**RETHINKING CULTURAL COMPETENCE**

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**Introduction**

- There are many cultural competence assessment tools available for individuals and organizations. Oftentimes, there is no long term follow through after these assessments are taken.
- There have also been many attempts to define cultural competence, but a consensus has yet to be reached (Johnson, 2006).
- The overall purpose of this study is to compare cultural competence assessment tools and their respective developmental plans.

**Research Questions**

1. How should cultural competence be defined within Higher Education settings?
2. What are some of the most commonly used cultural competence assessment tools or models within Higher Education settings? How do they compare to one another?

**Methodology**

The researchers developed a qualitative critical case study that reviewed literature obtained through online databases in relation to cultural competence assessments and their effectiveness over time.

**Preliminary Findings**

**Question 1. Definition of Cultural Competence**

Findings from this study revealed that the most agreed upon definition of cultural competence by academic scholars and administrators was a compilation of Deardorff (2004) and Deardorff (2006), which states:

“The ability to communicate effectively and appropriately in intercultural competence situations based on one’s intercultural knowledge, attitudes, both cognitive and comparative thinking skills, and cognitive flexibility.”

**Question 2. Some of the Most Used Cultural Competence Models**

The four main models used by administrators and higher education scholars:

- Diversity Awareness Profile (DAP)
- Global Competencies Inventory (GCI)
- Intercultural Effectiveness Scale (IES)
- Intercultural Development Inventory (IDI)

**Discussion**

- Although there was a limited consensus reached by scholars and administrators, as to what cultural competence could mean it is still an ambiguous definition (see preliminary finding 1).
- The models researched still lack overall specificity and have an overall ambiguity to them.
- Cultural competence assessments are a great starting point, but developmental plans are fundamental to improvement.
- It is important that we also understand how others exist in the world around them as well as how we exist in our own world.

**References**

