

Communicating in a Global World: Guiding Students to become Globally Competent

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Objectives

- Identify trends amongst college students
- Understand the relationship between one's cultural lens and how we build relationships
- Define communication in the lens of a global society
- Recognize next steps in building upon 'best practices' in advisement



Today's American College Student

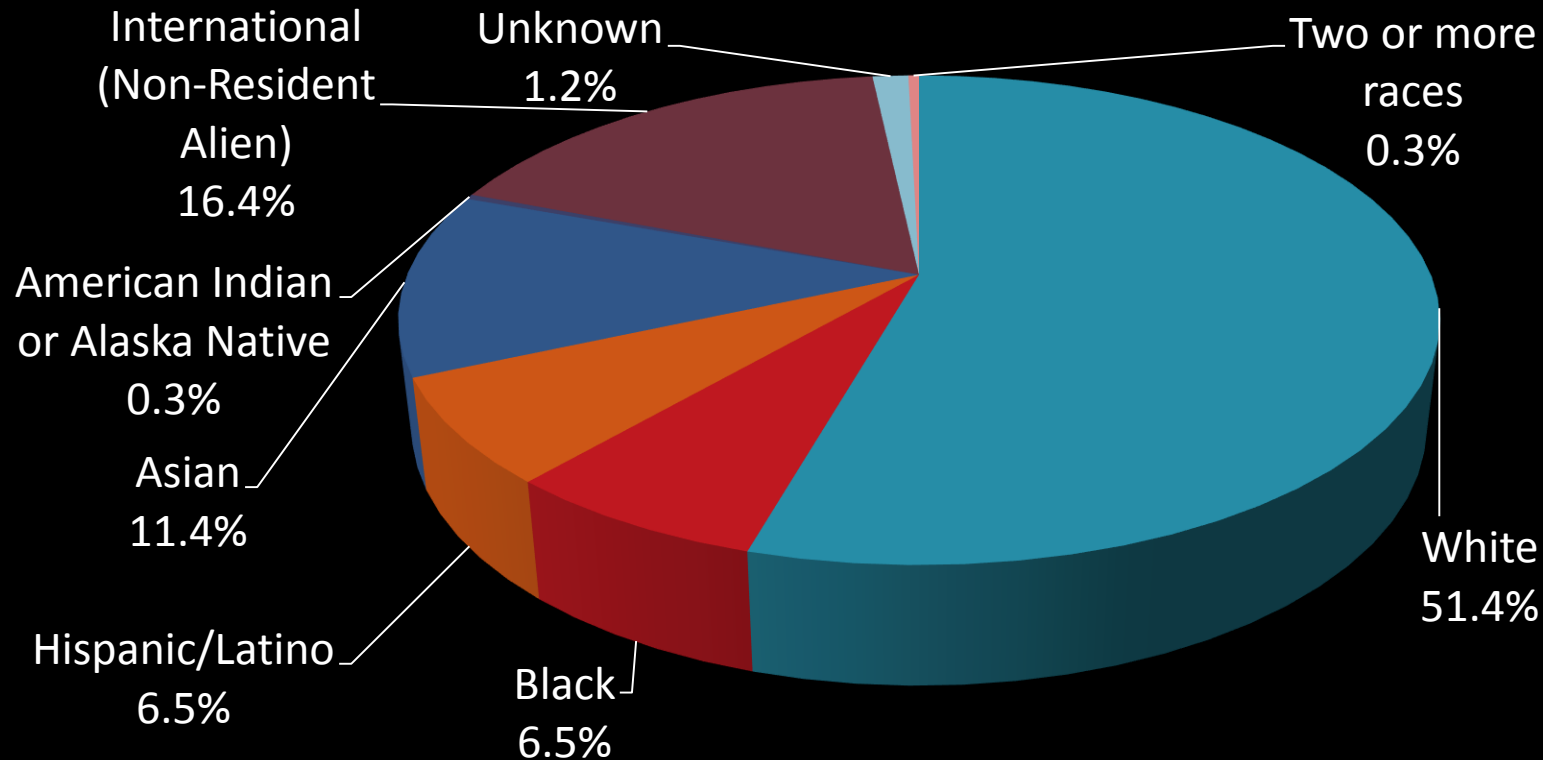
- 15 million students
- 4,600 institutions
- Private vs. Public
- Decline in 18-25 year olds
- More women are coming to campus
- Post 9/11 GI Bill
- Global Reach



Millennials in HED Represent

- an array of racial and ethnic identities
- a spectrum of socioeconomic statuses
- support for freedom of gender and sexual identity expression
- change
 - social justice oriented
 - vocal
 - political
 - hungry

At a Glance



Communicating in a Global World



The 20/20 Experience

- This lens can be shaped by:
 - Family
 - Friends
 - Community
 - Work experience
 - Educational Experience
 - Religion



Defining Intercultural Conflict

Intercultural conflict involves varying degrees of **biased intergroup perceptions** and **attributions** in assessing what transpires in an ongoing conflict episode.

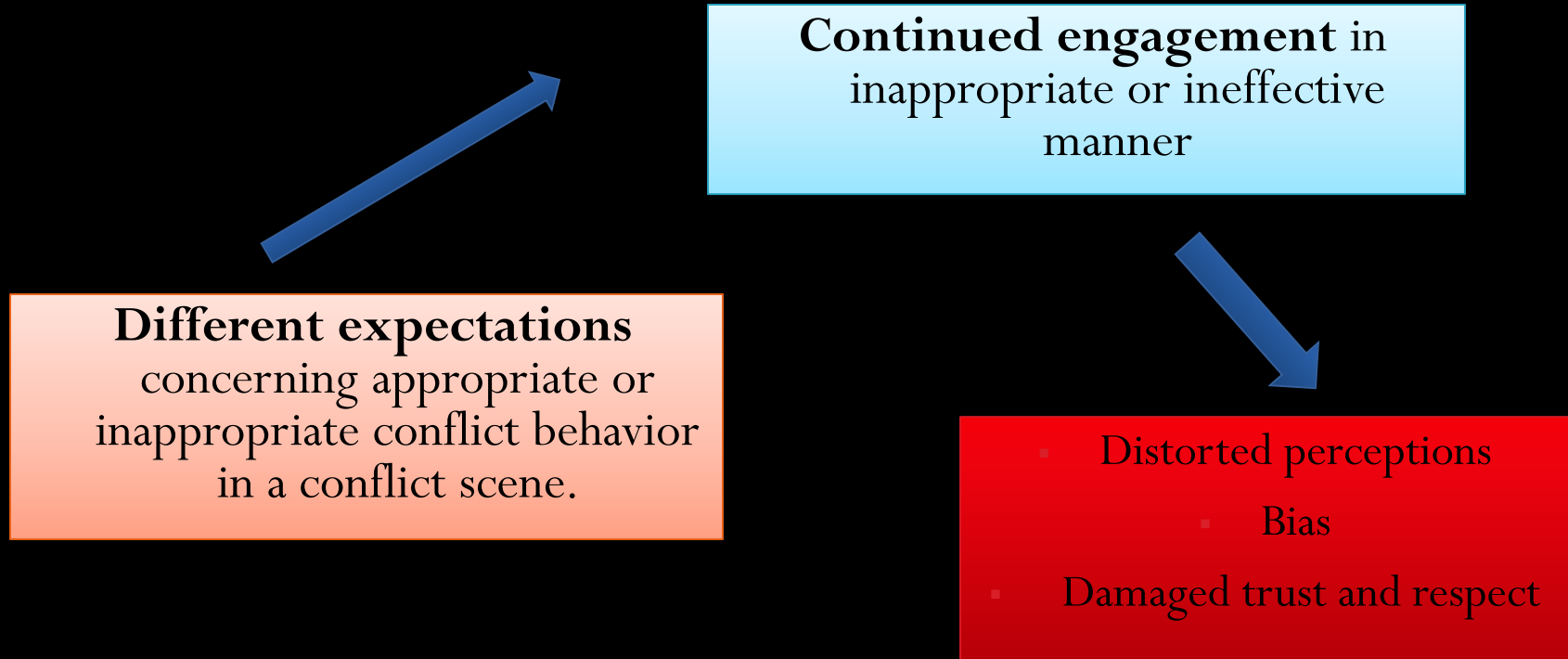
Root of intercultural conflict:

- **emotional frustrations**
- **mismatched expectations**





Intercultural Conflict as a Process



Fertilizer and Fruit...

Ethnocentrism



Stereotypes

Refer to the mental images we have about a large group of individuals and the exaggerated generalized statements that we use to categorize them.

Rigid ethnocentrism leads to a superior view of defining the in-group's way of doing things as civilized and the out-group's way of doing things as backward

Identifying Tools

- Identify Intercultural Conflict Behavior and Outcomes:
 - Appropriateness
 - Effectiveness/Satisfaction
 - Productivity



- Ting-Toomey, Stella, et al. *Managing Intercultural Conflict Effectively: A Culture-Based Situational Model*: p61. California, Sage Publications, 2001.



In Context

- How would you describe your relationships with advisees?
- Despite best practices, we do not live or work in a perfect world.
- How do students understand the process of advisement?
 - Who comprises their network?
 - What are their expectations?
- Students are likely to
 - Navigate academia on their own after first conducting their own research
 - Miscommunication, triggers, and tone as a result of Intercultural Conflict lead to minimal to no contact



Student Voices

- Second Year Student
- Biomedical Sciences
- Amicable Relationship
- Email = Best Communication
- Easy Answers
- Third Year Student
- Engineering
- Nameless
- In Person Conversations Preferred
- Harsh Directives



Student Voices: Triggers

- Feels guided
- Supported and motivated
- Easily accessible
- Appreciates direction
- Relatable
- Not heard
- Misunderstood
- Directive vs. Cooperative
- Identity Not Recognized
 - First Generation Student
 - Female Minority
 - Familial Obligations



Ask yourself...

- Are my behavior and intentions clearly understood?
- Are we working towards the same goals?
 - Why or why not?
- How do I feel?
- How do my advisees feel?
 - Is everyone being heard?
- Does everyone feel that they have a say in the situation?



Interventions

- Addressing triggers
- Designing neutral conversations
 - Show vs. tell
 - Deconstruct vs. Dismiss
 - Empathize vs. sympathize
- Validate
- Homework → Mutual Independence
- Story Telling/Assumptions
- Time



Everyone is a Stakeholder

Vision

Building on the existing strong foundation of academic excellence, knowledge and understanding, UB will advance into the highest tier of the nation's leading public research universities, thereby expanding the scope of its reach and the strength of its world-wide impact.

Goals

UB will enhance its national and international stature by achieving a number of specific academic objectives. Among the strategic goals articulated for the immediate future, UB will:

- Build on its foundation of faculty excellence through significant investments in areas of strategic strength across the disciplines to build intellectual and instructional capacity, increase federal and other research funding, expand student opportunities and heighten the academic reputation of the university.
- Enhance the overall student educational experience while raising the academic profile of its undergraduate, graduate and professional students and significantly improving its undergraduate four- and six-year graduation rates

- Improve academic support infrastructures to provide state-of-the-art educational and research environments that advance faculty and students in their ongoing pursuit of excellence.

- Further enhance its faculty and student diversity through focused enrollment and hiring strategies and implementation of best practices with regard to recruitment and retention.

- Expand its impact as a recognized leader in international education, leveraging its diverse international population and strong portfolio of institutional partnerships to strengthen the university's international presence and to advance its commitment to preparing students to live and lead in a global world.



A Foundation of Excellence

- UB 2020
- Finish in Four
- Students need to feel comfortable seeking help and guidance
- If they're not knocking down your door, keep it open to:
 - Students
 - Departments and Offices
 - Community Partners



Questions?