

**Association of Leadership Educators: 2010 Annual Conference
& 20th Anniversary Celebration
A Presentation for Practice Paper**

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Title of Presentation:

INTERCULTURAL LEADERSHIP: A teaching perspective on intercultural competency

Presentation Track: Practice Paper

Abstract: (50 words)

Almost every interaction between people is intercultural. How we appreciate, understand and embrace diversity says much about our approach to leadership. Leadership development that supports individuals in improving cultural competence is essential. How these concepts are developed across undergraduate, masters, and doctoral levels of teaching is the focus of this praxis session.

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Dr. Mary Klein serves as co-director of the Center for Spirituality & Leadership at Marian University. She is a full professor of Organizational Communication, the director of the Communication and minor in Leadership Programs. Her research examines leading effective volunteer organizations. She is a past recipient of the Underkofler Excellence in Undergraduate Teaching Award.

Author two: Yung-Pin Lu, ABD, MBA

Yung-Pin Lu teaches Leadership Program and facilitating program design in the International Multi-cultural Center at Marian University. He has consulted and assisted with organizations in the United States, China, and Taiwan. Yung-Pin Lu practices and is interested in leadership development, education, and curriculum through crossing intercultural barriers.

Additional Information:

Yes, please print this proposal in the conference proceedings.

Our proposal has been accepted as a practice paper.

Both of authors had done the review work for this conference and we enjoyed this work.

Yes, both of us are willing to serve as a session facilitator at the conference.

**INTERCULTURAL LEADERSHIP:
A teaching perspective on intercultural competency**

Practice Session Presentation:
Yung-Pin Lu, ABD, MBA & Mary C. Klein, EdD
Marian University, Fond du Lac, Wisconsin

Introduction

Almost every interaction between people is intercultural. How we appreciate, understand and embrace diversity says much about our approach to leadership. Leadership development that supports individuals in improving their cultural competence is essential. How these concepts are developed across undergraduate, masters, and doctoral levels of teaching is the focus of this praxis session. The session will provide a model for curriculum development and examine how foundational elements of intercultural competence are played out in each learning context.

Context of the Session

Globalization of industry, communication networks, and political sensibilities has made the world smaller. As a consequence, people often find themselves having to learn to work across cultural boundaries to make decisions and solve problems (Moodian, 2009, Trompenaars and Voerman, 2009). Effectively making connections across sub-cultures and sub-groups within individual cultures presents an equal number of challenges. Leaders in both situations, play an important role in this by emphasizing cultural competence and cooperation.

Equally challenging is the prospect of teaching intercultural competence across the varying levels of higher education; undergraduate, masters and doctoral preparation. What is fundamental and necessary at the undergraduate level may seem tedious and elementary at the masters and doctoral levels. Even so, there are a number of foundational theories and concepts that must be addressed at each level.

The work of Geert Hofstede and others is just such a concept. This work has given us language with which to describe individual cultures. This language helps us to identify points of similarity and difference. The work of Kluckhorn and Strodtbeck provides us with a values orientation to understanding individual cultures. Both are seminal works in developing intercultural competence (Moodian, 2009, Trompenaars and Voerman, 2009).

Presenting these theories to traditional undergraduates requires something different of the instructor than the more rigorous examination of theory development and evaluation of research methodology required of graduate students.

This practice presentation provides a model of pedagogy that differentiates between undergraduates, masters level, and doctoral students. The presenters will argue that undergraduate students require more attention to awareness and understanding of the differences and similarities between cultures, while master level students need to take a more reflective, multiple perspective approach to understanding the concept of intercultural competence. Doctoral students may be expected to take on a more critical and holistic understanding of key concepts.

With the model as a conceptual framework, a variety of key intercultural competence concepts will be explored as they pertain to the varying degrees of readiness. Examples of methodology and specific course curricula will be presented as a way to demonstrate the application of the pedagogical model presented.

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