
| RESEARCH ARTICLE

Strategies to Develop Intercultural Competence of Students in a Multicultural Set Up

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| ABSTRACT

In a society that is becoming more and more globalized, and internationalization has become the new norm, intercultural competence (IC) has been proven to be a valuable skill since people are expected to behave responsibly and productively in cross-cultural interactions. The paper reviews educational intervention studies to demonstrate methods for increasing intercultural competency as well as their efficiency in a multicultural university setup. The idea of intercultural competence will be emphasized, along with the values, attitudes, skills, knowledge, and understanding that collectively make up this ability. Following this, a variety of strategies that universities can employ, such as initiatives to foster students' intercultural competence, will be examined.

| KEYWORDS

Intercultural Competence, Multicultural University, Internationalization, Interventions

| ARTICLE INFORMATION

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1. Introduction

Intercultural competency is seen as an important and essential component of global preparation (Egerton-Polak & Hudson, 2014). The goal of higher education is to prepare students to succeed in a globalized environment by broadening their horizons and fostering an appreciation for other cultures. The three most crucial methods for doing so at the time are student mobility, domestic internationalization, and curriculum internationalization. The improvement of intercultural competency is a learning result of internationalization, but it is not a given. It has received criticism since internationalization prioritizes outputs over outcomes. Increasing student mobility or encouraging a diverse campus community can have positive effects on intercultural learning, but these effects are not guaranteed. These activities may have affected the students, but there is no guarantee that these changes were cross-cultural (Bennett, 2012). In recent years, the need for evidence-based internationalization methods has increased.

In order to understand how internationalization influences the development of intercultural competence or other related notions, research is now being done. Examining this discourse in higher education reveals that there is substantial conceptual diversity regarding the definition of "a global ready graduate" and the underlying assumption of intercultural competence, as well as regarding which pedagogies are effective and what this implies for the competencies of academic staff. It has been difficult for colleges to implement effective measures to help students build their intercultural competence due to conceptual diversity. Many universities acknowledge that ICC is an important learning outcome, but many still struggle to develop and incorporate it into their curricula. The paper aims to provide some ideas on four critical aspects that must be considered in order to input some changes in multicultural learning into beneficial intercultural learning and development. Following are the four critical ideas to be answered and elaborated.

How can we ensure that all students engage in meaningful intercultural learning? How should intercultural competency be outlined as a learning objective? How can intercultural competency be promoted and integrated into the curriculum? What connection is

there between training graduates to be global citizens and intercultural competence? What effects would this have on staff members' professional qualifications?

1.1 Student's engagement in meaningful intercultural learning

Universities are becoming increasingly aware that all students, not just those who participate in mobility programs or who are studying abroad, should be expected to acquire intercultural competence. How to develop possibilities for intercultural learning that are beneficial to all pupils should be the first item to be thought about. This is important because all graduates will need to be prepared to function in a worldwide society as professionals and global citizens, whether they choose to pursue work domestically or overseas. The issues they will deal with in their future personal and professional lives will be increasingly significant, with ramifications for the area and the world. Additionally, local communities' increasing diversity, as well as global developments, will have an impact. A recent study by (De Wit et al., 2015) found that internationalization reflects the desire to incorporate all students and staff. Based on the (Knight, 2004) initial working definition, they offer a revised concept of internationalization. It is "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society".

Universities increasingly mention internationalization of the curriculum (IoC) and internationalization at home (IaH) in order to incorporate all students, even though mobility is still regarded as crucial (Beelen & Jones, 2015; Leask, 2015). These educational and pedagogical approaches deliberately and methodically target the growth of students' intercultural competence. The term "international, intercultural, and/or global dimensions" (IoC), which has its roots in Australia, is defined as "the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program" (Leask, 2015). It aims at students who are or are not on the move and incorporates the growth of intercultural competence into the subject's core tenets. As an approach to help students "become more conscious of their own and other cultures," IoC should be viewed (Green & Whitsed, 2015). An internationalized curriculum, according to (Leask, 2009), is one that "will engage students with globally informed research and cultural and linguistic variety and actively build their international and intercultural perspectives as global professionals and citizens". As a result, intercultural competency is placed in the framework of the curriculum, the specific subject, and the related professions. Consequently, its applicability and perceived importance are enhanced.

(Leask, 2015) calls attention to the diverse curricular formats in the context of IoC. The official curriculum includes both the course material and the student activities that are graded and counted for credit. The support services, extracurricular activities, and choices that are typically not tested but yet help students learn and grow make up the informal curriculum. Unintended concealed messages to kids make up the hidden curriculum (Leask, 2015). Students are taught about the dominant values and views, as well as how and when to interact and with whom to avoid, through seeing how the social structure and culture of the institution are mirrored. The normative character of the hidden curriculum and its impact on students' progress toward intercultural competence necessitate those educational institutions to be cognizant of its existence. The usage of IaH to target all students in higher education has swiftly gained popularity in Europe (Beelen & Jones, 2015; Otten, 2003). IaH is frequently referred to as campus internationalization in the US. IaH encourages "open mindedness and understanding and respect for other people and their cultures" within the daily reality of the international, multicultural, and multilingual classroom and aspires to connect the international and the intercultural (Teekens, 2007).

IaH can be seen as a particular component of IoC since it expressly takes into account the variety of the domestic student population and the domestic learning contexts while designing the process of curricular internationalization (J Gregersen-Hermans, 2016). (De Wit et al., 2015) support this notion by asserting that IaH must be given priority within the IoC framework, which seeks to improve the quality of education and scientific investigation by globalizing the conventional curriculum and learning goals. In order to guarantee that all students take advantage of the opportunities that internationalization provides to improve their intercultural competency, it is advised that integration be made into the core and content of the curriculum to its fullest extent. IoC provides a framework to help all students—both those who are mobile and those who are not—transform their exposure to an international education into intercultural competence. Additionally, contextualizing intercultural competence development and giving it purpose and meaning improves its transferability and relevance by linking the curriculum with professional and societal needs. However, the second factor to take into account is what kind of learning is anticipated of students in order to properly include intercultural competency as a learning outcome.

1.2 Developing learning outcomes for intercultural competence

The difficulty lies in comprehending that ICC is a complicated construct rather than a single concrete thing, encapsulating multiple linked concepts and behaviors and the accompanying rubrics for learning outcomes. Intercultural competence, however, appears to have turned into a catch-all phrase due to its complexity. On the techniques most useful for its development, there is no

agreement. Establishing what knowledge, attitudes, and abilities are expected of students is the first step in implementing ICC development as a learning outcome into the curriculum. Depending on the discipline or level of schooling, these standards may change (Green & Whitsed, 2015). This section provides a brief introduction to ICC, which is used to support the formulation of learning objectives and rubrics for students' growth and assessment.

1.3 Defining intercultural competence

As was previously mentioned, a variety of terminologies are used to describe intercultural competency. However, the majority of names "simply allude to certain parts of a more complicated reality" (Fantini, 2009). (Bok, 2009) definition of ICC serves as a starting point since it is the first research-based definition and framework for ICC, it stresses the recognized core components of ICC, and it captures some of the intricacies of what defines ICC. She combined relational/interactional elements, such as the intention to partially realize one's goals while partially realizing the goals of others, with accepted elements of such competence, such as particular intercultural knowledge, talents, and attitudes. According to her study, ICC refers to acting and speaking responsibly and effectively in cross-cultural settings. The ICC elements in this framework can be used in specific circumstances to deliver more tangible learning outcomes. There are more ICC factors to take into account. Based on a thorough review of the literature, (Spitzberg & Changnon, 2009) classified various theories on the development of intercultural competence into five categories. The potential parallels they saw between the various models and ideologies serve as the foundation for their typology. Their typology, the areas of concentration of these diverse models, and the associated strengths and shortcomings are summarized in Table 1 on pages 6 and 7. Also included are several samples.

Table 1: Models of Intercultural Competence development: focus, strengths and weaknesses

Types	Focus	Strengths	Weaknesses	Examples
Compositional models <i>Which are the elements that constitute ICC?</i>	Components of intercultural competence in the knowledge, attitudes and skills domains.	Provide the basic content for any theory of intercultural competence.	Do not specify the relationships between the components; Lack criteria for competence and progression.	The Facework based model for Intercultural Competence (Ting-Toomey, 2009) The Pyramid Model of Intercultural Competence, (Deardorff, 2006). The Global Competencies Model (Hunter, 2006).
Model co-orientation What transpires in cross-cultural interactions, and how is success determined?	The effectiveness, appropriateness, and satisfaction of interactional processes; the criteria for intercultural competence in terms of the progression of meaning correspondence between culturally diverse actors.	Be mindful of the necessity for clarity in cross-cultural interactions and a minimal degree of shared terminology; use linguistic elements.	Limited focus on the crucial components of intercultural competence—managing ambiguity and dealing with uncertainty.	Assessing intercultural competence (Fantini, 2009); Intercultural Communicative Competence Model, (Byram, 2020); Cohesion-based model for Intercultural Competence, (Rathje, 2007).

<p>Developmental models</p> <p><i>How does ICC develop, and what are the levels of ICC?</i></p>	<p>Development and deepening of intercultural relationships over time to allow for co-orientation and intentional and reflective learning.</p>	<p>Systematically identify stages or levels of intercultural competence;</p> <p>Allow for rubrics and criteria of intercultural competence.</p>	<p>Lack components that facilitate the development of intercultural competence.</p>	<p>Intercultural Maturity Model, King & Baxter (Magolda, 2005);</p> <p>The Developmental Model for Intercultural Sensitivity, Bennett, 1993; revised by (Hammer, 2009);</p> <p>The U-Curve Model of Intercultural Adjustment (Gullahorn & Gullahorn, 1963).</p>
<p>Adaptive models</p> <p>Which behavioral, cognitive, and emotional adjustments must occur for an intercultural encounter to be successful?</p>	<p>Adaptation as a method and test of intercultural competence.</p>	<p>The ability to adapt is the basis for the development of intercultural competence.</p>	<p>The definition and verification of adaptability as a criterion are lacking.</p>	<p>Intercultural Communicative Competence Model (Kim, 2009);</p> <p>The Intercultural Communicative Accommodation Model (Gallois, Franklyn-Stokes, Giles, & Coupland, 1988)</p> <p>The Attitude Acculturation Model Berry, Kim, Power, Young, & Bujaki</p>
<p>Causal process models</p> <p><i>Which factors lead to or influence the development of ICC?</i></p>	<p>Specify the relationships between the various components or variables in the development of intercultural competence.</p>	<p>Allow for the development of specific hypotheses for intercultural competence development.</p>	<p>Some of the models include too many feedback loops and two-way causal paths that limited rigorous testing</p>	<p>Model of Intercultural Communication Competence, Arasaratnam,</p> <p>The Anxiety/Uncertainty Management Model of Intercultural Competence, Hammer, Wiseman, Rasmussen, & Bruschke,</p> <p>The Process Model of Intercultural Competence (Deardorff, 2006).</p>

Source: (Spitzberg & Changnon, 2009)

The important ideas that emerge from these definitions and models are summarized in the list below (J Gregersen-Hermans, 2016). Intercultural competence

- increases awareness of one's own cultural identity and the knowledge that they are simultaneously a part of many different cultural collectives;

- Includes elements from the knowledge, competence, motivation, and attitude domains;
- It is linked to linguistic proficiency. Culturally acceptable behavior requires language competence;
- Intercultural competence development can be influenced or driven by attitude and motivating factors. Positive interactions with people from diverse cultures also increase a person's self-efficacy and confidence to interact with people from different cultures.
- Incorporates relationship management, perception management, and self-management activities;
- To preserve the relationship, there is a process that balances co-orientation toward a common frame of reference with tolerance for uncertainty.
- A method of combining flexibility (to cross-cultural interactions and people from diverse origins) with the denial of identity and personal space.

It may be broken down into developmental phases that correspond to various methods of building and interpreting daily reality. The progression of developmental stages, which take place throughout time and serve as performance predictors;

- It can be developed.

The list emphasizes important factors that should be taken into account when creating learning objectives for intercultural competency. Additionally, it alludes to different levels or stages of competence as well as how intercultural competence develops through time. When developing the precise rubrics that support intercultural competence as a learning result, it is imperative to specify what information, attitudes, abilities, and actions constitute a graduate who is interculturally competent. To help and show intercultural development, this outcome must be further broken down into outcomes for each phase or stage.

2. Intercultural competence levels

The third issue to take into account is how to create rubrics for the different levels of intercultural competence. These rubrics should outline the specific behaviors associated with each level of competence as well as the developmental challenge that students must overcome to advance to a higher level. As previously mentioned, intercultural competence deepens over time on both an individual and relational level. On a personal level, it describes a person's expanding ability to take into account diversity and the experience of diversity in the formation of daily reality, as well as their expanding ability to act correctly and effectively in a particular cultural environment.

Staged development and learning are distinguished by (Stuart, 2012). The gradual development of new skills and information over an arbitrary amount of time is known as learning. The Intercultural Maturity Model (IMM) (King & Baxter Magola, 2005), which depicts how people develop over time from an early stage to a mature state, is an illustration from table 1. Characteristics are described for each of these phases at the cognitive, intrapersonal and interpersonal levels. The model's underlying assumption is that development is evolutionary over time and benefits from extended exposure and insider feedback.

Contrarily, development is transformative in nature and causes a fundamental rewiring of perceptions on how a person views and engages with their environment. 'we are gazing at the same environment but suddenly viewing it differently', according to (Stuart, 2012). One example from Table 1 uses the Intercultural Development Continuum (IDC) (Hammer & Bennett, 2009), which is based on Bennett's earlier theory. According to the IDC, there are several worldviews and developmental conflicts that support each stage of the development of intercultural competence. From ethnocentric to universal worldviews, it explains the five stages of intercultural proficiency and awareness. The IDC is helpful for developing curriculum since it enables the creation of unique rubrics for assessing intercultural learning activities and results by level (Jeanine Gregersen-Hermans & Pusch, 2012), who provided an example of a development checklist for IDC-based intercultural conflict management skills. As an illustration of a broad set of stage-wise requirements for intercultural competence development, the Association of American Colleges and Universities (AAC&U) created a rubric for US undergraduate students based on (Deardorff, 2010; Hammer & Bennett, 2009) definitions of intercultural competence. An example of intercultural competence in a linguistic setting may be found in the learning objectives rubric (Byram, 2020) created based on his model for intercultural communicative competence. In order to inform curriculum creation and demonstrate how well students are doing, intercultural competence rubrics must make reference to specific learning objectives for knowledge, attitudes, abilities, and behavior and construct these outcomes for the various stages or degrees of competence.

Intercultural competency, however, emerges from interactions between people from different backgrounds. For the IoC approach to yield relevant learning goals and accompanying rubrics, ICC must be further contextualized inside disciplines and related to specific cultures and professional settings. It is, therefore, preferable to think of the models and examples of rubrics outlined above as useful resources because they were mostly made in Euro-American contexts.

3. Promoting and integrating the development of intercultural competence

Diversity exposure alone does not ensure that intercultural transformation will occur. Which effective educational settings are most effective at promoting ICC development is the fourth factor to take into account (Berg et al., 2012). The fundamental principle is that, in a curriculum that is understood in its fullest meaning, both similarities and disparities in viewpoints and understanding are recognized as teaching tools and as "assets." (Ryan, 2012). Three things are crucial when creating a curriculum that incorporates ICC growth (J Gregersen-Hermans, 2016).

The student's personality makeup, communication skills, and desire to engage in cross-cultural interaction make up the first dimension. The second dimension comprises the student's personal history, particularly whether they live apart from their parents, whether they have traveled abroad before, and whether they are proficient in the language of instruction.

- The third component deals with the nature of interactions with people from different cultural backgrounds. These first two "student" criteria have an impact on the current level of ICC and, as a result, the learning requirements of students. It is crucial to investigate these before or at the start of a program since they will influence the educational strategy. Additionally, different learning demands among students in the same cohort should be considered. For the undergraduate and postgraduate levels, other instructional interventions can be required. However, understanding the students' actual degree of intercultural ability should always guide this.
- The third component, which is the quality of the encounter with people from diverse cultures, is what this article is focused on (J Gregersen-Hermans, 2016). The five components of the contact dimension are: engagement opportunities, engagement contexts, friendship possibilities, targeted pedagogical interventions, and inclusivity of the university environment. If ICC development is to be incorporated into the curriculum, all five must be taken into account.

First, there should be plenty of opportunities in the curriculum for students to interact with people from various cultural backgrounds. Both the student body and the home environment may exhibit these. It is anticipated that contact will promote familiarity, lessen prejudice and ethnocentrism, and result in pleasant and productive contact (Pettigrew et al., 2011).

Second, this effect is more pronounced when students are required to work together with people from various cultures in order to accomplish shared objectives and when they are given the authority to do so.

Third, a curriculum's social components are crucial. The interaction must provide enough time and possibilities for developing friendships (Pettigrew, 1998).

Fourth, in order to promote the growth of higher levels of ICC, the curriculum must incorporate a number of pedagogical strategies that encourage students to deliberately reflect on their own values and beliefs, those of others, and the experience of interacting with people from different cultures (Berg et al., 2012), as well as strategies that support the development of a critical mindset for assigning meaning to these experiences. Students must be inspired to engage with others who have diverse cultures in order for them to develop behavioral reactions that are contextually acceptable. This entails engaging in unexpected alternative behavior, which at first glance may seem counter-intuitive. Intentional reflective engagement facilitates the growth of appropriate and successful intercultural behavior, boosts self-assurance, and promotes increased interaction with people from diverse cultures (J Gregersen-Hermans, 2016). The objective is for students to gain insight into how their own actions affect people from diverse cultural backgrounds, deepening their empathy for those differences and for cultural similarities. Next in a sequence of increasingly more sophisticated interventions may be the capacity to mediate practical solutions that work in a given setting and group, whether across culturally disparate groups or inside a diverse group. The inclusive university atmosphere is the sixth component of the contact dimension. The "hidden curriculum" or "how we do things here" can be seen in the academic setting. Since senior management and hourly personnel are both present in the university, it is crucial that interculturally competent behavior is "prevalent at all levels in the university" (Moodian, 2008). The university proponents of higher degrees of intercultural competence conduct might be highly conspicuous intercultural role models. Their presence and acknowledgement are anticipated to aid in the creation of a culturally inclusive environment on campus and support the normalization of interculturally competent behavior there.

Table 2 lists the factors for contact quality that must be taken into account when integrating intercultural competence development into the curriculum.

Table 2 Elements constituting the quality of the contact

Quality of the Contact	
Opportunities for engagement	<ul style="list-style-type: none"> • Widespread cultural diversity in the student population and domestic environment
Conditions for the contact	<ul style="list-style-type: none"> • Cooperation • Equal status • Common goals • Authority support
Social aspects	<ul style="list-style-type: none"> • Time / long term • Friendships
Pedagogy	<ul style="list-style-type: none"> • Intentional • Reflective • Practice new and unfamiliar behavior • Practice reconciliation and mediation
Inclusive environment	<ul style="list-style-type: none"> • At all levels, high intercultural competency is the standard • Visible and recognized interculturally competent role models

Since the students' personalities and biographies influence their present level of ICC and, consequently, their learning needs, the five elements that determine the quality of intercultural contact must be taken into account in the curriculum in a way that meaningfully engages with them. Graduates will encounter circumstances in our globalized society where they must make decisions in competing for intercultural contexts or across cultures. These decisions frequently need to be made under duress with little time to please everyone.

4. Interculturally competent graduates as global citizens

As was indicated earlier in the chapter, colleges need to meet the greater global social demands, in addition to the academic disciplines and professional requirements of a global labor market. This calls for educating students on how to lead practical, responsible lives where global interdependence is not only framed by financial gains but also takes into account awareness of their responsibility in establishing and upholding a sustainable, just society as well as a sustainable, equitable world for humanity. Jobs requiring this skill set need an appreciation for the dynamics of local, social, political, economic, and global settings, as well as an awareness of how choices and actions may have repercussions for individuals and communities.

Graduates must also be able to balance their "situatedness in the world" (Rizvi, 2009) and navigate interactions with people from varied cultural backgrounds while maintaining an ethical perspective on interconnectedness on a global scale (Deardorff, 2006). Practically speaking, this means that graduates must be able to comprehend and act simultaneously within and outside of a local context. They must be able to collaborate in a way that is sensitive to local culture while making moral decisions and ethical decisions that are grounded on a thorough grasp of the culture. This aptitude is regarded as a manifestation of high ICC levels. Additionally, it is at this time that the requirement for a link between discipline-specific content and ICC growth becomes quite clear. Interventions in pedagogy designed to help students develop this skill integrate high levels of professional proficiency with culturally aware mediation and reconciliation. It has an impact on what and how students are taught if intercultural competency is linked to the discipline's subject and placed at the center of the curriculum. Additionally, it affects the academic staff members' subject-matter expertise.

5. Possible strategies for the staff

Changes must be made to the curriculum's structure and content, as well as to how it is taught and evaluated. Incorporating ICC development into the core curriculum and connecting it to professional and social demands will be made possible as a result. For the purpose of modifying conventional curriculum to incorporate multicultural and global views, academic disciplines must take the time to critically evaluate and reflect on the underlying assumptions about the nature of the area and how it is taught (Green & Whitsed, 2015). Furthermore, in order to provide a meaningful intercultural learning experience, an academic must possess high levels of ICC in addition to particular pedagogical and didactical skills that are not typically included in a university's definition of the academic profile. It can be noted that a university needs an all-encompassing, well-resourced change program that actively engages all of its internal stakeholders and has a specific focus on ICC development. Table 3 provides a summary of potential steps that could be taken to assist academics and staff in making this.

Table 3: Examples of possible measures to support staff

Area	Possible measures that support development of staff competencies
Leadership & governance <i>How can transformation be achieved?</i>	<ul style="list-style-type: none"> • Lead by example • Input time and resources • Provide chances for internal sharing and collaboration in learning • Keep track of progress and acknowledge achievements.
Curriculum evaluation <i>What kind of graduates are needed for our society's future?</i>	<ul style="list-style-type: none"> • Consider the implicit presumptions about the discipline's nature and how it "should" be taught and evaluated. • Employ students as a resource • Make use of home diversity as a resource • Make use of employers and alumni as a resource • Include global and intercultural viewpoints in the curricula • Consideration of global benchmarks and other successful practices • Include the development of intercultural competence in yearly student surveys
HR <i>How can staff be supported?</i>	<ul style="list-style-type: none"> • Ongoing professional development in international classrooms. <p>Possibilities to increase one's level of intercultural competence</p> <ul style="list-style-type: none"> • Mobility of international teaching • Incorporating intercultural competence in job profiles • Include intercultural competence development in yearly staff appraisals

(Jones & Killick, 2013; Leask, 2009) have all provided descriptions of examples of these institutional-level strategies for the Australian environment. (Childress, 2010) highlighted five variables that encourage faculty engagement in internationalization: intent, investments, infrastructure, institutional networks, and individual support. Since 2013, researchers at the University of Groningen in the Netherlands have been working on a university-wide project to integrate internationalization across all institutional levels. The goal is to establish a correlation between internationalization and the quality of teaching and study abroad programs (Galen et al., 2014). Notably, the Groningen effort includes incorporating the international classroom into the university's overall educational strategy 1, as well as developing support for professors (and students) for the development of intercultural competency, English language ability, and pedagogical skills (Haines et al., 2015).

6. Conclusion

This study research focused on putting forward intervention strategies to help students and learners improve their intercultural competence in an educational setting. The findings of the study revealed that in order to promote intercultural competence among students, the following interventions should be implemented. These interventions include (1) internationalization of the curriculum (IoC) (2) internationalization at home (IaH), and (3) study abroad.

Without a long-term and evidence-based systems change approach to increasing their university's overall level of intercultural competence and integrating the development of intercultural competence in the curriculum by closely aligning it with the disciplinary content, it may remain difficult for universities to produce graduates who are interculturally competent. An in-depth analysis and road map of ongoing initiatives across the organization is the first step in establishing this level of dedication. Universities and colleges that are serious about adapting their curricula to meet the needs of their students in the twenty-first

century will make this investment. Although the study presents an innovative ideology about intercultural competence, however essential concepts such as cultural humility and critical reflectivity were not presented in this study. Therefore, future studies will delve into these issues to examine their impact on students' intercultural competence.

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