

Developing Intercultural Competencies in Graduate Supervision

A workshop with Dr. Erica Amery

DIGITAL SWAG BAG

Articles

- Read Amery, E., Koh, K., Díaz-Cáceres, Z., & Paris, B. M. (2020). The role of intercultural competence on graduate supervisor–supervisee relationship and well-being. *Journal of Educational Thought*, 54(2), 123–145.
<https://journalhosting.ucalgary.ca/index.php/jet/article/view/71717>
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10, 241-266. <https://doi.org/10.1177/1028315306287002>
- Kumar, S., Kumar, V., & Taylor, S. (2020). A guide to online supervision. UK Council for Graduate Education. [https://supervision.ukcge.ac.uk/cms/wp-content/uploads/A-Guide-to-Online Supervision-Kumar-Kumar-Taylor-UK-Council-for-Graduate-Education.pdf](https://supervision.ukcge.ac.uk/cms/wp-content/uploads/A-Guide-to-Online-Supervision-Kumar-Kumar-Taylor-UK-Council-for-Graduate-Education.pdf)
- Showunmi, V., Younas, F., & Gutman, L. M. (2024). Inclusive supervision: Bridging the cultural divide. *Encyclopedia*, 4(1), 186–200.
<https://doi.org/10.3390/encyclopedia4010016>
- Sorrells, K. A. (2016). *Intercultural communication: Globalization and social justice*. Thousand Oaks, CA: Sage Publications Inc

Resources

- Read the Strong Start to Supervision: [An International Graduate Student Companion Guide](#) (pdf)

Websites

- Visit the [Graduate Supervision Toolkit](#)
- Visit [Dr. Erica Amery](#)



Intercultural Collaborations Inc.

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About Intercultural Collaborations Inc.

Intercultural Collaborations Inc. partners with post-secondary institutions and organizations to advance in inclusive, equitable, and culturally competent learning and working environments.

Founded by Dr. Erica Amery, an intercultural education specialist with over two decades of experience in higher education, the company provides customized, research-informed training and consulting services designed to align with institutional goals for equity, inclusion, and belonging.

Our Mission

To help individuals and organizations develop the intercultural awareness, communication skills, and inclusive mindsets needed to foster belonging and collaboration in diverse academic and workplace settings.

Core Services

1. Virtual and In Person Workshops

Interactive and reflective sessions for faculty, staff, and leaders, including:

- The Role of Intercultural Competence in Graduate Supervision
 - Intercultural Communication
- Unconscious Bias and Microaggressions
- Inclusive Leadership and Team Collaboration
- Bias-Free and Inclusive Writing
- Power, Privilege, and Allyship
- Culturally Responsive Classrooms and Student Engagement

2. Consulting and Program Design

Guidance in embedding inclusion and intercultural competence into policies, curricula, and professional development initiatives aligned with inclusive excellence frameworks.

3. Leadership and Team Coaching

Individual and group coaching to develop self-awareness, adaptability, and the intercultural agility needed to lead diverse teams effectively.

4. Organizational Assessments

Intercultural competence assessments and inclusion audits that provide actionable insights to strengthen organizational capacity.

5. Keynote Speaking

Inspirational and evidence-informed talks that spark dialogue and motivate action on topics such as intercultural leadership, belonging, and inclusive communication.

Why Partner with Intercultural Collaborations

– Deep understanding of post-secondary learning environments, faculty development, and the unique dynamics of diverse professional workplaces.

- Non-judgmental, practical approach that creates psychological safety for meaningful dialogue, reflection, and growth.

- Customized strategies and coaching that connect inclusion and intercultural goals to your organization's broader vision, values, and priorities.

- Expertise in helping teams, leaders, and educators navigate cultural differences, communication challenges, and global collaboration with confidence.

- Evidence-informed facilitation that transforms awareness into action—building inclusive, adaptive environments where people and ideas thrive



Developing Intercultural Competencies in Graduate Supervision

York University Webinar

October 25, 2025

Facilitator: Dr. Erica Amery, Intercultural Collaborations Inc.

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Overview

In today's diverse post-secondary environments, graduate supervision requires intercultural competencies: the ability to navigate differences in communication, expectations, and relationships with curiosity, openness, empathy, and adaptability.

What is intercultural competence?

Intercultural competence is the ability to develop targeted knowledge, skills, and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions. (Deardorff, 2006)

The skills, knowledge and attitudes required to be able to interact effectively in intercultural situations (Sorrells, 2016)

Attitudes

Respect, Acceptance, Openness, Curiosity, Cultural Humility

Skills

Listening, Adaptability, Empathy, Patience

Knowledge

Self-Knowledge, Culture-specific and general cultural knowledge

* Intercultural competence in supervision isn't about knowing about every culture-it's about being curious, self-aware, building relationships and intentional in how we engage across cultures.

Intercultural Competence in Graduate Supervision

Recognizing how culture, language, and academic traditions shape the supervisor–student relationship, and intentionally creating inclusive, trusting, and reflective learning spaces where both can learn from one another (Amery, Koh, Díaz-Cáceres, & Paris, 2020; Showunm, Younsa & Gutman, 2024).

Strategies for Interculturally Competent Supervision

Developing intercultural competencies in supervision involves reflection, dialogue and being patient with your students and yourself. This is not easy work, and it is ongoing.

- Be aware of your own communication style and be willing to adapt
- Build trust and relationships with your students.
- Clarify communication, timelines, and feedback expectations.
- Ask before assuming
- Be empathetic- seek to understand
- Show curiosity: Invite perspectives that are different from yours.
- Reflect regularly: Examine your own practices and biases- We all have unconscious biases!
- Ask open-ended questions
- Model cultural humility

Examples:

“What assumptions might be influencing how I am interpreting my student’s behaviour or progress?”

“What are your next steps after this meeting.” “I am not sure, let’s look into it together.”

Developing intercultural competencies is an ongoing process of curiosity, adaptation, and growth.

Insights

- Recognize when we need support from our colleagues
- Remember the importance of self-care
- Encourage students to lean on one another
- Be intentional and authentic

Reflect

- How might attitudes such as curiosity, openness, acceptance, respect and cultural humility show up in a supervisory relationship?
 - How might skills such as adaptability, listening, empathy and patience show up in a supervisory relationship?
 - How do I learn and increase my knowledge about my student’s diverse background?
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- Think of a time a misunderstanding occurred with a student.
What may have caused it (cultural, linguistic, relational, age, ability...)?
How did you handle it? Was there anything you could have done differently?