

# Facilitating Global Competence Development through the GCC



*He who knows others is clever,  
he who knows himself is enlightened.*

-Lao-tzu

# Presenter



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# Session Outcomes

- Consider cultural identity and cultural values from a personal place.
- Expand our self-awareness as we reflect on our own culturally conditioned identities.
- Understand the ways in which intercultural learning is currently being facilitated online/in person at AFS and the steps you could take to foster global competence development in your students through the GCC



A person with dark hair, seen from the back, is looking at a world map. They are wearing a grey and white patterned scarf and a red and black plaid shirt. The map is colorful and shows the continents. The text "What does it mean to be globally competent?" is overlaid in white on the map.

What does it mean to be globally competent?

# GCC Education Framework

**1** bring your own way of behaving into awareness

**3** manage your emotional response

**2** bring the other's way of behaving into awareness

**4** adapt to the other's way of framing or behaving



# ACTIVITY: “VOICES FROM THE PAST”

*Adapted from Kate Berardo*

- 1) Introduce yourself in a different fashion than what you may be used to
- 2) Write your
  - 1) Name
  - 2) Culture you identify with
  - 3) Role/profession
- 3) Share a key message/motto/saying you heard from someone influential in your life (repeated often or stood out)



# ACTIVITY: “VOICES FROM THE PAST”

*Adapted from Kate Berardo*

Now, in your small group, take turns sharing your message. Feel free to share:

- *Why is that an influential message for you?*
- *Can you identify values that are suggested by that saying/message?*





**2**  
mins

**“ME” AS A  
CULTURAL BEING**

**Sample Module**



# SMALL GROUP SHARE- “Me as Cultural Being”

- 1) What are traits /characteristics that are unique to you?  
*(examples: Introvert/Extrovert)*
- 1) Thinking of the groups you belong to (*friends, organizations, places of faith, gender, etc*), how have the groups you interact with shaped your values and beliefs?
- 1) Have you noticed your culture shift? If yes, how?



**4**  
mins




**Sample Module**

# What is AFS?

A global movement

helping the world learn to live together

A person with dark hair, wearing a grey knit turtleneck and a plaid shirt, is looking at a world map. The map is colorful and shows the continents. The person's face is partially obscured by the text.

a non-profit organization that provides  
intercultural learning opportunities to help  
people develop the knowledge, skills and  
understanding needed to create a more  
just and peaceful world

# A global community—1 million strong

Students, Families, Volunteers, Alumni, Educators, Allies and Friends

AFS Sentio  
Organizations and  
Partnerships in 63  
countries

12,000 participants  
annually  
1500 in 18+  
programs

Programs offered in  
90+ countries





# Developing Global Competence...

- Requires more than cultural specific orientations
- Immersion programs in other countries or cultures is not enough
- Length of program is not a key factor to development

Guided, facilitated learning and reflection before, during and after study abroad experience make a huge difference in how well the students navigate their international study abroad experience.

Source: Georgetown Consortium Projects: Interventions for Student Learning Abroad.



global  
competence  
certificate

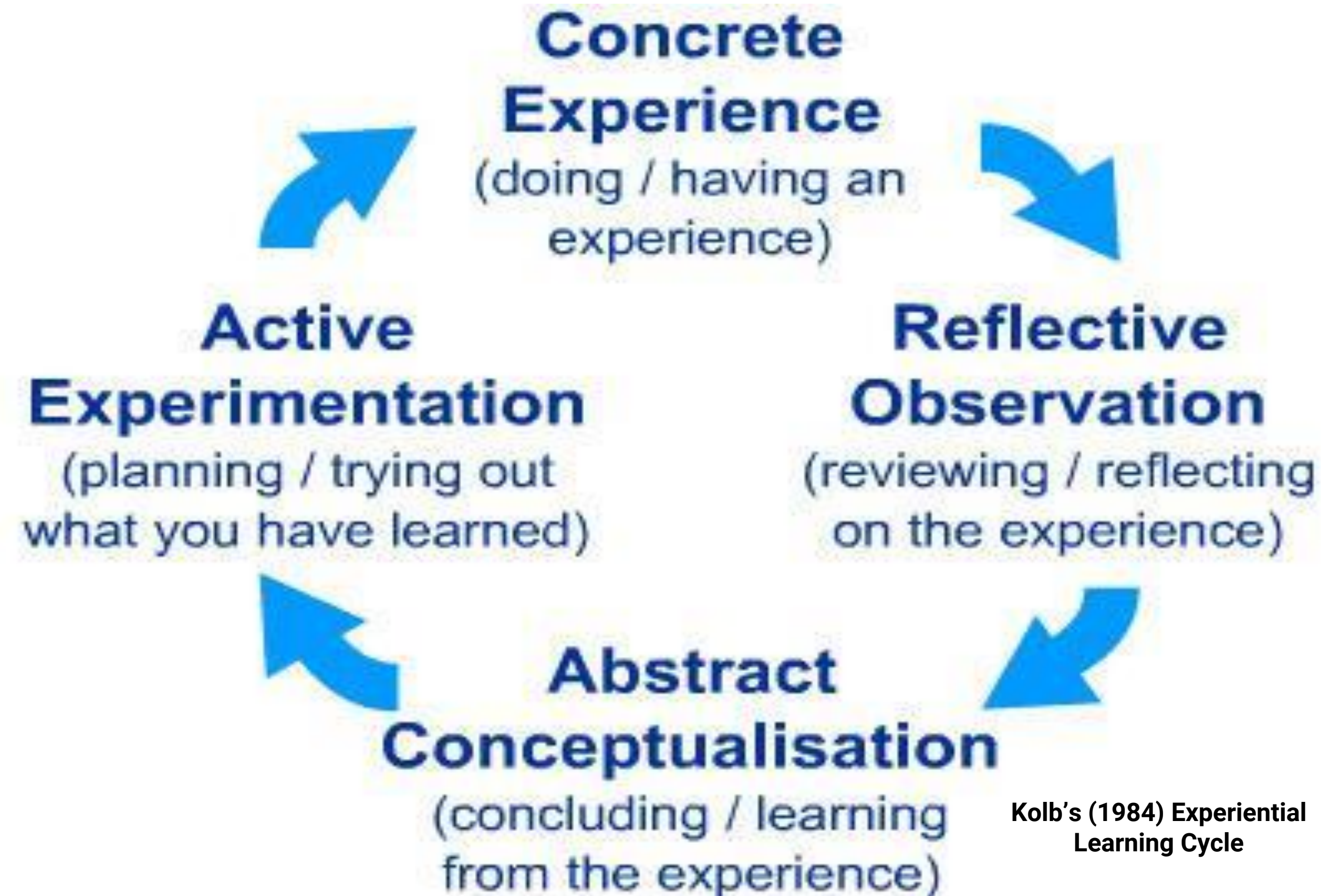




# GCC Approach



- Experiential learning
- Modular/  
Developmental
- Peer learning
- Blended learning/  
Flipped classroom
- Content: Intercultural education  
and cultural adjustment



Kolb's (1984) Experiential Learning Cycle

# GCC Education Framework

**1** bring your own way of behaving into awareness

**3** manage your emotional response

**2** bring the other's way of behaving into awareness

**4** adapt to the other's way of framing or behaving



# A transformative opportunity

Students and faculty who take the GCC. . .

- 01** Increase cultural awareness.
- 02** Identify and understand how cultural groups shaped their characteristic ways.
- 03** Analyze and reflect on power relations, privilege and inequality.
- 04** Recognize and understand patterns of behavior and values of people from different cultural contexts.
- 05** Empathize with culturally different others.
- 06** Suspend judgment and be flexible in new and different cultural contexts.



# A transformative opportunity

Students and faculty who take the GCC. . .

- 07** Apply effective and appropriate strategies to deal with ambiguous situations
- 08** Describe and manage responses to their own cultural biases and emotional triggers.
- 09** Be aware of personal limits and be open to see support.
- 10** Initiate and develop relationships with culturally different people.
- 11** Communicate and interact effectively and appropriately in different cultural contexts.



# What makes the GCC Program so effective?

- 01** Innovative blended learning tool with global forum
- 02** Synchronous facilitated discussion sessions
- 03** Built on field-tested research
- 04** Compelling real-life videos w/ability to comment
- 05** Self-paced, asynchronous, modular curriculum
- 06** Supports before, during and after study abroad experience



# How much time is needed for the GCC?

- **18 self-paced online modules:** About 9 hours to complete
- **Four 90-minute Facilitated Dialogue Sessions:** 6 hours total
- **Reflection, journaling and engaging with peers:** Flexible based on individual needs
- **Customizable feature allows you to lengthen program to meet credit requirements**
  - Add questions
  - Administer the Intercultural Development Inventory IDI assessment tool
  - Double time for Facilitated Dialogue Sessions



← MY LEARNING

# Global Competence Certificate

23 Steps / About 4 hours remaining

RESUME 1 OF 23



## 0. Welcome!

No due date / About 2 minutes remaining

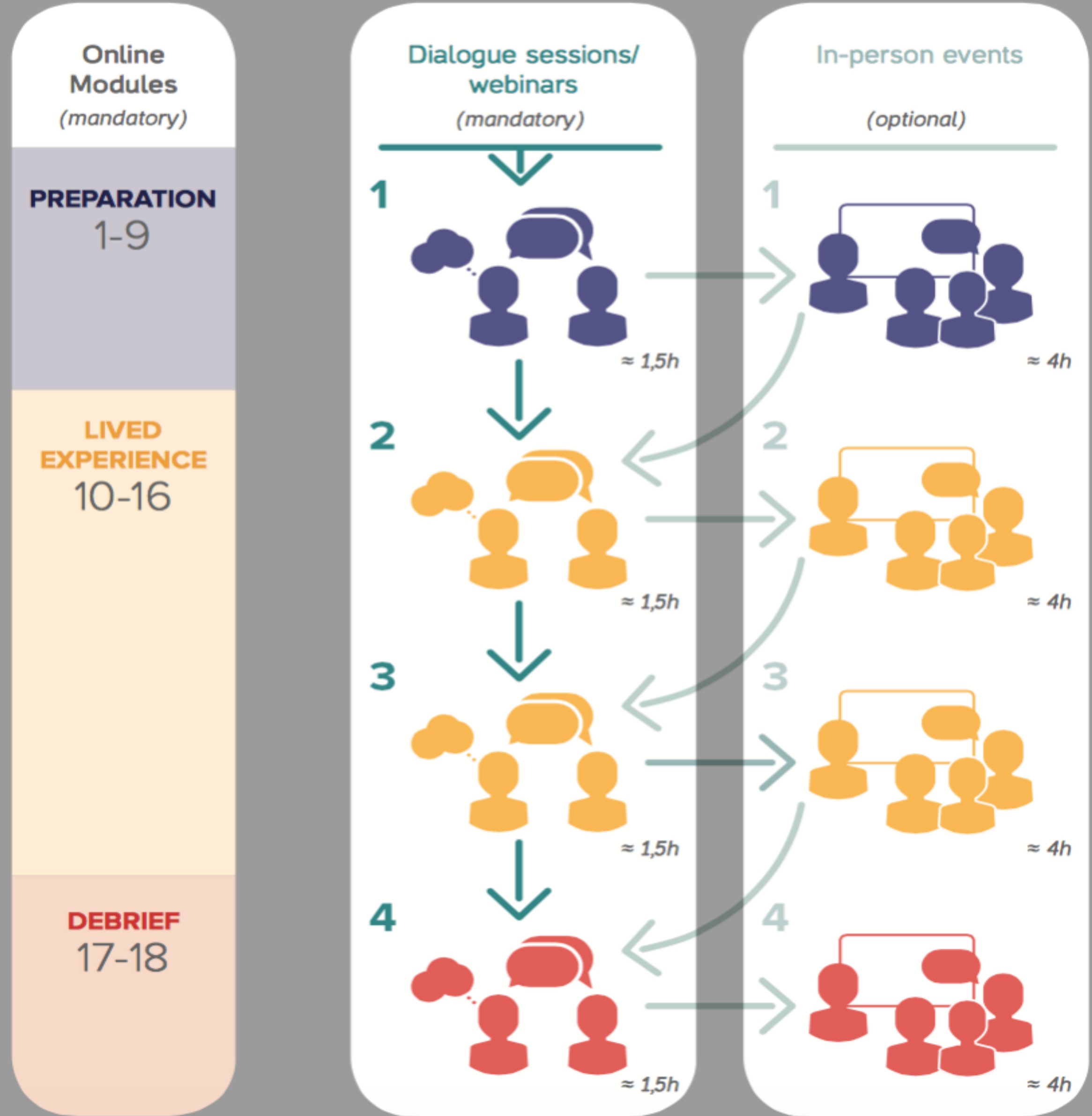


## 1. Roadmap

Takes about 20 minutes

GCC BLENDED - LIGHT

GCTP



Online Modules  
(mandatory)

**PREPARATION**  
1-9

**LIVED EXPERIENCE**  
10-16

**DEBRIEF**  
17-18

Dialogue sessions/  
webinars  
(mandatory)

1  
≈ 1,5h

2  
≈ 1,5h

3  
≈ 1,5h

4  
≈ 1,5h

In-person events  
(optional)

1  
≈ 4h

2  
≈ 4h

3  
≈ 4h

4  
≈ 4h



# global competence certificate

This is to certify that

\_\_\_\_\_

has successfully completed our certificate program through coursework on intercultural theories and models, active experimentation in a new cultural environment, and deep reflection with a facilitator. They are now more equipped with the knowledge and skills needed to interact effectively in cross cultural environments.

\_\_\_\_\_

  
Bert Vercamer  
CEO, Sentio  
Global Education Network

\_\_\_\_\_  
Facilitator



# Benefits

- **Common Language**
- **Global cohort**
- **Continuity and support throughout the learning journey**
- **Self-paced learning**
- **Addresses various learning styles**

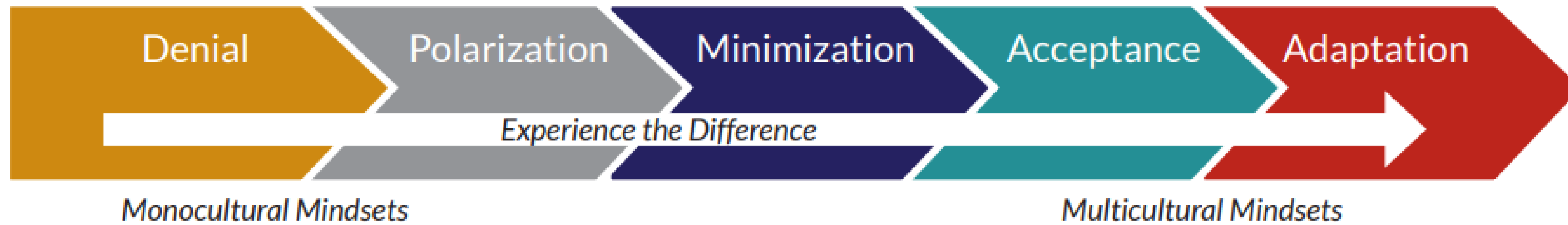
# GCC testimonials - Student Feedback

*“In what ways did this change the way I thought about my cultural identity? It made me think about my cultural identity –period. I had never thought of it before.”*

*Kevin Klein, Intern  
Transatlantic Ruhr Fellowship Program*



# Learning Impact Study



Modified from the Developmental Model of Intercultural Sensitivity (DMIS) M Bennett, 1986.



# Demonstrate Preliminary Results

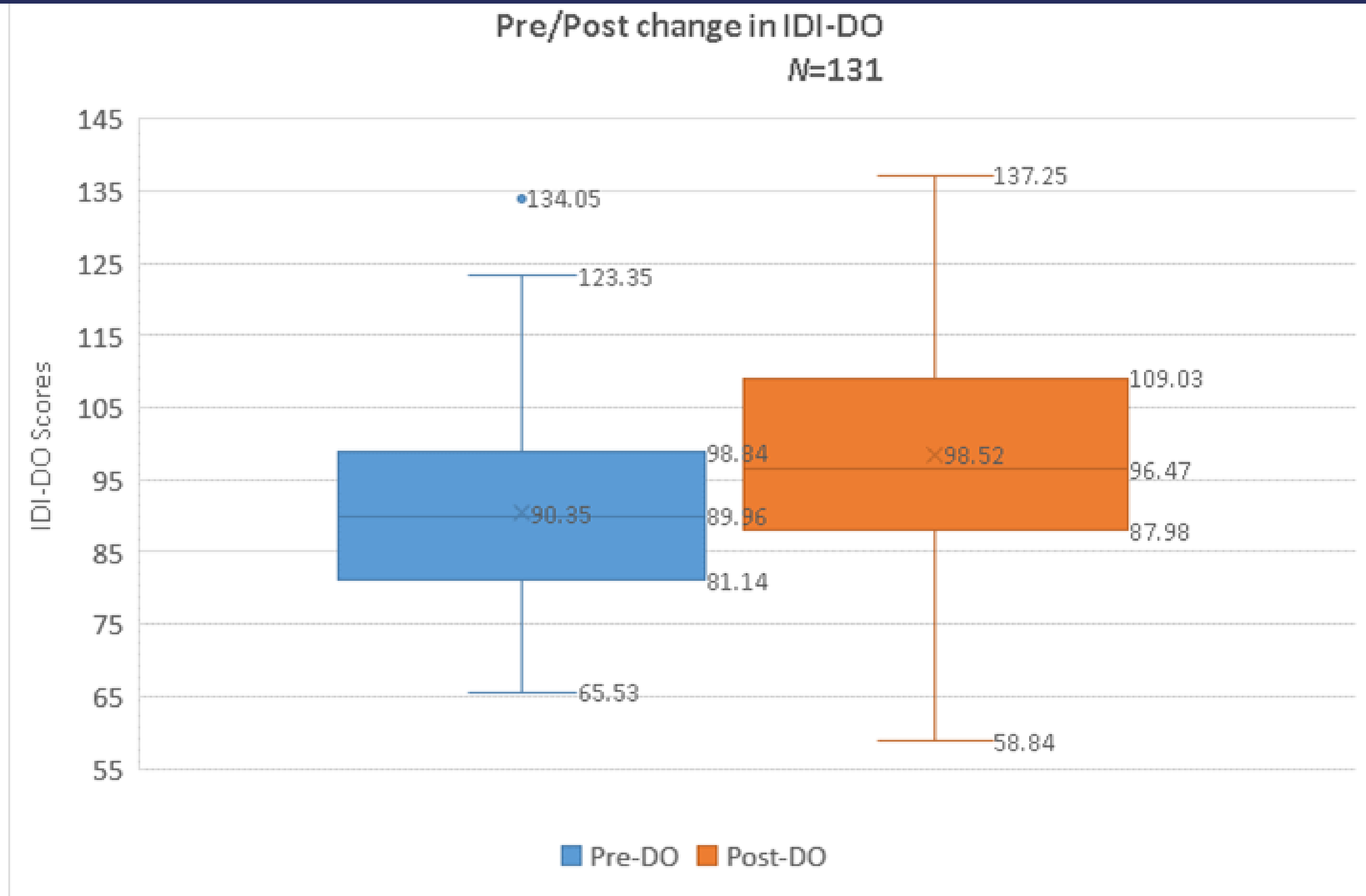
## Scalable..... Affordable..... Practical Application

- The Global Competence Certificate has the ability to deliver a 8.17 change in intercultural competence as measured by the IDI\*

\* The IDI is a cross-culturally generalizable valid and reliable measure of intercultural competence that does not contain cultural bias. <https://idiinventory.com>

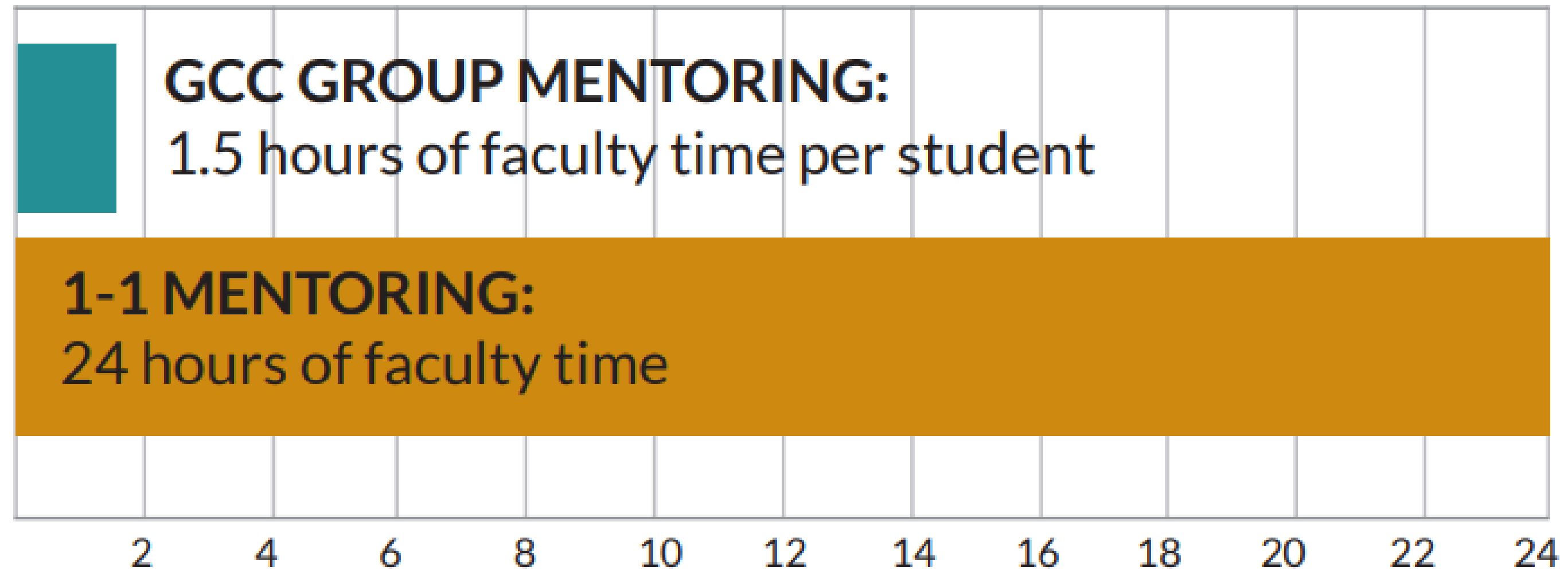


# Purdue SAIL – GCC Preliminary Pre/Post IDI-DO results, SP2018



# Scalability

## MENTOR TIME PER STUDENT





Studying in Canada ▾

Language Education Sector ▾

Membership ▾

About Us ▾

News & Events



The  
Global Competency  
Certificate

by/par  
Sentio Global Education  
Network

Le Certificat de  
compétence globale





# AFS/Sentio- Languages Canada Partnership

- Since 2017, **5 LC Members** have signed licensing agreements w/ Sentio
- Over **125** students have accessed the GCC
- Upon signing a licensing agreement, your institution receives **1 free GCC account + 1 free Qualified Facilitator** training (value at \$291CAD); And 25% off retail price for LC members (\$95 CAD)
- English w/French subtitles or ALL French language environment available



# GCC Institutional Partners



TERRADOTTA



# *What our partners are saying...*

- “Options to scale intercultural mentoring and learning, Sentio’s GCC rose to the top of available options.” - *Purdue University*
- “To have a common language and process the experience.” - *University of St Thomas*
- “There’s nothing else out there like this!” - *Augsburg University*
- I want something I believe in that is valid - *University of Central Oklahoma*
- “Impressive quantitative and qualitative results in terms of intercultural development” - *Purdue University*

# What our Languages Canada partners are saying...

*John Taplin, President & CEO,  
Global Village Calgary*





# Concrete next step.....

1)What more do I need to understand to navigate the differences?

1)What is one thing I could do moving forward to develop my students' interculutral learning?

1)What resources can I tap into to support this?

1)Who will I call after this workshop?



## **AFS Global Competence Readiness Index for Schools**

**Free, easy to use, 15-minute  
self reflection survey that  
provides educators with tools  
to improve their schools' potential  
for fostering Global Competence**

- All schools, all levels, everywhere
- Can be completed by any educator
- Assess school-wide structures & classroom activities
- Get tailored resources and action items for your school

*Learn more:*  
[afs.org/index](https://afs.org/index)



# > AFS Global Conference 2019

09 - 11 October

Join us in  
**MONTREAL**

Active Global Citizenship  
— and How to Educate for it

Call for proposals open until April 15

*Learn more:*  
[conference.afs.org](http://conference.afs.org)



# Questions/ Comments

Linda Stuart

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*Thank you!*





# Preparation Phase

#	Title module	Description module
1	Roadmap to intercultural learning	This module maps out where the learning journey will take learners and helps them understand the GCTP and GCC's methods and benefits.
2	Metaphors of culture	What exactly is culture? This is a tough question with lots of possible answers. In this module, we'll share one definition of culture and three metaphors to help us have deeper conversations about culture.
3	"Me" as a cultural being	Everyone has a culture, so what culture or cultures do the learners feel they belong to? Answering these questions is key to understanding and interacting with other cultures.
4	Stereotypes and generalizations	We all make assumptions about others. How can we make sure we're making informed generalizations and not stereotyping?
5	Cultural values	Here we look at how certain powerful cultural generalizations help us understand difference, and how people and cultures fall on a continuum.
6	Communication styles	In this module, we explore the continuum of preferred communication styles to help understand how miscommunication might be linked to our cultural difference.
7	When cultures collide	Have you heard of "culture shock"? We explore how this works and the different levels of surprise, irritation, and conflict we can experience when dealing with a new cultural environment.
8	Balancing challenge and support	Now that we can identify a possible culturally rooted irritation or conflict, how can we deal with challenging moments?
9	How to cope with the challenge	What strategies will work for you when coping in your new cultural environment?

# Lived Experience

10	Them” as cultural beings	We revisit the idea of cultural identities to help learners place their new cultural environment, and the people in it, in context.
11	Cultural surprises and irritations	Now that the learners are in their new cultural environment, we go further in our discussion of cultural surprise, irritation, and conflict and ask them to reflect on some examples from their recent experiences.
12	Navigating culture	It’s one thing to come up with strategies, and quite another to implement them when it comes to coping in a new cultural environment. We ask learners: How is it going? What have you learned so far?
13	Describe, Interpret, and Evaluate: a framework	Here we give learners a concrete tool for analyzing situations and events without rushing to judgment.
14	More cultural values	This is a look at a few more powerful cultural generalizations and a chance for learners to situate themselves in their new cultural environment.
15	Dealing with conflict	We’ve discussed why conflict might happen between cultures, but here we look at how “conflict” itself can vary across cultures. Like the value dimensions, this is a continuum of preferred styles that can help us navigate and resolve conflicts.
16	Power and privilege	Another subtle type of conflict, called micro-aggressions, is common when dealing with people who are different from us. Often we don’t even realize they’re occurring, and they can be seriously damaging, as they play on sensitive issues of identity, belonging, and privilege. We’ll learn how to identify, manage, and reduce them.

# Debrief

17	Making sense of the experience	This is the essential debrief to intercultural and experiential learning. We'll ask questions and guide learners to reflect and make meaning from their experiences.
18	Taking action	We think the learning doesn't end here; in fact, it's just beginning! Here we ask learners to take what they've learned and apply it to make their world a more intercultural and peaceful place.