



Exploring Intercultural Competence

Debriefing your IDI Group Profile
Presented by Terrence O. Harewood





Introduction

Introductions

- About me!



Today's Objectives

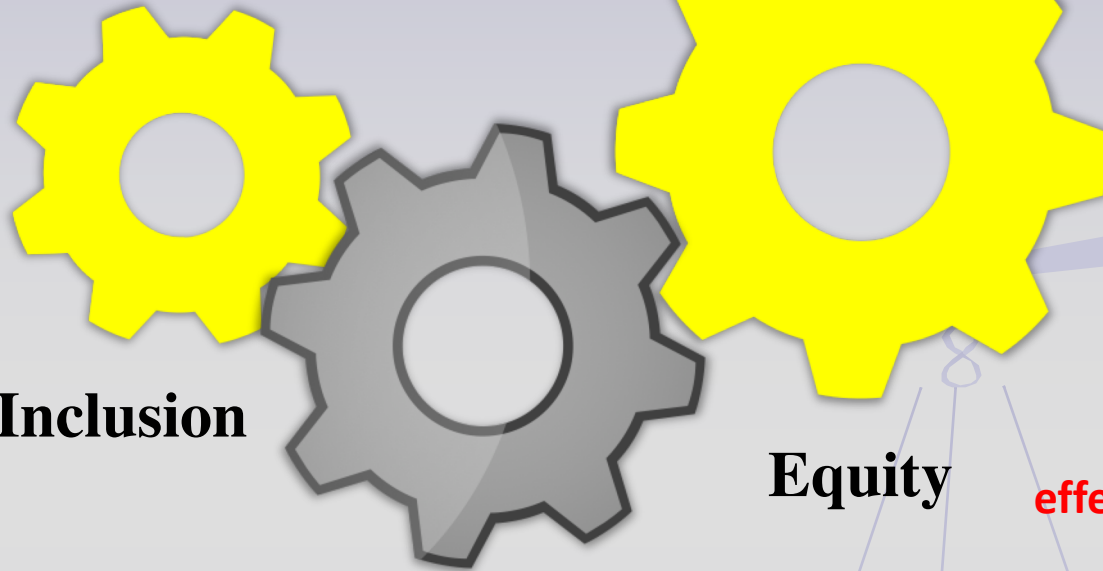
- **Explore** an overview of the IDC model and approach being used to increase intercultural competency.
- **Review** a report on your group's aggregate scores on the Intercultural Developmental Inventory (IDI).
- **Apply** intercultural skills to actualizing your school's values and commitments to equity



Diversity

Inclusion

Greater capacity to connect with families and communities



Attract and retain more diverse talent

More positive work experience

Greater capacity to navigate and effectively bridge cultural differences

Inclusion

Equity

Intercultural Competence

Diversity

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

+

Intercultural Competency

- “How” to make the mix work
- Focus on capacity
- Measured by the IDI

+

Inclusion

- The “mix” feeling valued and engaged
- Focus on the experience
- Measured by satisfaction, engagement, retention

=

Equity

- Addressing disparities
- Outcome focused
- Measured by goal attainment

Intercultural Competency



- Deeper cultural self-understanding

How one makes sense of and respond to cultural differences in terms of one's own culturally learned perceptions, values and practices

- Deeper cultural other-understanding

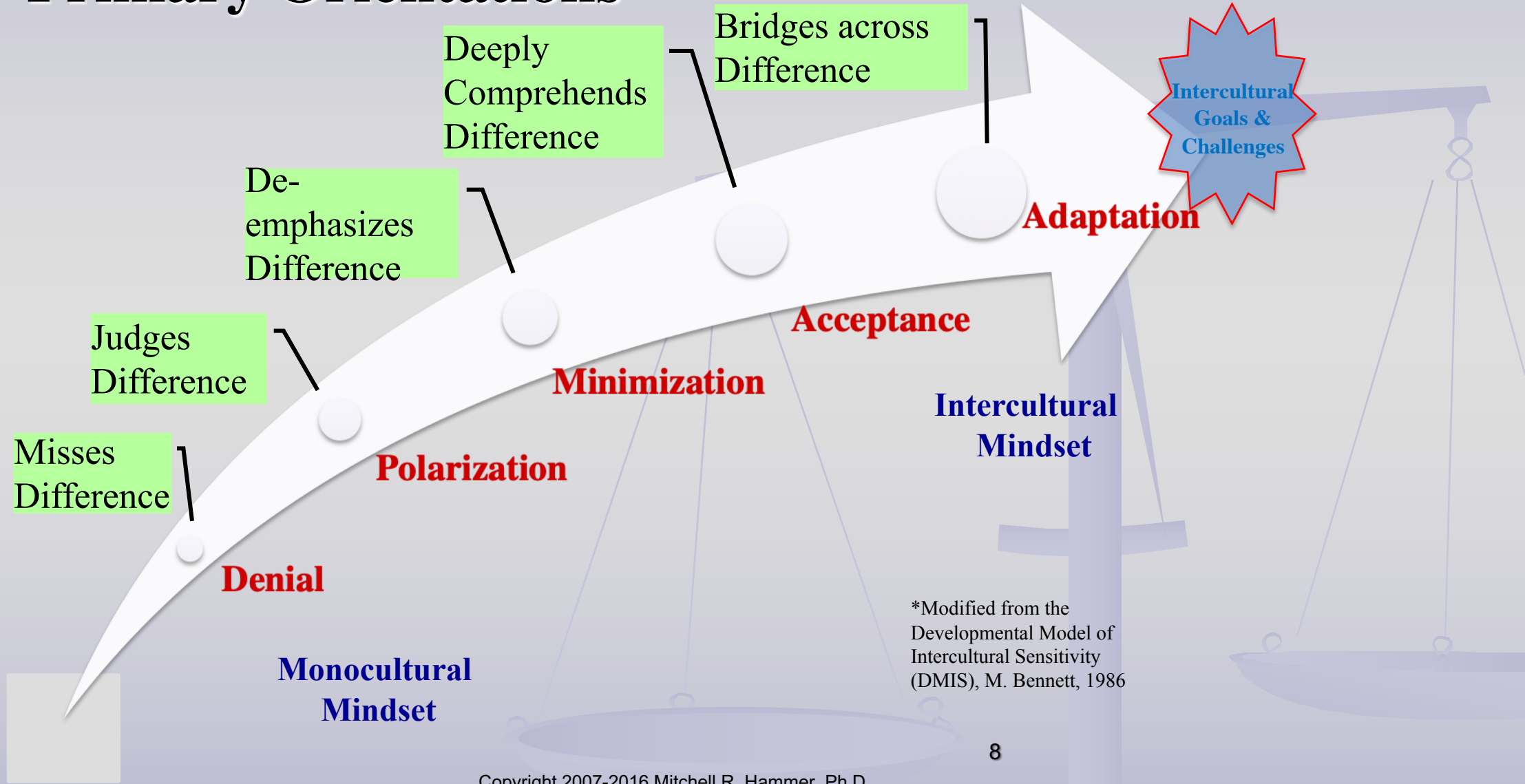
Different ways people from other cultural groups make sense of and respond to cultural difference

Intercultural Competency



- Developmental
- How we make sense of our experience
- Capacity to experience commonalities and differences with increasing complexity
- Capacity to shift behavior and mindset based on the cultural context = *Adaptation & Cultural Agility*

Intercultural Development Continuum: Primary Orientations



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

A faint, light blue background image of a scale of justice, showing the pans and the central pillar, positioned behind the title box.

Interpreting Your Aggregate IDI Profile

Beth Zemsky MAEd, LICSW
www.beth.zemsky.com

Background on the IDC/IDI

- Based on *measurable*, empirical observations
- *Quantifies* the subjective “experience”
- “Snapshot” of a developmental process
- Culture general in focus
- *Descriptive AND Prescriptive*



Intercultural Development Inventory®

Group Administrator Report

EDUCATIONAL VERSION

Prepared for:

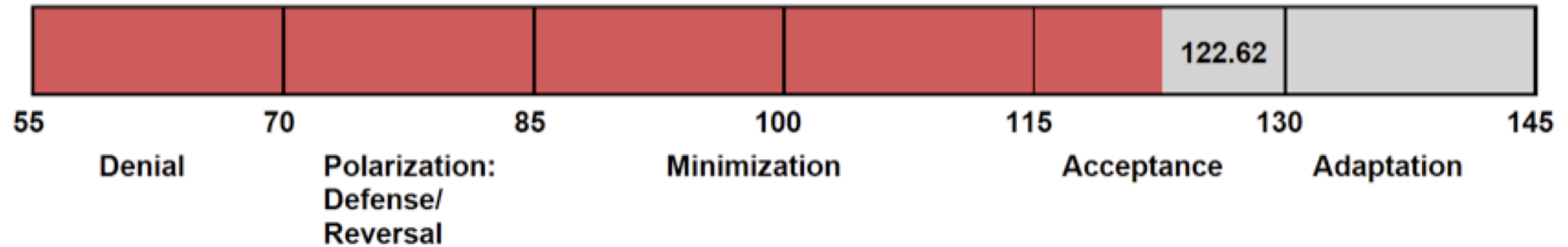
IMSA All Staff IDI Group Profile

Prepared by:

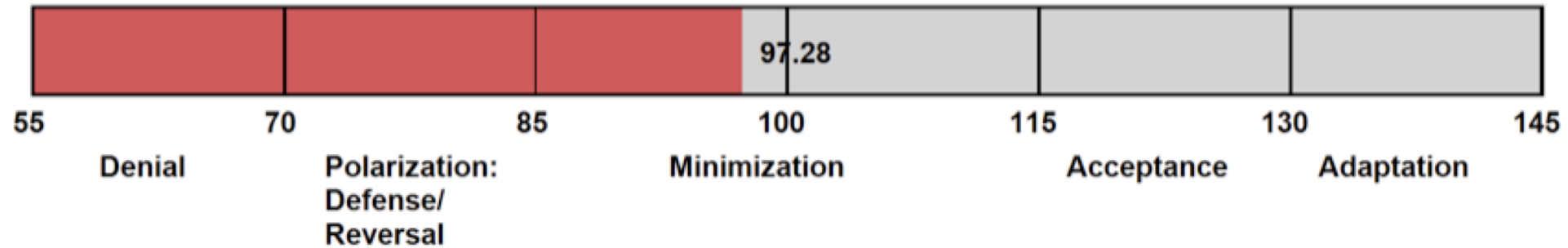
Terrence Harewood, Ph. D, Chief
Education Officer, Synergistic
Transformations, LLC, 4/19/2021

IDI Group Profile

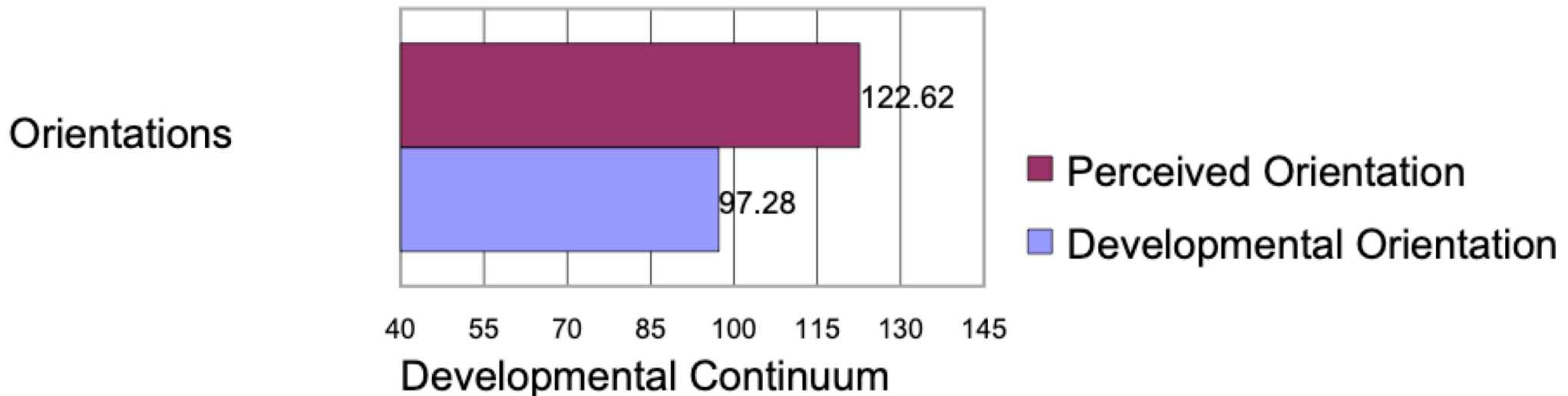
Perceived Orientation (PO)



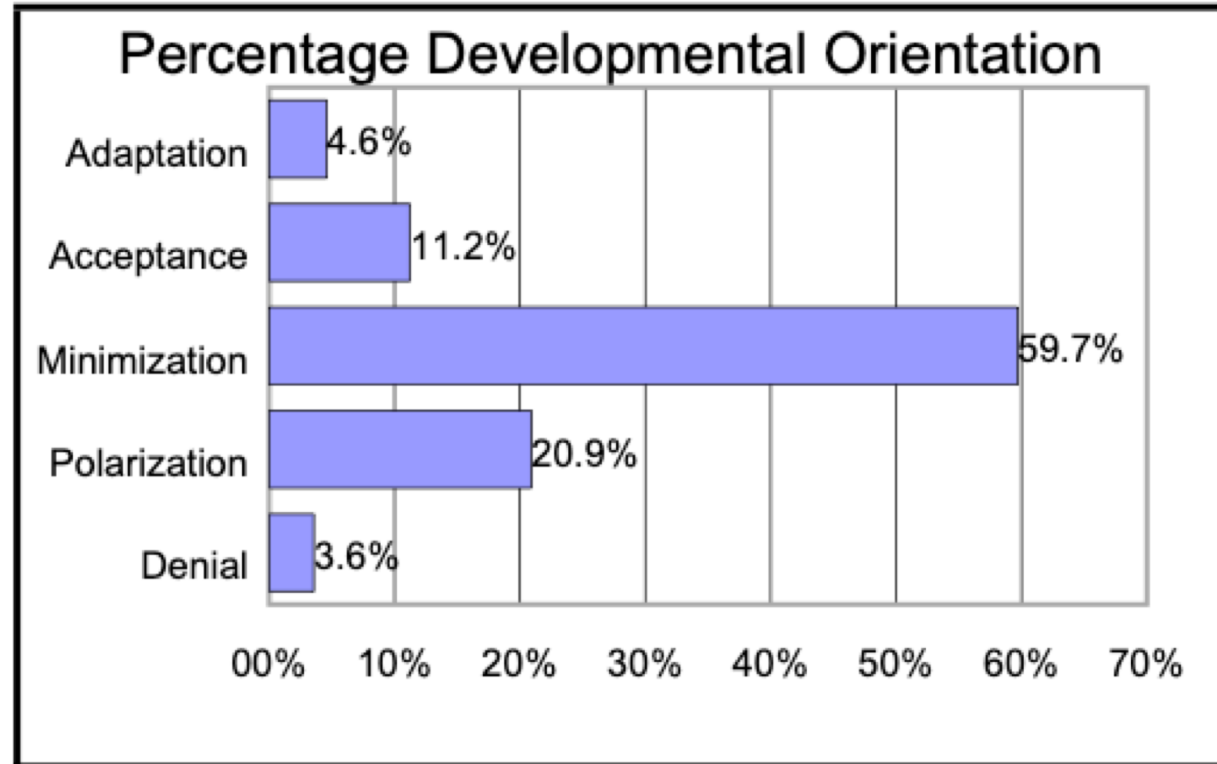
Developmental Orientation (DO)



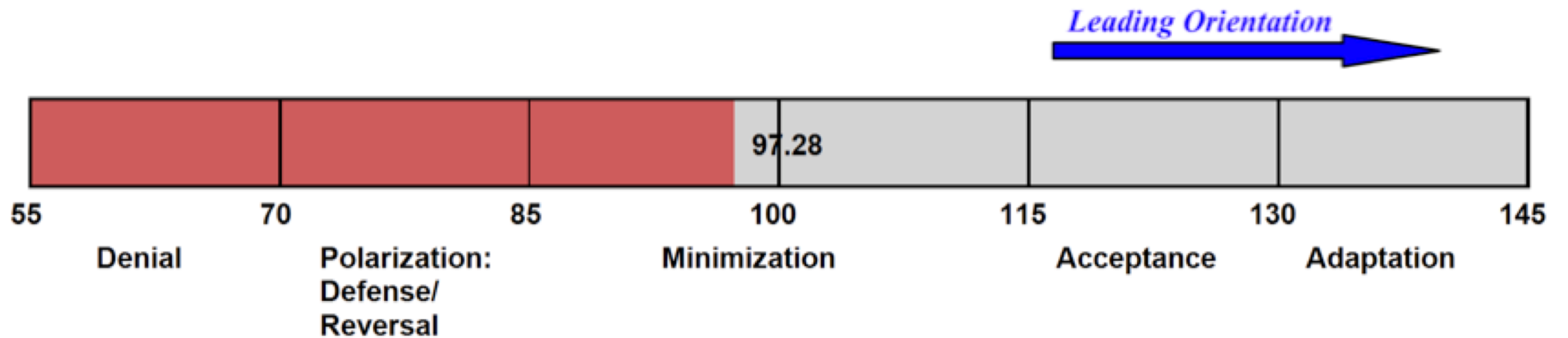
Orientation Gap (OG)



Range of Developmental Orientations



Leading Orientations



Minimization Culture

Organizational Impact:

- Hire for difference, onboard for similarity and “fit”
- BIPOC people must assimilate
- General culture of conflict avoidance
- Emphasis on maintaining comfort for leaders, dominant culture members
- Leaders “want change,” without changing themselves

Focus for Development:

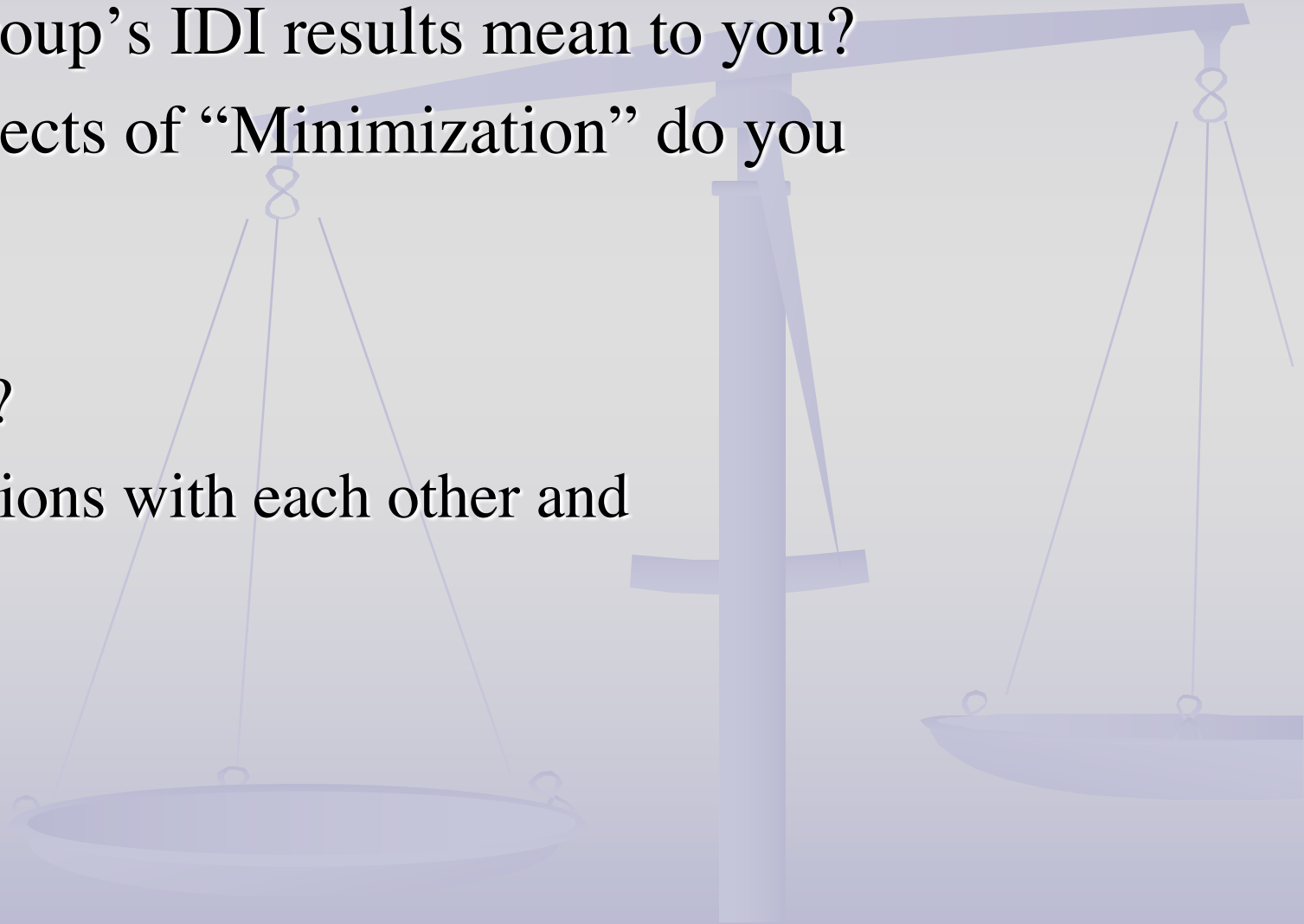
Unpacking norms, values, or standards assumed by dominant culture that maintain the status quo:

How do I learn to see differences that I currently don't see?

How can I take responsibility for my own identity and cultural lens?

Your Turn ...

- What do your Group's IDI results mean to you?
- What, if any, aspects of "Minimization" do you see reflected
 - In your work?
 - At your school?
 - In your interactions with each other and stakeholders?



Wrap-up

Choose one of the following to share in closing...

- What is one thing that is staying with you as you leave today?
 - Is there a question you are leaving with today?
Are there things you would like more information about?
 - Is there anything else you would like to share?
- 