



HublCL Workshop

Drive in professional development

Date: Wednesday, December 4, 2019

Time: 10:30-am-2:30pm

Location: Hicks Library, Room G980D, Purdue University-West Lafayette

Cost: Training and lunch are provided at no cost to attendees.

Registration is open at bit.ly/cilmar.

Please let us know of your interest by November 25.

Takeaways: Learn to turn your ideas for experiential tools into intercultural learning resources which are based on best practice and easily shareable with others.

Please bring your own laptop or tablet.

Got grit?

Intercultural Learning Tools for Developing Emotional Resilience

Annette Benson, Senior Public Relations Consultant

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Cradle of Astronauts

Purdue University is called the “cradle of astronauts.”

The 25 Purdue astronauts include:

- Gus Grissom, the second American in space
- Neil Armstrong, the first person on the moon
- Gene Cernan, the most recent astronaut to walk on the moon
- Loren Shriver, who commanded the Space Shuttle to a record altitude of 380 miles above the earth
- Janice Voss, who set a record for female astronauts with 5 spaceflights
- David Wolf, the first person to vote from space
- Jerry Ross, who set records with 7 missions and 9 spacewalks
- Drew Feustel, 3rd all-time in hours spent spacewalking
- Beth Moses, the first female commercial astronaut



Nearly a third of all U.S. spaceflights have included a Purdue grad, and 10 missions have included multiple Purdue grads.

15 **YEARS
OF**
GIANTLEAPS™
PURDUE UNIVERSITY



One Brick Higher

Boiler Up!

Only the strong!

Tyler strong!



Purdue Conversations on Grit

"At other places, but I'm happy to say not yet at Purdue, students have demanded to be kept 'safe' from speech, that is, mere words, that challenge or discomfit them. At one large university, one 'study' purported to find a quarter of the student body suffering from PTSD because of an election outcome. Referring to such young people, someone has coined the distasteful but descriptive term '**snowflakes**.'"

"I don't pretend to know what's causing the phenomenon. I do know that in the world you're about to enter, emotional strength, in the form people are now terming "**resilience**" or "**grit**," will be essential for you to realize the enormous potential we see in you. For those who possess and display it, it will be a competitive advantage in any endeavor they pursue. After watching you these last few years, I'm betting you'll be in that category."

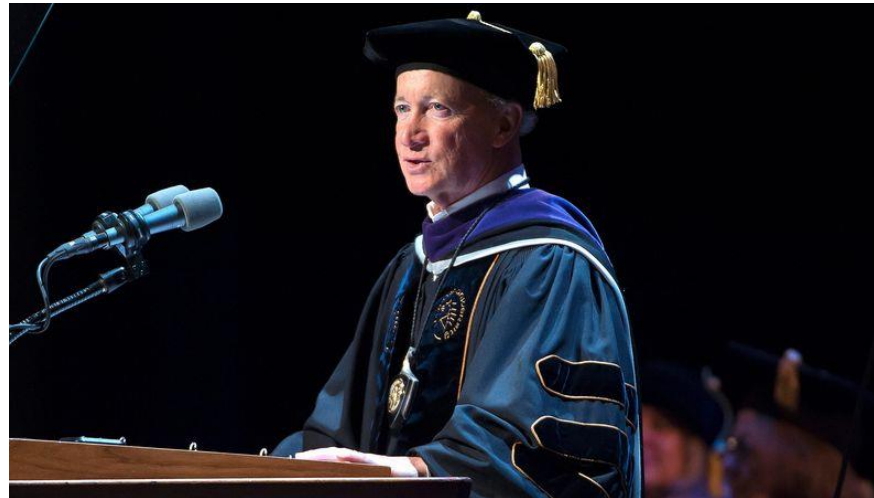
"...Lafayette is '**a gritty town full of gritty people**,' he gave Ivy Tech a try. Four years later, he is a Purdue alum. He told his classmates, 'In the end, if we quit on ourselves, everyone else will quit on us, too.'"

"...Seon said that, more than any other motive, he wanted to do it for the mother who had pushed him all the way. 'When I wanted to quit, she told me not to. When I wanted to leave school, she told me not to. She told me to **fight, be strong, and make something of myself.**'"

Purdue Conversations on Grit, cont.

"Some in today's world think they have discovered something new in the concept of 'grit.' A **Harvard Business School article just last fall was titled 'Organizational Grit,'** and reported that 'High achievers have extraordinary stamina. ... When easier paths beckon, their commitment is steadfast. **Grit predicts who will accomplish challenging goals.**' So that's why a Harvard MBA costs 200 grand."

"Maybe this is all revelatory at Harvard. In our part of the country, it's not news. The slogan of the **Whiteland (Indiana) High School Class of 1930 was 'Grit Wins.'** It could be a slogan at Purdue every year. I'm tempted to call Roget's Thesaurus and let them know **the antonym of 'snowflake' is 'Boilermaker.'**"



Bangert, D. (2019). Mitch Daniels to new Purdue grads: Let them know the antonym of snowflake is Boilermaker. *Lafayette Journal & Courier*. Retrieved from <https://www.jconline.com/story/news/2019/05/10/mitch-daniels-new-purdue-grads-let-them-know-antonym-snowflake-boilermaker/1171910001/>

Purdue Conversations on Grit, cont.

But there's even more to strength than muscle, smarts and character. For the last few years, the air has been filled with studies, surveys, and books reporting a growing **"fragility" among American young people, a decreasing capability to handle even modest stress or setbacks without seeking some sort of adult assistance. The number of college students requesting counseling or therapy has doubled in just four or five years.**

Experts offer various explanations for this surge. Clearly more perceptive diagnosis of real mental illness is a factor, and a highly positive one. It seems just yesterday when, working in the business that brought the world the first highly safe and effective antidepressant, I took part in a huge worldwide effort to destigmatize depression, schizophrenia, and related illnesses. **We must and will do all we can to find those among us who suffer from these soul-searing, treatable diseases and bring them effective help.**

But, the data say, something broader is going on. As one scholar has written, **"There has been an increase in diagnosable mental health problems, but ... also a decrease in the ability of many young people to manage the everyday bumps in the road of life."**

Bangert, D. (2019). Mitch Daniels to new Purdue grads: Let them know the antonym of snowflake is Boilermaker. *Lafayette Journal & Courier*. Retrieved from <https://www.jconline.com/story/news/2019/05/10/mitch-daniels-new-purdue-grads-let-them-know-antonym-snowflake-boilermaker/1171910001/>

**Are faculty and staff talking
about grit on your campus?**

Downside of Grit

Downside of Grit

- Duckor (2017) says that it is **not nuanced enough** and only focuses on the ability to stick with something rather than also adapting, being flexible, etc.
- We still aren't sure exactly what it is or why some people are more grittier than others; it is still **ambiguous** (Stix, 2011; Matthews, 2016).

Duckor, B. (2017). Got grit? Maybe.... *Phi Delta Kappan*, 98(7), 61-66. <https://doi-org.ezproxy.lib.purdue.edu/10.1177/0031721717702634>

Matthews, D. (2016). True grit: The next lesson to be added to curriculum? 'Character education' could be coming to higher education. *Times Higher Education*, (2252), 15.

Stix, G. (2011). The neuroscience of true grit. *Scientific American*, 304(3), 21-25. <https://www-jstor-org.ezproxy.lib.purdue.edu/stable/26002433>

Downside of Grit, cont.

- Grit is really **complicated** and could even be **culture-dependent** (Stix, 2011; Hodge, Wright, & Bennett, 2018). Hodge, Wright, & Bennett (2018) also point to a potential bias in how we define grit (it is very much **representative of middle class institutions**).
- The experiences that would help one develop grit are often **out of reach** for those who are disadvantaged (i.e., study abroad) (Matthews, 2016).
- Grit is **not going to solve systemic issues or inequality**, and overemphasizing grit **may further stigmatize students** who are already marginalized and disadvantaged (Kundu, 2014; Barile, 2015).

Barile, N. (2014). Is "getting gritty" the answer? *Educational Horizons*, 93(2), 8-9. <https://doi-org.ezproxy.lib.purdue.edu/10.1177/0013175X14561418>

Hodge, Wright, & Bennett. (2018). The Role of Grit in Determining Engagement and Academic Outcomes for University Students. *Research in Higher Education*, 59(4), 448-460. DOI:10.1007/s11162-017-9474-y

Kundu, A. (2014). Grit, overemphasized; agency, overlooked: Our new relentless focus on grit is undermining what's really required to help students achieve. *Phi Delta Kappan*, 96(1), 80-80.

Matthews, D. (2016). True grit: The next lesson to be added to curriculum? 'Character education' could be coming to higher education. *Times Higher Education*, (2252), 15.

Stix, G. (2011). The neuroscience of true grit. *Scientific American*, 304(3), 21-25. <https://www-jstor-org.ezproxy.lib.purdue.edu/stable/26002433>

Research on Grit

Research on Grit

Duckworth, Peterson, Matthews, and Kelley (2007 and 2009)

- “Grit” first coined
- Detail grit-related research that dates back to 1892 (although not called “grit”).
- Define grit as “**perseverance and passion for long-term goals.**”
- Created a scale to measure grit
- Determined that grit is a **better predictor of success than IQ.**

Duckworth, A., & Quinn, P. (2009). Development and Validation of the Short Grit Scale (Grit-S). *Journal Of Personality Assessment*, 91(2), 166-174. <https://doi-org.ezproxy.lib.purdue.edu/10.1080/00223890802634290>

Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi-org.ezproxy.lib.purdue.edu/10.1037/0022-3514.92.6.1087>

Factors connected to grit

- Those **marginalized** in some way may have issues with self-esteem/confidence, which then affects their level of grit (Roberts, 2013).
- Those who derive happiness from **engagement and meaning have higher levels of grit** than those who derive happiness from pleasure. This suggests that intrinsic motivations lead to grit (Culin, Tsukayama, Duckworth, 2014; Duckworth, 2016).
- **Mental health challenges** may inhibit students' ability to cultivate grit (American College Health Association (2019).

American College Health Association. (2019). National college health assessment. Reference group executive summary. Retrieved from https://www.acha.org/NCHA/ACHA-NCHA_Data/Publications_and_Reports/NCHA/Data/Reports_ACHA-NCHAIIc.aspx

Roberts, Y. (2013). Teaching resilience. *RSA Journal*, 159(5555), 42-43. <https://www-jstor-org.ezproxy.lib.purdue.edu/stable/26204249>

Von Culin, K., Tsukayama, E., & Duckworth, A. (2014). Unpacking grit: Motivational correlates of perseverance and passion for long-term goals. *The Journal of Positive Psychology*, 9(4), 306-312. <https://doi.org/10.1080/17439760.2014.898320>

How many students are experiencing mental health challenges?

American College Health Association (2019)

- More than half of all the college students surveyed reported "feeling hopeless" at some point over the past 12 months.
- Over 80% reported feeling extremely overwhelmed.

What is causing the college mental health crisis?

Henriques (2014)

1. We're living in an "**Age of Anxiety**," so the rise in mental health conditions is reflective of the rest of society.
2. College is often a dramatic **transition** for many students. There is much more pressure to succeed because of financial issues, and campuses often aren't equipped to handle the mental health issues that are faced by an increasingly diversified student body.
3. Underlying causes might include information **overload** from technology, the way students in this current generation are **raised**, **financial/economic pressures**, and a lack of affordable, quality **healthcare resources**.

Suggestions for how universities/colleges can improve student mental health

- Help students to **cultivate life skills** that will help them to better cope with difficult situations (Roy, 2018).
- Assist students in **seeking help** when they feel that they are not succeeding (Roy, 2018).
- **Provide experiences** which lead to grit (Hoerr, 2013; Matthews, 2016; McGlynn & Kelly, Breaking the Cycle, 2017).

Hoerr, T. (2013). Good Failures. *Educational Leadership*, 71(1), 84-85.

Matthews, D. (2016). True grit: The next lesson to be added to curriculum? 'Character education' could be coming to higher education. *Times Higher Education*, (2252), 15.

McGlynn, K., & Kelly, J. (2017). Breaking the cycle: Thoughts about building grit in the classroom. *Science Scope*, 41(1), 24-27.

Roy, N. (2018). The rise of mental health on college campuses: Protecting the emotional health of our nation's college students. *Higher Education Today*. Retrieved from <https://www.higheredtoday.org/2018/12/17/rise-mental-health-college-campuses-protecting-emotional-health-nations-college-students/>

Suggestions for how universities/colleges can improve student mental health, cont.

- **Emphasize effort and process of doing something over the end product and effort over talent** (Hoerr, 2013; Matthews, 2016; McGlynn & Kelly, Breaking the Cycle, 2017).
- Help students in learning **how to deal with failure** and using it to grow (Hoerr, 2013; McGlynn & Kelly, Breaking the Cycle, 2017).
- **Struggling (including things like trauma and mental illness) can foster grit** (Winkler, Shulman, and Duckworth, 2014).

Eskreis-Winkler, L., Shulman, E., & Duckworth, A. (2014). Survivor mission: Do those who survive have a drive to thrive at work? *The Journal of Positive Psychology*, 9(3), 209-218

Hoerr, T. (2013). Good Failures. *Educational Leadership*, 71(1), 84-85.

Matthews, D. (2016). True grit: The next lesson to be added to curriculum? 'Character education' could be coming to higher education. *Times Higher Education*, (2252), 15.

McGlynn, K., & Kelly, J. (2017). Breaking the cycle: Thoughts about building grit in the classroom. *Science Scope*, 41(1), 24-27.

Inserting Study Abroad into the Grit Conversation

Cultivating grit requires outside influence

- Resilience is cultivated through **positive relationships and mentorship** (Tait, 2008; Duckworth, 2016).
- Cultivating grit is a **community effort**: A study by Verdín et al., (2018) shows that first-generation engineering students who had a greater sense of engineering identity and belongingness also had higher levels of grit.
- One reason that the Virginia Tech community was able to remain optimistic and recover so well is because of the **tremendous support that they received from outside of the school** (Lord, 2018).

Duckworth, A. (2016, March 26). Don't grade schools on grit. *The New York Times*. Retrieved from <https://www.nytimes.com/2016/03/27/opinion/sunday/dont-grade-schools-on-grit.html>

Lord, M. (2008). Grief, grit & grace. *ASEE Prism*, 17(8), 28-37.

Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention.(Report). *Teacher Education Quarterly*, 35(4), 57-75. <https://www-jstor-org.ezproxy.lib.purdue.edu/stable/23479174>

Verdín, D., Godwin, A., Kirn, A., Benson, L., & Potvin, G. (2018). Understanding how engineering identity and belongingness predict grit for first-generation college students. *School of Engineering Education Graduate Student Series*, School of Engineering Education Graduate Student Series. Retrieved from <https://docs.lib.purdue.edu/enegs/75/>

Cultivating grit requires outside influence

- Grit is determined by both **genetics and environment** (Stix, 2011; McGlynn & Kelly, *Breaking the Cycle*, 2017).
- Grit can be **taught and incorporated** into curricula (Hoerr, 2013; Duckworth, 2016) through more experiential learning rather than lectures (Roberts, 2013).
- We should **emphasize agency** instead of grit; we should think about the “opportunity gap” instead of the “achievement gap” (Kundu, 2014).
- Steele (2010) recommends something like, “I use high standards in evaluating student work, and in examining your _____, I believe you can meet those standards.”

Duckworth, A. (2016, March 26). Don't grade schools on grit. *The New York Times*. Retrieved from <https://www.nytimes.com/2016/03/27/opinion/sunday/dont-grade-schools-on-grit.html>

Hoerr, T. (2013). Good Failures. *Educational Leadership*, 71(1), 84-85.

Kundu, A. (2014). Grit, overemphasized; agency, overlooked: Our new relentless focus on grit is undermining what's really required to help students achieve. *Phi Delta Kappan*, 96(1), 80-80.

McGlynn, K., & Kelly, J. (2017). Breaking the cycle: Thoughts about building grit in the classroom. *Science Scope*, 41(1), 24-27.

Roberts, Y. (2013). Teaching resilience. *RSA Journal*, 159(5555), 42-43. <https://www-jstor-org.ezproxy.lib.purdue.edu/stable/26204249>

Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W. W. Norton & Company, p. 163.

Stix, G. (2011). The neuroscience of true grit. *Scientific American*, 304(3), 21-25. <https://www-jstor-org.ezproxy.lib.purdue.edu/stable/26002433>

Cultivating grit requires outside influence, cont.

- Teaching students how to **reflect** can also help them (Tait, 2008).
- Also, allowing ample time to **practice** (McGlynn & Kelly, Breaking the Cycle, 2017).
- Teaching them how to set and work toward achieving **goals** (McGlynn and Kelly, Breaking the Cycle, 2017).

Cultivating grit requires outside influence, cont.

- Colleges/universities can promote resilience, improve retention and graduation rates by promoting **self-efficacy, self-awareness of strengths and weaknesses, and encourage students to seek help** (Morales, 2014)
- **Motivational feedback** from mentors can help students develop grit. **Mastery feedback**, which focuses on effort, is better than ego-involving feedback, which focuses on talents. Also, those who already have more grit will respond better to both types of feedback than those who do not have grit (Moles, Auerbach, and Petrie, 2017)

Moles, T., Auerbach, A., & Petrie, T. (2017). Grit Happens: Moderating Effects on Motivational Feedback and Sport Performance. *Journal of Applied Sport Psychology*, 29(4), 418-433.

Morales, E. (2014). Learning from success: How original research on academic resilience informs what college faculty can do to increase the retention of low socioeconomic status students. *International Journal of Higher Education*, 3(3), 92-102. Retrieved from <https://eric.ed.gov/?id=EJ1067580>

Setting the Stage to Insert Study Abroad into the Grit Conversation at Purdue



STEPS TO LEAPS

SELF-IMPROVEMENT TOOLS TO BOLSTER STUDENT FORTITUDE & SUCCESS

Created by Students for Students
Under the Care and Guidance of the Office of the Provost, Purdue University

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Program Mission and Purpose

Program Overview

Learning Pillars

Meet the Student Team

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PILLARS



Well-Being—Staying healthy in body, brain and spirit is a life-long journey. Learn strategies to improve your own well-being with steps to security, health and prosperity. [Download our Well-Being Tip Sheet](#)



Leadership and Professional Development—Boilermakers have a strong tradition of leadership in their careers and communities. Learn how to tap into your own strengths as you become the next generation of leaders with steps to initiative, guidance and direction. [Download our Leadership Tip Sheet](#)



Impact—Every Boilermaker strives to leave their footprint and world-changing examples can be found throughout Purdue's rich history. Learn the importance of creating an impact through your everyday actions with steps to modify, touch and influence. [Download our Impact Tip Sheet](#)

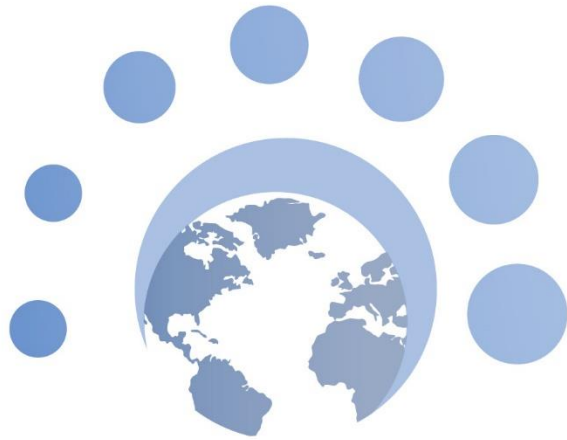


Networks—A strong network serves as a resource throughout your life. The tightest networks are created by connections with individuals and require active participation. Learn how to build your network with steps to making connections and bonds. [Download our Networks Tip Sheet](#)



Grit—Life is full of ups and downs. Learn strategies to tap into your inner fortitude to overcome challenges and become your best Boilermaker with steps to resolve and character. [Download our Grit Tip Sheet](#)

New from CILMAR in Fall 2018...



HubICL

Intercultural Learning Hub

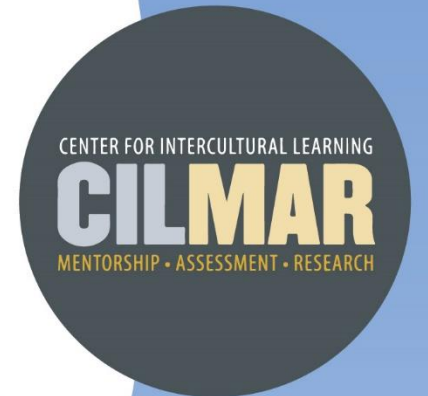
Purdue InterCultural Learning Community
of Practice (PICLCoP) Workshop Series

www.hubicl.org

What is HubICL?

- An online space in which to collaborate on ICL projects
- A repository of intercultural research
- An interactive toolbox of experiential & reflection exercises, media, assessments, and curricula

www.hubicl.org/register





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"Research on Grit and Study Abroad" 37 posts

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Duckworth, Peterson, Matthews, & Kelly (2007) — Grit: Perseverance and Passion for Long-Term Goals

This article is the foundational study on grit. Duckworth, Peterson, Matthews, & Kelly define grit, develop a scale to measure grit, and then test it to see how it affects success in terms of educational attainment, GPA, retention of cadets at the United States Military Academy, and ranking in the National Spelling Bee.

Their simple definition of grit: "perseverance and passion for long-term goals" (p. 1087).

They found that grit is a predictor of success. They also found that it was not correlated with IQ but instead with the Big Five Conscientiousness personality trait.

Citation: Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101. <https://doi-org.ezproxy.lib.purdue.edu/10.1037/0022-3514.92.6.1087>

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Lindsey M Macdonald onto Research on Grit and Study Abroad
7:18 pm 09 Oct 2019

Duckworth & Quinn (2009) — Development and Validation of the Short Grit Scale (Grit-S)

This article examines the Short Grit Scale, which was adapted from the original scale in Duckworth, Peterson, Matthews, & Kelly (2007).

The scale essentially models grit as a "compound trait," meaning that in order to be "gritty" you must have perseverance and consistency of interest. Both of those traits alone have positive effects, but the two together is what constitutes grit and, therefore, leads to success.

Citation: Duckworth, A., & Quinn, P. (2009). Development and Validation of the Short Grit Scale (Grit-S). *Journal Of Personality Assessment*, 91(2), 166–174. <https://doi-org.ezproxy.lib.purdue.edu/10.1080/00223890802634290>

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Lindsey M Macdonald onto Research on Grit and Study Abroad
7:23 pm 09 Oct 2019

Galla, et al. (2014) — The Academic Diligence Task (ADT): assessing individual differences in effort on tedious but important schoolwork

This study looks at how personality traits like grit can affect students' ability to concentrate on tedious tasks and delay gratification from more pleasurable activities like watching Youtube videos.

Essentially, they saw a correlation between grit and students' ability to be productive and withstand distractions. Also, they talk about the relationship between grit and conscientiousness, one of the Big Five personality traits.

One thing I question: They say that openness, another Big Five trait, has nothing to do with grit. However, Cherry (2019) says that one aspect of openness is being "focused on tackling new challenges." Doesn't that require grit?

Citation: Galla, B., Plummer, B., White, R., Meketon, D., D'Mello, S., & Duckworth, A. (2014). The Academic Diligence Task (ADT): Assessing individual differences in effort on tedious but important schoolwork. *Contemporary Educational Psychology*, 39(4), 314–325. <https://doi.org/10.1016/j.cedpsych.2014.08.001>

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Lindsey M Macdonald onto Research on Grit and Study Abroad
7:29 pm 09 Oct 2019

DeYoung, Quilty, & Peterson (2007) — Between Facets and Domains: 10 Aspects of the Big Five

This article provides a more in-depth analysis of the Big Five and breaks down the meaning of each trait. On pages 884 and 887 there is a table that lists the facets of each trait. For example, conscientiousness is broken down into facets such as self-discipline, achievement-striving, and dutifulness (p. 884). Duckworth, Peterson, Matthews, & Kelly (2007) and Galla et al. (2014) state that conscientiousness is the only trait related to grit. However, I think that these tables show how other traits, such as openness and neuroticism (or the opposite of neuroticism) also relate to grit.

Citation: DeYoung, C., Quilty, L., & Peterson, J. (2007). Between Facets and Domains: 10 Aspects of the Big Five. *Journal of Personality and Social Psychology*, 93(5), 880–896. <http://dx.doi.org.ezproxy.lib.purdue.edu/10.1037/0022-3514.93.5.880>

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Lindsey M Macdonald onto Research on Grit and Study Abroad
7:43 pm 09 Oct 2019

<https://hubicl.org/members/1413/collections/research-on-grit-and-study-abroad>



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"Tools for Developing Student Emotional Resilience (Grit and Comfort with Ambiguity)" 20 posts

Prezi on how grit is developed through intercultural learning at CILMAR

<https://prezi.com/view/Sc7t8a9bx8wx5qqDumM/>
external link

ambiguity comfort with difference emotionalresilience grit

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Annette Benson onto Tools for Developing Student Emotional Resilience (Grit and Comfort with Ambiguity)
9:43 am 27 Jun 2019

Tribalism and Empathy

<https://hubicl.org/toolbox/tools/362/>
external link

Using Purdue University President Mitch Daniel's 2018 commencement speech and NPR's "Should We Have Empathy for Those We Hate," this **activity** explains tribalism and empathy.

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Annette Benson onto Tools for Developing Student Emotional Resilience (Grit and Comfort with Ambiguity)
11:25 am 26 Jun 2019

Poker Face

<http://hubicl.org/toolbox/tools/60/objectives>
external link

In this **activity**, participants engage with and treat all others based on the face value of the card on that person's forehead.

diversity emotionalresilience empathy grit playingcards

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Annette Benson onto Tools for Developing Student Emotional Resilience (Grit and Comfort with Ambiguity)
7:29 pm 01 Feb 2019

I Am Poems

<http://hubicl.org/toolbox/tools/132/objectives>
external link

Using a template, participants write about their own life experiences and then share their **reflections** with others.

diversity emotionalresilience empathy grit listening reflection self-awareness

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Annette Benson onto Tools for Developing Student Emotional Resilience (Grit and Comfort with Ambiguity)
7:23 pm 01 Feb 2019



<https://hubicl.org/members/1005/collections/tools-for-developing-student-emotional-resilience-grit-and-comfort-with-ambiguity>

4

A FOUR-PHASE TRANSFORMATIVE TRAINING PROGRAM

Michael Vande Berg, PhD, © 2016

INCREASING AWARENESS OF OUR OWN
CHARACTERISTIC WAYS OF MAKING
MEANING IN FAMILIAR AND
UNFAMILIAR CULTURAL CONTEXTS;

INCREASING AWARENESS OF
OTHERS' WAYS OF MAKING
MEANING IN FAMILIAR AND
UNFAMILIAR CULTURAL
CONTEXTS;

MANAGING OUR EMOTIONS AND THOUGHTS IN THE
FACE OF AMBIGUITY, CHANGE, AND CHALLENGING
CIRCUMSTANCES & PEOPLE; AND

BRIDGING CULTURAL GAPS
BETWEEN OURSELVES AND
OTHERS: SHIFTING FRAMES,
ATTUNING OUR EMOTIONS
AND ADAPTING OUR
BEHAVIOR IN EFFECTIVE AND
APPROPRIATE WAYS.

TOLERANCE FOR AMBIGUITY — The ability to be in an unscripted situation and patiently determine what is appropriate. Those with a low tolerance for ambiguity seek information to support their own beliefs. Those with a high tolerance for ambiguity seek objective information from others to gain an understanding of the situation and to predict accurately the behavior of others (186).

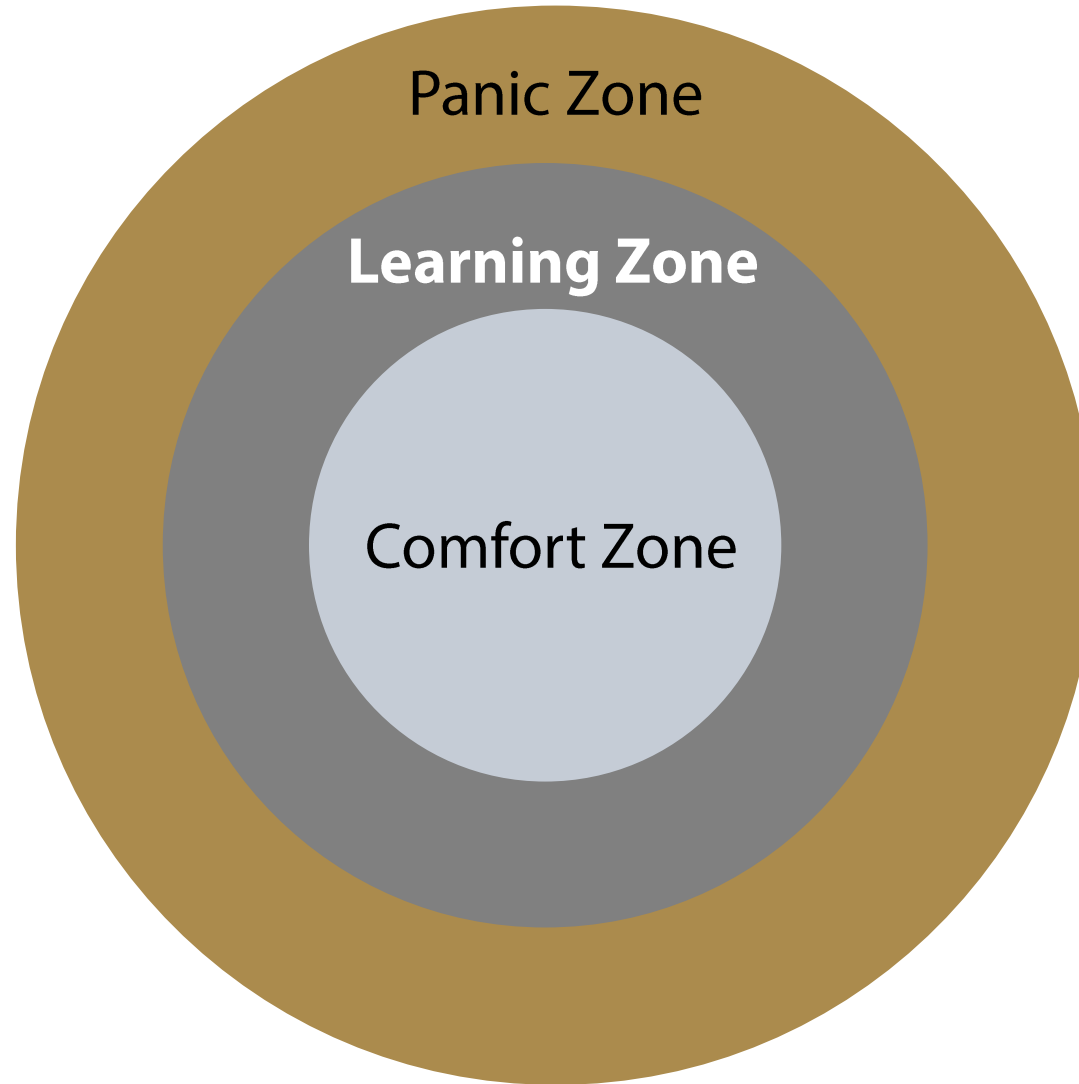
Peterson, C., Engle, L., Kenney, L., Kreutzer, K., Nolting, W., & Ogden, A. (2007). Defining terms for use in designing outcomes projects. In M. C. Bolen (Ed.), *A guide to outcomes assessment in education abroad* (pp. 163-203). Carlisle, PA: The Forum on Education Abroad.

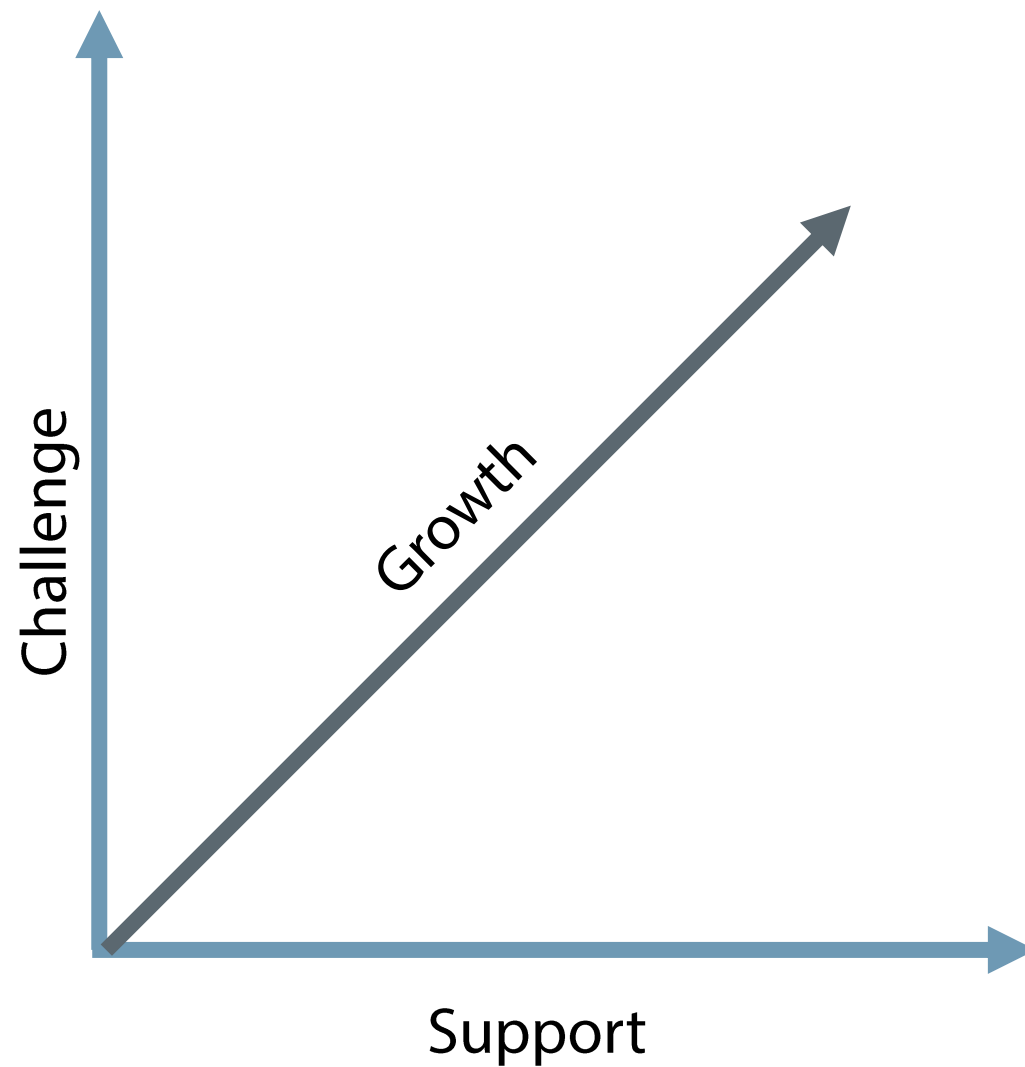
“...the attitudes of openness, respect (valuing all cultures), curiosity and discovery (**tolerating ambiguity**) are viewed as fundamental to intercultural competence (72).

Deardorff, D. K., & Hunter, W. (2006, May/June). Educating global-ready graduates. *International Educator*, 15(3), pp. 72-74, 77, 79, 81, 83. <https://search.proquest.com/docview/200755748?pq-origsite=gscholar>

Emotional resilience is “the degree to which a person can **self-regulate** his or her emotions, **maintain** emotional equilibrium amidst a new or changing environment, **rebound** from and deal **constructively** with the negative feelings which are a normal part of the cross-cultural experience.”

Griffiths, K., Kopanidis, F., & Steel, M. (2018, May). Investigating the value of a peer-to-peer mentoring experience. *Australasian marketing journal*, 26(2), pp. 92-98.
<https://doi.org/10.1016/j.ausmj.2018.05.006>





Intercultural Learning Exercises That Promote Comfort with Ambiguity and Emotional Resilience

Source

Brandt, M. (2000). Working in unfamiliar surroundings. In J. Lambert, S. Myers, and G. Simons (Eds.), *Global competence: 50 training activities for succeeding in international business* (pp. 35-40). Human Resource Development.

- | | |
|---------------------|--|
| – means to multiply | 1. <i>Complete the problems, using the key at the left.</i> |
| ÷ means to add | 2. <i>Do not change the signs on the paper.</i> |
| + means to divide | 3. <i>Put the results in the appropriate boxes.</i> |
| x means to subtract | 4. <i>When finished, hold your hand up for a moment to tell met that you are done.</i> |

$$8 - 2 =$$

$$12 + 4 =$$

$$4 \times 3 =$$

$$6 \div 2 =$$

$$9 + 3 =$$

$$7 \times 4 =$$

$$4 - 2 =$$

$$8 + 4 =$$

$$12 \times 2 =$$

$$20 + 10 =$$

$$9 + 1 =$$

$$5 - 6 =$$

$$2 \times 1 =$$

$$10 + 5 =$$

$$12 - 2 =$$

$$6 - 6 =$$

$$8 - 5 =$$

$$6 \div 6 =$$

$$17 \times 2 =$$

$$14 - 7 =$$

Source

Thiagarajan, S. (2015, April 3). By the numbers. *The Thiagi group: Improving performance playfully*. Retrieved from <http://www.thiagi.com/archived-games/2015/2/25/by-the-numbers>

Version also available in:

Thiagarajan, S., & Tagliati, T. (2011). Jolt 2—By the numbers. *Jolt! Activities to wake up and engage your participants* (pp. 53-56). San Francisco, CA: Pfeiffer.

Quick, look at these sets of three numbers:

3; 6; 7

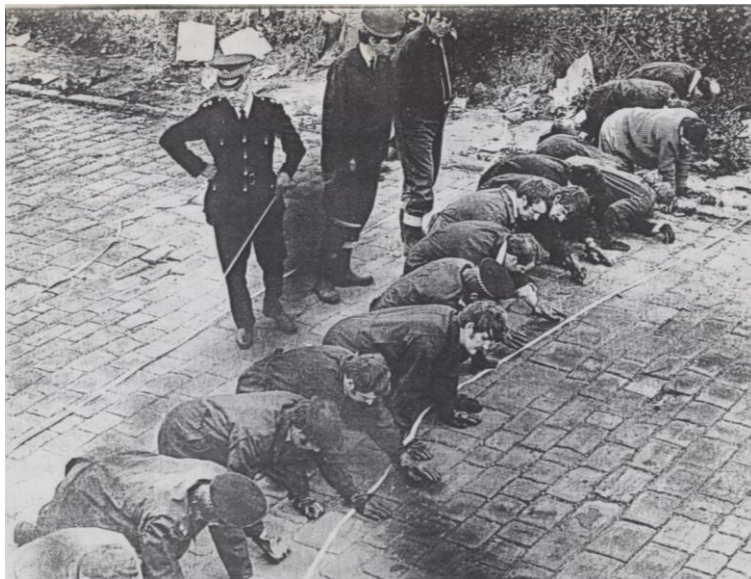
14; 28; 29

5; 10; 11

2; 4; 5

Source

Stringer, D. M., & Cassiday, P. A. (2003). A value to D-I-E for. In *52 Activities for exploring values differences* (pp. 17-19). Boston, MA: Intercultural Press.

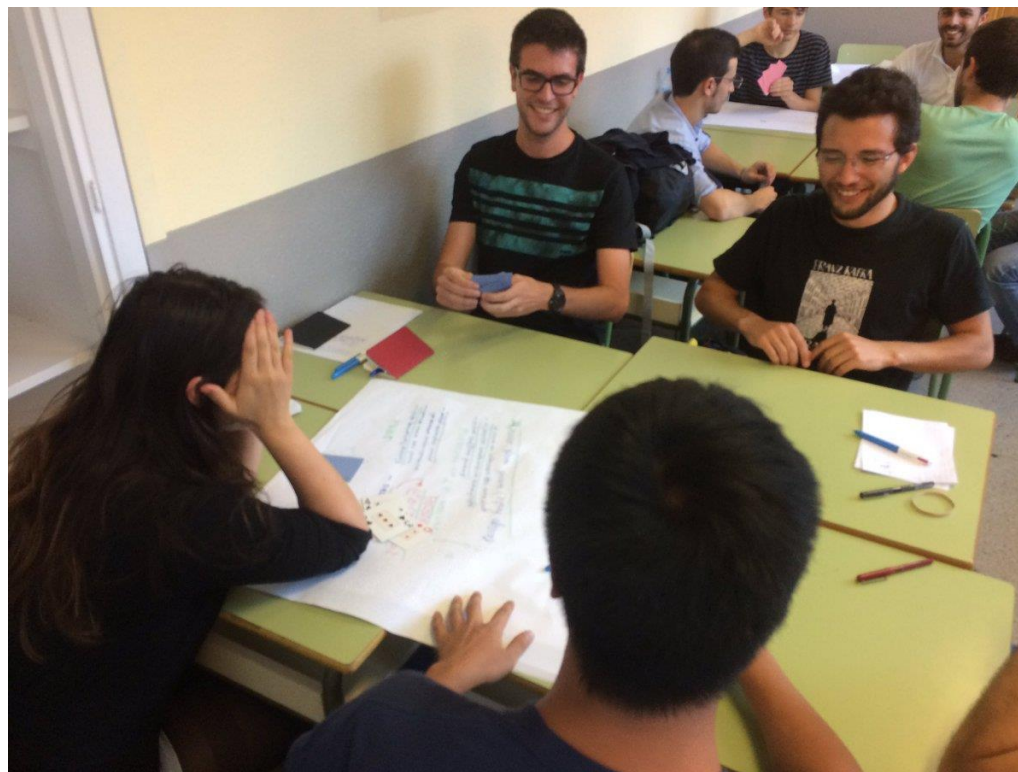


Source

Thiagarajan, S. with R. Thiagarajan. (2006). *Barnga: A simulation game on cultural clashes*. Boston, MA: Intercultural Press.

Also found at:

BARNGA Overview and Framing Material. *LSA Inclusive Teaching Initiative, University of Michigan*. Retrieved from <https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2017/04/BARNGA-framing-and-notes.pdf>



Source

Gochenour, T. (1993). The albatross. In T. Gochenour (Ed.), *Beyond experience*, (2nd ed., p. 119-127). Yarmouth, ME: Intercultural Press.



Sources

Thiagarajan, S., & van den Berg, S. (2017). Talk-speak. In *Jolts! Brief activities to explore diversity and inclusion* (pp. 107-108). Bloomington, IN: Workshops by Thiagi.

Blohm, J.M., Hartley, C., & Lapinsky, T. (1995). Piglish: A language learning exercise. *International Journal of Intercultural Relations*, 19(2), 303-312. Retrived from <https://www.sciencedirect.com/science/article/pii/014717679400012M>

Nipporica Associates, LLC. (2018). *Redundancia: A Foreign Language Simulation* [Game]. Leawood, KS: Nipporica Associates, LLC.



Source

Created by Lindsey Macdonald and Annette Benson, using the materials: President Mitch Daniels' 2018 commencement speech and NPR's "Should We Have Empathy for Those We Hate?"



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RESEARCH NEWS

Should We Have Empathy For Those We Hate?

April 12, 2019 · 5:11 AM ET
Heard on Morning Edition

HANNA ROSIN

7-Minute Listen [+ PLAYLIST](#) [Download](#) [Share](#)

The latest episode of NPR's Podcast *Invisibilia* examines the history of empathy in American culture. In this era of political polarization, empathy has fallen out of fashion.

[Transcript](#)

DAVID GREENE, HOST:

Empathy can seem like just what's needed in an age of deep polarization, right? But psychologists and neurologists are discovering that empathy can actually have a really dark side.

Here's *Invisibilia* co-host Hanna Rosin.

HANNA ROSIN, BYLINE: In 1977, a young psychology graduate student named Mark Davis was hunting around for a dissertation topic when he landed on a decent idea. At

Source

Poker face. (2018). *Playmeo*. Retrieved from <https://www.playmeo.com/activities/team-building-problem-solving-activities/poker-face/>



Source

Thiagarajan, S., & van den Berg, S. (2017). Exclusion. In *Jolts! Brief activities to explore diversity and inclusion* (pp. 39-46). Bloomington, IN: Workshops by Thiagi.



Source

Vande Berg, M. (2016, February). *Workshop 1: Intercultural learning & teaching program*.
Workshop presented at Purdue University, West Lafayette, IN.





HublCL Workshop

Drive in professional development

Date: Wednesday, December 4, 2019

Time: 10:30-am-2:30pm

Location: Hicks Library, Room G980D, Purdue University-West Lafayette

Cost: Training and lunch are provided at no cost to attendees.

Registration is open at bit.ly/cilmar.

Please let us know of your interest by November 25.

Takeaways: Learn to turn your ideas for experiential tools into intercultural learning resources which are based on best practice and easily shareable with others.

Please bring your own laptop or tablet.

In summary, Purdue is recommending that exercises such as these be used to provide a space in which students can begin to build a level of comfort with ambiguity and emotional resilience. In mentoring and guiding our students in reflection upon these activities, we would hope to build grit in our students in preparation and during the education abroad experience.

Would you like to continue the conversation?

cilmar@purdue.edu

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facebook.com/

<https://hubicl.org/members/1413/collections/research-on-grit-and-study-abroad>

<https://hubicl.org/members/1005/collections/tools-for-developing-student-emotional-resilience-grit-and-comfort-with-ambiguity>

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