Building a Foundation with the DMIS, IDI and the IDC

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Approaches for Developing Intercultural Competence

Culture Specific knowledge and skills:
- Area simulations
- History, legal systems, geography, political institutions, etc.
- Do’s and taboo’s of different cultural groups

Culture general knowledge and skills:
- Learning strategies in a foreign environment
- Behavioral adaptivity

Increased foreign language fluency:
- Speaking & writing
- Interpretation & translation services

Increased cultural self-awareness:
- Contrast culture models, assimilators
- Diversity, privilege awareness

Result of each approach *alone*: Inconsistent Impact

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Working with someone next to you discuss briefly your definition of culture.
Objective/Subjective Culture

Objective culture: What human beings make, and pass on from generation to generation. Examples: music and art

Subjective culture: The learned and shared patterns of beliefs, behaviors, and values of groups of interacting people. Source: Bennett 1998: 3.
Intercultural Development Continuum (Line-up Activity)
Intercultural Development Continuum (IDC)

Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986.

Monocultural Mindset
- Denial
  - Disinterest
  - Avoidance
- Polarization
  - Defense
  - Reversal
- Minimization
  - Similarity
  - Universalism
- Acceptance
  - Cognitive Frame-shifting
  - Behavioral Code-shifting
- Adaptation
  - Cognitive Frame-shifting
  - Behavioral Code-shifting

Intercultural Mindset
Practice with Cards

Working with a partner determine where on the continuum the statements on the cards fall.
Intercultural Development Continuum

Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986.
The Intercultural Development Continuum (IDC)

- Explains how people, groups, or entire organizations tend to think and feel about (their mindset regarding) diversity and cultural difference
- Provides the basis for matching coaching and development to the readiness of an individual, group, or organization
- Helps individuals and people in groups or entire organizations work more effectively with people from other cultural backgrounds
Intercultural Development Inventory (IDI)

The IDI is a 50-item questionnaire (offered in 14 languages) that can be completed in 15-20 minutes.

Results are arrayed along the IDC (a model of intercultural competence grounded in the Developmental Model of Intercultural Sensitivity [DMIS])

Contexting questions (when completed) provide a cultural grounding for relating profile scores to the experience of the individual.
Primary Elements of the IDI Profile

• **Perceived Orientation (PO):**
  – The PO score reflects where you place yourself along the intercultural development continuum.

• **Developmental Orientation (DO):**
  – The DO indicates your primary orientation toward cultural differences and commonalities along the continuum as assessed by the IDI. *The DO is the perspectives you are most likely to use in those situations where cultural differences and commonalities arise.*
Primary Elements of the IDI Profile

• **Trailing Orientations (TO):**
  – *Trailing orientations* are those orientations that are “in back of” your Developmental Orientation (DO) on the intercultural continuum.
  – *Trailing orientations* may or may not be “resolved”. When an earlier orientation is not resolved, this “trailing” perspective may be used to make sense of cultural differences at particular times, around certain topics, or in specific situations.

• **Leading Orientations (LO):**
  – A *Leading Orientation* is that orientation that is immediately “in front” of your Developmental Orientation (DO). A *Leading Orientation* is the next step to take in further development of intercultural competence.
Primary Elements of the IDI Profile

• Cultural Disengagement (CD):
  – The *Cultural Disengagement* score indicates how connected or disconnected you feel toward your own cultural community. *Cultural Disengagement* is *not* a dimension of intercultural competence along the developmental continuum.
Perceived Orientation (PO)

Developmental Orientation (DO)

Orientation Gap (OG)
Range of Developmental Orientations

Percentage Developmental Orientation

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Adaptation</td>
<td>0.0%</td>
</tr>
<tr>
<td>Adaptation</td>
<td>0.0%</td>
</tr>
<tr>
<td>Cusp of Adaptation</td>
<td>6.8%</td>
</tr>
<tr>
<td>Acceptance</td>
<td>18.8%</td>
</tr>
<tr>
<td>Cusp of Acceptance</td>
<td>6.8%</td>
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<tr>
<td>Minimization</td>
<td>62.5%</td>
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<tr>
<td>Cusp of Minimization</td>
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<tr>
<td>Polarization</td>
<td>6.3%</td>
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<tr>
<td>Cusp of Polarization</td>
<td>0.0%</td>
</tr>
<tr>
<td>Denial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Percent of Resolution of Polarization (Cusp of Polarization, Polarization) from Defense and Reversal

- Defense: 34%
- Reversal: 66%

UNCG International Programs
Trailing orientations

Reversal Trailing Orientation

1. Unresolved (1.00-4.00)
2. 3. 4.
4. Resolved (4.001-5.00)
5. 3.87
Leading Orientation/Cultural Disengagement

Leading Orientations

- Denial
- Polarization: Defense/Reversal
- Minimization
- Acceptance
- Adaptation

Cultural Disengagement

- Resolved: 04.44
- Resolution
- Unresolved

Cultural Disengagement

- Resolved: 25%
- Unresolved: 75%
5. Age category:

- 17 and under: 0%
- 18-21: 0%
- 22-30: 63%
- 31-40: 31%
- 41-50: 0%
- 51-60: 6%
- 61 and over: 0%
6. Total amount of time you have lived in another country:

- Never lived in another country: 44%
- Less than 3 months: 19%
- 3-6 months: 19%
- 7-11 months: 0%
- 1-2 years: 6%
- 3-5 years: 0%
- 6-10 years: 0%
- Over 10 years: 13%
Milton Bennett’s Developmental Model of Intercultural Sensitivity (DMIS)

Experience of Difference

- Denial
- Defense
- Minimization
- Acceptance
- Adaptation
- Integration

Ethnocentric Stages

Ethno-relative Stages

Integrating Commonality & Differences

**COMMONALITY**
- focus
- conformity

**DIFFERENCE**
- fragmentation
- innovation

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Resources


Thank you! Questions? Comments?

Power point will be posted to the WISE resource page
Four Core Intercultural Competencies

- Increase cultural and personal self awareness through reflecting on our own experiences, past and present;
- Increase awareness of others within their own cultural and personal contexts;
- Learn to manage our emotions and thoughts in the face of ambiguity, change, and challenging circumstances & people; and
- Learn to bridge cultural gaps-- that is, learn to shift our frames, attune our emotions to others, and adapt our behavior to unfamiliar or challenging cultural contexts.