

ESCOP Diversity and Inclusion Trainings
Westin Alexandria Hotel, 400 Courthouse Square, March 6-8, 2017

Session I Intercultural Development Inventory (IDI) – Banneker Room (3/6 3-530)
(ESCOP Leadership and other colleagues)

Dr. Pamala Morris, Assistant Dean, Office of Multicultural Programs, College of Agriculture, Purdue Univ., pmorris@purdue.edu; 765-494-8293

The IDI assessment (<https://idiinventory.com>) will form the basis for a group discussion focusing on cultural differences and commonality from this leadership group. Group and individual perspectives will provide comparative evaluation to established profiles with action steps identified for future advancement an intercultural mindset.

Steele, Claude M. (2010). Whistling Vivaldi – How stereotypes affect us and what we can do. New York: W. W. Norton and Company.

Banaji, Mahzarin R. and Greenwald, Anthony G. (2013). Blind Spot – Hidden Biases of Good People. New York: Delacorte Press.

Session II Applying the Multicultural Organization Development Model (MCOD) – Bell Room (3/7 1-5)

(Leadership, regional research and Extension associations, NIFA)

Dr. Shannon Archibeque-Engle, Director of Diversity and Retention, College of Agricultural Sciences, Colorado St. Univ., Shannon.archibeque-engle@colostate.edu, 970-491-2450

How do you create, maintain, and lead a multicultural organization? This session will categorize an organization, including an educational or research organization. This interactive session will introduce the MCOD model: (<https://www.pdx.edu/sites/www.pdx.edu.studentaffairs/files/MCOD%20Best%20Practice%20s.pdf>), provide participants with specific criteria to categorize your organization, and supply a step-by-step process to lead your organization toward its goals with specific next steps.

Session III Diversity and Inclusive Excellence – Curie Room (3/8 8-5)

(Leadership, regional research and Extension associations, NIFA)

Dr. Shannon Archibeque-Engle, Director of Diversity and Retention, College of Agricultural Sciences, Colorado St. Univ., Shannon.archibeque-engle@colostate.edu, 970-491-2450

This highly interactive session will create diversity and inclusion practitioners who feel competent and confident and who are prepared to impact the climate and culture of their organization towards Inclusive Excellence. Outcomes of this session: Develop awareness, knowledge, and skills to understand and enhance multicultural competency, Integrate Inclusive Excellence in the planning, implementation, and evaluation of programs and services, Equip participants with skills to proactively affirm and promote diversity and inclusion, Develop diversity and inclusion practitioners who feel empowered to advocate for diversity and inclusion, and Practice intervention skills to support diversity and inclusion.



INTERCULTURAL
DEVELOPMENT
INVENTORY

Intercultural Development Inventory v.3 (IDI)

EDUCATION

GROUP PROFILE REPORT

Prepared for:

Escop Group

Prepared by:

Pamala Morris, Primary QA, Purdue University, March
2017

In conjunction with Mitchell R. Hammer, Ph.D.
IDI, LLC

For information or ordering the
IDI, contact:
www.idiinventory.com

The IDI v.3 is developed and copyrighted (2007-2011) by
Mitchell R. Hammer, Ph.D.,
IDI, LLC,
P.O. Box 1388
Berlin, Maryland 21811
USA

Introduction

Success in the 21st century in our educational institutions demands the *development of intercultural competence*. Intercultural competence spans both international and domestic educational contexts and is essential for students, faculty, staff and administrators as well as society at large.

A Group Profile

Your IDI Group Profile Report provides valuable information about *orientations toward cultural difference and commonality found within an identified group of three or more people*. These groups can include, for example, teaching departments, classrooms, athletic and other school sponsored groups, the parents of your students and members of the community as a whole. The IDI Group Profile can help you gain insight about how your group makes sense of and responds to cultural differences and similarities. Please be assured that the Intercultural Development Inventory (IDI) is a cross-culturally valid and reliable assessment of intercultural competence. It is developed using rigorous psychometric protocols with over 5,000 respondents from a wide range of cultures. Further, “back translation” procedures were followed in accurately translating the IDI into a number of languages.

The IDI Group Profile identifies the way your group collectively experiences cultural differences. As you review your IDI profile results, your group might consider past situations in which the group attempted to make sense of cultural differences and similarities. Re-framing your understanding of *past events* in this way can help you uncover assumptions that may have guided actions in these situations. In addition, you may wish to focus on a situation or challenge your group is *currently facing* in which cultural differences and similarities have emerged. In education, these challenges can range from changing community demographics, achieving local or national educational learning objectives, graduation rates, curriculum relevancy, as well as school violence concerns. The IDI Group Profile results can help you proactively address these and other concerns as well as increase your own cultural “self-awareness” of your group’s own, unique experiences around cultural differences and commonalities. As you reflect on your IDI Group Profile results, consider the following:

- **Did the group respond to each of the statements in the IDI honestly?** If so, then the IDI profile will be an accurate indicator of your group’s approach for dealing with cultural differences and commonalities.
- **Did the group think about their culture group and other cultures with which they have had the most experience when responding to the IDI?** For example, if the respondents thought of some idealized “other culture” with which they have had little experience, then you might consider having these members re-take the IDI.
- **Have members had or are currently experiencing a significant professional or personal transitional experience (e.g., moving to another country, traumatic event)?** If so, in some cases, their individual responses to the IDI may reflect their struggle with this transitional situation rather than their more stable orientation toward cultural differences. If this is the case, you may consider having these members re-take the IDI at a later date.

Intercultural Development Continuum

Intercultural competence is *the capability to accurately understand and adapt behavior to cultural difference and commonality*. In education, intercultural competence reflects the degree to which cultural differences and commonalities in values, expectations, beliefs, and practices are effectively bridged, an inclusive learning environment is achieved, and specific differences that exist in your institution are addressed from a “mutual adaptation” perspective.

People are not alike in their capabilities to recognize and effectively respond to cultural differences and commonalities. The intercultural development continuum (figure 1 below), adapted from the Developmental Model of Intercultural Sensitivity originally proposed by Dr. Milton Bennett, identifies specific orientations that range from more monocultural to more intercultural or global mindsets.

This continuum indicates that individuals and groups who have a more intercultural mindset have a greater capability for responding effectively to cultural differences and recognizing and building upon true commonalities. That is, your group’s success in achieving its educational mission is better served when the members are able to more deeply understand culturally-learned differences, recognize commonalities between themselves and others, and act on this increased insight in culturally appropriate ways that facilitate learning and personal growth among diverse groups.

Monocultural Mindsets

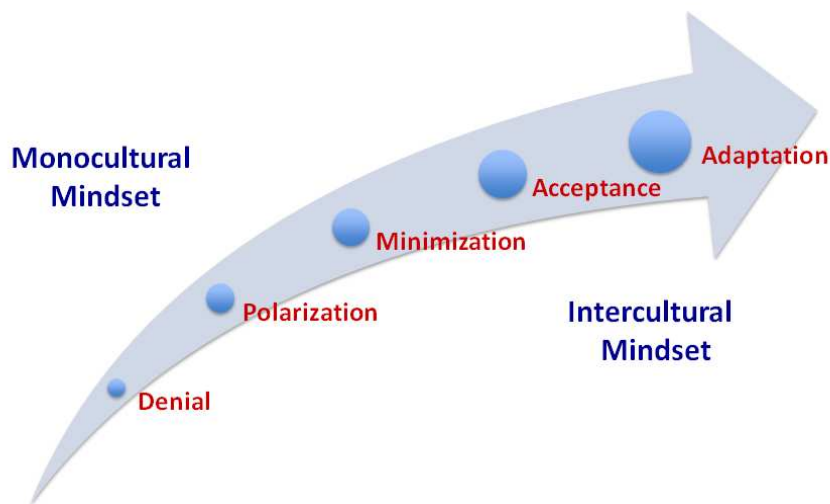
- ✎ Makes sense of cultural differences and commonalities based on one’s own cultural values and practices
- ✎ Uses broad stereotypes to identify cultural difference
- ✎ Supports less complex perceptions and experiences of cultural difference and commonality

Intercultural/Global Mindsets

- ✎ Makes sense of cultural differences and commonalities based on one’s own *and* other culture’s values and practices
- ✎ Uses cultural generalizations to recognize cultural difference
- ✎ Supports more complex perceptions and experiences of cultural difference and commonality

The specific competence orientations identified in the developmental continuum are Denial, Polarization (Defense & Reversal), Minimization, Acceptance, and Adaptation (figure 1). The IDI also measures **Cultural Disengagement** as a separate dimension. Cultural Disengagement is not a dimension of intercultural competence along the continuum. Nevertheless, it is an important aspect of how people relate to their own culture group and other cultures.

Intercultural Development Continuum



SUMMARY ORIENTATION DESCRIPTIONS

Denial	<i>An orientation that likely recognizes more observable cultural differences (e.g., food) but, may not notice deeper cultural differences (e.g., conflict resolution styles), and may avoid or withdraw from cultural differences.</i>
Polarization	<i>A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of:</i>
Defense	<i>An uncritical view toward one’s own cultural values and practices and an overly critical view toward other cultural values and practices.</i>
Reversal	<i>An overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values and practices.</i>
Minimization	<i>An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.</i>
Acceptance	<i>An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.</i>
Adaptation	<i>An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.</i>
Cultural Disengagement	<i>A sense of disconnection or detachment from a primary cultural group.</i>

How to Interpret the IDI Profile

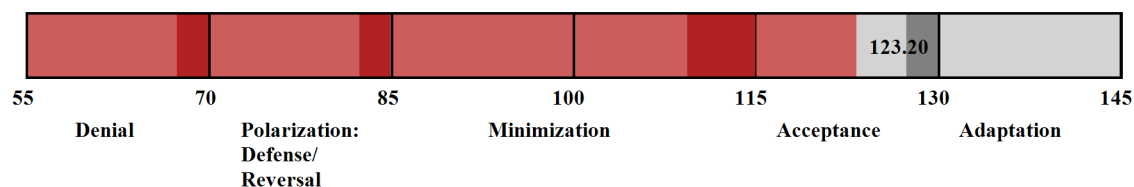
The IDI Profile presents information about how your group makes sense of and responds to cultural differences and commonalities. In addition to demographic and statistical summaries for your group, the IDI profile presents the following information:

- ✚ **Perceived Orientation (PO)**: A group's Perceived Orientation (PO) reflects where the group as a whole *places itself* along the intercultural development continuum. The Perceived Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
- ✚ **Developmental Orientation (DO)**: The Developmental Orientation (DO) indicates the group's primary orientation toward cultural differences and commonalities along the continuum *as assessed by the IDI*. The DO is the perspective the group is most likely to use in those situations where cultural differences and commonalities need to be bridged. The Developmental Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
- ✚ **Orientation Gap (OG)**: The Orientation Gap (OG) is the difference along the continuum between the Perceived and Developmental Orientation. A gap score of *seven points or higher* indicates a meaningful difference between the Perceived Orientation and the Developmental Orientation. The larger the gap, the more likely the group may be "surprised" by the discrepancy between their Perceived Orientation score and their Developmental Orientation score.

 - A Perceived Orientation score that is seven points or higher than the Developmental Orientation score indicates an *overestimation* of the group's intercultural competence.
 - A Developmental Orientation score that is seven points or higher than the Perceived Orientation score indicates an *underestimation* of the group's intercultural competence.
- ✚ **Trailing Orientations (TO)**: *Trailing orientations* are those orientations that are "in back of" the group's Developmental Orientation (DO) on the intercultural continuum *that are not "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. Trailing Orientations, when they arise, tend to "pull you back" from your Developmental Orientation for dealing with cultural differences and commonalities. The IDI identifies the *level of resolution* groups have attained regarding possible Trailing Orientations.
- ✚ **Leading Orientations (LO)**: *Leading Orientations* are those orientations that are immediately "in front" of the Developmental Orientation (DO). A Leading Orientation is the next step to take in further development of intercultural competence. For example, if your group's Developmental Orientation is Minimization, then the group's Leading Orientations (LO) would be Acceptance and Adaptation.
- ✚ **Cultural Disengagement (CD)**: The *Cultural Disengagement* score indicates how connected or disconnected the group feels toward their own cultural community as defined by each individual within the group. Cultural Disengagement is *not* a dimension of intercultural competence along the developmental continuum. Rather, it is a separate dimension of how disconnected or detached people feel toward their own cultural group.

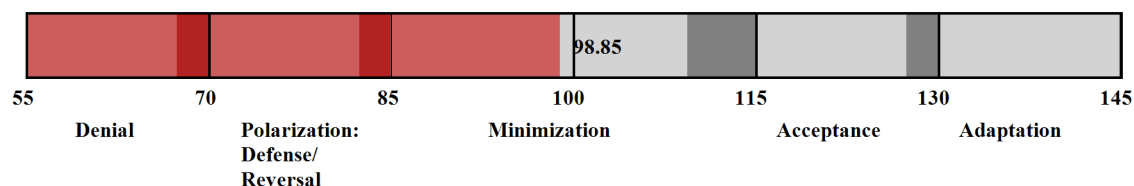
IDI Group Profile

Perceived Orientation (PO)



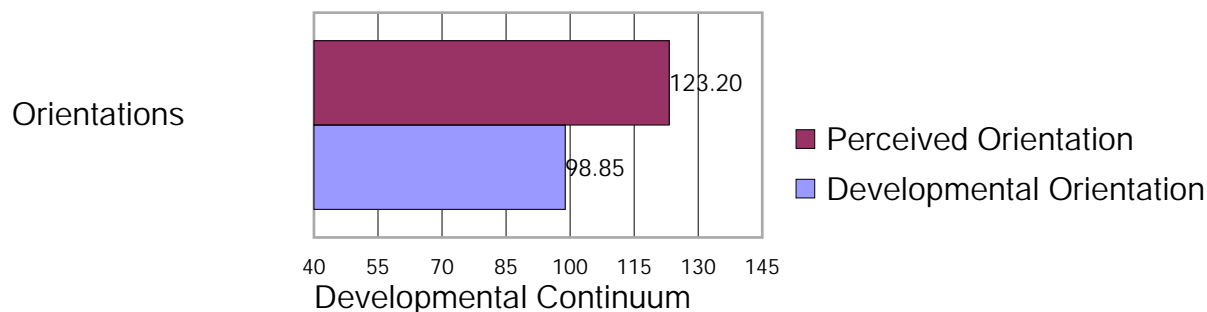
The group's Perceived Orientation Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions and behaviors.

Developmental Orientation (DO)



The IDI's Developmental Orientation Score indicates that the group's primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions and behaviors.

Orientation Gap (OG)



The Orientation Gap between the groups' Perceived Orientation score and its Developmental Orientation score is 24.35 points. A gap score of 7 points or higher can be considered a meaningful difference between where the group perceives it is on the developmental continuum and where the IDI places the group's level of intercultural competence.

A Perceived Orientation score that is 7 or more points higher than the Developmental Orientation score indicates the group has overestimated its level of intercultural competence. A DO that is 7 points or more than the PO score indicates that the group has underestimated its intercultural competence. The group substantially overestimates its level of intercultural competence and may be surprised their DO score is not higher.

An Education Example

An IDI Group profile of 25 school administrators indicates that their Developmental Orientation is at Minimization. It is likely that, overall, the group's current (Minimization level) efforts at building understanding and awareness of cultural differences and commonalities within the school environment is effective at times and less effective in other situations. Further, there is likely a sense (especially around issues of equal treatment and tolerance of cultural differences) that the educational institution is on the "right track" in creating an inclusive, multicultural community. However, a likely "blind spot" is that the group's efforts at establishing common goals, policies, and practices in the organization may not attend as deeply as needed to cultural differences and integrating those differences in the solutions generated. It is likely that the group will struggle with making decisions and solving problems when cultural differences arise that demand creative solutions in ways that value the differences. The group's level of intercultural competence suggests they will likely be challenged to identify cross-culturally adaptive policies and practices that can guide common efforts across differences.

Range of Developmental Orientations

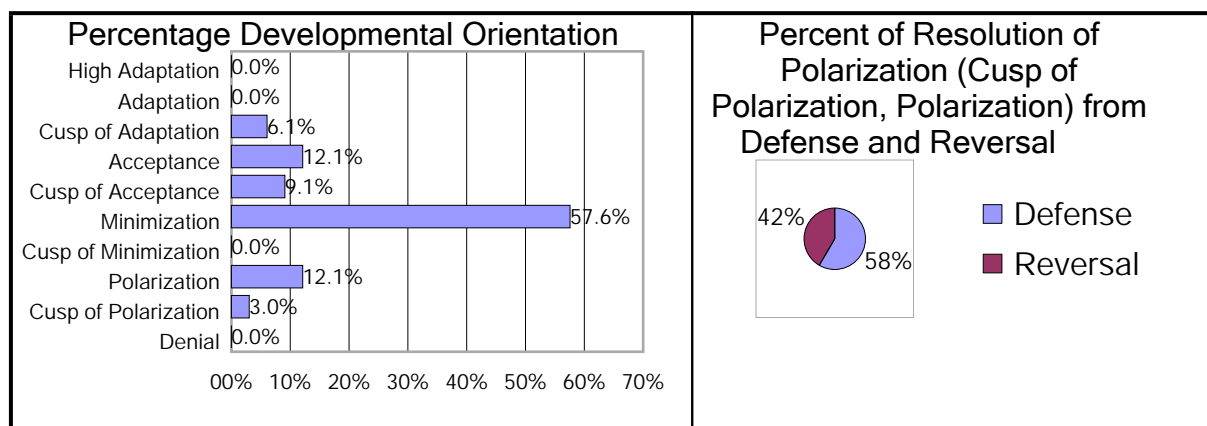


Chart A identifies the percentage of the group whose Developmental Orientation falls within each of the Orientations. Chart B indicates the percentage of Resolution of Defense and Reversal Mindsets among respondents whose Developmental Orientation is Cusp of Polarization or Polarization.

A narrow range of Orientations suggests the group has a more consistent perspective they use when confronted with cultural differences and similarities. When this narrow range exists within Acceptance or Adaptation, the group would more likely demonstrate relatively consistent perceptions and behavior that is generally adaptive around cultural differences. One key is how many members possess an "intercultural/global mindset" (i.e., Acceptance and Adaptation) as these members represent particularly helpful perspectives that can aid overall competence development of the group.

A wider range of Developmental Orientations (e.g., from Denial or Polarization through

Acceptance or Adaptation) within the group reflects a lack of consensus on how the group makes sense of and adapts behavior to cultural differences and commonalities. In effect, the group has both monocultural mindsets and intercultural mindsets at work. Without targeted, intercultural competence development of the members of the group, it is likely the group will find it difficult to achieve a “shared vision and focus” for meeting educational objectives in a culturally diverse environment.

Trailing Orientations

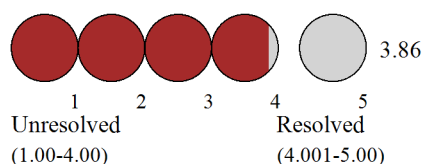
Trailing Orientations are those orientations that are “in back of” the group’s Developmental Orientation (DO) on the intercultural continuum that are not “resolved”. When an earlier orientation is not resolved, this “trailing” perspective may be used to make sense of cultural differences at particular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

Trailing Orientations essentially represent alternative “currents” that flow through an educational institution. When trailing issues arise in a school, a specific situation or decision is then made from the perspective of this “earlier” orientation rather than the Developmental Orientation or mindset that characterizes the predominant way the group deals with cultural difference challenges. When this happens, there is often a sense that “we have been going one step forward and now we just went two steps back.” When a group has trailing orientations, it is not uncommon for “progress” in building intercultural competence to have a “back and forth” quality in the school setting, as these earlier orientations arise. As the group begins to “move past” or resolve the trailing orientations, a more consistent sense of progress and “shared focus” emerges.

Below are graphs for each of the orientations that come before the group’s Developmental Orientation. Scores of less than 4.00 indicate a Trailing Orientation for the group because they are not “resolved”.

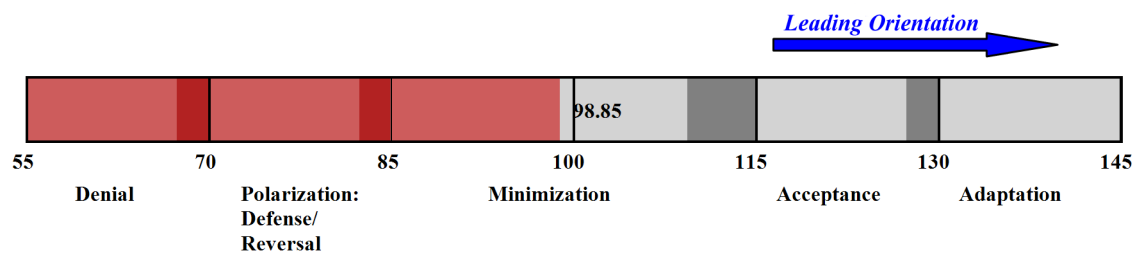
Trailing or secondary orientations for this group is/are

Reversal Trailing Orientation



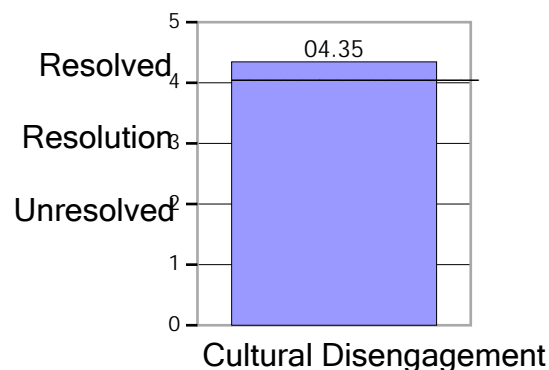
As a Trailing Orientation, there are certain times, topics or situations that Reversal may arise (an orientation that views cultural differences in terms of “us” and “them” in which an overly critical view towards one’s own cultural values and practices and an uncritical view toward other cultural values and practices).

Leading Orientations



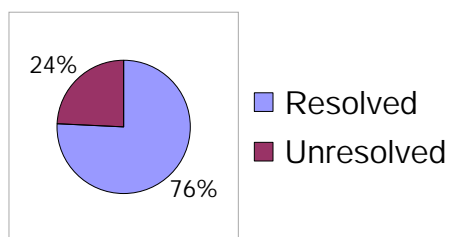
Leading Orientations are the orientations immediately “in front” of the group’s primary (developmental) orientation. The Leading Orientations for this group are Acceptance through Adaptation . Acceptance is focused on both increasing cultural self-awareness and learning culture general and culture specific frameworks for more deeply understanding patterns of difference that emerge in interaction with people who are from other cultures. In addition, Acceptance involves the capability to make moral and ethical judgments in ways that take into consideration other cultural values and principles as well as one’s own cultural values and principles. As the group begins to more fully recognize and appreciate cultural differences, it is well positioned to look for ways to shift cultural perspective and adapt behavior around cultural differences.

Cultural Disengagement



Cultural Disengagement is a sense of disconnection or detachment from one's cultural group. Scores of less than 4.00 indicate the group is not "resolved" and is experiencing to some degree a lack of involvement in core aspects of being a member of a cultural community.

Cultural Disengagement

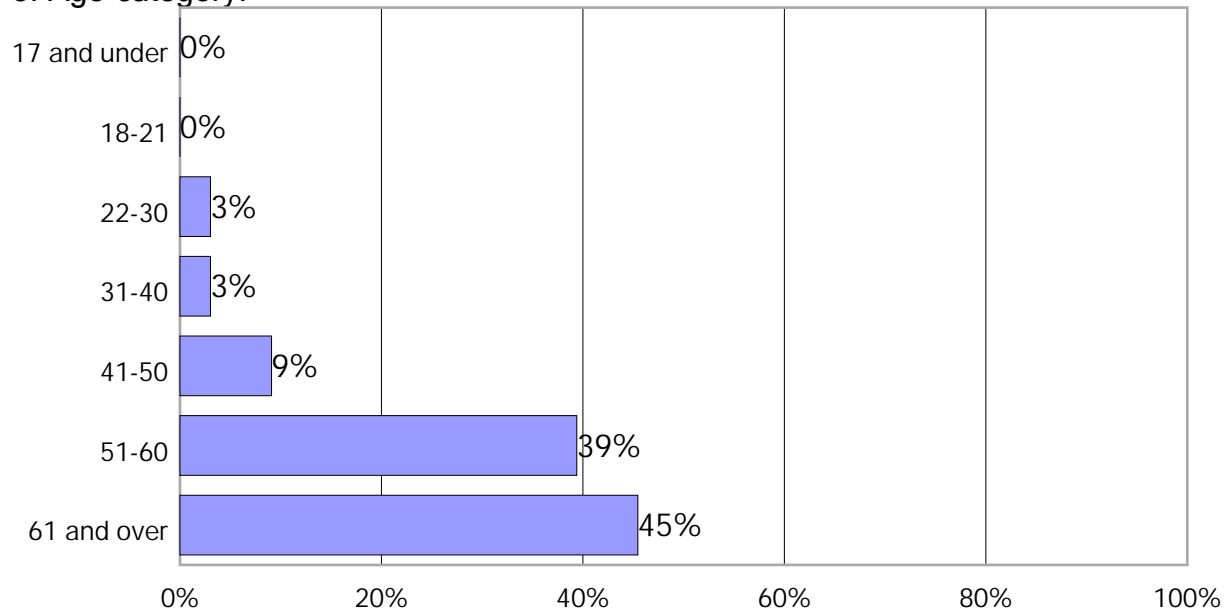


This chart lists the percentage of respondents who are either Resolved (experiencing no sense of being disconnected from a primary cultural group) or unresolved (experiencing a sense of disengagement from a primary cultural community). Overall, the group's Cultural Disengagement score is 4.35, indicating the group is Resolved.

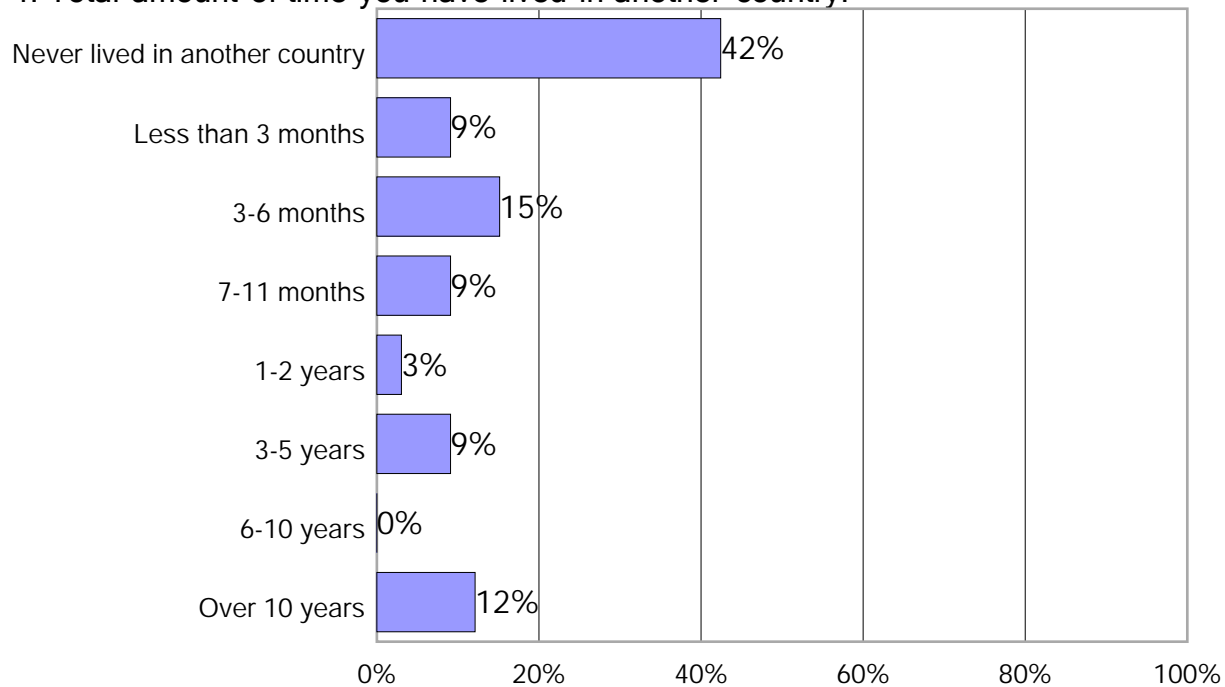
IDI Group Profile

Demographic Information

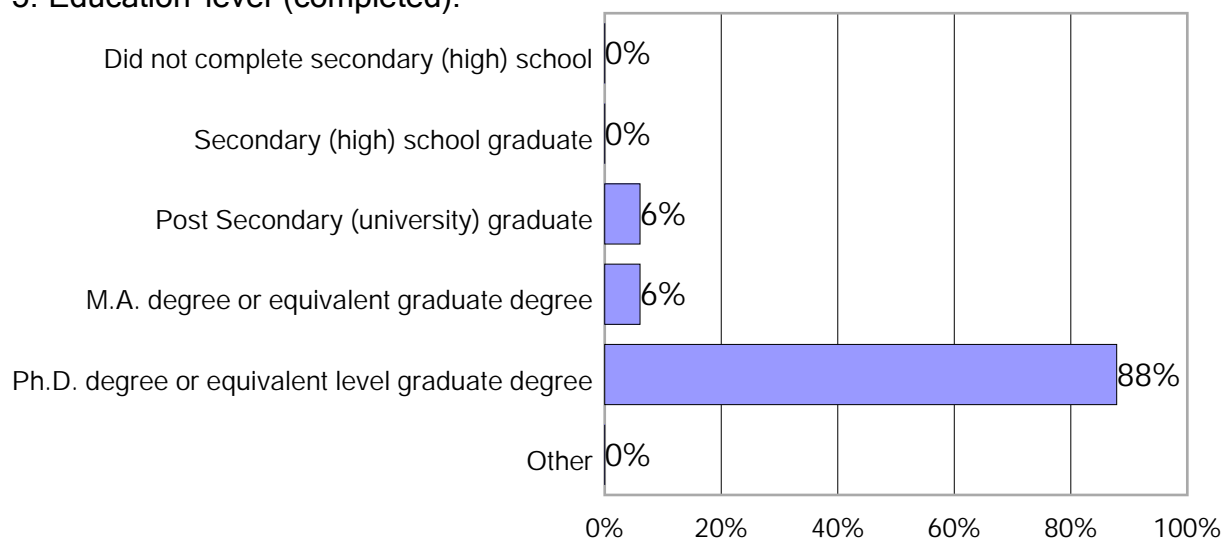
3. Age category:



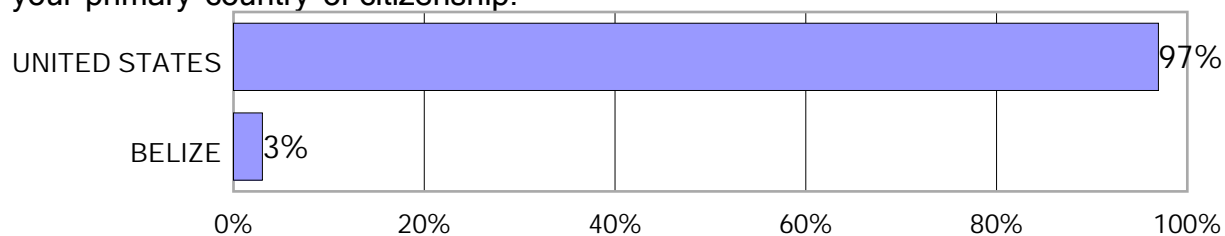
4. Total amount of time you have lived in another country:



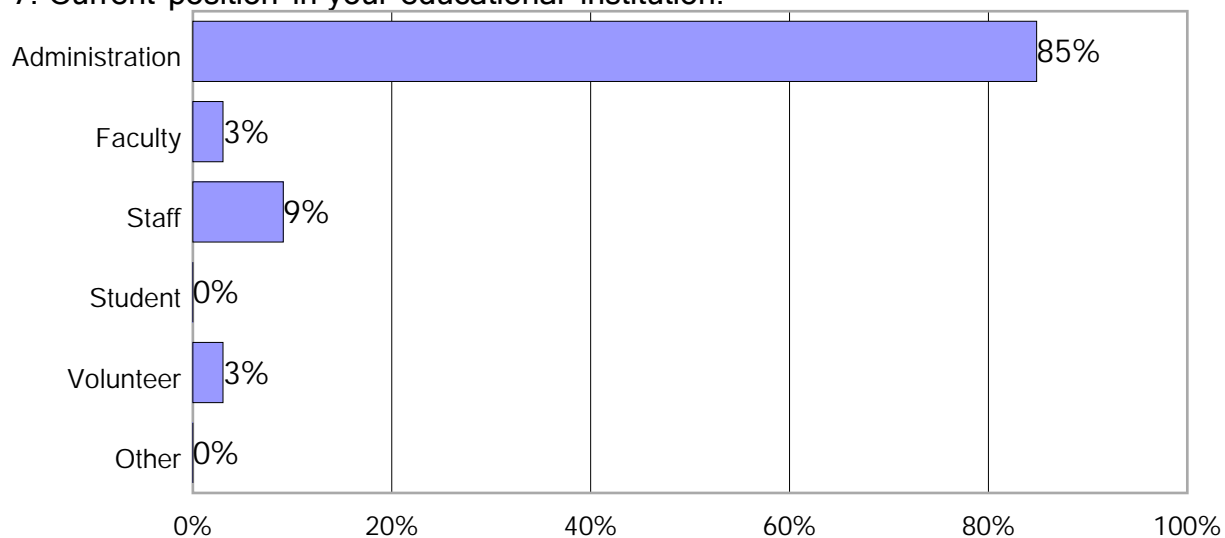
5. Education level (completed):



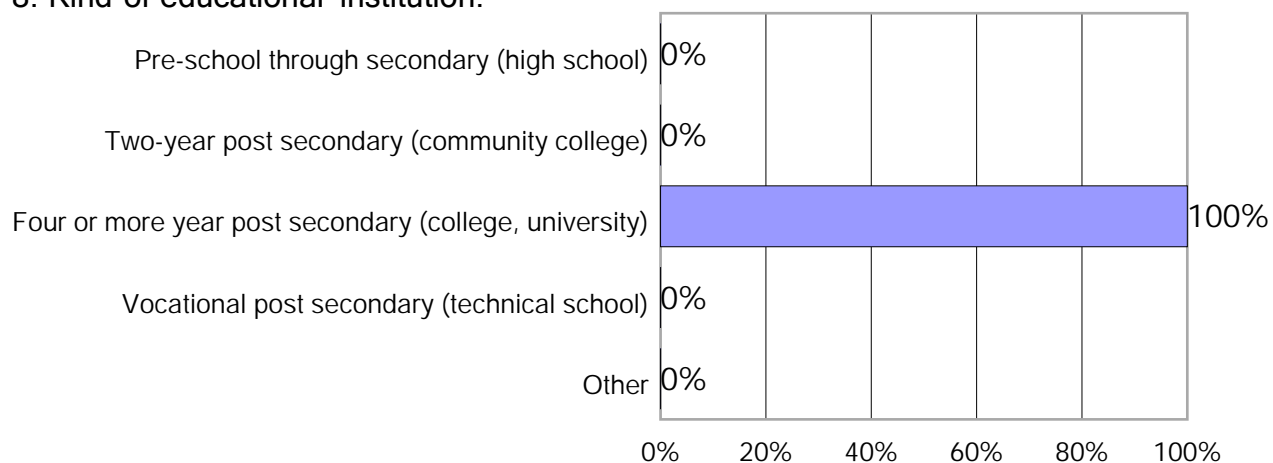
6. Country of citizenship (passport country). Indicate the country that you consider your primary country of citizenship.



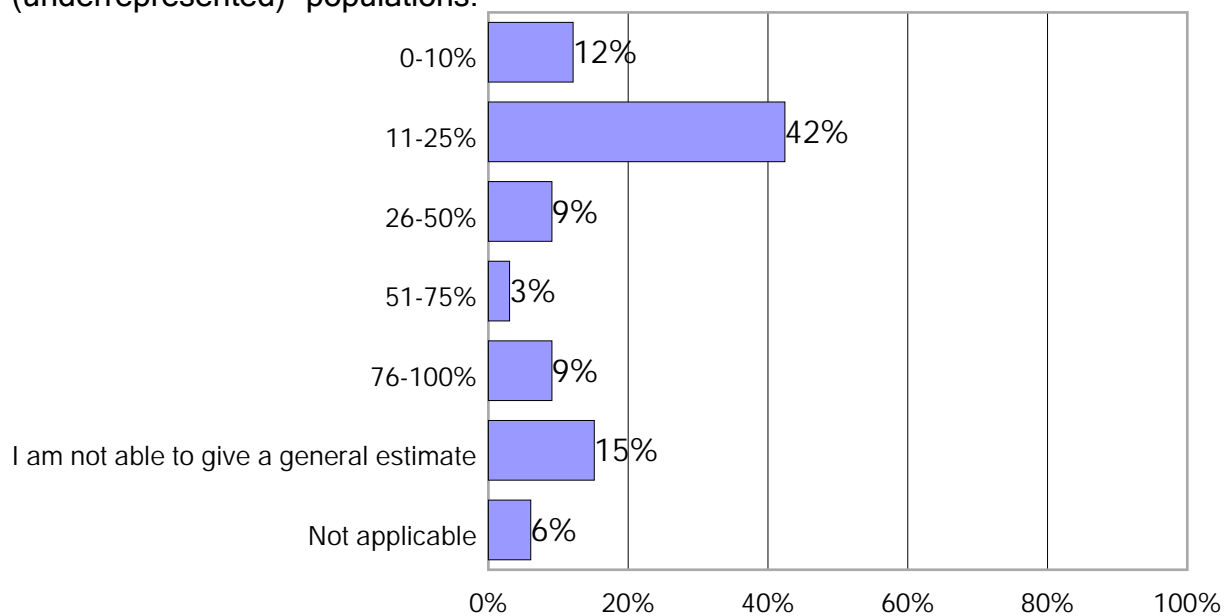
7. Current position in your educational institution:



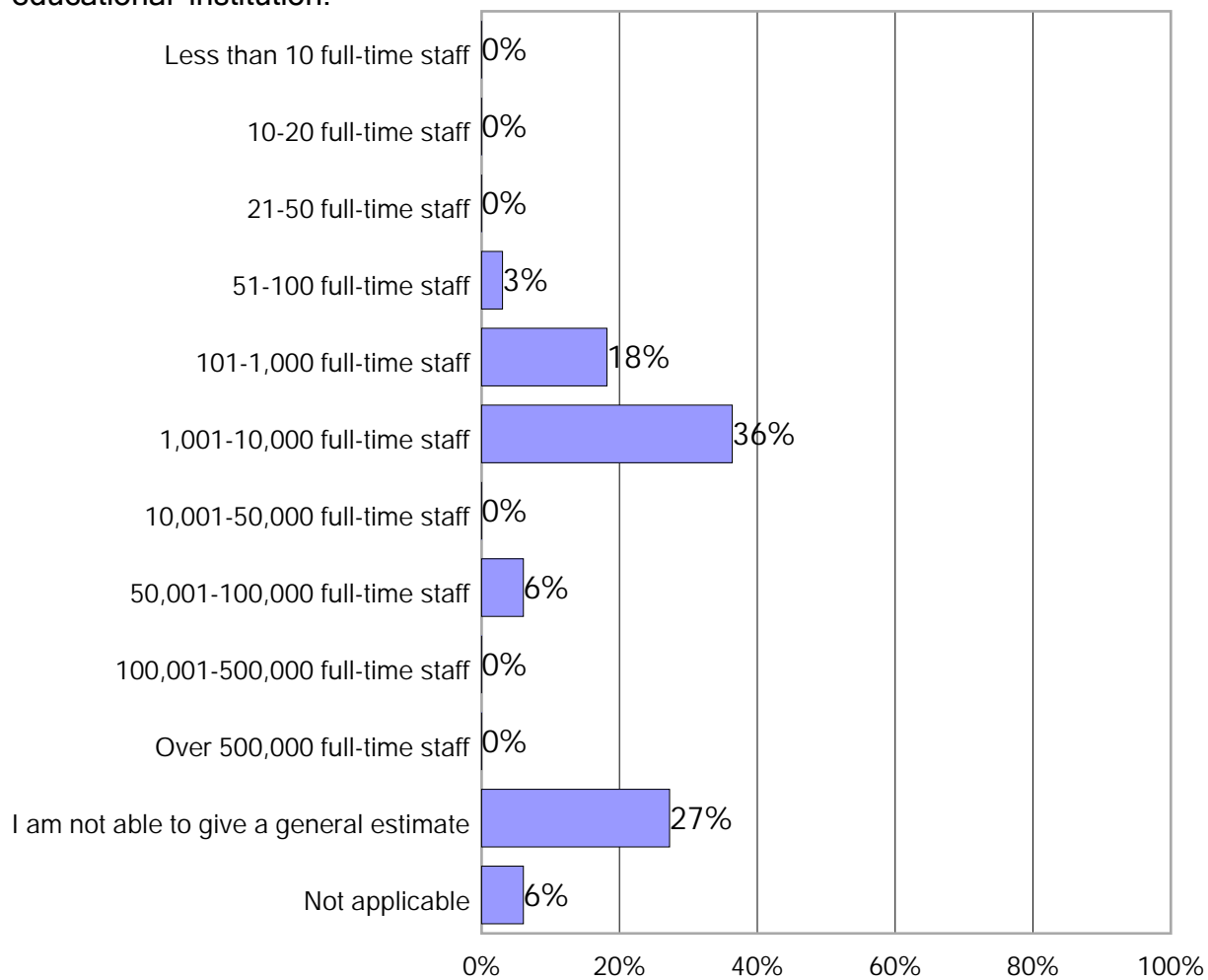
8. Kind of educational institution:



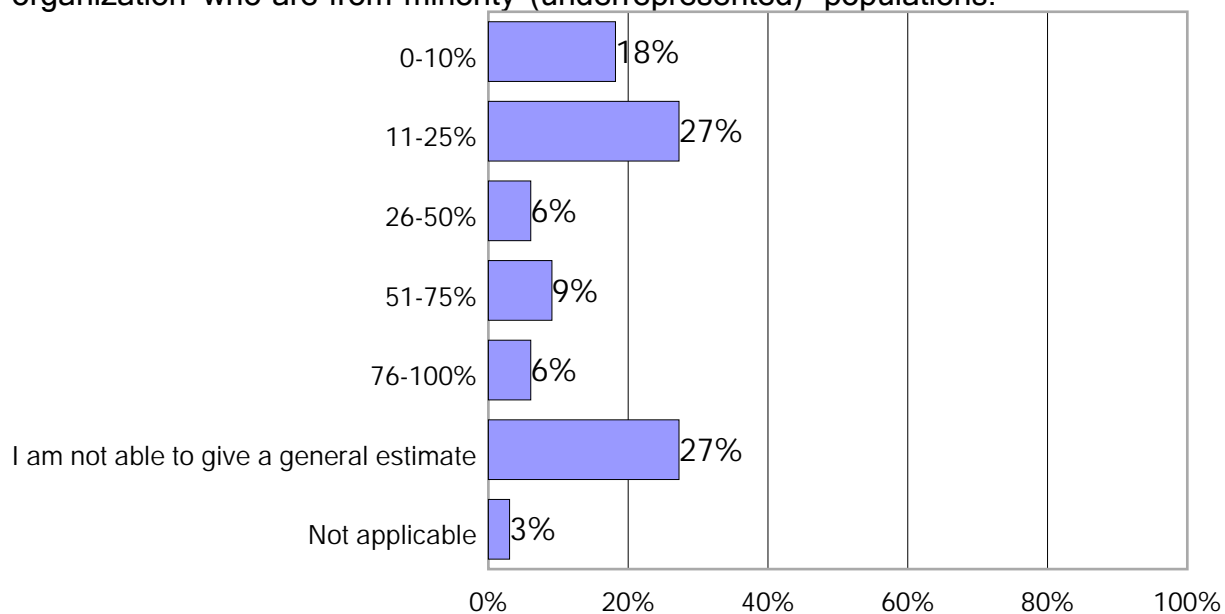
9. Percentage of students who are international (visa holder) and minority (underrepresented) populations:



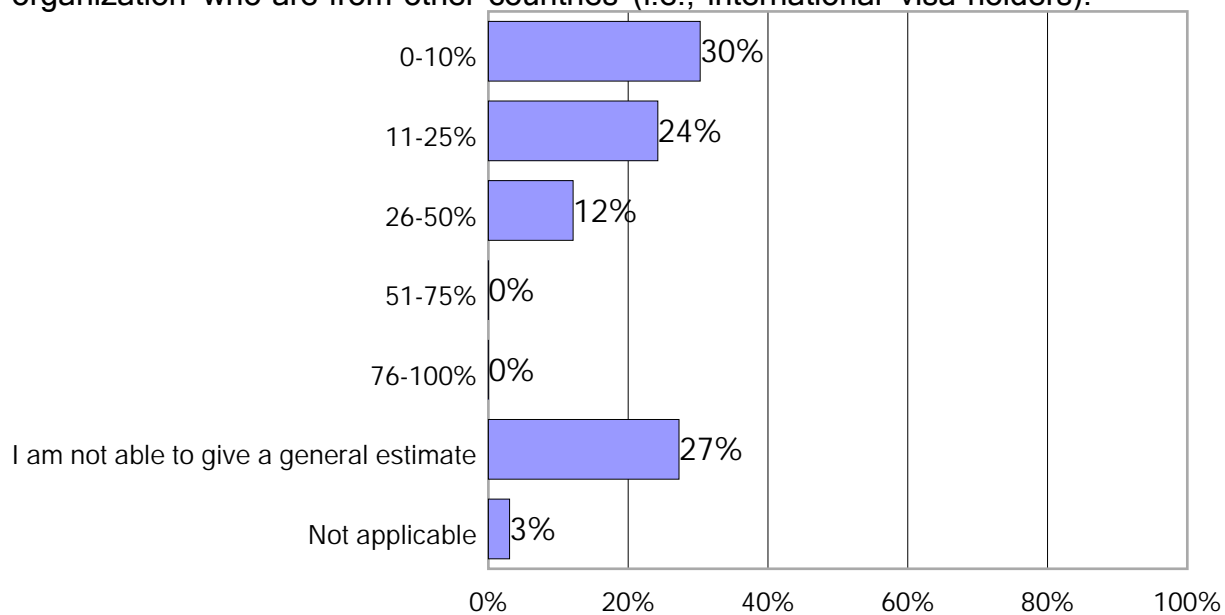
10. Number of full-time administrators, teachers and support personnel in your educational institution:



11. Percentage of administrators, teachers and support personnel (staff) in your organization who are from minority (underrepresented) populations:



12. Percentage of administrators, teachers and support personnel (staff) in your organization who are from other countries (i.e., international visa holders):





Moving from Diversity to Inclusion: A Developmental Process

Presented by

Pamala V. Morris

College of Agriculture, Purdue University

ESCOP

March 6, 2017

Ground Rules for Discussion

- Try on
- It's OK to disagree
- It's NOT OK to blame, shame or attack
- Practice self-focus
- Notice both “content/what is said and process/presented & experienced”
- Practice “both/and” thinking
- Be aware of “intent and impact” (words may have unintended consequences)
- Maintain confidentiality

Diversity is:

- *Diversity refers to all of the ways in which people are different. This includes individual, group, and cultural differences.*

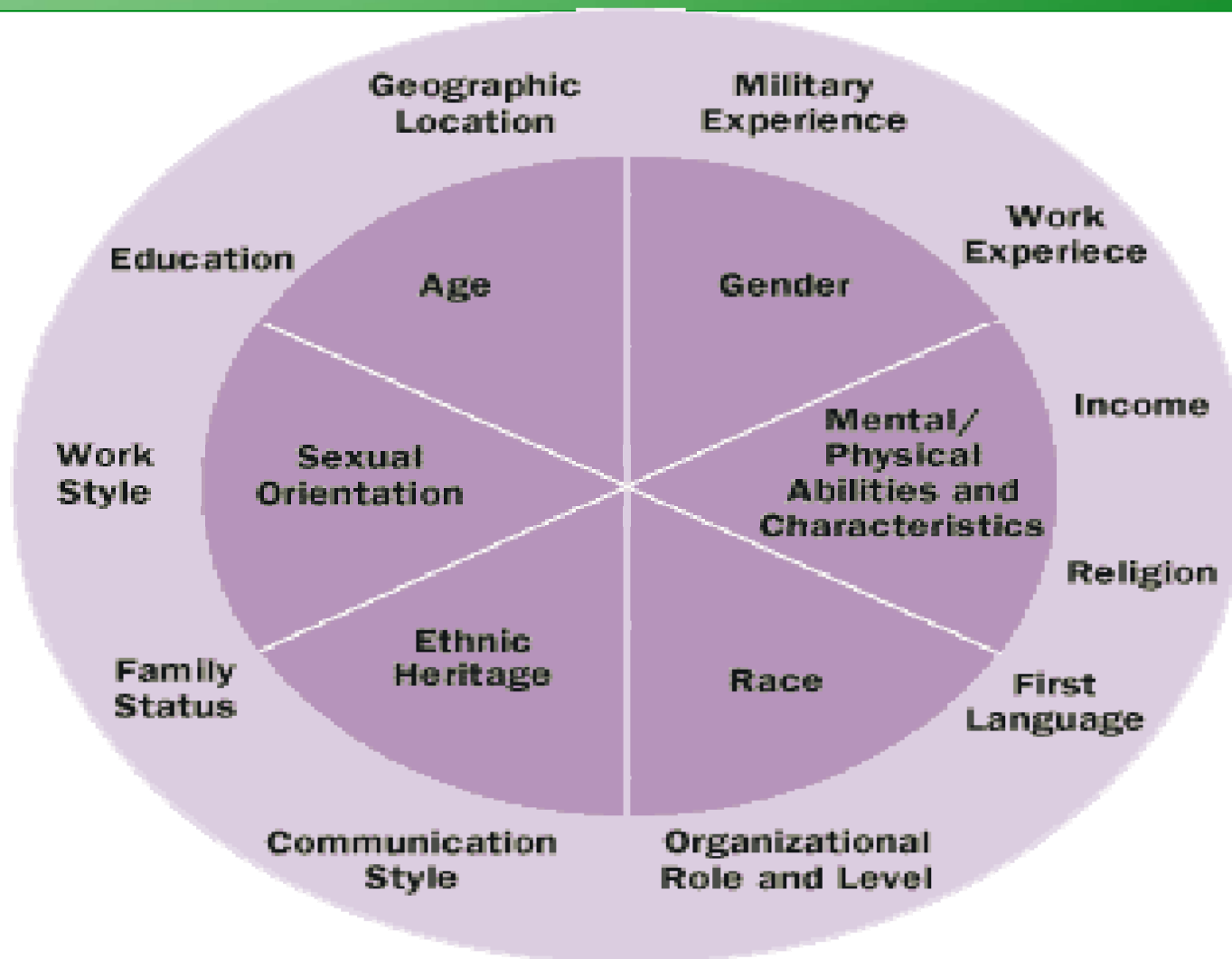
...

Diversity is....

a mosaic of people who bring a variety of backgrounds, styles, perspectives, values, and beliefs as assets to the group and organizations with which they connect



Dimensions of Diversity



Diversity

- *Diversity has always been a powerful, even a necessary, catalyst for intellectual progress*

▫ *-----David H. Porter, President Emeritus,
Skidmore College*



Why is Diversity Important

- Major business advantage in diversifying the workplace:
 - *Attract/retain best human talent*
 - *Achieve higher creativity/innovation*
 - *Gain and keep minority market share*

INCLUSION

The active, intentional, and ongoing engagement with diversity—in people, in cultural programs, in continued dialog *designed to increase/create---*

- 1) awareness/sensitivity/respect
- 2) People feel welcome/valued contributors
- 3) Open communication
 - Effective and appropriate
 - clear channels for feedback
 - active listening and responding
 - Increased awareness of nonverbal cues (e.g., facial expressions, body language)



Moving from Diversity to Inclusion

- *Diversity + Intercultural Competence = Inclusion*

The Iceberg Concept of Culture

Like an iceberg,
nine-tenths of culture is below the surface.

Surface Culture
Most easily seen
Emotional level - low

Food, dress,
music, visual arts,
drama, crafts,
dance, literature,
language, celebrations, games

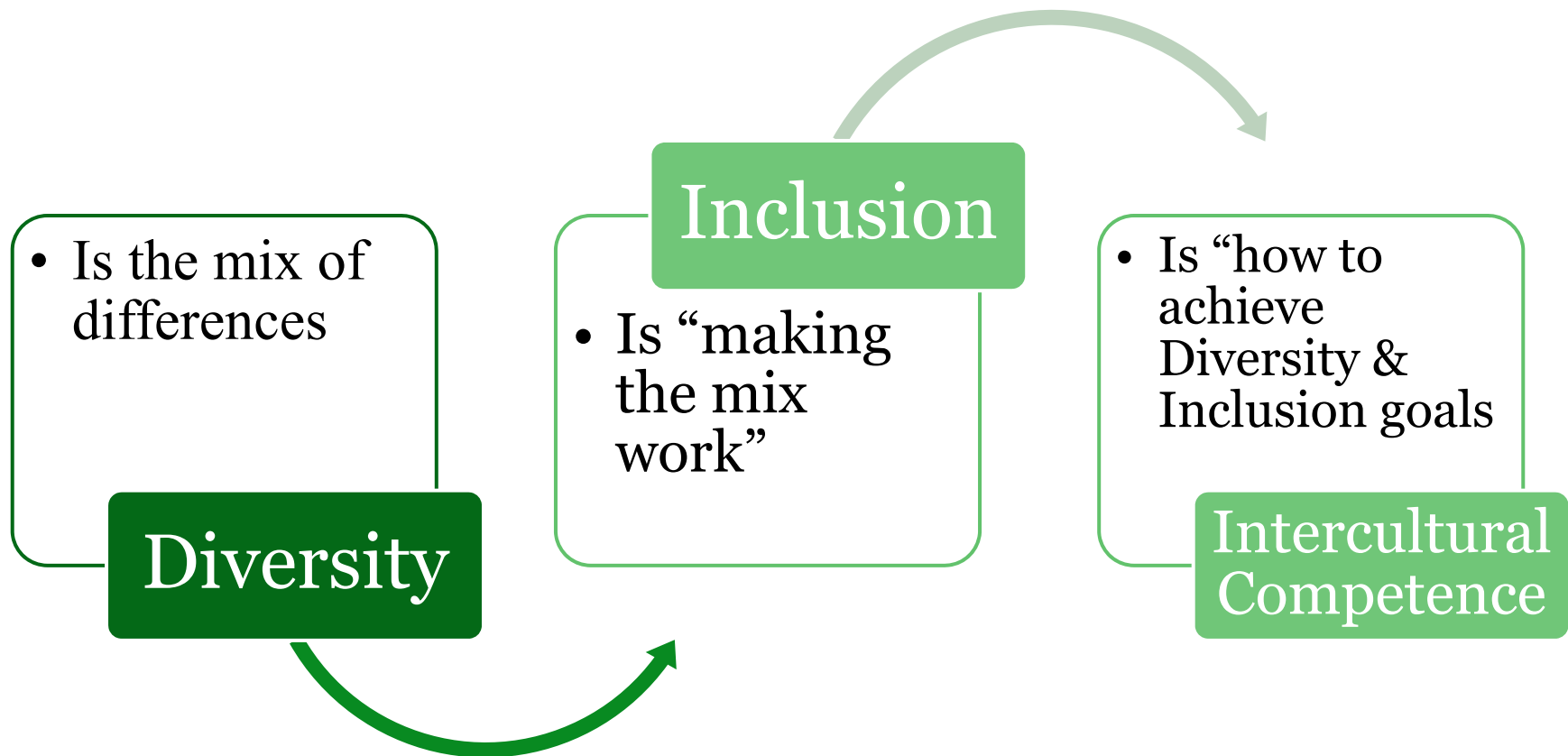


Shallow Culture
Unspoken Rules
Emotional level - high

courtesy, contextual conversational patterns, concept of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, patterns of handling emotions, notions of modesty, concept of beauty, courtship practices, relationships to animals, notions of leadership, tempo of work, concepts of food, ideals of child rearing, theory of disease, social interaction rate, nature of friendships, tone of voice, attitudes toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, definition of insanity, preferences for competition or cooperation, tolerance of physical pain, concept of "self", concept of past and future, definition of obscenity, attitudes toward dependents, problem solving roles in relation to age, sex, class, occupation, kinship, and ...

Deep Culture
Unconscious Rules
Emotional level - intense

Key Concepts



Inclusion: Making the Mix Work

- A key leadership goal is getting diverse resources in the organization
- Involves leadership focused on maximizing contributions from diverse resources
- Involves leadership creating organizational processes that enhance performance, motivation, creativity and satisfaction across the diversity “Mix”

Making the Mix Work

- Making the organization more inclusive (*making the mix work*) often lacks specific metrics in terms of assessing how effective diverse cultural groups in the organization are bridging cultural differences to accomplish organizational/educational/personal goals.

Making the Mix Work

- There is a “mutual influence” of Diversity objectives (*getting the mix*) and Inclusion objectives (*making the mix work*). Increasing diversity (*the mix*) increases the need and value for inclusion; and also improving inclusive policies and procedures make the organizational environment more “inviting” and sustaining for meeting Diversity (*the mix*) objectives.
- ***Intercultural competence*** is the process through which Diversity and Inclusion goals are achieved.

Intercultural Competence

- *Intercultural competence* is the capability to accurately understand and adapt behavior to cultural difference and commonality.
- *Intercultural competence* reflects the degree to which cultural differences and commonalities in values, expectations, beliefs, and practices are effectively bridged, an inclusive environment is achieved and specific differences existing in your organization are addressed from a “Mutual Adaptation” perspective.

Intercultural Competence is Imperative

- Increasing our “Intercultural Competence” is a core capability in the 21st century and involves:
 - Opening our minds to different people, cultures, and opportunities!
 - Ability to recognize, understand, and adapt to differences
 - Enhanced cultural self-awareness
 - Developing empathy – being able to understand someone else’s thoughts and emotions!

Developing Intercultural Competence

- We can help others---and ourselves---transform through engaging in a four step process:
 - Increasing awareness of our own characteristic ways of making meaning in familiar and unfamiliar cultural environments;
 - Increasing awareness of others' ways of making meaning in familiar and unfamiliar cultural environments;
 - Managing our emotions and thoughts (EI) in the face of ambiguity, change and challenging circumstances;
 - Bridging cultural gaps between ourselves and others ---shift our perspectives, attuning our emotions and adapting our behavior in effective and appropriate ways.

Our Changing Cultural Landscape

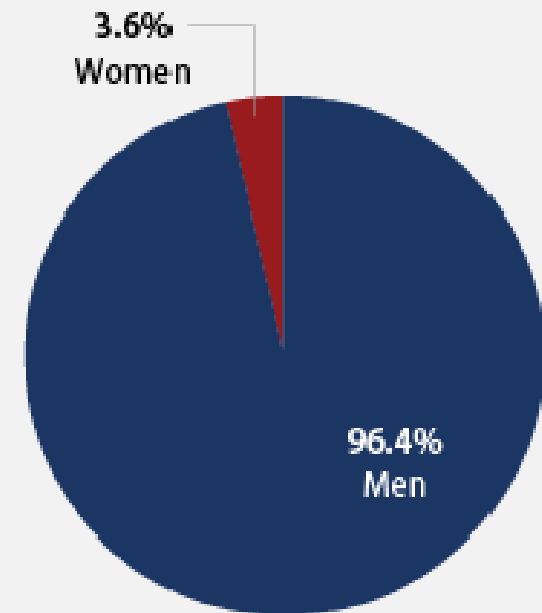
- *Languages*
 - *Over 7000 recorded – one becomes extinct two weeks*
- *Work/Life Issues*
 - *Flexible schedules*
- *Use of Technology (digital natives/immigrants)*
 - *Different modes of communication*
- *Surnames - Smith, Johnson, Williams, - Garcia, Rodriguez, and Martinez*

Diversity Facts

- By 2060 ethnic minorities are expected to be at least what proportion of U.S. population:
 - 50%
- Women/minorities are what proportion of new employees entering workplace?
 - 47% (of this % - 33% are women of color)

- ▶ “Glass Ceiling” – barrier to higher level positions for women/ethnic minorities

FIGURE 8
Fortune 500 CEOs
by gender



Source: DiversityInc.

Changing Cultural Landscape

- The real voyage of discovery consist not in seeking new landscapes but in having new eyes
 - -----Marcel Proust

Stepping Outside of Ourselves

- Double consciousness - awareness of own perspective and perspective of others
(**Perspective shifting**) An essential life skill!!!

Activity Debriefing

- Please describe the “process” used to determine your categories.
- How did your past experiences “shape your decision”.
- How difficult was it to reach a consensus. Would the outcome be the same if your team had consisted of more people? Why?
- Did you have enough information to complete this task? What additional information would have been helpful?
- What assumption were made and why?
- As a leader, how does this activity apply to real life situations?

Learning Zone



Perspective Shifting



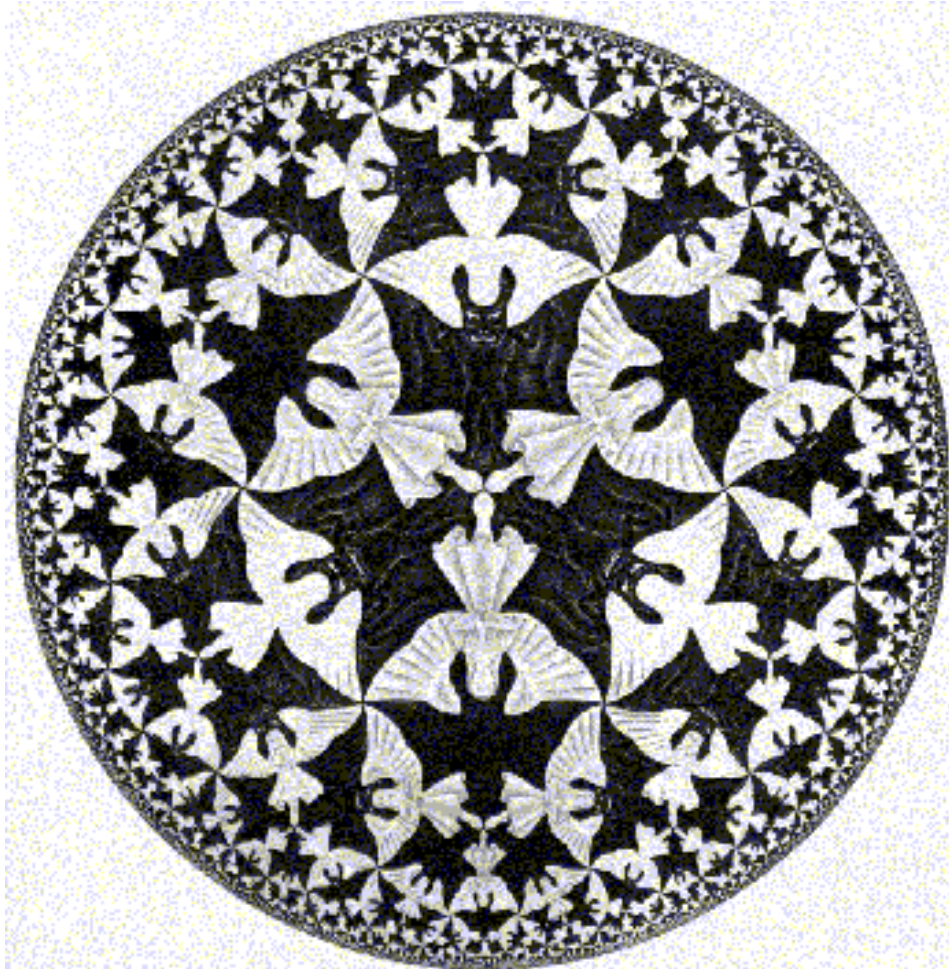
- It's about thinking ***differently***.

Thinking ***differently*** helps us to understand and appreciate the perspective of others.

Flexibility in perspective becomes ***Cultural Competence*** and ***Cultural Elasticity***



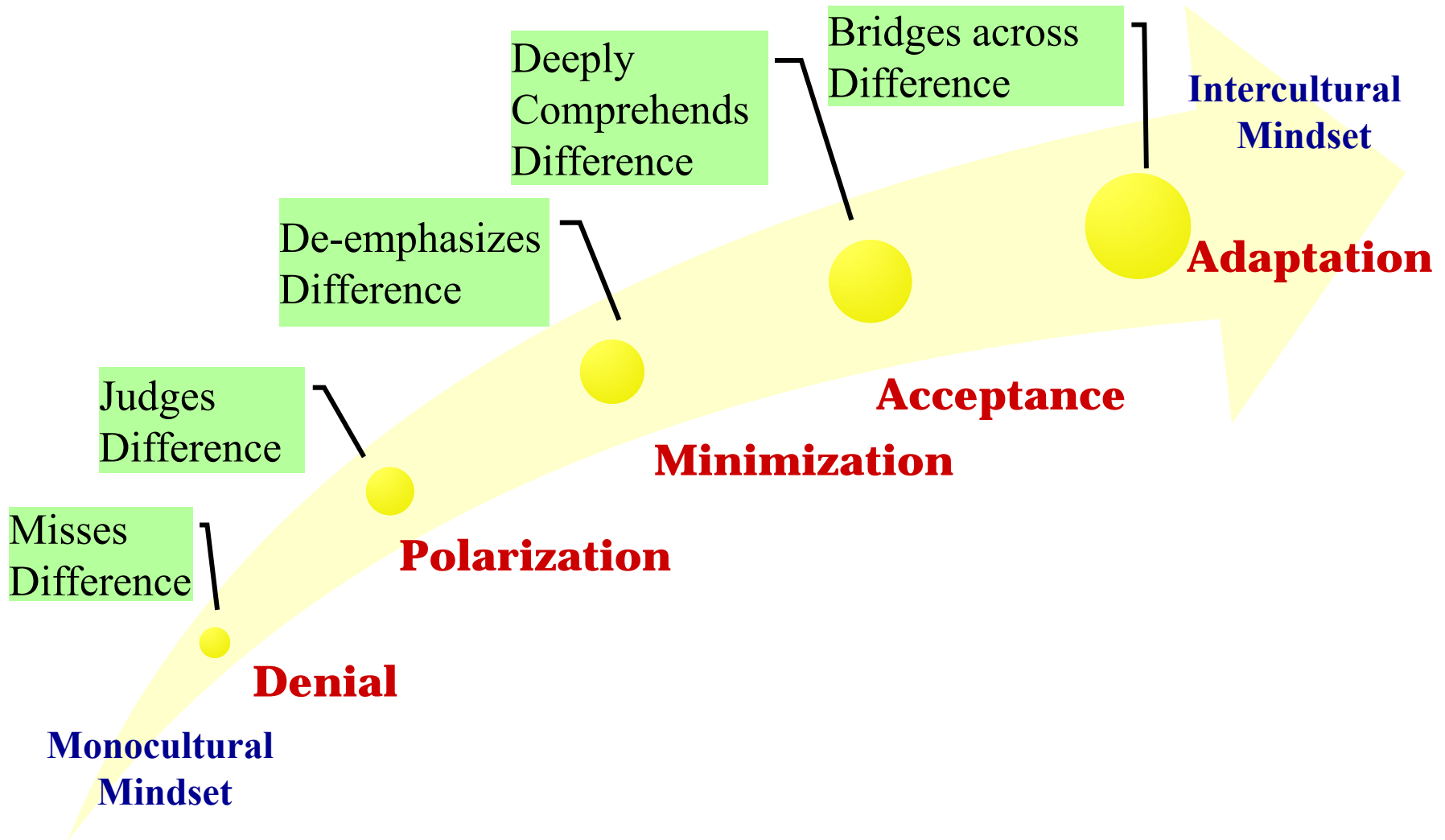
“What do you see?”



The Danger of a Single Perspective

- https://www.youtube.com/watch?v=VrSUe_m19FY

Intercultural Development Continuum: Primary Orientations



Denial

- Recognizes more observable cultural differences (food, music & etc.)
- May not notice deeper cultural differences (communication styles)
- May avoid or withdraw from cultural differences

Denial of Difference or Diversity

- I have never had to think about it
- I do not have much contact with ...
- Live and let live ... that is what I say
- As long as we all speak the same language
- I can be successful in any culture



Denial: Developmental Task

- Recognize the existence of cultural differences and diversity

Denial: Appropriate Skills

- Ability to gather appropriate information about culture
- Initiative to explore aspects of culture
- Ability to recognize difference or diversity
- Trust, friendliness, cooperation

Polarization

- Judgmental orientation that views cultural differences as “us” versus “them”
 - Defense: uncritical view of own culture and overly critical of other cultural values and practices - ethnocentric, my way is the right way and only way
 - Reversal: overly critical of own culture, values, and practices and uncritical view of other cultures

Polarization: Defense

- I wish these people would just talk the way we do
- Other cultures make you realize how much better the USA is
- These people do not value life like we do
- Boy, could we teach these people a lot of stuff

Polarization: Avoidance

- I am embarrassed by people from my country
- I wish I could give up my own cultural background and be like one of these people
- These people are so sophisticated, not like the superficial people back home



Polarization: Developmental Task

- Mitigate polarization by emphasizing our “common humanity”

Polarization: Appropriate Skills

- Discipline to maintain personal control
- Ability to manage anxiety
- Tolerance
- Patience



Minimization

- Highlights cultural commonality and universal values and principles that may mask deeper recognition and appreciation of cultural differences and diversity

Minimization of Difference or Diversity

- This is really not an issue here
- All the race that matters is the human race
- I am not a racist ... I am color blind
- Customs differ, but when you get to know them they are pretty much like us
- No matter what culture, people are motivated by the same things
- Around the world, most values are universal



Minimization: Developmental Task

- Develop cultural self-awareness

Minimization: Appropriate Skills

- Knowledge of one's own culture
- Open mindedness
- Listening skills/Active listening
- Culture-general knowledge
- Ability to perceive others accurately
- Ability to maintain a nonjudgmental interaction posture



Acceptance

- Recognizes and appreciate patterns of cultural differences and commonality in one's own and other cultures

Acceptance of Difference or Diversity

- You do not want the same kind of people around
- I have a culture and it may give me privilege
- I get nervous around diverse people because I do not know how to behave
- Difference means more creativity
- I study new cultures before I go there
- I need to know about relevant cultural differences
- Values are different in different cultures. I want to be respectful but maintain my own core values



Acceptance: Developmental Task

- Refine analysis of cultural contrasts

Acceptance: Appropriate Skills

- Cultural specific knowledge
- Cognitive flexibility
- Knowledge of other cultures
- Contextual knowledge
- Respect for other's values and beliefs
- Tolerance of ambiguity



Adaptation

- Capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways

Adaptation to Difference and Diversity

- To solve this dispute, I am going to change my approach
- It is fair if I try to meet them half way
- I can maintain my values but behave in culturally appropriate ways
- I need to change my behavior to account for differences in another culture
- I am beginning to feel like a member of another culture



Adaptation Developmental Task

- Develop frame of reference shifting skills

Adaptation: Appropriate Skills

- Empathy
- Risk taking skills
- Problem solving skills
- Interaction management skills
- Flexibility
- Social adaptability
- Ability to adapt communication patterns

Mindset Summary

- Denial: “I’ve never had to think about racism.”
- Polarization: “We have a lot to teach these people.”
- Minimization: “No matter what their culture, people are pretty much motivated by the same things.”
- Acceptance: “Where can I learn more about (x) culture to be more effective in my communication?”
- Adaptation: “I can maintain my values and also behave in culturally appropriate ways.”

Future Reading

- *Blind Spot: Hidden Biases of Good People* by Mahzarin R. Banaji and Anthony G. Greenwald (Cost \$10.50)
- *Whistling Vivaldi: How Stereotypes Affect Us and What We can Do (Issues of Our Time)* by Claude M. Steele (Cost \$8.50)
- *What If?: Short Stories to Spark Diversity Dialogue* by Steve L. Robbins (Cost \$14.00)

What's next for you?

- Questions???
- Individual debrief on your IDI results
- IDI Individual Development Plan based on your IDI results

Contact me:

pmorris@purdue.edu/ 765-494-8293

Multicultural Organization Development

Colorado State University

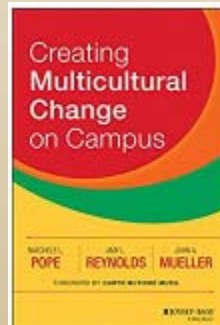
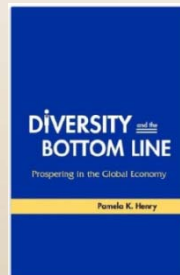
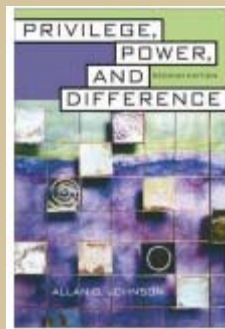
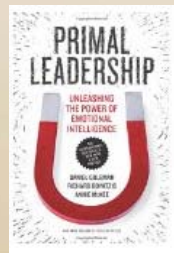
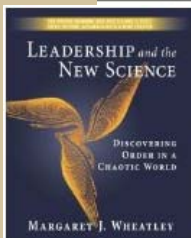
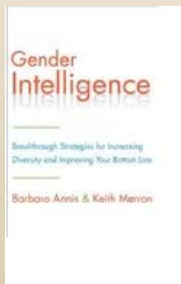
Shannon L. Archibeque-Engle, Ph.D.

*Director of Diversity and Retention
College of Agricultural Sciences*



Op Ed or Research

Forbes



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Agenda

- Move and remember why we're here
- Define Diversity and Inclusion Excellence
- Explain Multicultural Organization Development (MCOD)
- Plan for the future



Pair Share

Why does this matter?

A 2013 national study by Dale Carnegie Training placed the number of “fully engaged” employees at 29%, and “disengaged” employees at 26% - meaning nearly three-quarters of employees are not fully engaged (aka productive). The number one factor the study cited influencing engagement and disengagement was “relationship with immediate supervisor.”

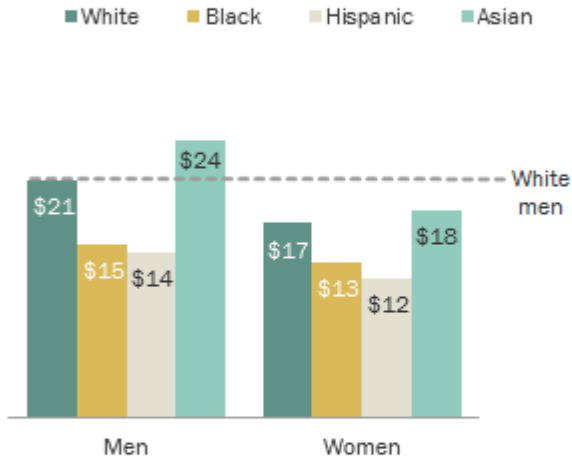


Pair Share

How does this affect your unit?

White men had higher hourly earnings than all except Asian men in 2015

Median hourly earnings of men and women from each race/ethnicity



Note: Figures are rounded to the nearest dollar. Based on civilian, non-institutionalized, full- or part-time workers with positive earnings. Self-employed workers are excluded. Hispanics are of any race. Whites, blacks and Asians include only non-Hispanics. Asians include Native Hawaiian and Pacific Islanders.
Source: Pew Research Center tabulations of 2015 Current Population Survey data.

PEW RESEARCH CENTER



Pair Share

WHY?

Daniel Goleman, author of *Primal Leadership*, contends that social and emotional intelligence are critical for outstanding leadership.



Pair Share ~Respond~

“The culture of any organization is shaped by the worst behavior the leader is willing to tolerate.”

Gruenter and Whitaker, 2015



Pair Share

What do you hope to gain from today?



- **Johari Window** (Luft & Ingham, 1955)

“We need to be constantly asking: ‘Who else should be here? Who else should be looking at this?’” (Wheatley, 2006)



Inclusion

- Welcomed
- Valued
- Affirmed



Inclusive Excellence



- Inclusion = Excellence
- Everyone's Responsibility
- Beyond Numbers
- Broad Definition of Diversity



Diversity

Race
Age
Sex
Ethnicity
Marital Status
Intersectionality
Veteran
Culture
National Origin
Familial Status
Disability
Religion & Spirituality
Sexual Orientation
Different Ideas & Perspectives
Socioeconomic Status
Geographical Background
First Generation
Gender Identity & Expression



Intersectionality

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

To 11:32





MCOD

- Stage 1: Exclusionary Organization
- Stage 2: “The Club”
- Stage 3: The Compliance Organization
- Stage 4: The Affirming Organization
- Stage 5: The Redefining Organization
- Stage 6: The Multicultural Organization



Current Priorities

- Retention of students
 - 90% 1st to 2nd year Retention Rate (fall '15, 82.3%)
 - 80% 6-year graduation rate (fall '10, 71.6%)
 - No opportunity gaps for First Generation, Minority, Pell Eligible, Residency, and Gender status
- Recruitment and retention of faculty and staff
- Campus Climate



Campus Climate Survey

- Themes
 - President Frank
 - Land Grant mission, Ripple Effect, Student Gaps
 - Communication
 - Supervisory Training
 - Treatment of Women
 - Disparities among employee groups
 - Income
 - Status
 - Off main campus staff



Campus Climate - Training

- Tell Someone
- Sexual Assault and Violence Elimination
- Creating Inclusive Excellence Program
- Faculty Institute for Inclusive Excellence
- National Conference on Race and Ethnicity in American Higher Education



- **Creating Inclusive Excellence Program (CIEP)**
 - Goal of the CIEP is to create diversity and inclusion practitioners who impact the climate and culture of Colorado State University towards Inclusive Excellence.

W1: Diversity & Inclusion at Colorado State

W2: Culture and Stereotyping

W3: Exploring Social Identity

W4: Exploring the Isms

W5: Microaggressions & Inclusive Language

W6: Tools to Intervene

Multicultural Competency Model

- Awareness
- Knowledge
- Skills
- Action



Faculty Institute for Inclusive Excellence

- Goal
 - to create diversity and inclusion practitioners who impact the climate and culture of CSU towards Inclusive Excellence
- Format
 - For Faculty by Faculty
 - Civility, Curriculum, Culture
 - Year long commitment





So What?

Now What?



Preguntas

“If you eat, you are involved in agriculture.” Dr. Calvin Ferrell, USDA Senior Scientist, retired

“Preservation of one’s own culture does not require contempt or disrespect for other cultures.” Cesar Chavez, migrant farmworker



Diversity and Inclusive Excellence

Colorado State University

Shannon L. Archibeque-Engle, Ph.D.

*Director of Diversity and Retention
College of Agricultural Sciences*







Inclusion

- Welcomed
- Valued
- Affirmed



Multicultural Competency Model by Derald Wing Sue

Awareness

Knowledge

Skill

Action



BINGO



Inclusive Excellence



- Inclusion = Excellence
- Everyone's Responsibility
- Beyond Numbers
- Broad Definition of Diversity



Diversity

Race
Age
Sex
Ethnicity
Marital Status
Intersectionality
Veteran
Culture
National Origin
Familial Status
Disability
Religion & Spirituality
Sexual Orientation
Different Ideas & Perspectives
Socioeconomic Status
Geographical Background
First Generation
Gender Identity & Expression



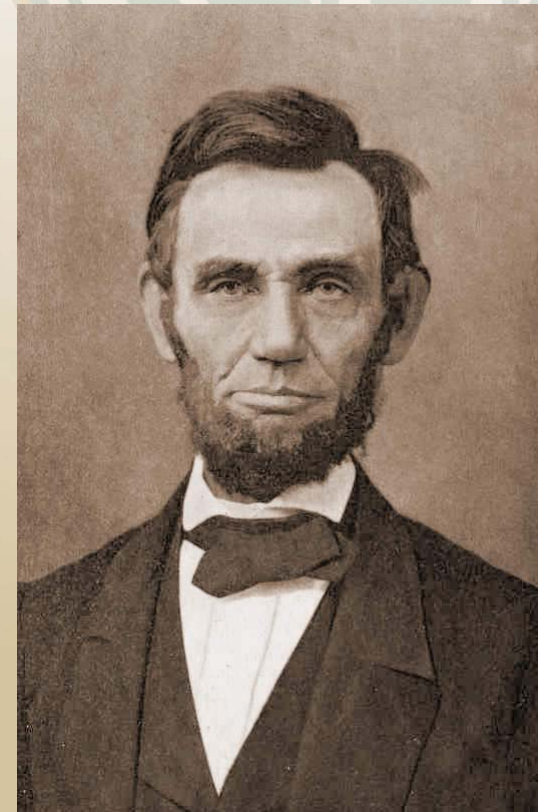
Community Guidelines

- Be present, open, honest, & authentic
- Speak from personal experience: use “I” statements to share thoughts & feelings
- Listen actively & respectfully
- Share air time: encourage others participation
- An attitude and willingness to learn about self and others
- Be open to new and different perspectives
- Respect and maintain confidentiality – What’s shared here, stays here. What’s learned here, leaves here.
- Trust that dialogue will take us to deeper levels of understanding & acceptance
- Take risks: lean into discomfort; ask questions to clarify and understand
- Just because you are doesn’t mean you understand. Just because you aren’t doesn’t mean you don’t.



Land Grant Mission

- One of access... where those with the desire and talent have an opportunity.
- Serve society.



Changing Demographics

- Used with permission from Dr. Kathy Obear
- Which of these matter to your unit/institution?







Personal Identity Wheel

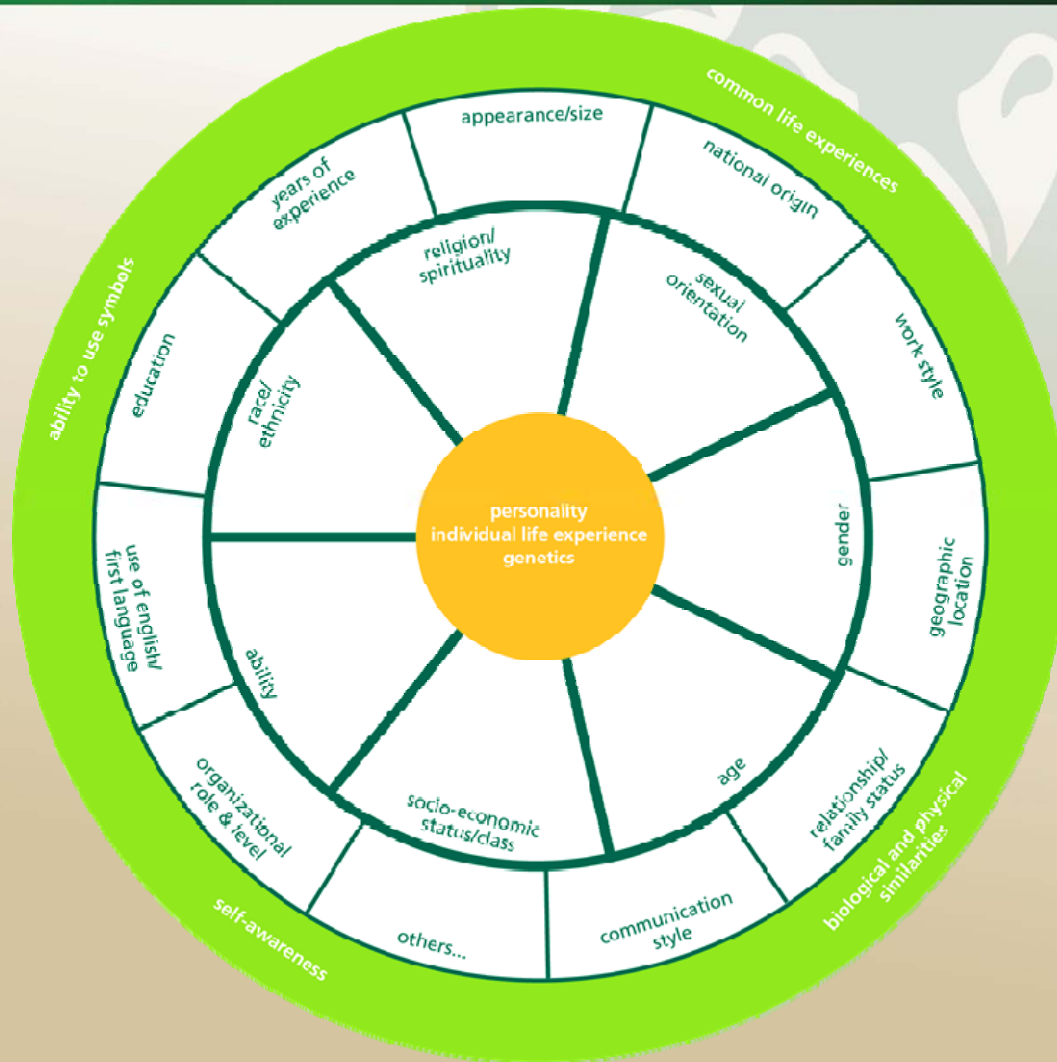


Social Identity Wheel

UNIVERSAL LEVEL
(HOMOSAPIENS)

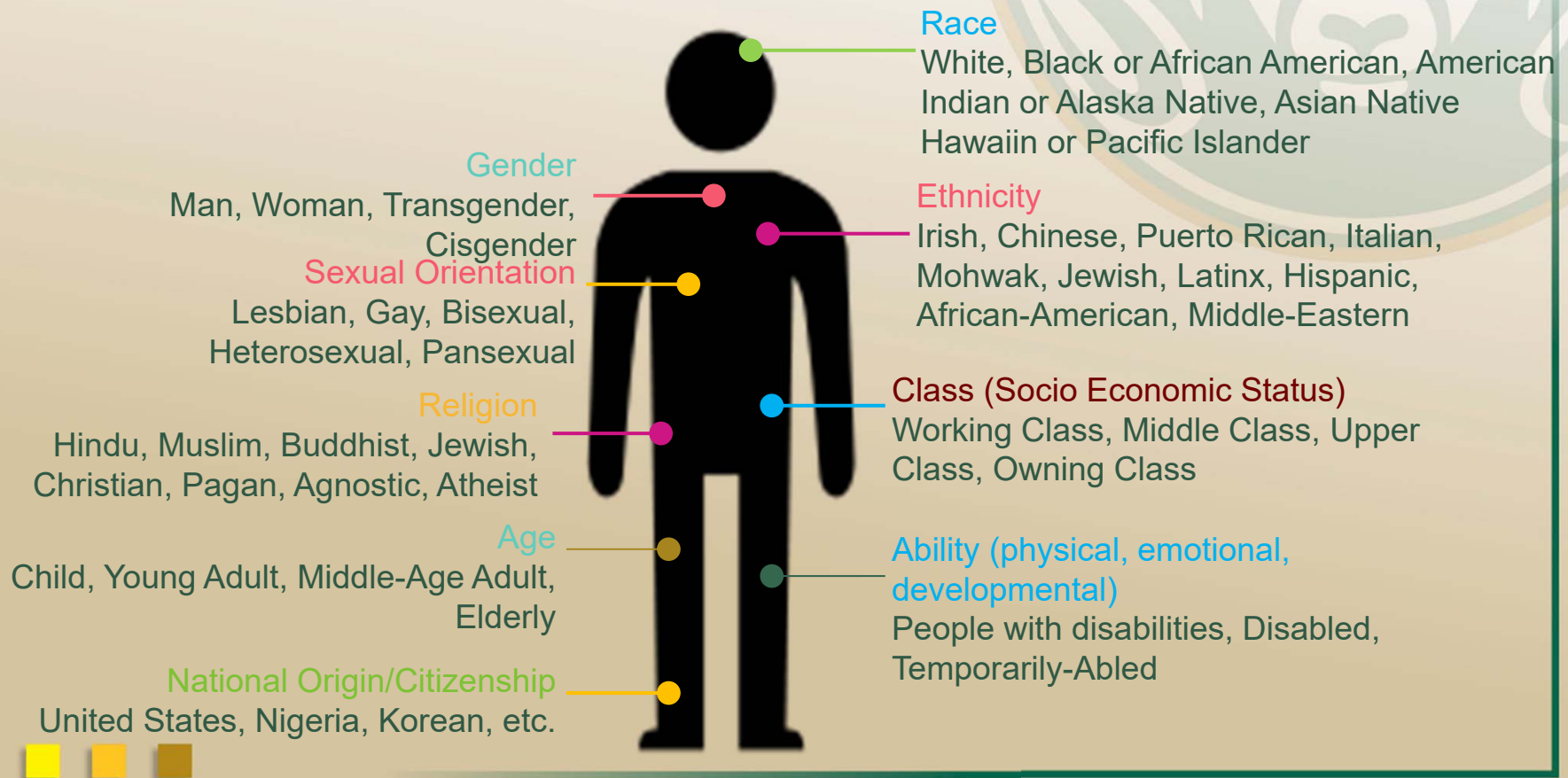
GROUP LEVEL
(SIMILARITIES & DIFFERENCES)

INDIVIDUAL LEVEL
(UNIQUENESS)



Socially Constructed Identities

Feel free to use your own language



Small Group Discussion

- What message have you received about this part of your identity?
- Who has given these messages? Which institutions? Which cultural messages?
- Was their value assigned to this part of your identity? If so, what value?
- How do you think about this identity on a daily basis?



Application to Work

- Why do you think this conversation matters to your work?
- How do you think identity relates to the work you do every day?
- How do these dynamics play out in supervision? Leadership?
- What can you do as a leader to be more aware of these dynamics?



Potential Homework

- When you make a decision at work, what do you consult and what are their social identities?

Take the Implicit Bias Associate Test:
Race, Gender, and any other one of your
choosing



- Everyone gets a card
- Put yourself into the groups in which you belong without talking
- You will have 7 minutes to get into your group



My Why



High Five Buddy



- What did you notice about those you speak with?
- Why is this important to consider when making decisions at work?



Opinion Poll

“An attractive person will always be hired before a less attractive, but equally qualified person.”



Opinion Poll

- An attractive person will be hired before a less attractive, but equally qualified person.
 - Studies show that attractive people are likely to earn 3 to 4 % more than people with below-average looks.
 - That adds up to almost \$230,000 over a lifetime.



Opinion Poll

- Referees only base their calls on the rules of the game.



Opinion Poll

- Referees only base their calls on the rules of the game.
 - Studies show that more personal fouls are called against players when their game is officiated by an opposite-race refereeing crew than when officiated by a same-race refereeing crew.



Opinion Poll

- Weight is not a factor in job attainment.



Opinion Poll

- Weight is not a factor in job attainment.
 - Studies show that obese people are more often disqualified from being hired and less often nominated for supervisory positions.



Opinion Poll

- Black/African-American men and white men have an equal chance at getting hired for a job for which each person is qualified.



Opinion Poll

- Black/African-American men and white men have an equal chance at getting hired for a job for which each person is qualified.
 - Studies show that on average men with African American names with the same qualifications get called back at rate of 50% less than that those with non-African American names.



Opinion Poll

- Pediatricians prescribe painkillers to children at the same rate, regardless of race.



Opinion Poll

- Pediatricians prescribe painkillers to children at the same rate, regardless of race.
 - A 2012 study showed that pediatricians were more likely to prescribe painkillers for patients who were White as opposed to Black.



How does this happen?

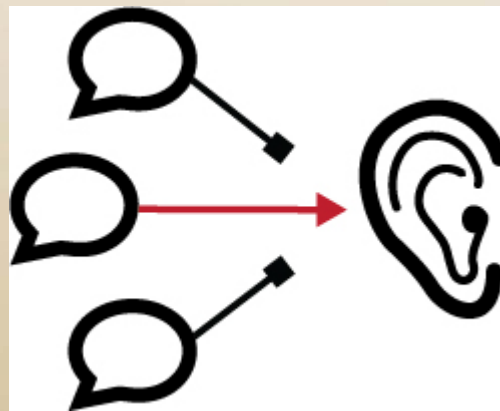
Bias

Implicit and Explicit





Listening Story



Riddle

A father and his son are out driving. They are involved in an accident. The father is killed, and the son is in critical condition. The son is rushed to the hospital and prepared for the operation. The doctor comes in, sees the patient, and exclaims, "I can't operate, it's my son!" How can this be?



Riddle

- Only 35% of over 200 subjects answered the riddle correctly: the doctor is the boy's mother.
 - Most popular wrong answers given:
 - doctor was stepfather
 - father was gay
 - “it's impossible”
- What pops into your head when you think of “Doctor”?



We all have bias!

- Admit that you have biases — it's ok!
- Be More Self-Aware
- Keep those biases in mind and take steps to correct them
- Slowing down and reflect
- Question “gut feelings” about others
- Expose yourself to different experiences
- Experiential reality- get new experiences
- Raise awareness of biases
- Use your influence





How does implicit bias impact our outcome?

Start at 0:37 End 6:24, <http://www.npr.org/programs/invisibilia/378577902/how-to-become-batman>



- What are some ways you can combat bias? Personally and as a department?
- Make at least one personal commitment to your partner.



- Laughter is necessary.
- What kind of Asian are you?
 - <https://www.youtube.com/watch?v=DWynJkN5HbQ>



Pause





INTERVENING IN DIFFICULT SITUATIONS



Agenda

- Discuss and build skills to intervene
- Apply to scenarios
- Reflect upon next steps and areas of growth
- Close



What stops us from intervening?

- Unaware that intervention is necessary
- Lack of knowledge of what to do
- Bystander Effect (someone else will do it)
- Power dynamics
- Fear-personal safety
- Feeling like the moment has passed



What would you do?



<https://www.youtube.com/watch?v=ge7i60GuNRg>



Action Continuum

Works against
Inclusion

Works toward Inclusion

Actively
Joining In

No
Response

Educate
Oneself

Interrupt
the
Behavior

Interrupt
and
Educate

Support
Others'
Proactive
Response

Initiate
Proactive
Response



R.A.P.S – Skills to Engage

- R: RELATE to others, their comments
- A: ASK questions to explore
- P: PAN the environment and yourself ; describe what you notice or engage others based on what you see
- S: Share, use self--disclosure as your response



Focus on what they said... not who they are

- Jay Smooth – How to Tell Someone they Sound Racist
- <https://www.youtube.com/watch?v=b0Ti-gkJiXc>



Scenario Activity

- What are the dynamics at play?
- What is the impact on the targeted individual?
- What messages are being sent to others in the group?
- What is an intervention strategy?
- What are some possible power dynamics which could impact this intervention?



High Five Buddy

- What will you stop?
- What will you start?
- What will you continue?



Commitments

- Try, fail, learn, repeat
- Fail differently next time
- Focus on impact
- Commit to growth



- “I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

