

# INCLUSIVE INTERNATIONAL CAMPUS

## EXPERIENCE IN A CANADIAN WORKPLACE

### Rationale

- The need for front office administrative support to manage the high volume of visitors and tasks.
- The need for a structured and mutually beneficial program to engage students in the life of QUIC.
- The availability of student funding through the Work Study Program.
- The desire to create a more culturally effective and appropriate work experience for students in the workplace.

### Aim

The program engages work study students in the 'culture' of the Canadian workplace through a guided learning approach to training and experience.

### Outcomes

#### For the Centre

- Providing a mutually rewarding and respectful program for both parties (not just QUIC's need for office assistance)
- Staffing of the front office in a reliable, predictable and welcoming manner with set duties and expectations
- Having accessible on-site peer support for student calls/walk-ins
- Applying QUIC intercultural learning cycle
- Promoting intercultural competence among student workers
- Setting policies in place to *position the students for success*
- Introducing the Canadian workplace through reflective practice

#### For the Student

- Learning administrative skills and utilizing those skills for on-site tasks
- Working on identified challenges for growth (organizational, scheduling, social or communication skills, etc.)
- Reflecting on experience(s)
- Building confidence
- Sharing openly and freely with peers and supervisors in a non-judgmental and respectful setting
- Being mindful of the desired program job outcomes
- Becoming aware of the intercultural dynamic of the workplace

### Activities

- Introduction to the process of working in Canada
- Initial Team Orientation session
- On-site training (job specific)
- Performance Review session
- Mandatory Monthly Staff Meetings
- Intercultural Training Opportunities
  - Certificate in Intercultural Competence
- Social Events
- Post - Performance Review sessions
- End of Term – thank-you lunches /alternative

### Program Dynamics/Assessment

- interviews
- job shadowing
- modeling
- hands-on experience
- monthly meetings
- performance reviews
- training opportunities
- team building activities
- student feedback

### Student Comments

"I have improved communication skills in person and on phone."  
 "I now understand the purpose of many office skills and tasks!"  
 "I have become more accustomed to Canadian culture".  
 "I have a feeling of how it would be working outside a University environment".  
 "I have gained confidence".  
 "I had confidence during my interview for a job."

# TOOLS FOR SUCCESS IN AN INTERCULTURAL WORLD

## (A SET OF ONLINE INTERCULTURAL LEARNING MODULES)

### Rationale

QUIC was in need of a tool to provide a basic introduction to intercultural competence to a wide range of participants across the campus, some of whom are involved in QUIC programs such as:

- Student and staff enrolled in the Certificate of Intercultural Competence;
- Student completing QUIC's online pre-departure orientation;
- Staff working on the QUIC/HR International Perspectives Certificate.

An online vehicle was selected to address this challenge.

### Aim

This program aims to provide basic, introductory intercultural training for a wide audience of students and staff at Queen's through on-line intercultural learning modules.

### Outcomes

#### For the Centre

- Increasing QUIC's profile as a group that can provide effective practical intercultural training on campus
- Strengthening its reputation
- Providing a vehicle for deepening our program results

#### For the Students

- Gaining some understanding of what 'culture' means
- Gaining some insight into their own cultural identities
- Gaining some understanding of how knowledge, skills, and mindsets contribute to intercultural competence
- Gaining some understanding of how they can take action to increase their own intercultural competence

### Activities

#### Thinking About Culture

- focus on participants' own cultures
- understand that a sense of their own cultural self as the starting point for increasing intercultural competence.
- become acquainted with the iceberg as a metaphor for culture.

#### Increasing Knowledge

- learn the concepts of culture general and culture specific information
- learn some basic dimensions of culture, including how we communicate, relate to time, and display emotions.

#### Building Skills

- practice the Describe-Interpret-Evaluate (D.I.E.) is introduced as a means of reacting to cultural difference in a mindful and productive way.

#### Reframing Mindsets

- use the Intercultural Development Continuum (IDC) as the background framework for introducing one range of intercultural mindsets and how they can affect our actions and interaction.

#### Going Forward in an Intercultural World

- review the learning of the previous four modules
- use the skills and knowledge as they make their intercultural ways through Queen's
- consider next steps to continue learning.

### Program Dynamics/Assessment

- Self Check
- Evaluation Page