Testing the Untestable?
Construct validity for testing intercultural competence

Judith Mader       Rudi Camerer

1. CONSTRUCT
   a) Personality
   b) Discourse
   c) English as a Lingua Franca
   d) The CEFR

2. CRITERIA
3. THE ICE TEST
Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles

Benjamin Bailey
George Mason University

ABSTRACT. Face-to-face interaction between Korean immigrant retailers and African-American customers in Los Angeles often leaves members of each group feeling as if the other has behaved in unacceptably unpropionate ways. Twenty-five service encounters involving both African-American and Korean immigrant businesses were recorded in a large store and transcribed for analysis. These encounters reveal divergent communicative patterns between immigrant Koreans and African-Americans. The contrasting forms of participation that occur in these encounters are used by both customer groups to influence the way each partner perceives the encounter. I argue that the differing forms of participation documented in service encounters - and the way in which they are interpreted - are simultaneously a result of (1) the cultural differences between the groups and (2) social inequalities in America, which shape both the local context in which these encounters occur and the social assumptions that naturally condition them.

How do you show RESPECT?
So what exactly is **INTERCULTURAL COMPETENCE**?

### The SIETAR-List: 53 Tests of Intercultural Competence

- Behavioral Assessment Scale for Intercultural Communication (BASIC)
- Counseling Inventory: A self-report measure of multicultural competencies
- Cross-Cultural Adaptability Inventory (CCAI)
- The Cross-Cultural Assessor
- Cross-Cultural Counseling Inventory
- Cross-Cultural Sensitivity Scale (CCSS)
- Cultural Competence Self-Assessment Questionnaire (CCSAQ)
- The Cultural Orientations Indicator® (COI®)
- The Culture in the Workplace Questionnaire™ (GTPQ)
- Educoas, Editorial February 2002
- Expatriate Profile (EP)
- Foreign Assignment Success Test (FAST)
- Fuld & Company, Inc. - Competitive Intelligence
- GAP Test: Global Awareness Profile
- Global Interface
- The Global Team Process Questionnaire™ (GTPQ)
- Grove and Associates
- Hogan Assessment System
- Insights Discovery System
- The Intercultural Competence Assessment (INCA)
- Intercultural Competency Scale
- The Intercultural CONFLICT Style Inventory
- Intercultural Development Inventory (IDI)
- Intercultural Orientation Resources (IOR)
- Intercultural Readiness Check
- Intercultural Sensitivity Inventory (ICSI)
- Intercultural Sensitivity Survey
- International Assignment Profile
- ITIM: Culture and Management Consultants
- Living and Working Overseas Predeparture Questionnaire
- Meridian Resources Associates
- Multicultural Counseling Awareness Scale (MCAS)
- Multicultural Counseling Inventory (MCI)
- Moponkey Associates
- Personal Orientation Inventory (POI)
- PCAT: Peterson Cultural Awareness Test
- PCSI: Peterson Cultural Style Indicator
- Prospector
- Prudential Intercultural
- SAGE
- School for International Training (SIT)
- Selection Research Int (SRI)
- Team Management Systems
- TCO International
- Teaching Tolerance
- Test of Intercultural Sensitivity (TICS)
- Tucker International: International Candidate Evaluation (ICE)
- Overseas Assignment Inventory (OAI)
- International Mobility Assessment (IMA)
- Evaluation of Expatriate Development (EED)
- Supervisory Evaluation of Expatriate Development (SEED)
- Winson International
- Windbox on the World
The SIETAR-List: 53 Tests of Intercultural Competence

http://www.mdbgroup.com/idi_background.htm

“The Intercultural Development Inventory (IDI) measures how a person or a group of people experience cultural difference.”

IDI was designed by Dr. Milton Bennett and Dr. Mitchell Hammer. Based on Dr. Bennett’s Developmental Model of Intercultural Sensitivity, “IDI is a scientifically valid and reliable psychometric instrument.”

- In use globally since 1998.
- 50 items or statements, answered as to the extent to which a person agrees or disagrees with the statement.
- Available in many different languages.
- Available in paper and on-line form.

http://www.icunet.ag/de
TIS  Test of Intercultural Sensitivity  (ICUnet.AG, Passau)

Self-evaluation based on 67 questions

e.g. “Unfamiliar situations make me feel uncomfortable.”

http://www.icunet.ag/dienstleistungen/potenzialanalyse/tis.html

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TIS  Test of Intercultural Sensitivity  (ICUnet.AG, Passau)

Self-evaluation based on 67 questions

e.g. “In choosing my personal aims I prefer to be cautious, rather than take risks.”

http://www.icunet.ag/dienstleistungen/potenzialanalyse/tis.html

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Theoretical Background

The TIS serves as a tool for the self-evaluation of an employee’s intercultural competence. The test is based on current psychological and cultural studies research findings and records seven computer-based, relevant intercultural personality traits, for example, being open to new ideas and self-reflection. Such traits are regarded as essential for successful integration into a foreign culture and are directly linked to success and job satisfaction when working with employees from other cultures.
Self-evaluation based on 50 statements

e.g.

“I believe that verbal and non-verbal behaviour vary across cultures and that all forms of such behaviour are worthy of respect.”

Answers range from “fully agree” to “fully disagree” on a multiple-point scale.
Construct of Personality profiling

<table>
<thead>
<tr>
<th>TEST</th>
<th>(Criteria)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Responding to questions which relate to the criteria.</td>
<td>A definition of the essential characteristics of the criteria is crucial for the establishment of the test format.</td>
<td>Features of personality and dispositions.</td>
</tr>
<tr>
<td>observable</td>
<td>not observable</td>
<td>not observable</td>
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</table>

**Theoretical concept of personality (in intercultural encounters)**

### Criteria of intercultural competence

- Denial, Defense, Minimization, Acceptance, Adaptation, Integration
- Tolerance of Ambiguity, Ambiguitätstoleranz
- Openness
- Behavioural Flexibility, (problembewusste) Flexibilität
- Stress-Resistance
- Emotional Intelligence, Intelligence, Reflexionsfähigkeit
- Emotional Resilience, Emotionale Stabilität
- Inner-referenced vs. outer-referenced
- Flexibility and Openness
- Perceptual Acuity
- Personal Autonomy
- Focus on Goals
- Inner Purpose
- Reflected Awareness
- ...

**CONSTRUCT VALIDITY?**
“The construction of a psychometric test begins with the compilation of a list of empirically verifiable phenomena which exhibit, more or less concealed, the property concerned and its characteristics. Theoretical assumptions, personal bias and convictions play an important role in this. To avoid succumbing to subjective factors such as these, the decision on which phenomena should be recognised as indicating a certain property should be based on the consensus of those dealing with the property methodically and scientifically. Academic psychology has a long way to go to reach this consensus. The confused muddle of contents typical for academic psychology and observable even with basic properties like intelligence, attraction, competence etc. will necessarily follow.”


1. Entwicklungstests
2. Intelligenztests
3. Kreativitätstests
4. Leistungs-, Fähigkeits- und Eignungstests
5. Fremdsprachentests
6. Einstellungstests
7. Interessentests
8. Persönlichkeitsverfahren
9. Projektive Verfahren
10. Klinische Verfahren
11. Verhaltensskalen
12. Sonstige Verfahren
"There is considerable evidence to suggest that when predictive validation studies are conducted with actual job applicants where independent criterion measures are collected, observed (uncorrected) validity is very low and often close to zero. This is a consistent and uncontroversial conclusion."


"Personality is like love: everyone agrees it exists, but disagrees on what it is."

Six positions concerning PERSONALITY which most scholars agree on:

(1) Identity is not fixed.
(2) Identity is constructed and may vary.
(3) Contexts are moderated by social variables and are expressed through language.
(4) Identity is salient in every communicative context.
(5) Identity informs social relationships and communicative exchanges.
(6) More than one identity may be articulated equating an interactive system of identities management.


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**What a test of intercultural competence should test:**

**Assessment of intercultural sensitivity:**
- e.g. IDI – Intercultural Development Inventory (Hammer / Bennett)

Assessment as a process of asking a person's attitudes and opinions in order to reach conclusions about what his/her personal (psychological) dispositions are.

**Assessment of intercultural communicative performance**
- e.g. in English: Language Competence Tests like IELTS etc.

Assessment as a process of observing a person's performance in order to reach conclusions about what he/she knows or can do.
PERSONALITY & CULTURE(S)

What is the relationship?

Meet Mr. Kim

Korean language community

Corporate culture
- Prestigious company
- Kalon Co., Seoul

Professional group
- Worked on joint-venture team in Frankfurt/M., May 2012 - June 2014

Utilitarian discourse
- Confucian-based attitudes toward Confucian community of values

Generational discourse
- His children grow up in an affluent environment

Gender discourse

"Perhaps the most significant aspect of this evolution has been our development over the past decade of the theoretical framework of mediated discourse analysis, an approach to discourse which focuses less on broad constructs like ‘culture’ and more on the everyday concrete actions through which culture is produced."


"Communities of Practice"

"An aggregate of people who come together around mutual engagement in an endeavor. Ways of doing things, ways of talking, beliefs, values, power relations - in short - practices, emerge in the course of this mutual endeavor."

English:
Language No. 1
of Intercultural communication

Vienna-Oxford
International Corpus of English
http://www.univie.ac.at/voice/

Each: approximately
1 million items

http://ice-corpora.net/ice/
2.08 THE MOST EFFECTIVE E-MAIL

In a study of Chinese business correspondence collected in mainland China (2005), Professor Yunqi (2007) of Southeastern University, Anhui, observed that the most effective e-mails for business correspondences tend to be short and simple.

For example, the following text is the most successful e-mail by Chinese business managers given below:

Hello, Mr. Wong:

Hope this mail finds you well.

I have recently received a request from [Name] regarding the new company. Should you be accepting [Name]'s offer, I hope [Name] will find this mail helpful in addressing the request. I have been looking forward to meeting with [Name] for some time, and I hope we can finalize the arrangements accordingly.

All the best.

Janet Wong

Salutation with your partner:

a) What issues you are special about Mr. Liang's email?

b) What features make Mr. Liang's email different from what is often found in business English course books?

c) Do you write in written communication in China and India have adapted to Anglo-American conventions and be different today?

d) Why is this?

Influence of L1 on pragmatics

*request schemata in writing:

<table>
<thead>
<tr>
<th>Anglo-American style</th>
<th>Common in China, Indonesia, Japan …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salutation Request Sign off</td>
<td>Salutation Face-work / Securing of Good Will Reasons for request Request Sign off</td>
</tr>
</tbody>
</table>

In ELF research we have already seen a radical rethinking of the norm against which ELF speakers’ pragmatic knowledge and behaviour is matched. This norm is not the monolingual native speaker but rather the expert multilingual user. There is empirical support for this stance from studies of the pragmatic behaviour of bilinguals.

Common European Framework of Reference for Languages (CEFR)
Council of Europe 2001

Domains, scenarios, situations, communicative tasks and objectives, forms of oral and written interaction, interactive strategies, language processes, socio-linguistic skills, intercultural skills...

You can download the complete document here:
www.coe.int/t/dg4/linguistic/source/framework_en.pdf

Examples of individual scales
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ICE Level 1</th>
<th>ICE Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERACTION</td>
<td><strong>SOCIOLINGUISTIC APPROPRIATENESS</strong>&lt;br&gt;&lt;br&gt;C2: Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly …&lt;br&gt;&lt;br&gt;C1: Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts …&lt;br&gt;&lt;br&gt;B2: Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker…</td>
<td><strong>INTERACTION</strong>&lt;br&gt;&lt;br&gt;B2: Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers quite possible without imposing strain on either party …</td>
</tr>
<tr>
<td>Use of communication strategies</td>
<td>Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.&lt;br&gt;&lt;br&gt;Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.&lt;br&gt;&lt;br&gt;Can ask someone to clarify or elaborate what they have just said.</td>
<td>Can give feedback on and follow up statements and inferences and so help the developments of the discussion.&lt;br&gt;&lt;br&gt;Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of “favourite mistakes” and consciously monitor speech for it / them.&lt;br&gt;&lt;br&gt;Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.</td>
</tr>
<tr>
<td>CONTENT</td>
<td>Neutral attitude</td>
<td>Can perform oral expression to a wide range of language functions, using wide social register, reasonably to a native speaker.&lt;br&gt;&lt;br&gt;Knowledge of 1 or more aspects of IC theory</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>Polite language</td>
<td>Can adapt his expression to deal with less routine, even difficult situations.</td>
</tr>
<tr>
<td>Linguistic appropriateness</td>
<td>Has enough language to get by, with sufficient vocabulary to express himself/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows some awareness of the relevance of non-verbal communication and uses para-verbal signals (e.g. gestures, facial expression, posture, proxemics) appropriately in some cases.</td>
<td>Shows awareness of the relevance of non-verbal communication and uses para-verbal signals (e.g. gestures, facial expression, posture, proxemics) appropriately in most cases.</td>
</tr>
</tbody>
</table>
Revision & new sets of descriptors 2014 - 2017

1. updating and filling gaps in the 2001 scales
2. creating new scales for mediation (plus online interaction, reactions to literature, and exploitation of plurilingual and pluricultural repertoires).

Towards a richer ‘model’ of mediation

- Linguistic mediation
- Cultural mediation
- Social mediation
- Pedagogic mediation
Testing intercultural **communicative competence**

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<th>Criteria</th>
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<td>Communicative performance or series of performances which demonstrate or simulate the criteria.</td>
<td>The essential features of the criteria are decisive for the test format</td>
<td>performance and behaviour or series of real performances outside the test. Competence objective</td>
</tr>
<tr>
<td>observable</td>
<td>not observable</td>
<td>Features of personality, psychological dispositions</td>
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**Common European Framework of Reference for Languages**

**INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC)**

- Linguistic & communicative competence
- Intercultural knowledge
- Features of personality (openness, tolerance ...)

**CONTEXT**
2. CRITERIA

TRAINING & TEST of INTERCULTURAL COMPETENCE in ENGLISH
Criteria for intercultural communicative competence

1. **Knowledge** about institutions, processes of socialisation and other specifics in one’s own and in one or more target countries.
2. **Knowledge** of the causes and processes of misunderstanding between members of different cultures.
3. **Ability** to engage with differences in a relationship of equality (incl. ability to question the values and presuppositions in cultural practices and products in one’s own environment).
4. **Ability** to engage with politeness conventions and communication and interaction conventions (verbal and non-verbal).
5. **Ability** to use essential conventions of oral communication and to recognise changes in register.
6. **Ability** to use essential conventions of written communication and to recognise changes in register.
7. **Ability** to elicit the concepts and values of documents or events (i.e. meta-communication).
8. **Ability** to mediate between conflicting interpretations of phenomena.

Fri 27 / Sat 28 / Sun 29 January 2017
FRANKFURT / MAIN
To be announced
FRANKFURT / MAIN

THANK YOU!

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