

Building Your Cultural Competence

WITH THE INTERCULTURAL DEVELOPMENT INVENTORY FRAMEWORK



MARTIN LUTHER COLLEGE

THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

DEEP CULTURE

Communications Styles and Rules:

Facial Expressions Gestures Eye Contact
Personal Space Touching Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:

Courtesy and Manners
Friendship Leadership
Cleanliness Modesty
Beauty

Concepts of:

Self Time Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:

Elders Adolescents Dependents
Rule Expectations Work Authority
Cooperation vs. Competition
Relationships with Animals Age
Sin Death

Approaches to:

Religion Courtship Marriage
Raising Children Decision-Making
Problem Solving

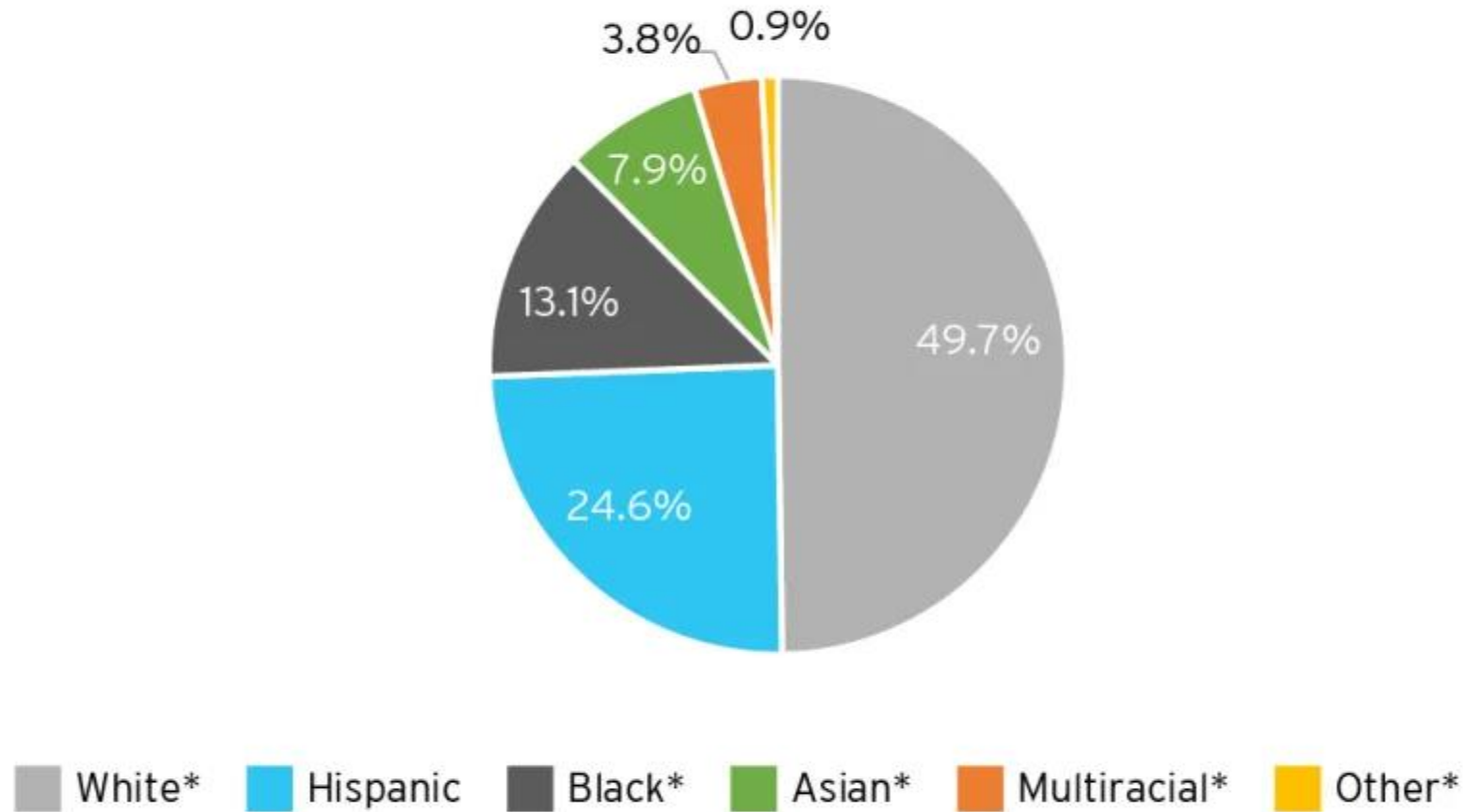
Why cultural competency?

“Intercultural competence is no longer a ‘Nice to have’ skill in our world, but a ‘need to have,’ and that means educational institutions need to get serious about fostering it. Thankfully, the shift is already beginning to happen.”

Harvey, T (2019). From the margins to the center. *International Educator*, 28(1), 46.

FIGURE 1

Racial profile of U.S. population, 2045



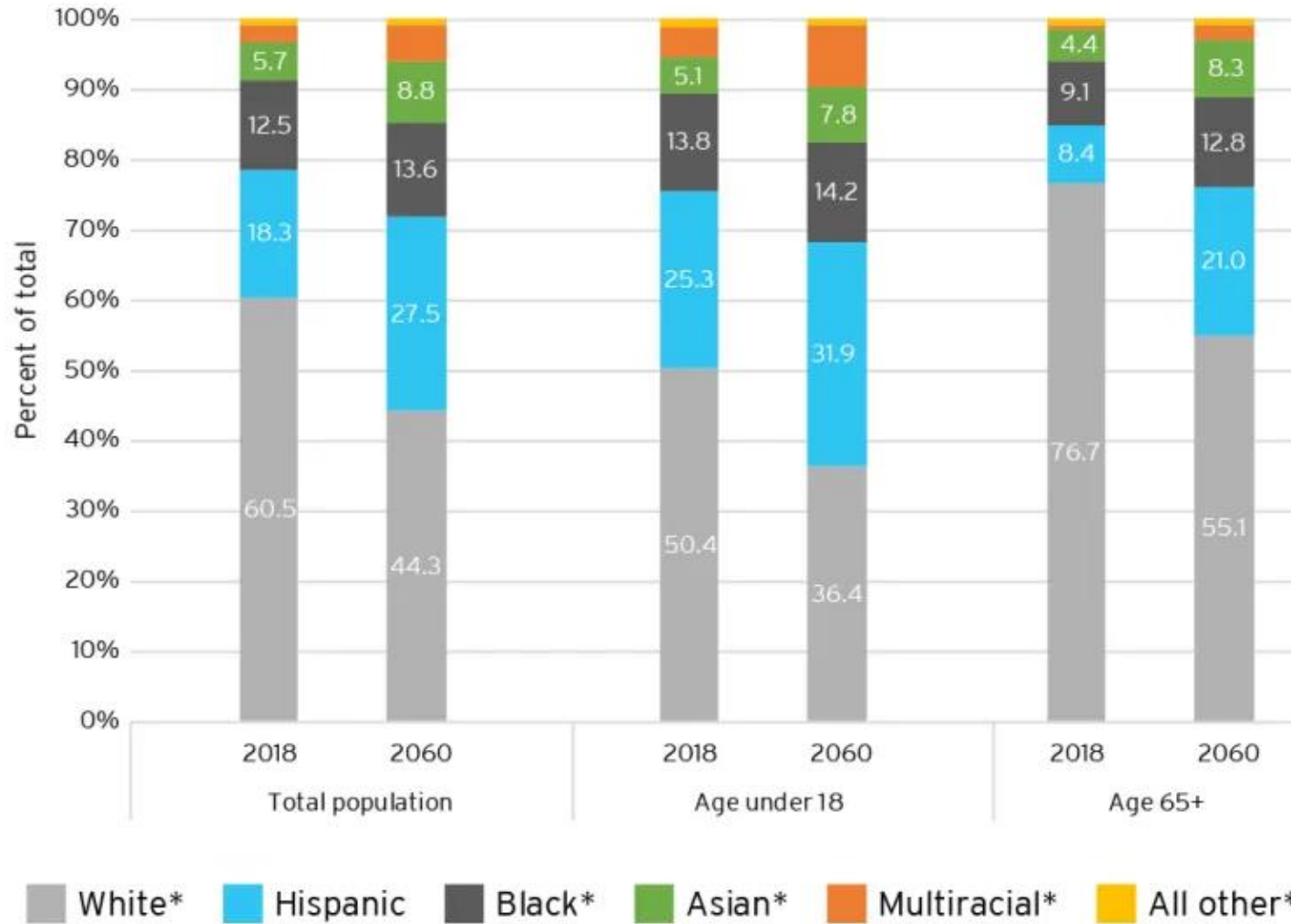
* Non-Hispanic members of race

Source: William H Frey analysis of U.S. Census population projections released March 13, 2018 and revised September 6, 2018

Why cultural competency?

FIGURE 4

U.S. race-ethnic profiles, 2018 and 2060



* Non-Hispanic members of race

Source: William H Frey analysis of U.S. Census population projections released March 13, 2018 and revised September 6, 2018

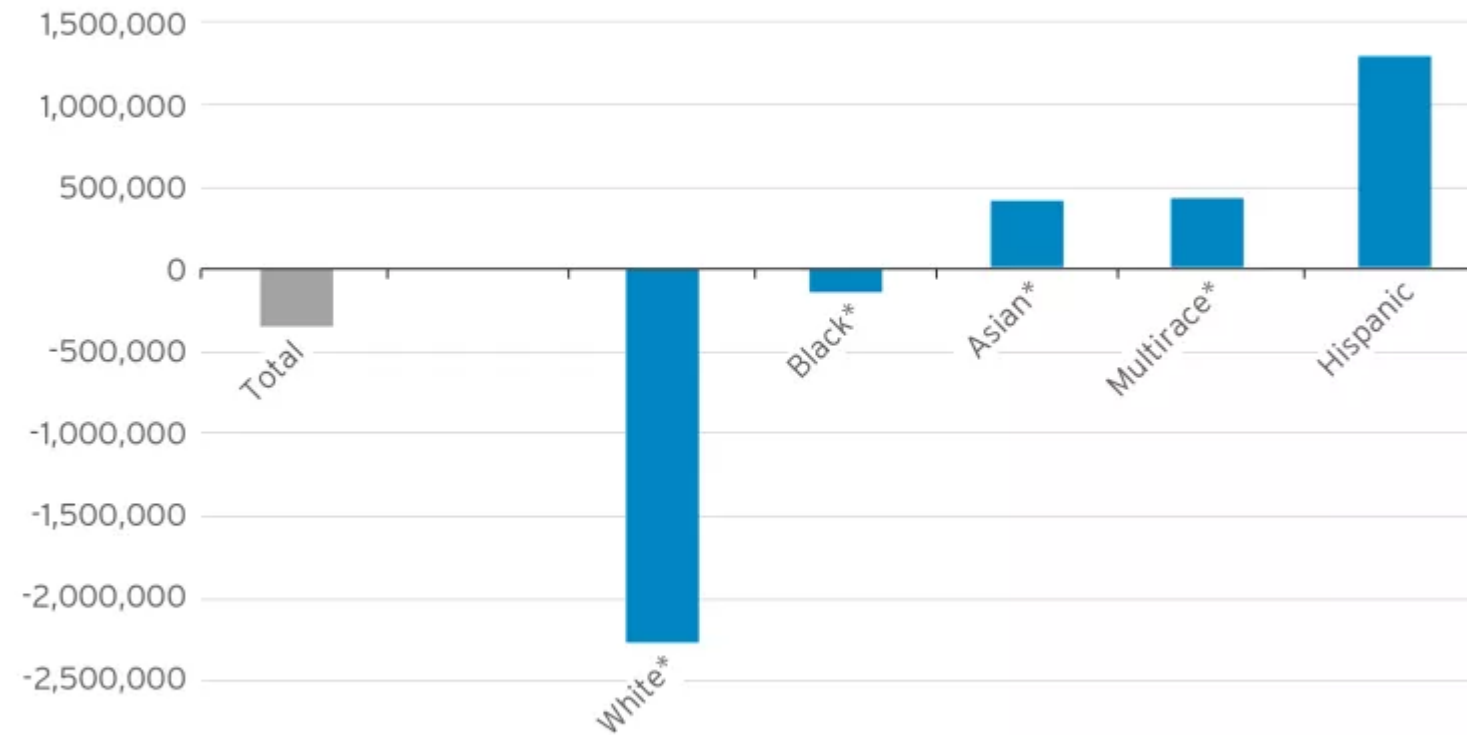


Metropolitan Policy Program
at BROOKINGS

Why cultural competency?

FIGURE 2

Change in under age 15 child population in the United States, 2010-2018



* Non-Hispanic members of racial group
Source: William H. Frey analysis of US Census population estimates released June 20, 2019

B Metropolitan Policy Program
at BROOKINGS

ABOUT THE INTERCULTURAL DEVELOPMENT INVENTORY (IDI)

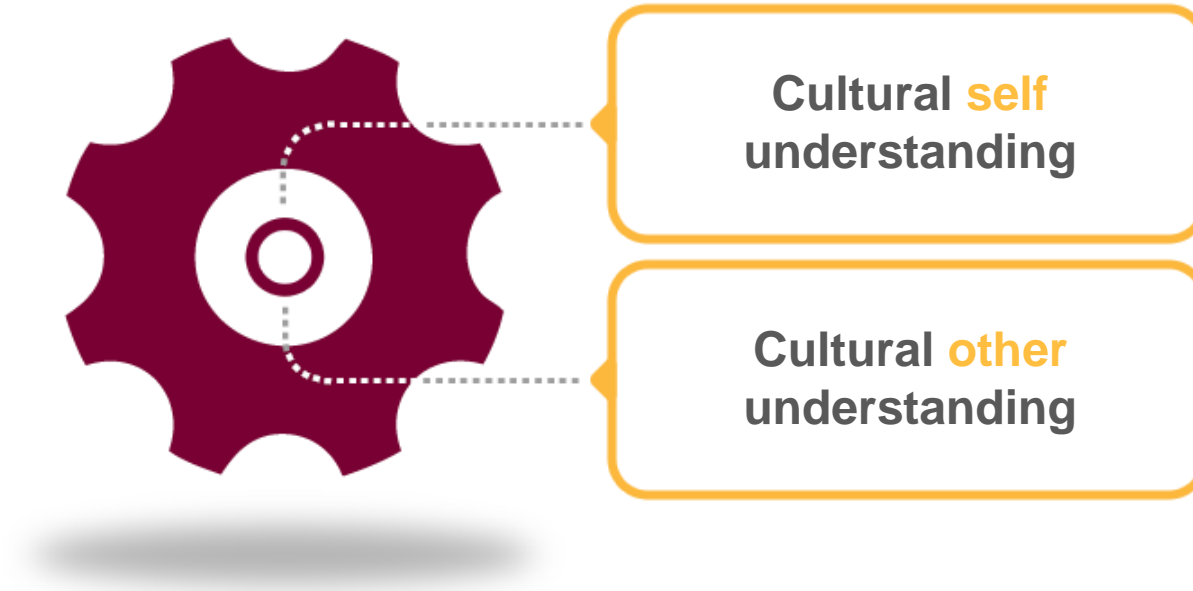
- CONSIDERED A CROSS-CULTURALLY GENERALIZABLE (I.E., INTERNATIONAL AND DOMESTIC DIVERSE CULTURE GROUPS), VALID, AND RELIABLE MEASURE OF INTERCULTURAL COMPETENCE THAT DOES NOT CONTAIN CULTURAL BIAS.
-
- PSYCHOMETRIC SCALE CONSTRUCTION PROTOCOLS WERE FOLLOWED TO ENSURE THAT THE IDI IS NOT SUSCEPTIBLE TO SOCIAL DESIRABILITY EFFECTS (I.E., INDIVIDUALS CANNOT “FIGURE OUT” HOW TO ANSWER IN ORDER TO GAIN A HIGHER SCORE).

I Intercultural Competence



Diversity	+ Intercultural Competence =	Inclusion
<ul style="list-style-type: none">◇ The WHO: The mix of differences◇ Focus on “impact” of differences◇ Measured by demographic analysis	<ul style="list-style-type: none">◇ The HOW: How to make the mix work◇ Focus on capacity◇ Measured by the IDI	<ul style="list-style-type: none">◇ The WHAT: The “mix” feeling valued and engaged◇ Focus on the experience◇ Measured by outcomes

| Core IDI Concept: Intercultural Competence

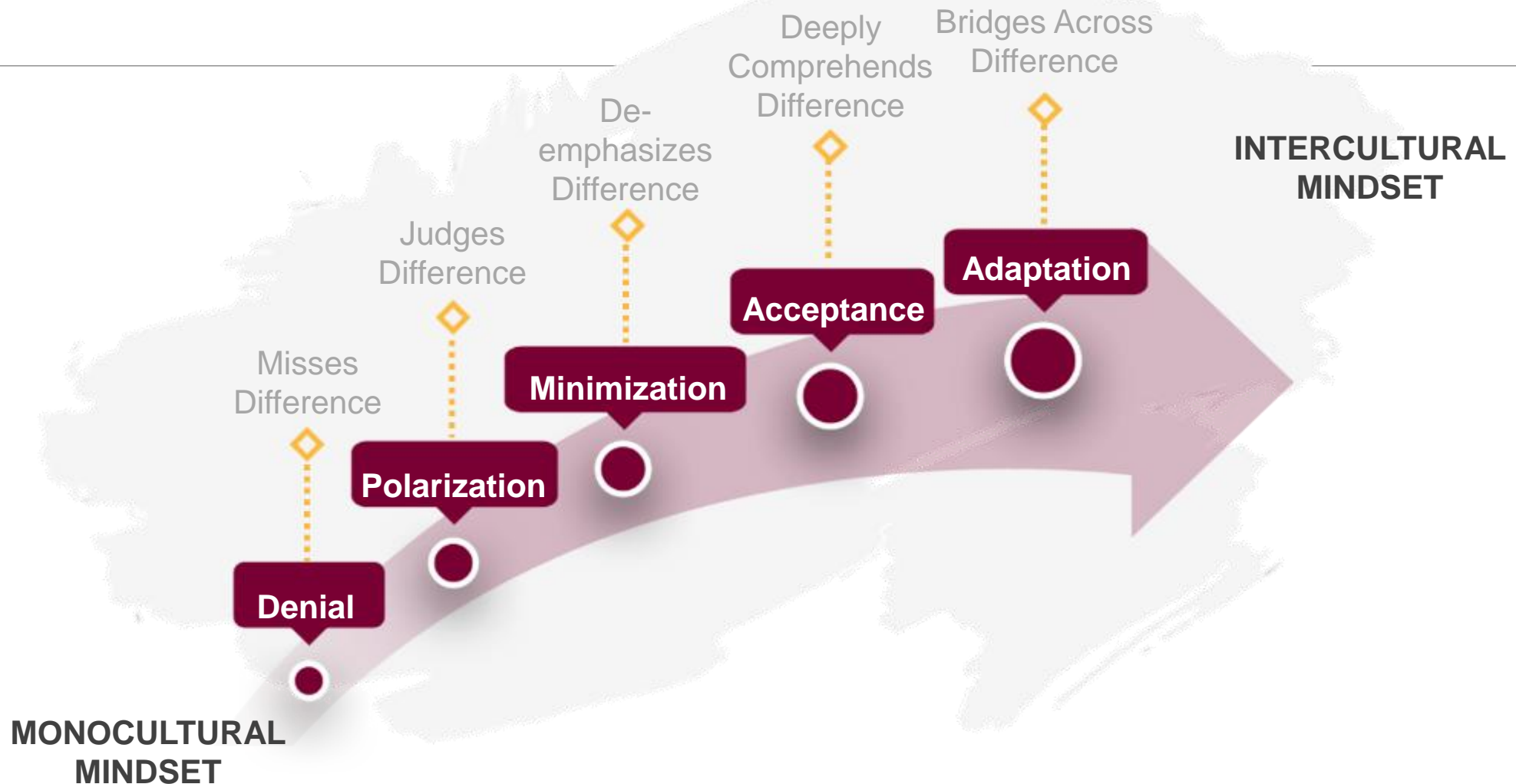


The *capacity* to shift perspective and behavior based on commonalities and differences by experiencing cultures and individuals with greater levels of complexity.

IDI Developmental Approach to Intercultural Competence



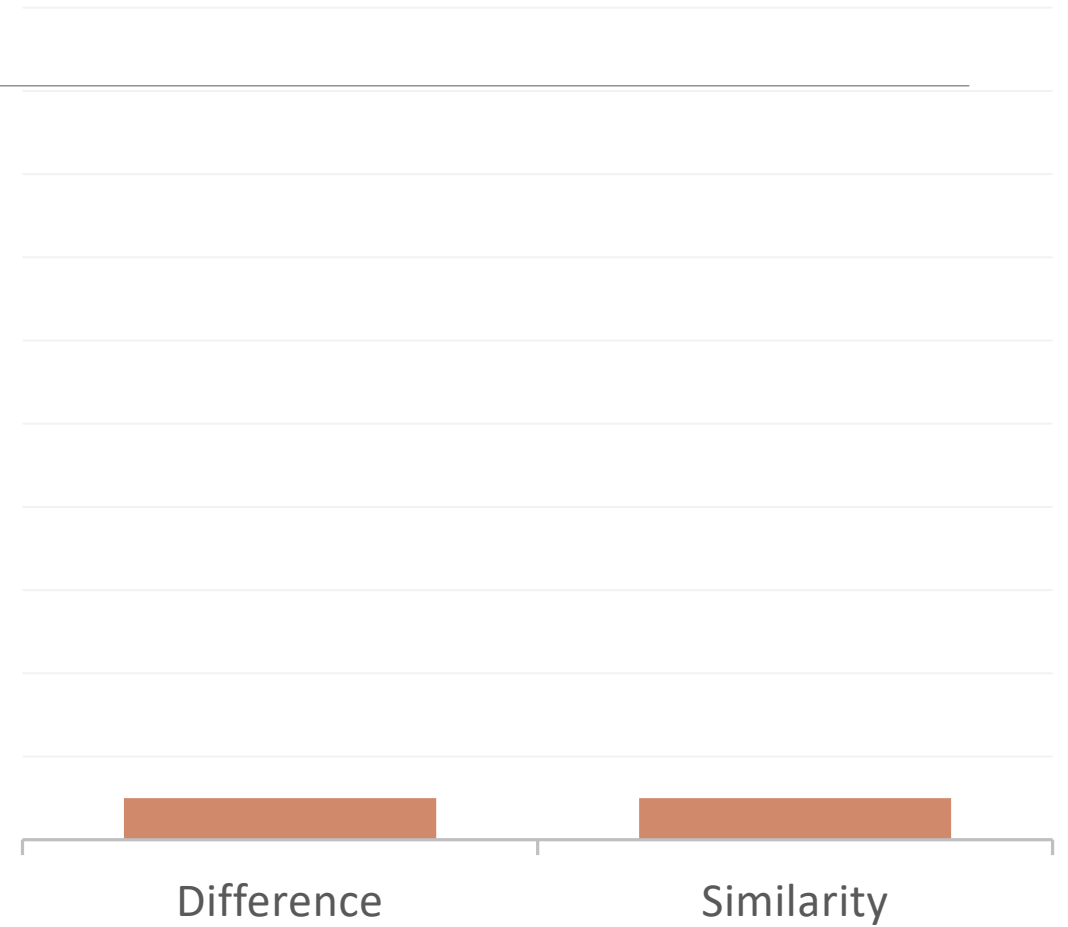
Intercultural Development Continuum: Primary Orientations



Denial

Little recognition of cultural difference

They **miss difference**



Denial

Cognition

-Does not see behaviors and communication as “cultural”

Affect

-Indifference or disinterest toward other cultures

Behavior

-Support for tradition

-Most comfortable with what is familiar

-Tend to avoid difference

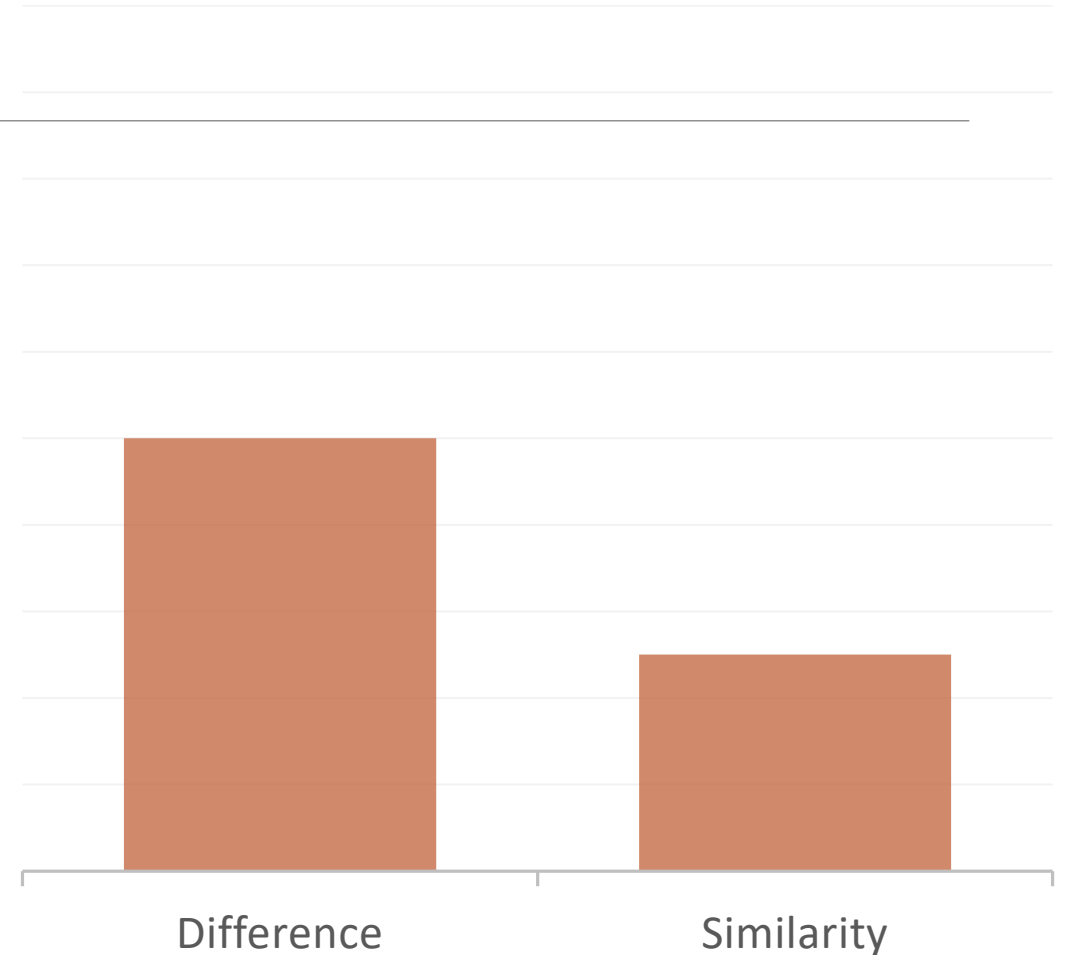
Polarization: Defense

View cultural differences in terms of “us” and “them”

Evaluate difference negatively

Take an uncritical view of one’s own cultural practices and an overly critical attitude toward other cultural practices

They **judge difference**



Polarization: Defense

Uncritical of one's own cultural practices & overly critical toward other cultural practices

Cognition

- Think in terms of stereotypes
- See difference as something to overcome

Affect

- Fear and anxiety
- Difference is threatening

Behavior

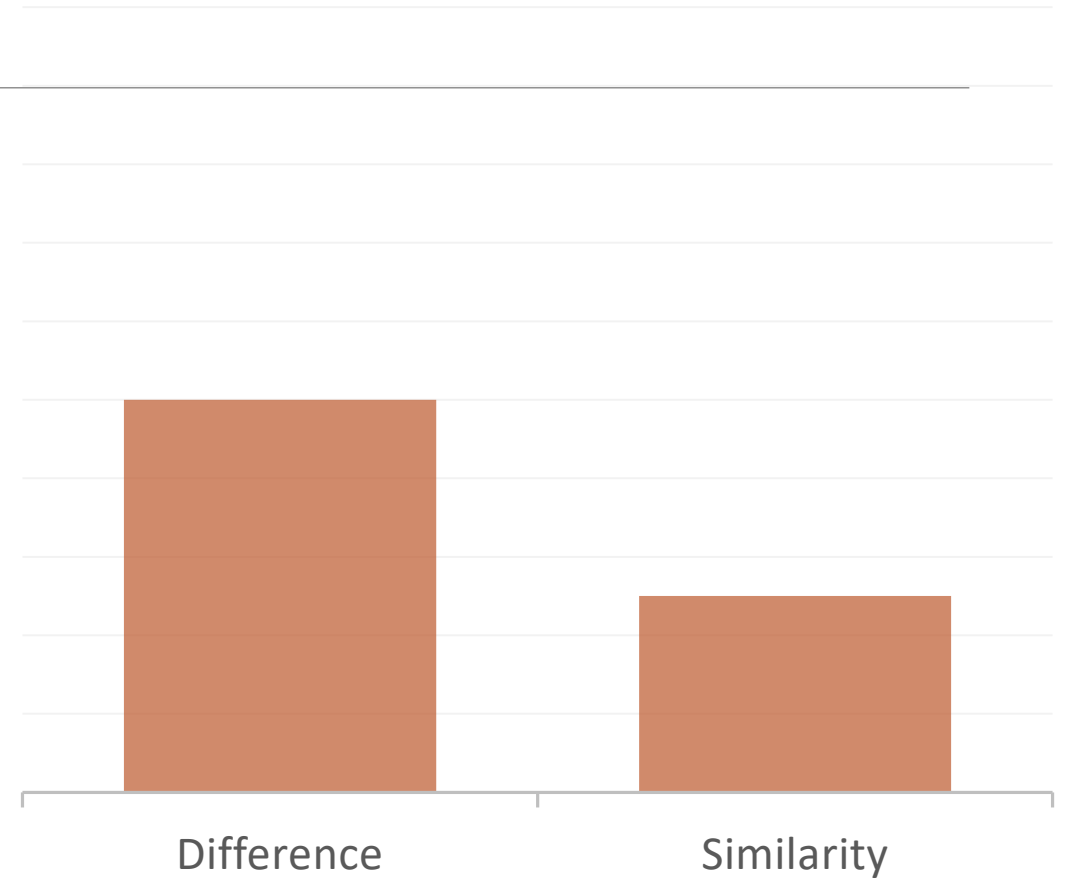
- Discriminatory behavior against different groups and people
- Dehumanization of the other is possible

Polarization: Reversal

Also view cultural differences in terms of “us” and “them”, except...

Take an uncritical attitude of other cultural practices and an overly critical view of one’s own culture

They **judge difference**



Polarization: Reversal

Uncritical acceptance of other cultural practices & overly critical evaluation of one's own culture

Cognition

-Think in terms of stereotypes

Affect

-Strong commitment to an underdog group or person

Behavior

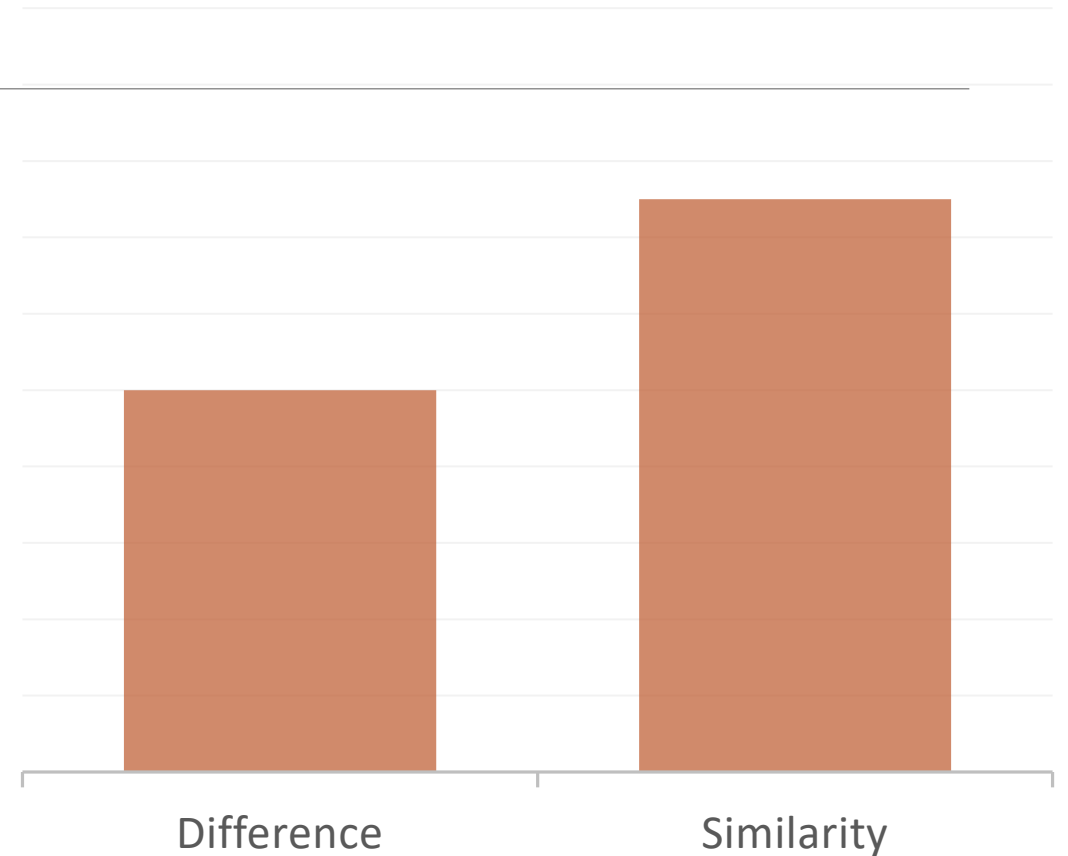
-Makes negative evaluations of own culture

-Makes cultural comparisons, with the other culture viewed more favorably

Minimization

Highlight cultural commonality and universal values and principles, which may mask deeper recognition and appreciation of cultural differences

They **de-emphasize difference**



Minimization

Cognition

- Culture is beginning to be understood but...
- Difference is organized into familiar cultural categories
- ex. “Of course we may do things differently, but we all just want respect or love...”

Affect

- Increasingly comfortable with people from other cultures
- Positive attitude

Behavior

- Active support for religious, moral, political, or other universal principals
- “Deep down we all want the same things.”

Minimization

Dominant Group Experience:

- May prevent deeper awareness of privilege and lead to overestimation of one's own cultural sensitivity and competence

◦ **Non-Dominant Group Experience:**

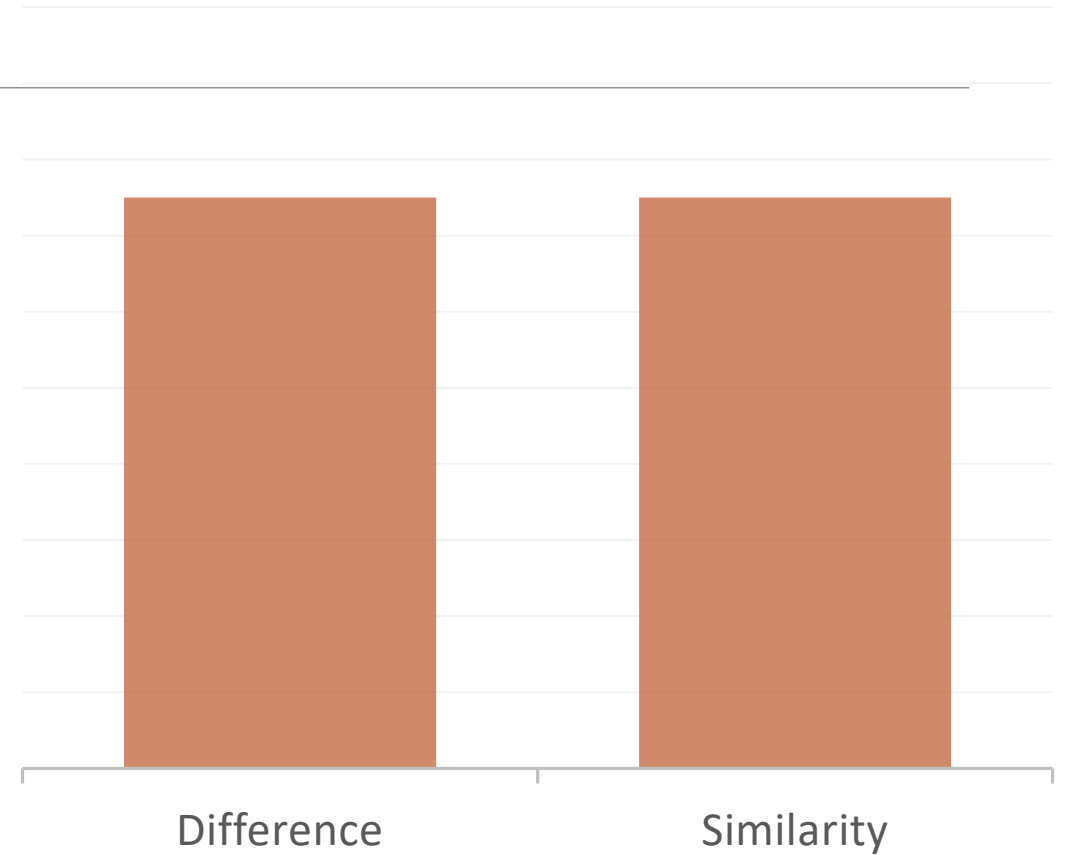
- May be a strategy for getting things done in dominant culture- “go along to get along”

Acceptance

Recognition of cultural differences and similarities

Interest in experiencing other cultures, and an appreciation of other cultures

They **deeply comprehend difference**



Acceptance

Cognition

- Rapid growth of culture-specific knowledge
- Use of culture-general frameworks
- Understanding of cultural context (not centering, but shifting perspective)

Affect

- Non-evaluative curiosity
- Interested in and appreciative of other cultures; wants to learn more

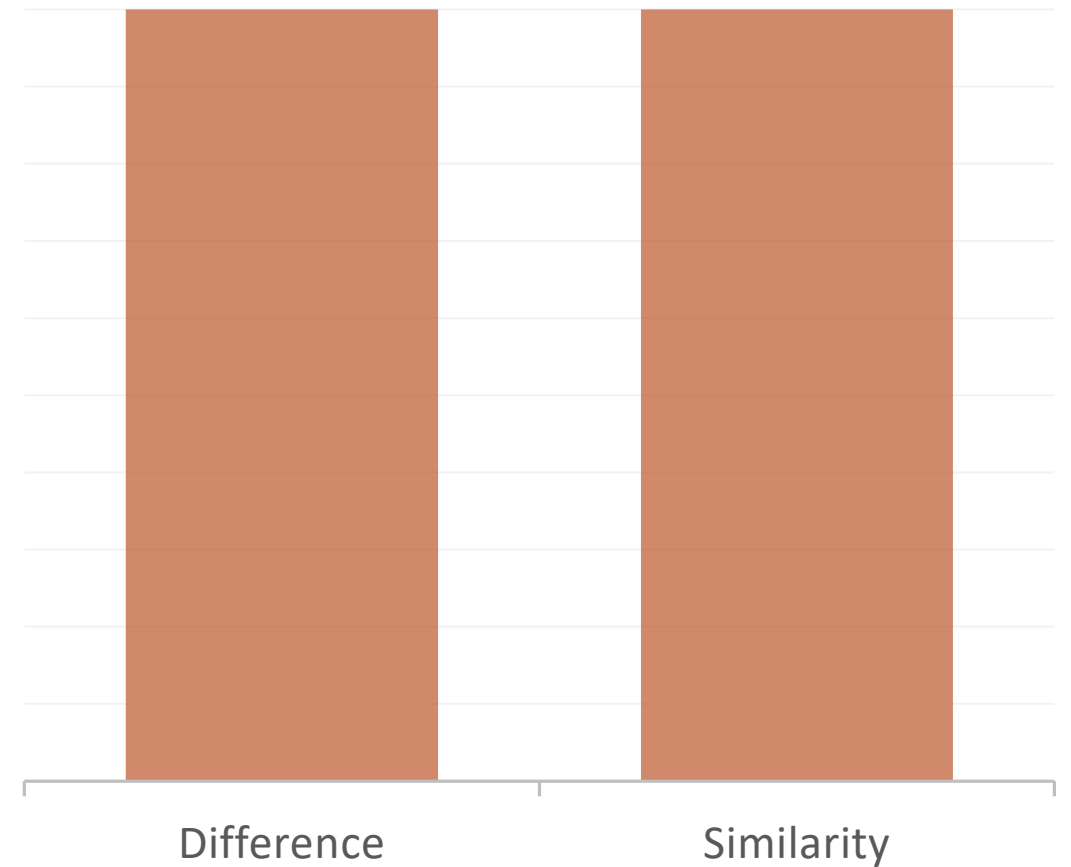
Behavior

- Seeks knowledge and experience about different cultures...
- But is uncertain how to appropriately adapt and apply this knowledge

Adaptation

Ability to shift into another cultural frame of reference and adapt behavior to that cultural context in appropriate and authentic ways

They **bridge across difference**

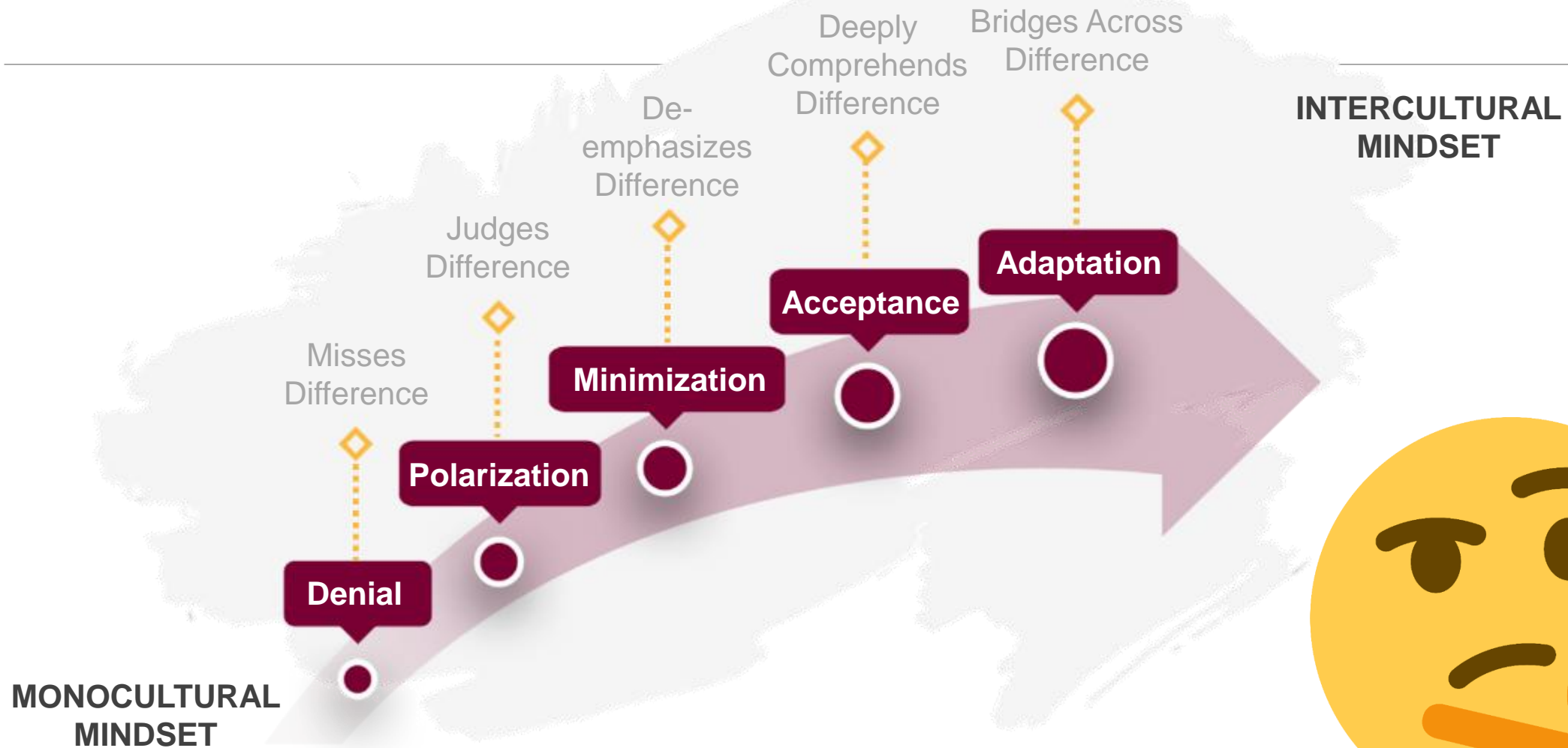


Adaptation

- | | |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognition | <ul style="list-style-type: none">-Cultural knowledge is deep-Makes sense of cultural differences in a manner similar to persons in the other cultural group |
| Affect | <ul style="list-style-type: none">-High value on exercising cultural competence and working effectively with people from other cultural groups |
| Behavior | <ul style="list-style-type: none">-Intentional frame-shifting-Actively attempts to increase repertoire of cultural behavior-Helps others bridge cultural differences |



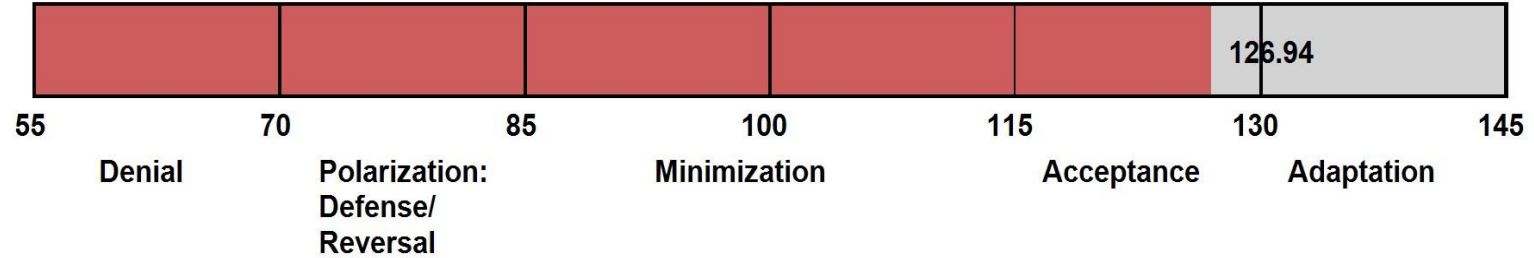
Which Orientation do you think you would be scored at?



Group Profile – IDI (example)

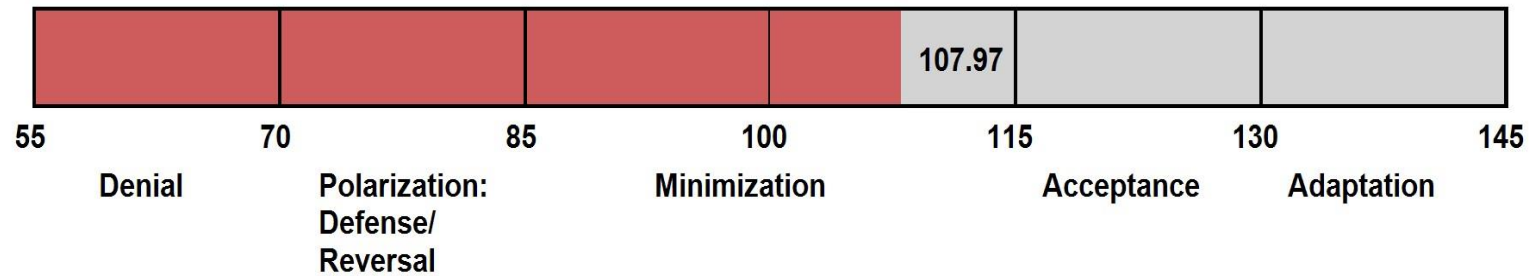
Perceived

Orientation



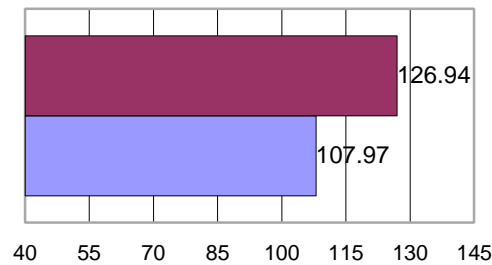
Developmental

Orientation



Orientation

Gap



Developmental Opportunity: Denial

Begin to notice cultural differences

Exposure to non-threatening aspects of cultural differences (food, music, art) is a good place to start

Developmental Opportunity: Polarization

Identify commonalities between own and other's views, needs, and goals

Recognize common humanity

Connect based on similarities

Recognize the stereotypic nature of one's experiences and perceptions

Developmental Opportunity: Minimization

Increase self awareness; understand one's own cultural patterns and lenses

Start to explore more nuance and complexity where you see universals

Increase understanding of culture-general and culture-specific frameworks

Developmental Opportunity: Acceptance

Work on overcoming issues of cultural relativity

Increase comfort adapting behavior in authentic ways

Understand Adaptation is goal-oriented

Developmental Opportunities: Adaptation

Temper frustrations with people who have less complex experiences of cultural difference

Increase cultural repertoire

Continue to practice shifting perspective and adapting behavior with authenticity to be effective and appropriate when navigating difference

Key Intercultural Learning Opportunities

Workplace Activities

Theater, Film, & Arts

Educational Classes

Personal Interactions

Books & Articles

Intercultural Journal

Travel

Site Visits

How to maximize those opportunities:

Be consistent and intentional

Select activities that pique your curiosity, are enjoyable, are less familiar, and challenge you

Process your experiences by talking about them

Exercise 1: Ask yourself these questions and write down your thoughts:

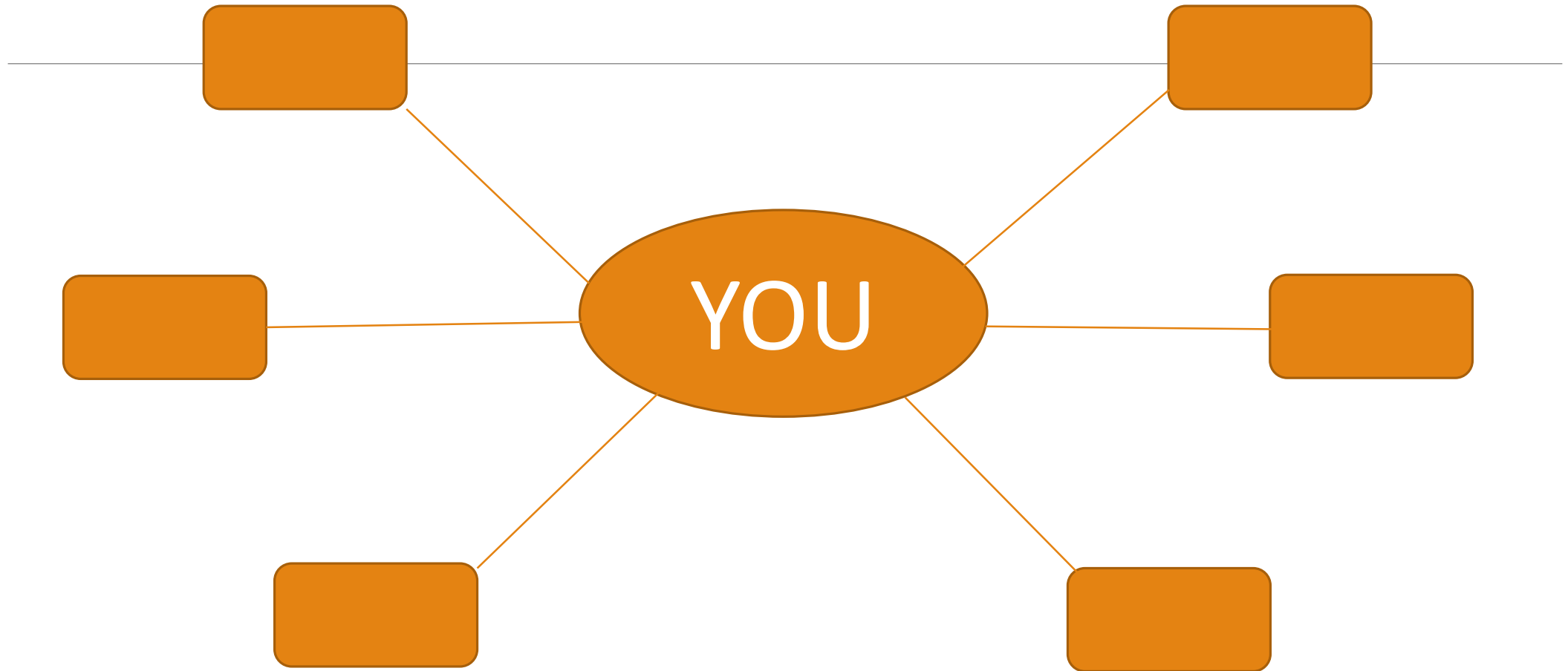
How diverse is your community and workplace (e.g., nationality, ethnicity, religion)? In what ways is diversity recognized by leaders in your community and in your organization?

When and how did you first become aware of cultural groups that were different from your own?

What has been challenging and what has been rewarding in interacting with people from different cultures?

Reflecting on your answers to these questions; what insights or conclusions come to mind about your overall experience with people who are culturally different from yourself?

Exercise 2: In each box, write a word that you feel describes you or is a significant part of who you are or how you would identify yourself to others (e.g. Christian, sister/brother, mom/dad, spouse)



Exercise 2 Reflection questions:

If you had to pick just one circle, which would it be? Two circles? Why are these important parts of your cultural identity?

Did you have difficulty filling in six circles? Or was six not enough?

Is there an identity that others don't readily recognize in you? How does that make you feel?

Go back and add some values you attribute to each of the circles. For example, values from being an educator might be "respect for knowledge" or "love of children/youth". Are there any places that values conflict?

How might it feel to be seen as just one of these circles?

“When we consciously and consistently choose to act in new more inclusive ways, we are both overriding the brain’s “us vs. them” tendencies, as well as setting the stage for establishing more inclusive habits and patterns in our behavior.”

~ Mary E. Casey and Shannon Murphy Robinson



Websites:

IDI Inventory: <https://idiinventory.com/>

Implicit Association Test: <https://implicit.harvard.edu/implicit/takeatest.html>

Implicit Race Test: <https://implicit.harvard.edu/implicit/user/agg/blindspot/indexrk.htm>

Hofstede's Cultural Dimensions Country Comparison: <https://www.hofstede-insights.com/fi/product/compare-countries/>

[Voice of the Middle Ground](#) Facebook Page

The Human Library: <https://humanlibrary.org/>

Books

Blindspot: Hidden Biases of Good People by Mahzarin R. Banaji and Anthony G. Greenwald

Tell Me Who You Are: A Road Map for Cultivating Racial Literacy by Winona Guo and Priya Vulchi

Talking to Strangers: What We Should Know About the People We Don't Know by Malcom Gladwell

Neuroscience of Inclusion: New Skills for New Times by Mary E. Casey and Shannon Murphy Robinson

What Does it Mean to Be White? Developing White Racial Literacy by Robin DiAngelo

A Beginner's Guide to Crossing Cultures: Making Friends in a Multi-cultural World by Patty Lane