When you have an attitude of intercultural openness, you are open to interacting with other people who are culturally different from you. You begin to initiate and develop relationships with other people who come from a different country, have a Passport from a country other than your own, and often who speak a native language other than your own. Intercultural openness eventually leads to the ability to suspend judgment when interacting with cultural differences.

In this assignment you are to build a collage of “selfie” photos (self-portrait photo of self and another person usually taken with a camera phone) of yourself with persons who are culturally different from you, that you have been cross culturally open with, and initiated the opportunity to begin to build a relationship and perhaps a friendship. The assignment is to identify culturally different persons who come from a country different than you do, who have a Passport from a country different than you do, and ideally who speak a native language different from your first language. Sit down with one of these persons, perhaps sharing a meal or attending an event together. During this time you will exchange answers to the following list of questions. Without providing the name of the person or any identification, write the person’s responses in a Word document or other file. Take a picture of yourself with this other person and begin to place these pictures together as a collage. You might consider using Popplet software to construct this assignment. See http://popplet.com/

<table>
<thead>
<tr>
<th>Rubric</th>
<th>High (2)</th>
<th>Med (1)</th>
<th>Low (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Selfie” Photos</td>
<td>4 or more photos</td>
<td>2 to 3 photos</td>
<td>1 photo</td>
</tr>
<tr>
<td>Questions</td>
<td>20 to 26 questions answered; answers are complete and clear</td>
<td>16 to 20 questions answered; answers are complete and clear</td>
<td>less than 16 questions are answered; answers are incomplete and/or not clear</td>
</tr>
</tbody>
</table>

For more information contact: Chuck Calahan calahanc@purdue.edu
1. Describe your family lineage or constellation … parent(s), brothers, sisters, ages, birth order, grandparents & etc.

2. What is one word you would use to describe yourself as a child?

3. If you could change one thing about how you were raised as a child, what would it be?

4. How do you recharge or recuperate your energy at the end of a difficult day?

5. If you were to thank one person for helping you become the person you are today, who would it be and why?

6. When are you the happiest?

7. What one memory do you most treasure?

8. Fill in the blank: If you really knew me, you'd know______.

9. What would you be doing if you weren't a student or at your current job?

10. What more are you wanting as a student or in your career right now?

11. How do you react to stress?

12. What movie or novel character do you most identify with?

13. What quality in yourself would you hate to see emulated in others, especially children?

14. If you were to start a company from scratch, what values would you build it on?

15. What would you most regret not having accomplished by the end of your life?

16. What characteristic do you most admire in others?

17. What kind of impact do you believe you have on people?

18. What super power would you like to have?

19. What would your "perfect" day consist of?

20. What's the most important lesson you've learned in the last year?

21. How do you think your coworkers/peers see you?

22. If you ruled the world, what would you change on Day 1?

23. If you knew you only have one year left to live, would you change anything about the way you are living right now?

24. What one thing about yourself do you want in your elegy?

25. What are you most afraid of, relating to failing?
# Intercultural Knowledge and Effectiveness Rubric

## Definition

A set of behaviors, attitudes, and policies that come together to enable systems, agencies, or professionals to work effectively in cross-cultural situations.

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural self-awareness</td>
</tr>
<tr>
<td>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to these differences, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Emerging</td>
</tr>
<tr>
<td>Developing</td>
</tr>
</tbody>
</table>

## Knowledge

### Knowledge of cultural worldview frameworks

Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy or beliefs and practices.

### Knowledge

**Cultural self-awareness**

- **Proficient**: Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to these differences, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
- **Emerging**: Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)
- **Developing**: Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)

### Knowledge of cultural worldview frameworks

- **Proficient**: Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- **Emerging**: Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
- **Developing**: Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

## Skills

### Empathy

Interpret intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

### Empathy

- **Proficient**: Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
- **Emerging**: Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.
- **Developing**: Identifies components of other cultural perspectives but responds in all situations with own worldview.

### Verbal and nonverbal communication

Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.

### Verbal and nonverbal communication

- **Proficient**: Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.
- **Emerging**: Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.
- **Developing**: Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.

## Attitudes

### Curiosity

Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.

### Curiosity

- **Proficient**: Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.
- **Emerging**: Asks deeper questions about other cultures and seeks out answers to these questions.
- **Developing**: Asks simple or surface questions about other cultures.

### Openness

Initiates and develops interactions with culturally different others. Suspects judgment in valuing her/his interactions with culturally different others.

### Openness

- **Proficient**: Initiates and develops interactions with culturally different others. Suspects judgment in valuing her/his interactions with culturally different others.
- **Emerging**: Initiates and develops interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.
- **Developing**: Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.

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- Adapted from AAC&U Core Value Rubrics