

Behavioral Rubric of Intercultural Skills Development

Trait	Level One (Low)	Level Two (Fledgling)	Level Three (Moderate)	Level Four (High)
Respect for Others	Verbal & non-Verbal expressions show that feelings & experiences of others are not worthy of consideration. Condescending Tone, Lack of Eye Contact <i>{as consistent with cultural norms}</i> , Lack of Interest, Ignoring Input, Avoidance, etc. May respond mechanically, passively or only sporadically.	Indicates some concern for others' situations, feelings & experiences. May sometimes attend to others' attempts to express themselves but often seems self-serving or self-referential. May pay lip-service to importance of diversity; partic. if it is defined in non-threatening ways.	Consistently expresses concern for others. Responds in ways that allow others to feel worthy and valued. Seldom seems self-serving or self-absorbed. Sometimes engages with diversity successfully, particularly if no hot button issues are in play.	Indicates deep reverence for worth of others as persons of high potential and value. Committed to supporting others' development. Often appears to put others' needs before those of self.
Openness	Highly Evaluative. Judgmental. Categorizes others as "right" or "wrong." Reactions are dogmatic & actions exhibit little effort to digest circumstances or information before judgment is made.	Evaluative. Measures responses & actions by a pre-determined framework of "right" or "wrong." Slightly less rigid. May pause to try to take on board information before applying categories of "right" and "wrong."	Evaluative-Descriptive. Appears to measure others based partly on information, thoughts or attitudes, but framework is subject to modification & negotiation. Less rigid & the time lapse before applying judgment is longer.	Descriptive. Responds to others in a way that draws out information, thoughts & feelings. Asks questions & restates other's ideas. Provides evaluative responses only after taking into account whether framework fits the individual.
Orientation to Knowledge	Assumes others always share perceptions, knowledge and insights of self. Differences imply that the other is "wrong," lacks maturity or is poorly educated, ignorant, or badly raised.	Treats another individual's perceptions, knowledge, insights as highly generalizable from the individual to the cultural group. Often reverts to stereotype [positive or negative] when discussing difference.	Treats others' perceptions, knowledge, insights as personal to some extent but potentially generalizable. Less likely to stereotype but tends to minimize difference & view great difference as a problem in need of mediation.	Treats others' perceptions, knowledge, insights as personally based. Sees that differences between people are not problematic. Often able to shift perspectives & think like the other.
Empathy	Indicates zero or rudimentary awareness of even the most obvious emotions, thoughts & feelings of others. Appears bored or disinterested. Frame of reference excludes others. At best, attempts at response to others' emotions, etc are superficial.	Responds with reasonable accuracy to surface feeling of others; some of the time. May not respond to or may misinterpret less obvious feelings and thoughts. Little curiosity about others feelings & thoughts.	Reliably displays understanding of others' feelings & thoughts; occasionally at a deeper-than-surface level. Enables home-culture others to express thoughts or feelings which they may have felt unwilling to express with less empathetic individuals.	Responds with high accuracy to feelings & thoughts of others, both obvious & less apparent. Projects strong interest in others. Shows by verbal and non-verbal cues that he or she understands others; even from other backgrounds & cultures.
Communication Management	Seldom or never conforms to home-culture patterns for turn-taking or sharing of information and thoughts; "hogs the air-time." Continues to talk long after others display boredom or disinterest. Terminates discussion even when there is a clear interest by others in further exchange.	Minimally exhibits regard for, or with great reluctance gives in to, others' needs for interaction. Often dominates or is reluctant to interact. Initiates or terminates conversations with minimal regard for interactive norms of home culture. May moderate dominant manner in situations with high likelihood of personal benefit.	Is somewhat in tune with or usually exhibits home-culture patterns for turn-taking and information sharing. Seldom dominates or bores others. Shows, with fair regularity, concern for sharing, initiating & terminating interaction in a manner that is within home-culture norms.	Is extremely concerned with providing equal opportunity for contributions to discussion. Neither dominates nor is reluctant for interaction with most persons at most times; possibly more interactive than norm. Is patient with those having communicative difficulties, such as non-native speakers & children.
Ambiguity Tolerance	Exhibits strong nervousness & high frustration with new or ambiguous situations. Slow to adapt. May exhibit verbal hostility towards those perceived to be in authority & may therefore attempt to cause group discord.	Reacts to new or ambiguous situations with nervousness & frustration yet has some capacity to adapt. No significant hostility to leadership or causing of discord; however, often lets off steam in minor verbal barbs, sarcasm & joking.	Reacts to new or ambiguous situations with nervousness and frustration, but generally adapts rapidly, with no personal or group-directed hostility. Leaders & other group members are not subjected to verbal barbs, etc.	Reacts to new, ambiguous events with little or no nervousness or frustration. Adapts quickly & comfortably; often reaches out to less ambiguity-tolerant others to assist leaders in managing group reactions & changes in plans.