



# ***Building a Foundation with the DMIS, IDI and the IDC***

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Wake Forest University

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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 taboos of different cultural groups

## Increased foreign language fluency:

- Speaking & writing
- Interpretation & translation services

Result of each approach *alone*:

Inconsistent Impact

## Culture general knowledge and skills:

- Learning strategies in a foreign environment
- Behavioral adaptivity

## Increased cultural self-awareness:

- Contrast culture models, assimilators
- Diversity, privilege awareness

# Culture Definition

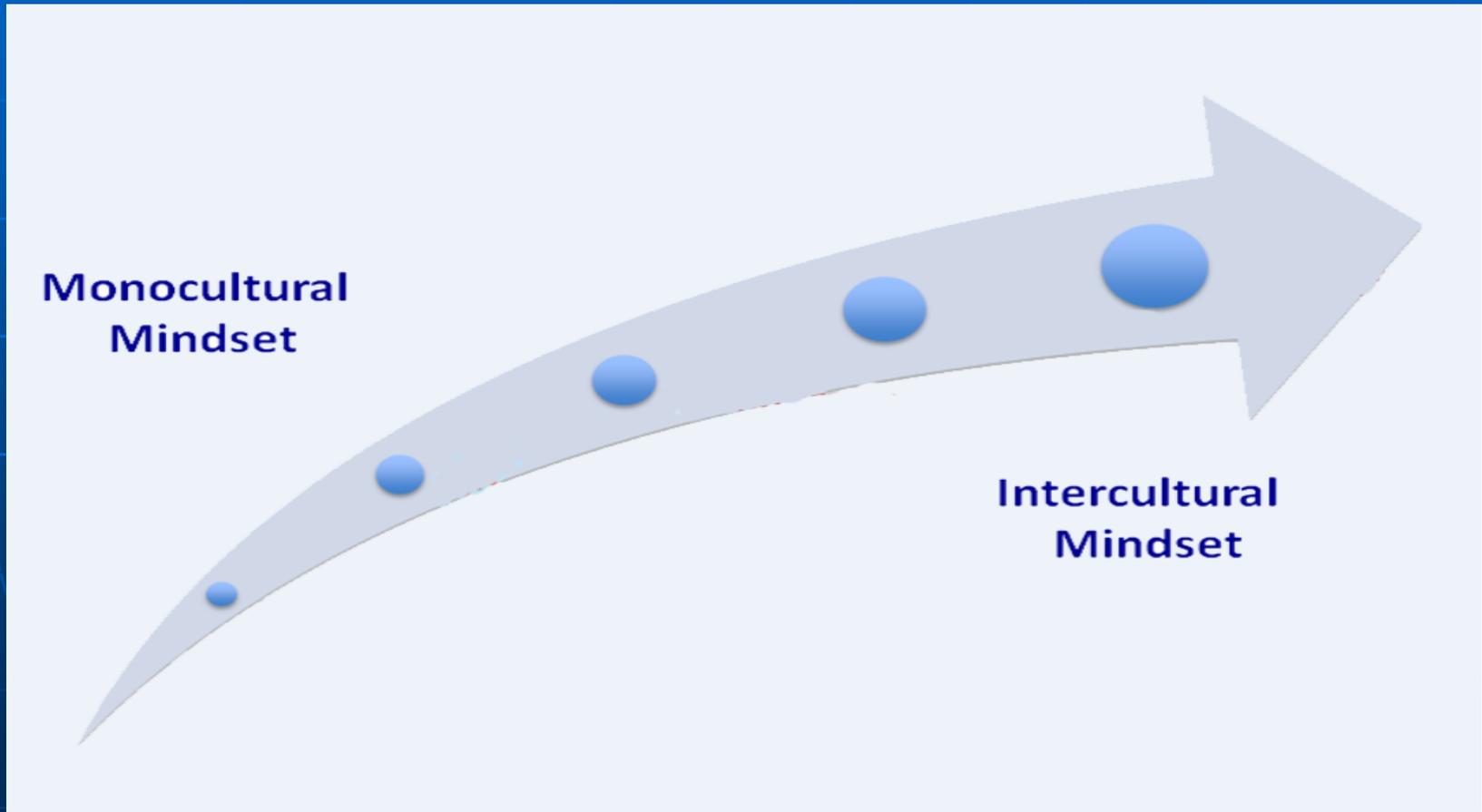
Working with someone next to you discuss briefly your definition of culture.

# Objective/ Subjective Culture

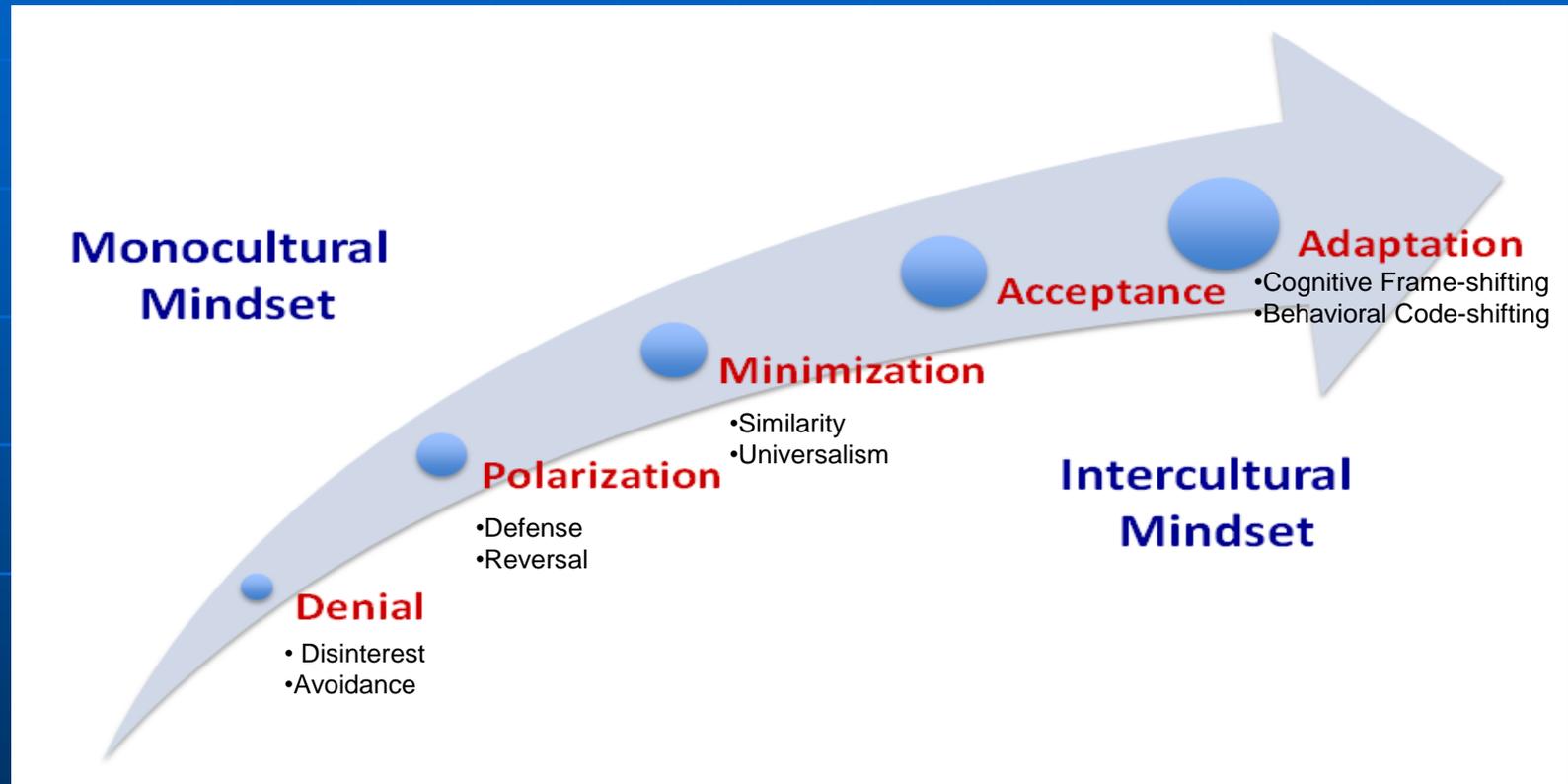
Objective culture: What human beings make, and pass on from generation to generation. Examples: music and art

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)

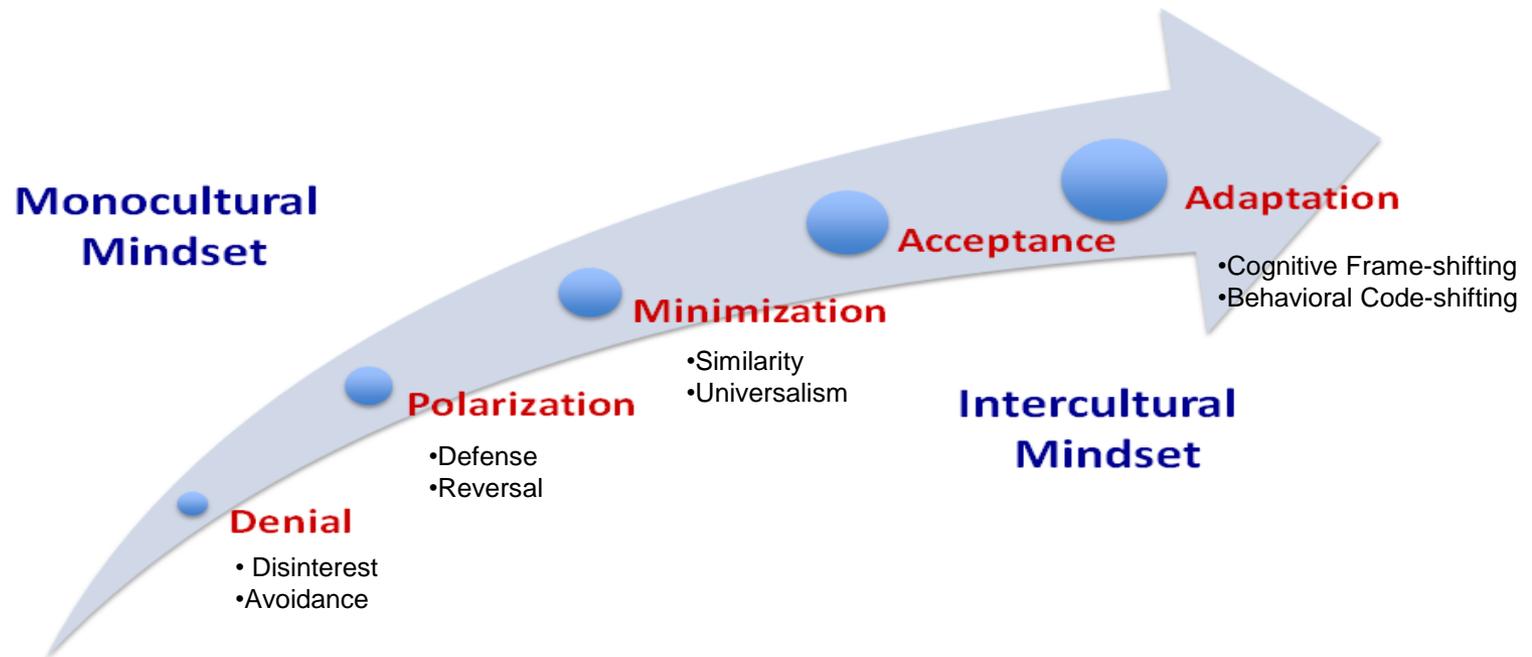


Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986.

# 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.

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# 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

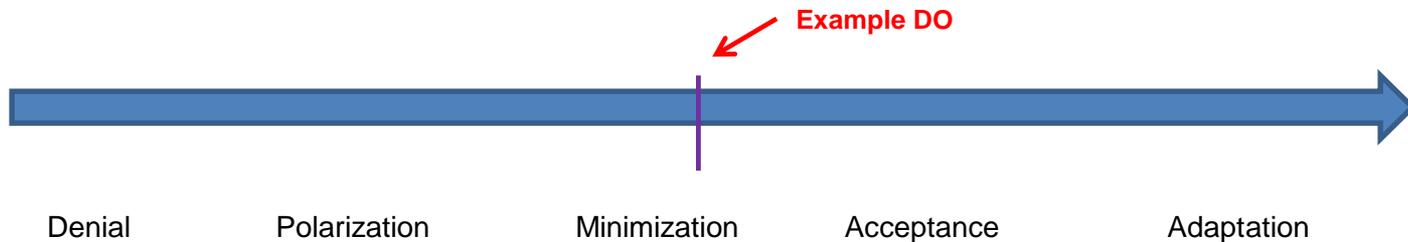
- **Perceived Orientation (PO):**

- 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.***



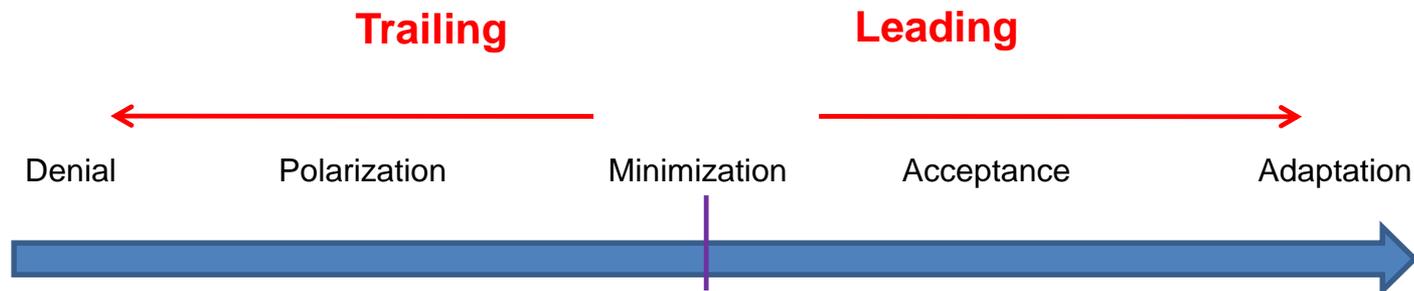
# Primary Elements of the IDI Profile

- **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.

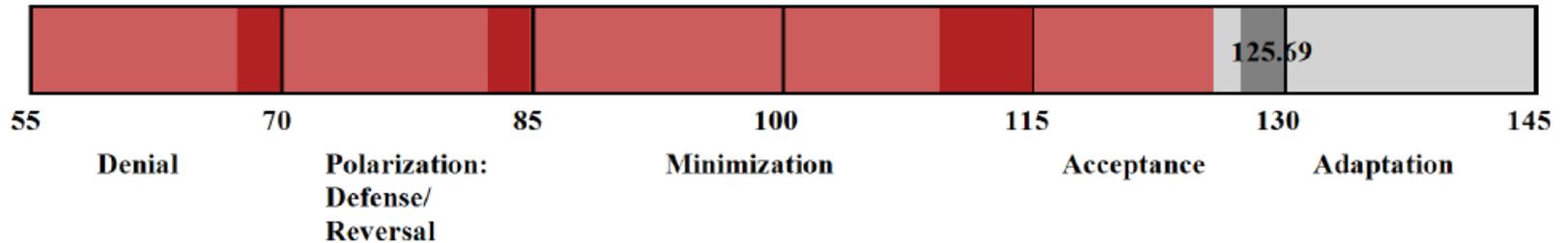


# Primary Elements of the IDI Profile

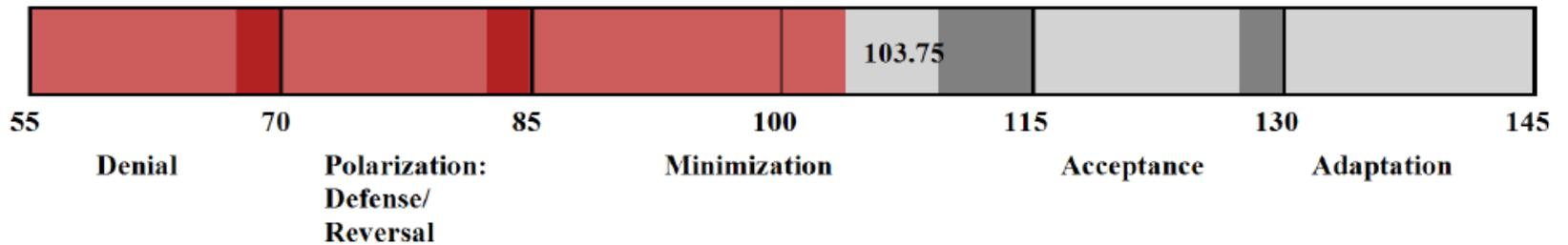
- **Cultural Disengagement (CD):**
  - The *Cultural Disengagement* score indicates how connected or disconnected you feel toward your own cultural community. *Cultural Disengagement* is *not* a dimension of intercultural competence along the developmental continuum.

**IDI v3 Group, Administrator  
& Individual Profile Reports**

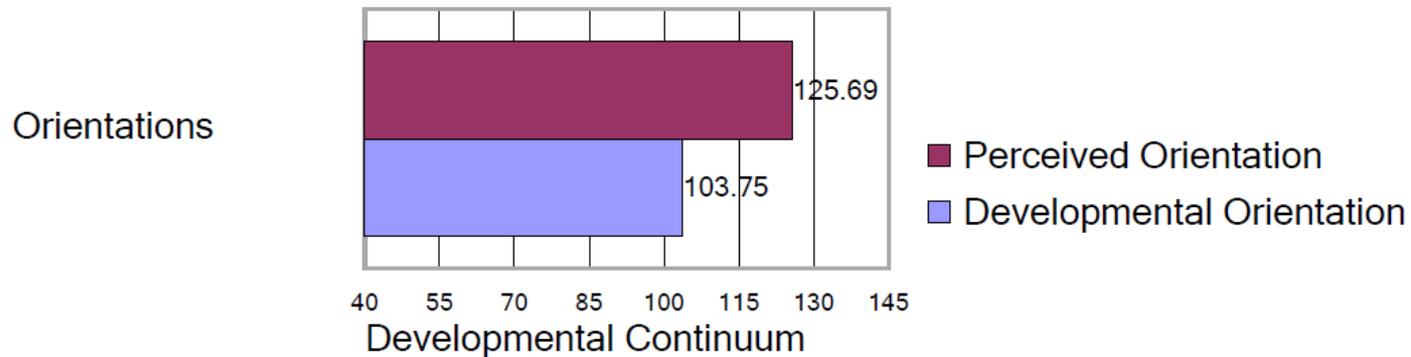
# Perceived Orientation (PO)



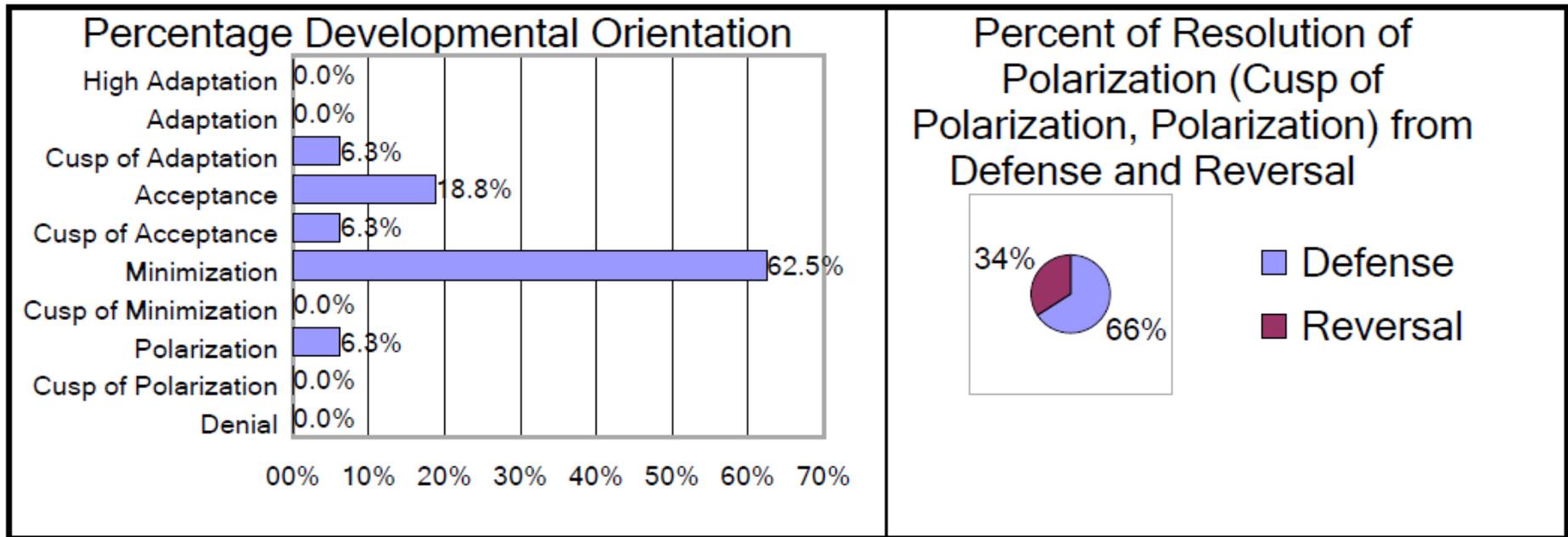
# Developmental Orientation (DO)



# Orientation Gap (OG)

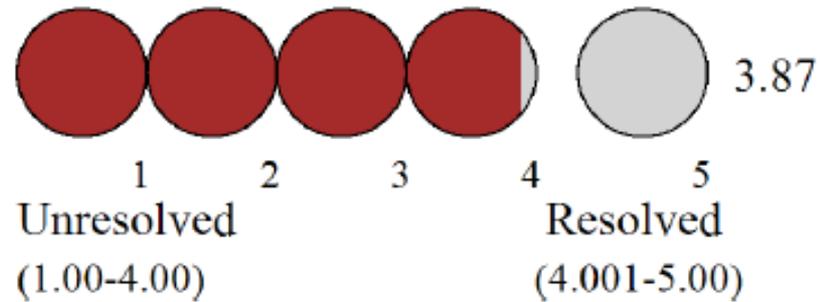


## Range of Developmental Orientations



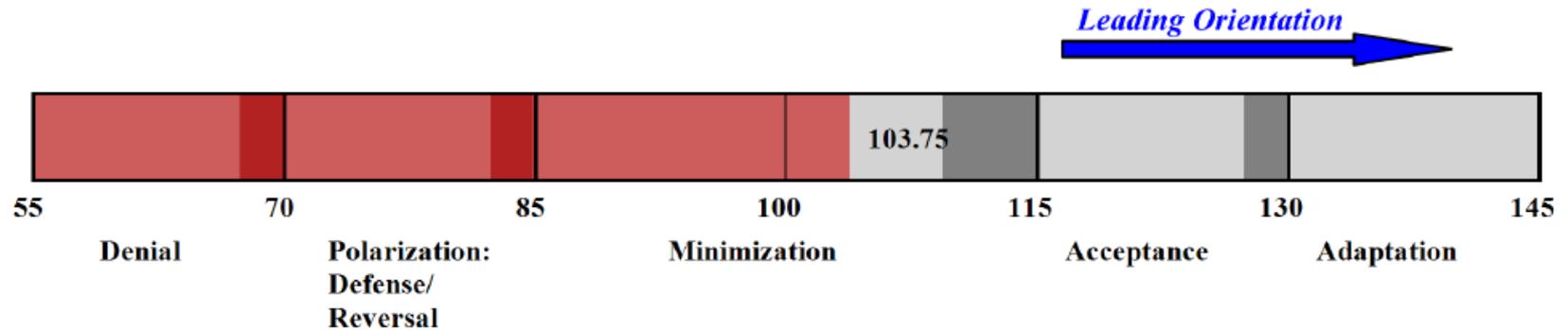
# Trailing orientations

## Reversal Trailing Orientation

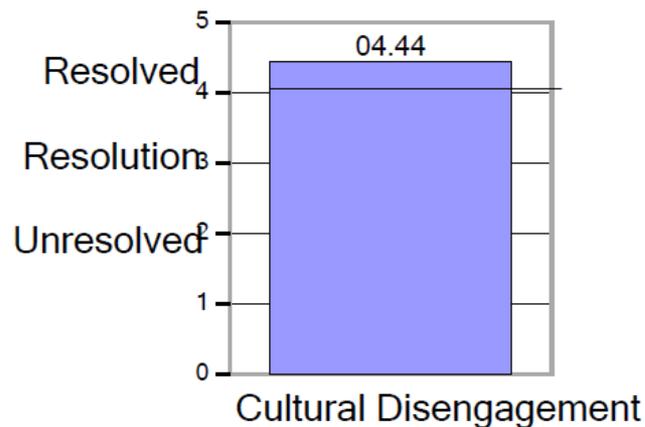


# Leading Orientation/Cultural Disengagement

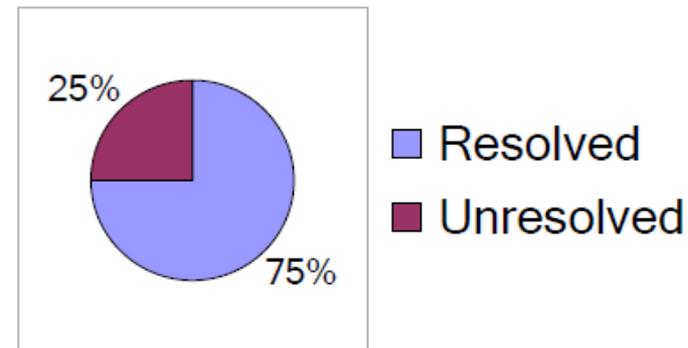
## Leading Orientations



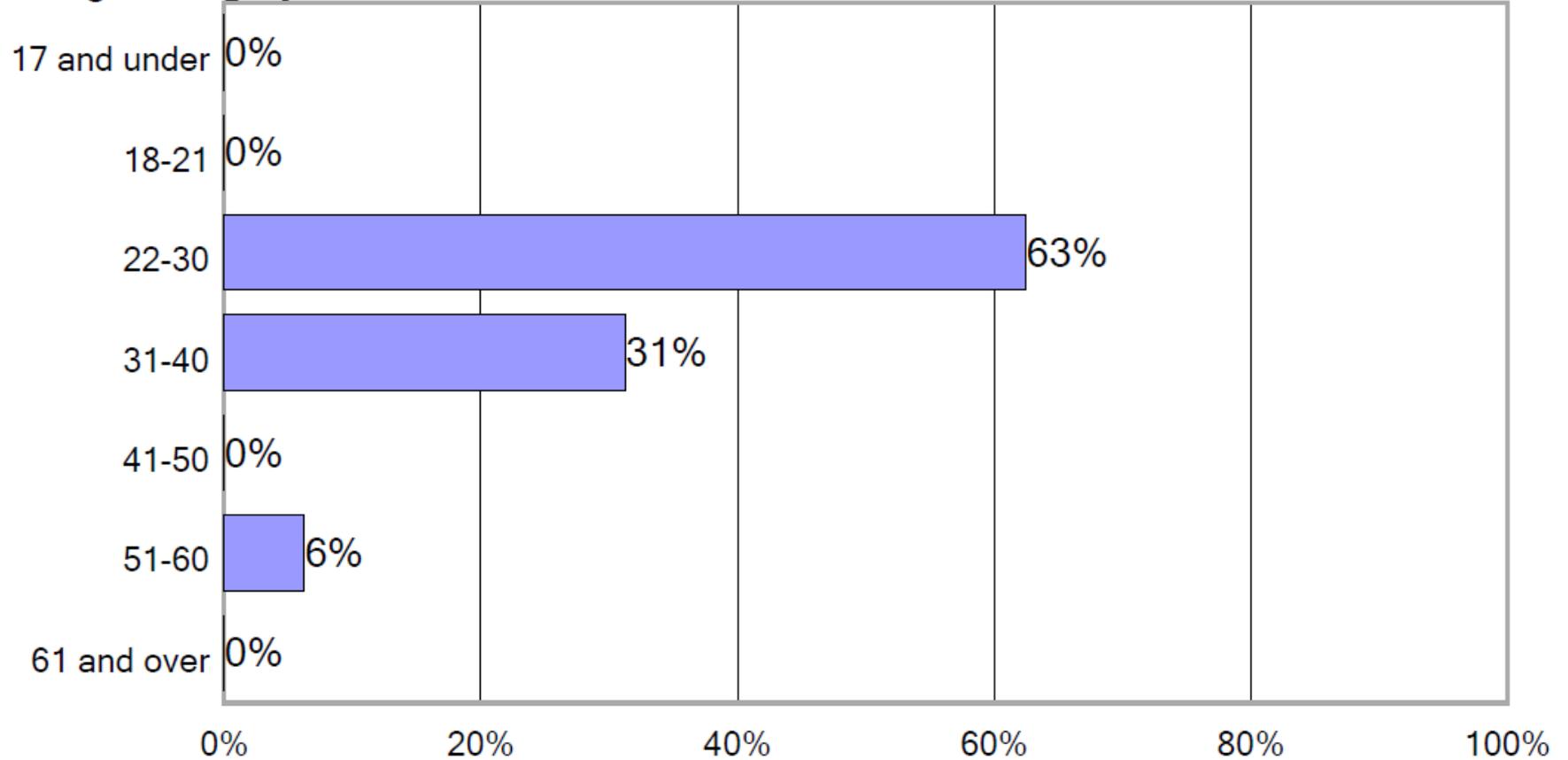
## Cultural Disengagement



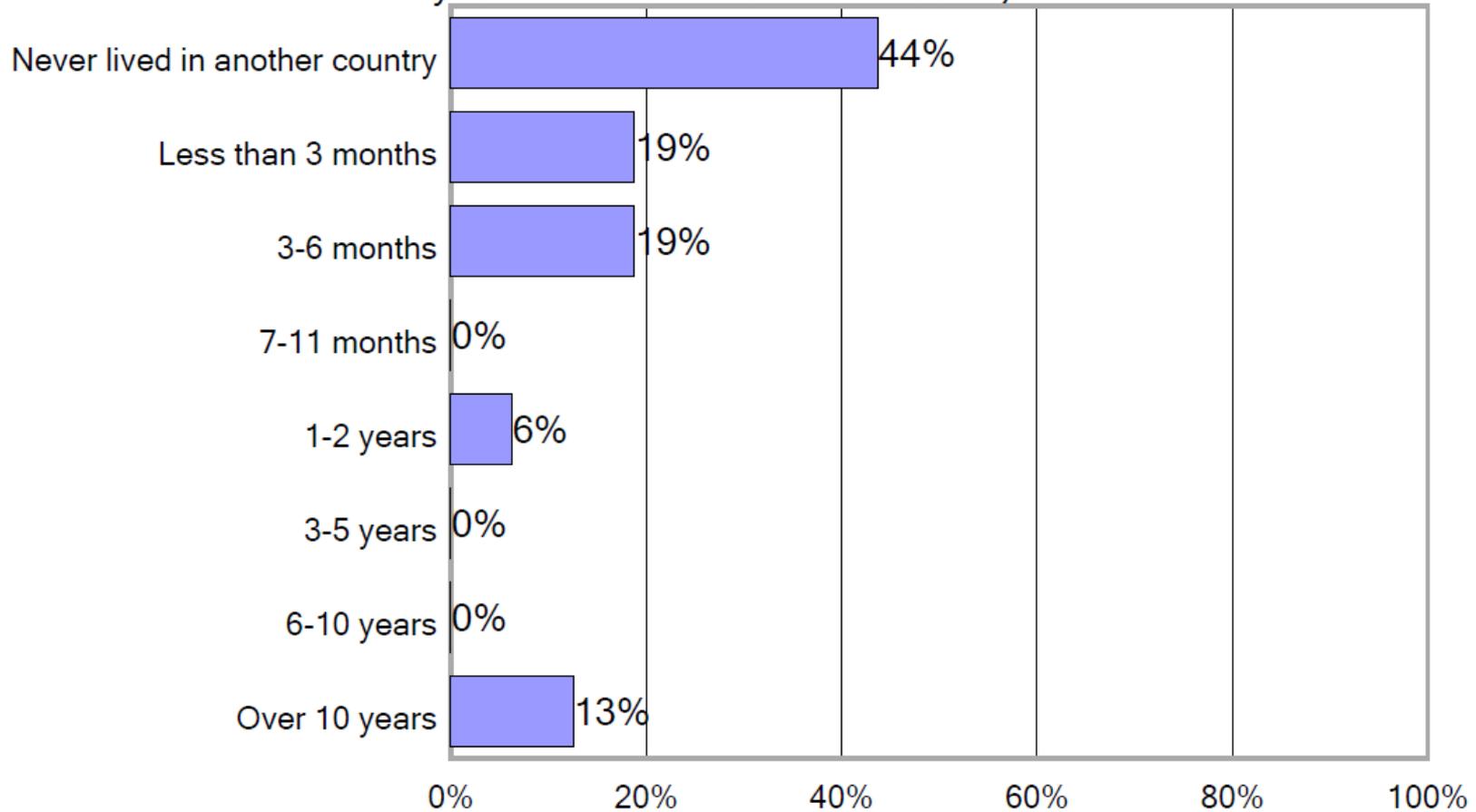
## Cultural Disengagement



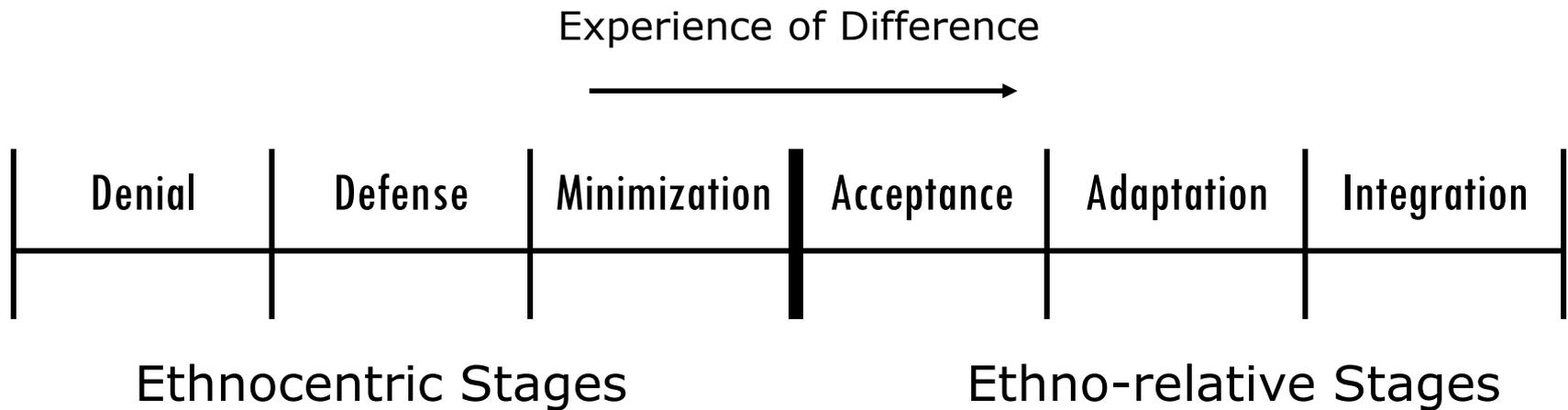
## 5. Age category:



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

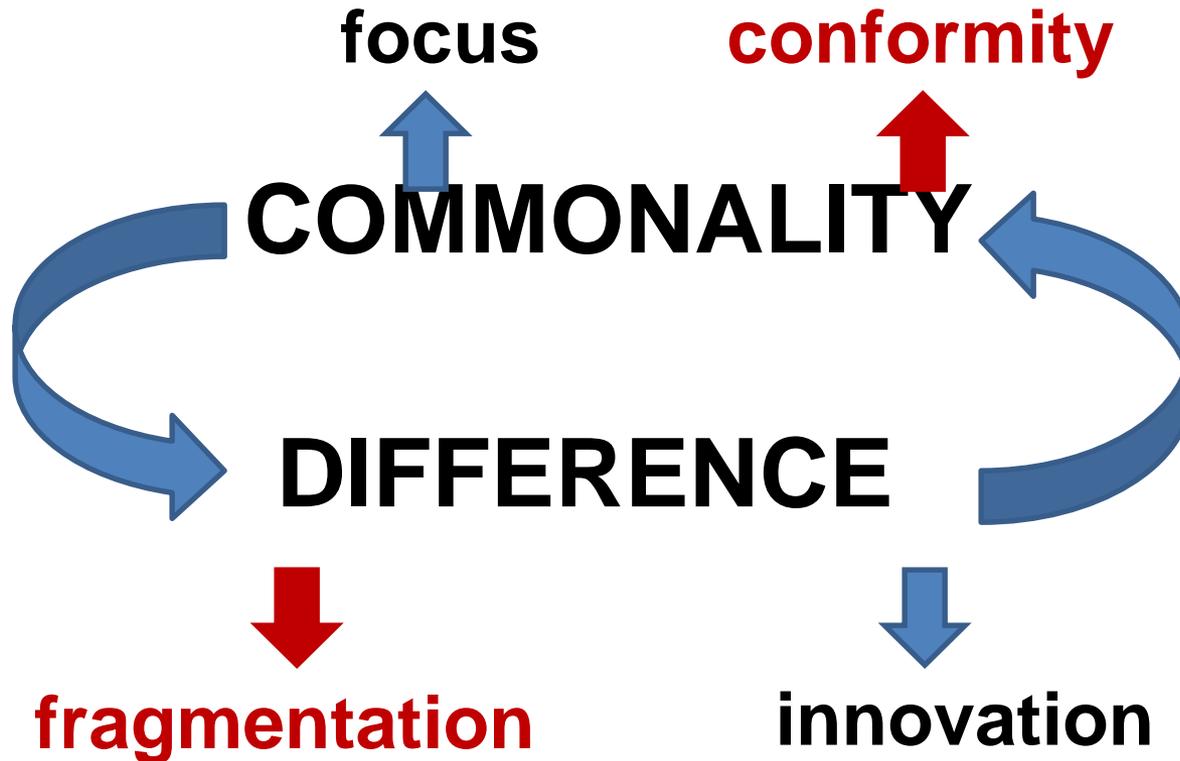


# Milton Bennett's Developmental Model of Intercultural Sensitivity (DMIS)



Source: Bennett & Bennett in Landis et al. 2004: 153.

# Integrating Commonality & Differences



# Resource

## Google: What's up with Culture?

On-Line Cultural Training Resource For Study Abroad - University of the Pacific - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Home Search Favorites Refresh Print Mail Stop

Address <http://www.pacific.edu/sis/culture/> Go

JavaScript Disabled

- What's Up With Culture?
  - Module 1 - What to Know Before You Go
  - Module 2 - Welcome Back! Now What?
  - Module 3 - Glossary / Bibliography

ON-LINE CULTURAL TRAINING RESOURCE FOR STUDY ABROAD



[Introduction](#) - [Objectives](#) - [Structure](#) - [Credits](#)

WHAT'S UP WITH CULTURE?

What's Up With Culture ?



# Resources

- **Vande Berg, Michael, et al. (eds.). (2012).** *Student Learning Abroad* (Stylus: Sterling Virginia).
- **Paige, R. Michael, et al. (2004).** *Maximizing Study Abroad: A Program Professionals' Guide to Strategies for Language and Culture Learning and Use.* (Minneapolis, MN, University of Minnesota: Center for Advanced Research on Language Acquisition).

# 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.