





Intercultural Teamwork Certificate

| | Emerging (2) | Developing (3) | Proficient (4) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge <i>Cultural self-awareness;</i> <i>Reflection and Self-Assessment</i>  | Identifies own cultural rules and biases, especially in regard to the teamwork construct of one's own culture (e.g. with a strong preference for those rules shared with own cultural group.). Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts. | Recognizes new perspectives about own cultural rules and biases, especially in regard to the teamwork construct of one's own culture (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) Evaluates changes in own learning over time, recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration, considers ethical frameworks). | Articulates insights into own cultural rules and biases, especially in regard to the teamwork construct of one's own culture (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts. |
| Knowledge <i>Knowledge of cultural worldview frameworks;</i> <i>Cultural Diversity;</i> <i>Connections to Discipline</i>  | Demonstrates partial understanding of the complexity of elements important to teamwork constructs of two or more cultures in relation to their history, contemporary contexts with some acknowledgement of power structures , values, politics, communication styles, economy, or beliefs and practices. When prompted, connects examples, facts, or theories from more than one perspective. | Makes substantial connections between the complexity of elements important to teamwork constructs of multiple cultures in relation to their history, contemporary contexts, power structures , values, politics, communication styles, economy, or beliefs and practices. Independently connects examples, facts, or theories from more than one perspective. | Adapts and applies a deep and sophisticated understanding of the complexity of elements important to teamwork constructs of multiple cultures in relation to their history, values, politics, communication styles, economy, or beliefs, practices and power structures . Independently creating wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one perspective. |
| Skills <i>Empathy;</i> <i>Responds to Conflict</i>  | Identifies components of other cultural perspectives but responds in all situations with own worldview. Redirecting focus toward common ground, toward task at hand (away from conflict). | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. Identifies and acknowledges conflict and stays engaged with it. | 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. Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. |

Modified from the AAC&U VALUE Rubrics:

Association of American Colleges and Universities. (2009). *Global Learning VALUE Rubric; Foundations and Skills for Lifelong Learning VALUE Rubric; Integrative Learning VALUE Rubric; Intercultural Knowledge and Competence VALUE Rubric; Teamwork VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/inquiry-analysis>

Intercultural Teamwork Certificate

| | Developing | Emerging | Proficient |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skills <i>Verbal and nonverbal communication;</i> <i>Fosters Constructive Team Climate;</i> <i>Integrated Communication</i>  | Supports a team climate by identifying some cultural differences in vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work and is aware that misunderstandings can occur based on those differences. Is still unable to negotiate a shared understanding by choosing a format, language, or visual representation that connects what is being communicated (content) with how it is said (form) in a basic way. | Supports a constructive team climate by recognizing and participating in cultural differences in vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Begins to negotiate a shared understanding based on those differences by choosing a format, language, or visual representation to explicitly connect content and form, demonstrating awareness of purpose and audience. | Supports a constructive team climate by articulating a complex understanding of cultural differences in vocal or written tone, facial expressions, and/or body language consistently to convey a positive attitude about the team and its work (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). Is able to skillfully negotiate a shared understanding based on those differences by choosing a format, language, or visual representation in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression. |
| Attitudes <i>Curiosity;</i> <i>Facilitates the Contributions of Team Members</i>  | Restating the contributions of team members and/or asking simple or surface questions for clarification about the views of other cultures. | Synthesizing the contributions of team members and/or asking deeper questions for clarification about the views of other cultures and then seeks out answers to these questions. | Facilitates the contributions of team members by building upon and synthesizing the inquiries of others and/or asking complex questions about the views of other cultures, then seeks out and articulates answers to these questions that reflect multiple cultural perspectives. |
| Attitudes <i>Openness;</i> <i>Initiative;</i> <i>Independence</i>  | Has difficulty suspending judgment in interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. Expresses openness to most, if not all, interactions with culturally different others. Identifies and pursues opportunities to expand knowledge, skills, and abilities and/or shows interest in pursuing independent educational experiences. | Begins to suspend judgment in valuing interactions with culturally different others. Begins to initiate and develop interactions with culturally different others. Identifies and pursues opportunities to substantially expand knowledge, skills, and abilities and/or actively pursues independent educational experiences. | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. Successfully generates and pursues opportunities to expand knowledge, skills, abilities and educational experiences independently and beyond requirements. |

Modified from the AAC&U VALUE Rubrics:

Association of American Colleges and Universities. (2009). *Global Learning VALUE Rubric; Foundations and Skills for Lifelong Learning VALUE Rubric; Integrative Learning VALUE Rubric; Intercultural Knowledge and Competence VALUE Rubric; Teamwork VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/inquiry-analysis>