



Intercultural Leadership Matrix

Aletha Stahl, January 2021

This matrix outlines the desired learning outcomes for the Growing Intercultural Leadership program for the three levels at which Fellows participate. It is designed to serve as a guide for Fellows and Mentors as they plan their efforts and as a program assessment tool.

As a goal, 75% of Fellows will achieve the stated learning outcome for their level in 4 of the 6 target domains on the IL Matrix. Their progress will be evaluated by CILMAR staff who will rate each domain as “absent,” “growth,” “achieved” based on the Fellow’s final reflection and, according to level, additional artifacts such as a syllabus, presentation, white paper, published article, student work, etc.

	Level 1	Level 2	Level 3
Wellbeing	Identify wellbeing as comprised of multiple elements (physical, social/emotional, mental, environmental, spiritual) and recognize impact of personal wellness on others.	Identify a practice to enhance personal wellbeing/resilience and engage in it.	Promote personal wellbeing as part of mentoring for intercultural development.
Self-awareness	Articulate insights into own cultural rules and biases, including systems of socialization that influence sociopolitical perspectives and how these impact own lived experience.	Articulate insights into own cultural rules and biases, including systems of socialization and how these impact own understanding of self as leader.	Display congruence between own identities as a leader and professional actions.
Theoretical foundations	Describe one or more IC frameworks or models (e.g., CQ, DMIS, etc.)	Apply an IC framework or model in designing a mentoring/teaching experience. Describe a new IC framework or model for intercultural learning	Apply an IC framework or model in designing a mentoring/teaching experience and articulate why that framework or model was chosen. Contribute to the development and/or application of IC frameworks or models.
Assessment and integration of learning	Describe one ICL assessment and how it can be used to foster or measure learning	Design data collection for an ICL experience and effectively assess it.	Disseminate assessment results of an ICL experience beyond Purdue.

Reflection	Recognize importance of reflection in personal, professional, and ethical development. Craft a self-appraisal that takes account of specific contexts and suggests the value of this knowledge outside of that immediate context	Analyze personal experiences to identify meaningfulness of personal beliefs and commitments. Evaluate changes in own learning over time, recognizing complex contextual factors	Build regular reflection into schedule. Envision a future self based on experiences that have occurred across multiple and diverse contexts, exploring complexity of context in depth.
Ownership / self-directed learning	Demonstrate some recognition of the roles played by self and others in own leadership development process. Set next goal and plan some specific steps.	Demonstrate clear recognition of the roles played by self and others in own leadership development process. Set specific goals, specific next steps.	Demonstrate clear recognition and nuanced sense of self and others in own leadership development process. Set specific goals and concrete strategies for achieving them, including evidence of achievement and scheduled checkpoint/s for accountability.