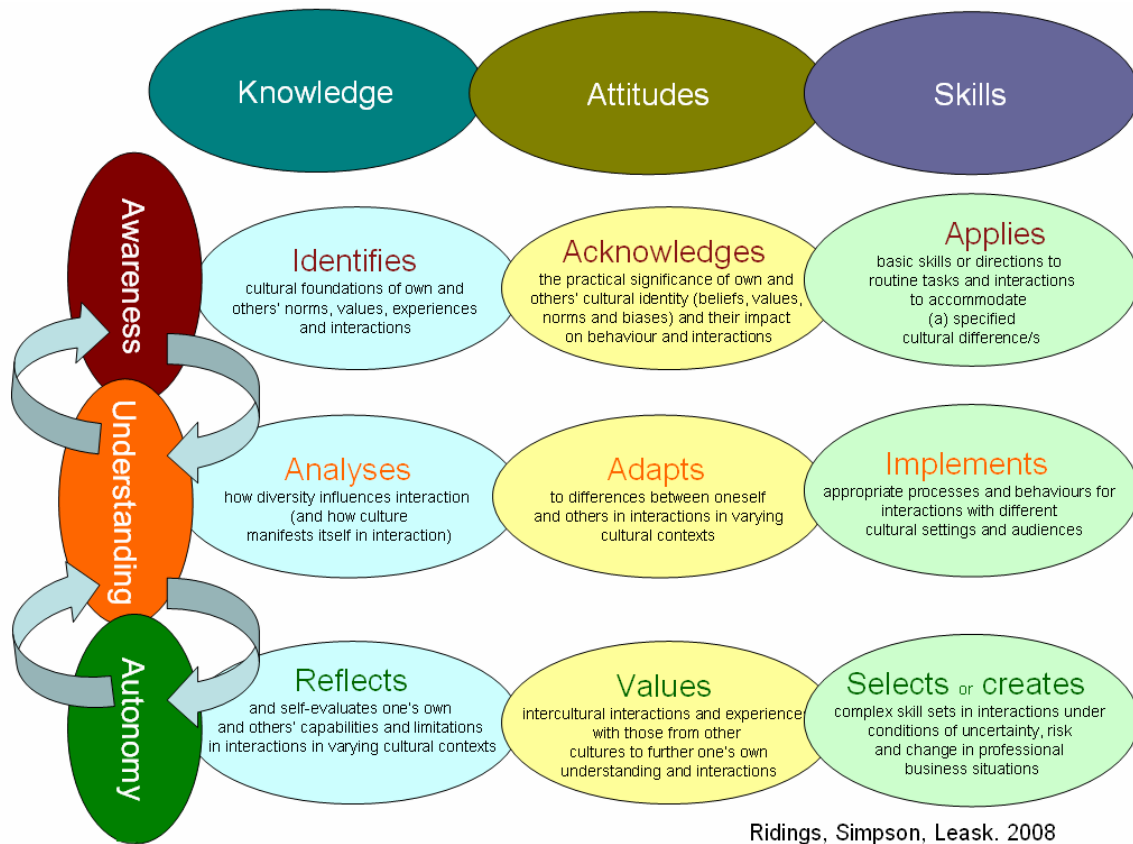
A further curriculum imperative is the requirement of **international accrediting bodies** for the faculty to give significant attention to internationalising the curriculum. AACSB requires explicit 'assurance of learning' that entails evidence of student performance against course goals that are directly linked to graduate attributes. EQUIS and AMBA each require significant attention to the internationalisation of the student experience, and to the internationalisation of the faculty more generally. Each of these accrediting bodies examines the faculty's performance on internationalisation through its policies and practices to systematise the embedding of 'internationalisation'. The importance of the EDIC project to meeting these accreditation needs has been a further significant driver in encouraging engagement of the faculty with the EDIC project.

Through the development of the taxonomy, the EDIC project has provided a framework that increases understanding of how to achieve the sequential development of intercultural competence in the curriculum. QUT's established policy frameworks for graduate capability and criterion referenced assessment proved effective frameworks for engaging staff in curriculum renewal in developing intercultural competence.

Resources, tools and databases

QUT together with UniSA has developed a taxonomy for the development of intercultural competence. The taxonomy is a tool or resource rather like a map for the incorporation of relevant, structured and sequenced teaching (content), practice (activity) and assessment of intercultural competence. The taxonomy is structured around three domains (knowledge, attitudes and skills) and three levels (awareness, understanding and autonomy) to provide a structured sequence for development of intercultural competence.

A taxonomy for the development of intercultural competence



The taxonomy has proved useful as an overall map for academic staff to achieve curriculum alignment of learning objectives and assessment to unit of study goals and program goals, and works in conjunction with QUT's already existing criterion referenced matrices of assessment criteria and performance standards related to international perspectives.

'Bridging Cultures' Unit of Study

As mentioned above, a new unit of study has been developed to increase awareness of the importance of intercultural competence, and to better prepare students and maximise the benefit from offshore experiences such as exchanges and study abroad. The unit of study will be recommended to university forums to be considered for all students participating in exchange from any faculty at QUT. In principle, this has been supported by the DVC Academic and DVC International and Development and the Dean of Studies (who oversees course quality and approval for all courses at QUT).

EDIC Workshop

As well as providing a curriculum framework, the taxonomy is used as the basis of a deliberate intervention and embedding strategy in the form of a workshop for academic staff. It aims to challenge staff awareness of intercultural competence and to engage them in understanding how they can incorporate the development of intercultural competence in the curriculum. The taxonomy is used as a stimulus for staff to reflect on their current teaching and learning strategies and assessment tasks, and to identify how they address the domains and levels in the taxonomy. The taxonomy is also used to prompt reflection on how current strategies and assessment tasks could be altered to address different aspects of the taxonomy, and how those learning activities could be implemented in different ways to achieve awareness, understanding or autonomy. Further details of the workshop are provided on the ALTC Exchange site for this project.