Building Intercultural Competency

A CBE strategic initiative on equity, diversity, and inclusion

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Agenda

- Context, Rationale
- EDI Approach: Intercultural Competency
- Overview of the CBE Initiative and the Student Pilot
- How to participate, Next Steps, Q&A
Context - EDI

- Key "opportunity" identified in the CBE organizational assessment and one of the Dean’s priorities
- A key priority for UW – partnership with Office of Minority Affairs & Diversity and Undergraduate Academic Affairs
- A top issue across sectors locally, nationally and globally
Context - general approaches to EDI

- Assimilation = “out” group to conform to ”in” group
- Legal, policies, rules = compliance
- Valuing diversity – “diversity-lite”
- Valuing diversity – “Capital C” culture
- Isms and bias – prejudice reduction; anti-oppression
- Culture or group specific
Building Intercultural Competency Using the IDI

A Developmental and Strategic Approach
Diversity

The WHO: The mix of differences
- Focus on “impact” of differences
- Measured by demographic analysis

Intercultural Competence

The HOW: How to make the mix work
- Focus on capacity
- Measured by the IDI

Equity & Inclusion

The WHAT: Fair treatment, access, opportunity of excluded groups; the “mix” feeling valued and engaged
- Focus on the experience
- Measured by outcomes
Intercultural Competency

. . . the ability to accurately understand and effectively adapt to cultural differences
(in order to accomplish your goals)
Intercultural competency

✓ Developing a more complex way of thinking about and interacting with cultural differences

✓ Building capacity to “frame-shift” (shift or adapt behavior according to context) in order to be more effective or accomplish your goals
Why this approach?

- Focus on the value and impact of culture to achieving EDI goals
- Skills based and developmental approach – moving beyond awareness building
- Measurable – individual, teams and organizations
- 21st century core competency; key to team performance; predictive of key outcomes
How we experience cultural differences:

**Intercultural Development Continuum (IDC)**

- Explanation for understanding how individuals/groups experience cultural commonalities and differences

- Greater intercultural competence = greater effectiveness with differences

- Based on a “developmental model” – similar to stage model

- Measured by the Intercultural Development Inventory (IDI) – measures our primary “mindset” towards cultural difference
Intercultural Development Continuum

Monocultural Mindset

Denial
• Disinterest
• Avoidance

Disinterest
• Avoidance

Polarization
• Defense
• Reversal

Minimization
• Similarity
• Universalism

Acceptance

Adaptation
• Cognitive frame-shifting
• Behavioral code-shifting

Goals

Intercultural Mindset
Back to the general approaches to EDI

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Effectiveness of each approach depends on the where individuals are in the Continuum.
Measured by the Intercultural Development Inventory (IDI)

- A psychometric instrument based on the developmental model (IDC)
- A cross-culturally valid and reliable assessment
- Tested by rigorous psychometric protocols in numerous validation studies
- Foundations
  - Cognitive psychology
  - Personal construct theory
  - Grounded Theory
IDI Results

- Individual and group results
- Key results
  - Perceived orientation
  - Developmental orientation
  - Orientation gap
- Tailored individual development plan (IDP)
Overview of Approach

Phase 1: Engagement & Assessment
- Info sessions
- Focus groups, interviews, questionnaire
- IDI assessment
- Oct/Nov 2019

Phase 2: Group results and action planning
- IDI group results (Nov 2019)
- Action planning based on goals and IDI results
- Nov/Dec 2019

Phase 3: Capacity Building for Change Agents
- Individual and group IDI feedback
- Group development based on IDI results
- Jan-Jun 2020

Phase 4: Capacity Building - Individuals and Groups
- Faculty/staff individual IDI feedback
- Faculty/staff development
- Jan 2020 – Mar 2021
Student IDI Pilot and Study

- **Goal** – developing and tracking student intercultural competency
- **Course** – The Nehemiah Studio and Seminar (25 students)
- **IDI guided development**
  - individual students receive IDI feedback and development plans, and the group receive group development
- **Pre and post IDI**
  - Course student
  - ”control group” – 25 student leaders
- **Collaboration between Dean Renee Cheng, Rachel Berney (UDP), Donald King (Arch), Al Levine (RE), Branden Born, Lynne Manzo**
Collaboration Team

- Dean's Office
- Erolin Solutions Team
- EDI Initiative Steering Group
- UW Minority Affairs & Diversity
- Undergraduate Academic Affairs
- Lynne Manzo, Branden Born (PAC, CBE dept funding)
Next steps: Getting Involved

- Participate in the assessments
  - Focus groups, questionnaire, interviews
  - Take the IDI instrument (will receive email information)
  - Provide feedback — suggestions, concerns, critiques, etc.

- Understand your individual and group IDI results
  - November 2019 presentations on group results
  - Ongoing individual IDI feedback 2020-21
  - Use the development plans

- Engage your colleagues and students
Next steps

1. Questionnaire and IDI – Week of October 14
   ◦ Individual email invite
   ◦ Complete by October 31

2. IDI group sessions – Nov 20-22
   ◦ Sign up in Oct/Nov
Thank you

Questions? Concerns? Feedback?