

Cultivating a Culture of Awareness: Using the Intercultural Development Inventory (IDI)

Isabel Whitehead, K. Jill Rucker, Casandra K. Cox, George Wardlow, and Charles Rosenkrans, Jr.

University of Arkansas

Introduction

- Colleges of agricultural are tasked with preparing professionals to be culturally competent as they enter a diverse and globally competitive agricultural workforce (Jackson, 2015; Karcher, Wandschneider, & Powers, 2013)
- Intercultural competence, the ability to bridge diversity and inclusion based on understanding and adapting behaviors based on recognizing commonalities and differences, is attributed to individuals having effective professional outcomes (Hammer, 2012)
- Honors students in colleges of agriculture potentially have *more access* to experiences to develop intercultural competency through college programming.

Need for the Study

- The University of Arkansas is currently in the process of implementing campus-wide diversity, equity, and inclusion initiatives.
- The Dale Bumpers College of Agriculture, Food and Life Sciences (AFLS) does not currently have a formal plan in place to address diversity, equity, and inclusion – but is taking steps to develop and implement a plan by mid-2020.
- Researchers identified the need to add to the research efforts in our college to better understand our students' current level of intercultural competence and their perceptions of cultural differences and/or similarities.

Purpose and Objectives

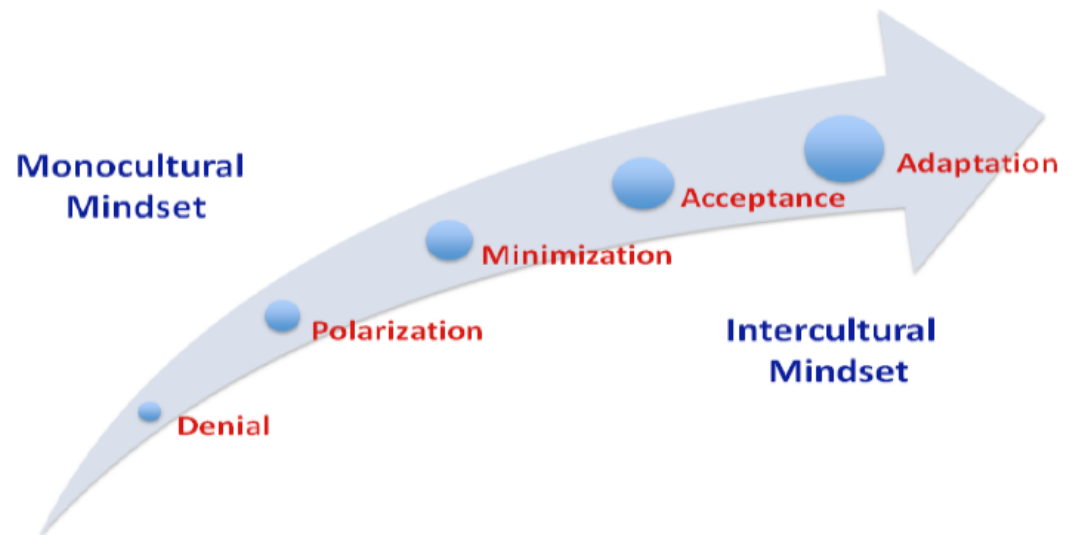
- The purpose of this quantitative study was to determine honors students' perceived cultural competency using the Intercultural Development Inventory (IDI) assessment in the AFLS honors orientation class.
- The objective of the study was to:
 - Establish a baseline for perceived (PO) cultural competence and actual (DO) cultural competence.

What is the IDI?

- 50-item quantitative instrument that reports an individual's position on the IDI continuum
- Continuum has five categories (see handout):
 - Denial
 - Polarization
 - Minimization
 - Acceptance
 - Adaptation
- The instrument has been extensively tested for validity and reliability with an alpha coefficient of .82 for developmental orientation scores and .83 for perceived orientation scores.

Methods: The IDI Continuum

Intercultural Development Continuum



Copyright, 1998-2014, Mitchell R. Hammer, Ph.D., IDI, LLC, used with permission

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

What is the IDI?

- Cross-culturally validated assessment
 - Socioeconomics
 - Ethnicity
 - Religion
 - Values/Beliefs
- Promotes self reflection and growth on how to work with others different than you
 - When you apply for a job, you will compete with others from all over the world
 - Explains how you experience cultural differences & commonalities

Components of the IDI

- Perceived Orientation (PO): reflects where the group places itself along the intercultural development continuum.
 - Where you “think” you are
- Developmental Orientation (DO): indicates the group’s primary orientation toward cultural differences and commonalities along the IDI continuum.
 - Where you “really” are

What is the IDI?

- IDI assessment is free from cultural bias, has strong construct validity and content validity.
- Higher scores on the IDI assessment are predictors of:
 - Increased knowledge of other cultures,
 - increased involvement in multicultural activities,
 - increased intercultural friendships,
 - comfort interacting in culturally diverse settings,
 - higher success in diversity recruitment and hiring,
 - better quality interactions with superiors, and more.

Methods: How can the IDI be utilized?

- The IDI is beneficial to educators in colleges of agriculture because clear action steps are provided to individual and/or group participants.
 - Participants are given an opportunity to debrief with a facilitator, as well as clear action steps outlined in their personal intercultural development plan (IDP).
 - Organizations and facilitators may access resources to create professional development and trainings.

Methods: Data Collection and Analysis

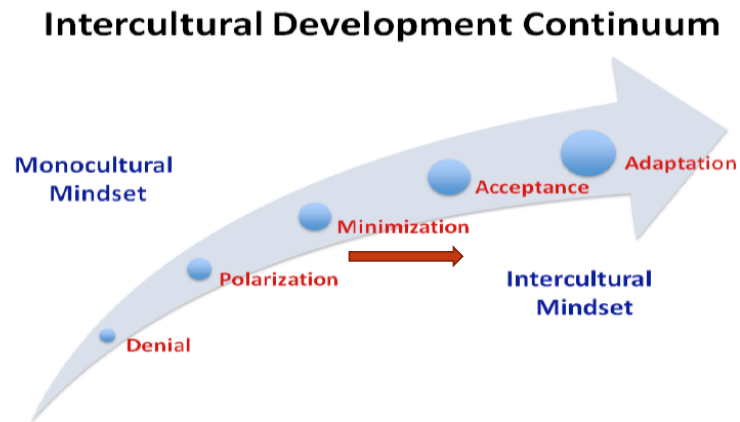
- Study sought to establish baselines for **PO** and **DO** among participants.
- The IDI was administered online to students enrolled in the Bumpers College Honors Program's honors orientation course.
 - 30 minute one-on-one coaching session
- Participants included freshmen, enrolled peer mentors, and the graduate teaching assistant (n=61).
- A response rate of 82.5% (n=52) was obtained.
- Group analysis performed by IDI, LLC

Demographic Characteristics of Participants

Demographic Category	Percentage of Respondents (%)
Gender	
Male	35
Female	65
Age	
17 and under	2
18 – 21	89
22 – 30	9
Total Time Lived in Another Country	
Never lived in another country	80
Less than 3 months	14
3-6 months	5
6-10 years	2
Country of Citizenship	
United States	98
Canada	2

Results:

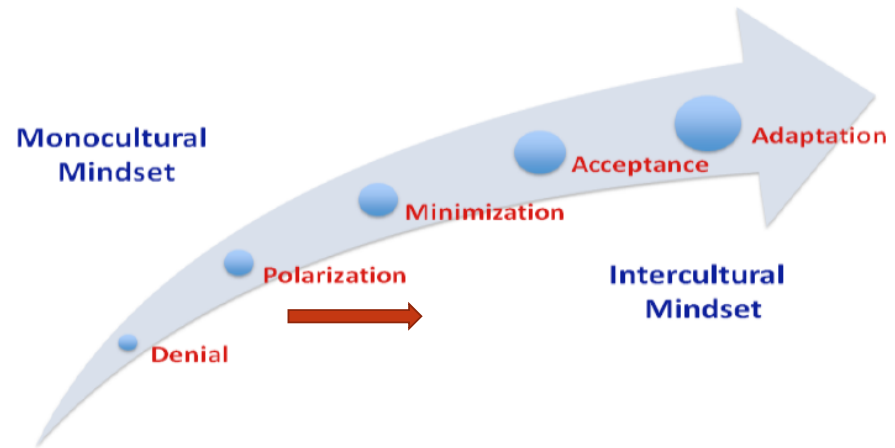
Results



- 60.1% (n = 37) of participants had a Perceived Orientation (PO) of Minimization with movement towards Acceptance
 - Minimization highlights commonalities too much and can mask a deeper understanding of cultural differences
 - “We are similar” or “I don’t see color”

Results

Intercultural Development Continuum



- 52.4% (n = 32) had a Development Orientation (DO) of Polarization with movement towards Minimization.
 - “Us” versus “Them” mindset
 - Defined negative differences among cultures
 - “They are not like me.”

Conclusions

- Students perceive (PO score) themselves further along the continuum than indicated by the developmental (DO) score.
 - 33 point difference between PO and DO score
 - Gap is considered significant if it is 7 points or higher
 - Group score indicates a significant overestimation of intercultural competence
- Room for growth along the Intercultural Development Continuum
 - Get students thinking about how to grow through experiences and reflections

Discussion

- Goal is to move along the IDI continuum.
- Help students identify opportunities for:
 - Awareness
 - Reflection
 - Training, Workplace Activities, and Educational Classes
 - Theatre, Film, Arts, Books
 - Travel, Personal Interactions, Site Visits
 - Intercultural mentoring

Recommendations for Practice

- We recommend educators:
 - Use the IDI as a baseline:
 - Build purposeful intercultural development opportunities and experiences into course curriculum, lecture series, college programming
 - Talk about it:
 - Administrators, faculty, staff
 - Develop into your college culture
 - Re-Administer the IDI:
 - Freshmen and seniors
 - Track results

Questions and Discussion

