

# Intercultural Competence: Assessment Instruments/Tools

**Presented by**

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# Session Goals

- Discuss the gap between “diversity” and “inclusion”
- Define “Intercultural Competence” and why it is important
- Discuss some of the most widely used intercultural competence assessment instruments

# 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*



# 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

# Diversity

- *Diversity has always been a powerful, even a necessary, catalyst for intellectual progress*
  - *----David H. Porter, President Emeritus, Skidmore College*

# 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)

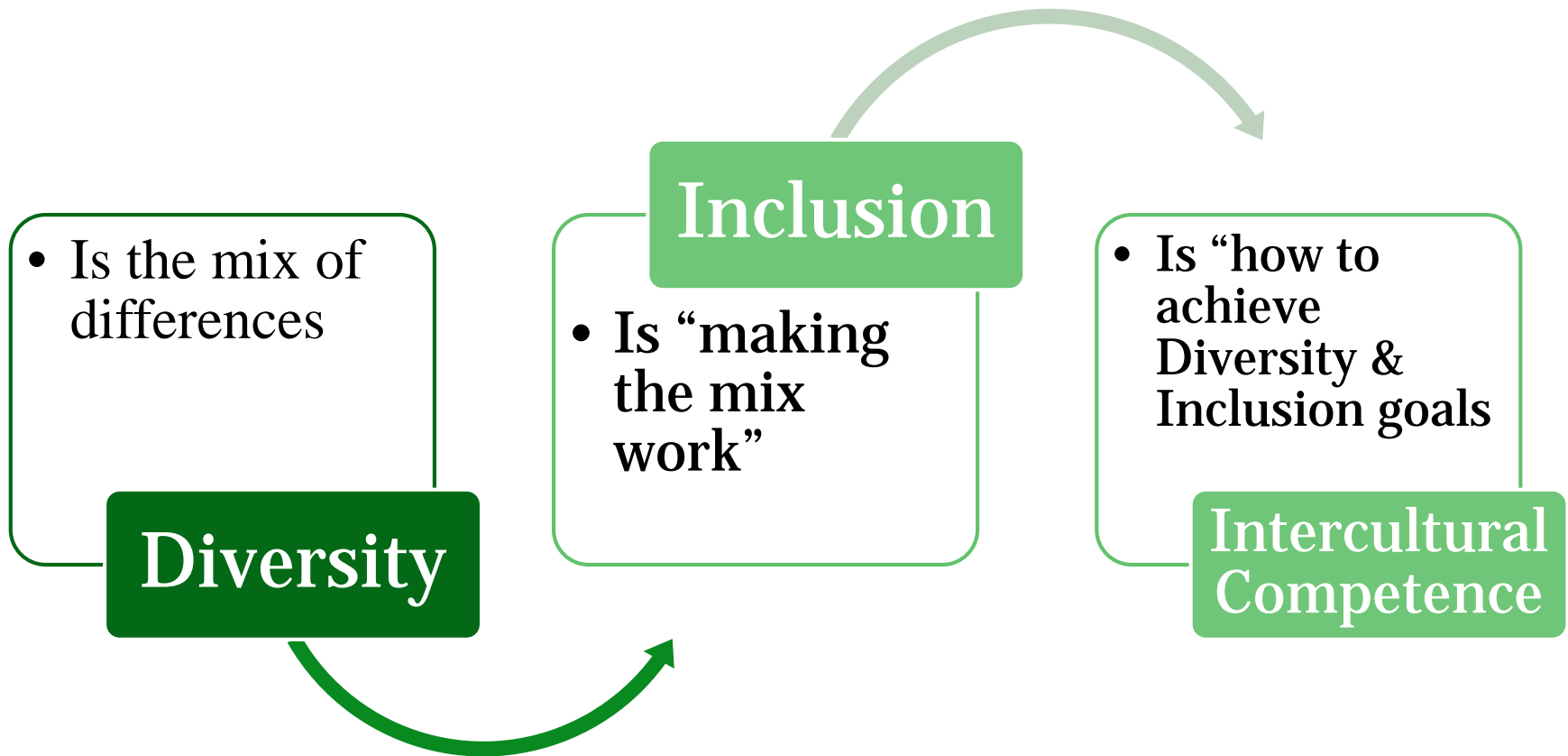


# Moving from Diversity to Inclusion

- *Diversity + Intercultural Competence = Inclusion*



# Key Concepts



# 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

- Increasing our “Intercultural Competence” is a core capability in the 21<sup>st</sup> 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.

# 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

# **Within the students' frame—students want and need experiences that will help them get a job**

**“There is real business value in employing staff who have the ability to work effectively with individuals and organizations from cultural backgrounds different from their own.**

**Employees who lack these skills may leave their organizations susceptible to risks including:**

- Loss of clients**
- Legal Issues**
- Damage to reputation**
- Conflict with Teams”**

**Employers report that educational institutions should do more to help students develop intercultural competence.\***

**\*“Culture at Work: The Value of Intercultural Skills in the Workplace.”(2013). British Council, IPSOS, & Booz/Allen/Hamilton.  
<http://www.britishcouncil.org/press/research-reveals-value-intercultural-skills-workplace>**

# Employers Say: Soft Skills are Important!!

- [The Wall Street Journal - August 30, 2016](#)
- <http://blogs.wsj.com/economics/2016/08/30/the-soft-skills-employers-are-looking-for/?emailToken=JRrzfv59ZXSXgtM1a8wW8BgSQ4NNULHVFWM>



**To help our students develop interculturally, we need to attend to three gaps**

- **Between our students, and their own way of making meaning, and others who make meaning in different ways**
- **Between ourselves and our students**
- **Between ourselves and our institutions**

# How to Select an Assessment Instrument

- Clarify needs
- Structure program design
- Measure program impact
- Formative/pedagogical interventions
- Support selection decisions
- Prepare cultural competence initiatives more precisely
- Promote individual and/or group development

# Establish Your Goals

- What do you want to use the assessment instrument for?
  - Needs assessment and analysis
  - Pre and post measurement of program impact
  - Individual development
  - Team development
  - Coaching
  - Selection
  - Re-entry
  - Career advising/academic advising

# Important Questions to Consider

- Do I need to be certified/qualified to use the instrument?
- What knowledge, skills, and attitudes do I need to master to use the inventory effectively?
- What is the amount of time for participants to take the inventory?
- What is the cost for the inventory per person, and the cost of materials and training for certification?
- Is it available in the appropriate language for my group?
- Is the translation professional and accurate?
- Is it available in the preferred language online as well as in paper and pencil formats?
- Is the instrument self-scoring or are there additional fees for processing the results?

▫ *Janet M. Bennet, Ph.D. and Michael Stevens, Ph.D. 2015*

# Consider Quality of the Instrument

- 1. Is it reliable—free from *random* error?
- 2. Is it valid—free from *systematic*, built in error?
  - a. Content validity—Does it measure what it says it will measure?
  - b. Predictive validity—Can it help you learn about things you are interested in?
  - c. Convergent validity—Is it consistent with other similar measures?
  - d. Face validity—Does it look to the participants as if it measures what it says it will measure?
  - e. Differential validity—Is it free from cultural bias?
- 3. Is it transparent? Can participants manipulate their scores through perceived social desirability?
- 4. How were items developed? Are they based on a well-recognized theory or model?

# The Cultural Intelligence Scale (CQS)

## General Information:

- Cultural *intelligence* is defined as having the ability to adapt to and function effectively within a new cultural situation.
- Cultural intelligence identifies an individual's capacity for accomplishing goals and objectives regardless of the cultural context.

# CQS

CQS can be implemented in professional, academic, faith-based, and youth settings.

- 20 item Likert style instrument
- For academic settings, costs begin at \$11 per student per administration. T1 = \$11; T2 = \$20
- Reports include individual scores for the 4 Factors and comparisons of global norms along with reflection questions that guides understanding of the feedback. Group reports are also available for an additional fee beginning at \$50.

# CQS: The Four Dimensions

## **CQ Drive**

Your interest, drive and confidence to adapt to multicultural situations.

## **CQ Knowledge**

Your understanding about how cultures are similar and different.

## **CQ Action**

Your ability to adapt when relating and working interculturally.

## **CQ Strategy**

Your awareness and ability to plan for multicultural interactions.



# The CQS continued:

## Uses on campus:

- CQS predicts individual and group performance when engaging in new cultural situations (formative, pedagogical intervention)
- CQS is highly rigorous with high incremental and predictive validity achieved via academic psychometric validation
- Benefits to educational institutions:
  - Access students' intercultural competence
  - Ability to improve study abroad programs
  - Aides in the building of culturally intelligent campuses through internationalization and interculturalization strategies

## Impact on campus:

- The majority of university classrooms have students from a variety of nationalities and ethnicities. Educators who focus on building cultural intelligence:
  - more effectively prepare graduates for a culturally diverse classrooms,
  - produce graduates prepared to work on diverse teams,
  - Increase employer - campus relationships through increased workplace readiness

# Miville-Guzman Universality-Diversity Scale (M-GUDS)

## General Information:

- Universal-diverse orientation is defined as an *attitude* of awareness and acceptance of both similarities and differences in people
- Significantly correlated with measures of racial identity, empathy, healthy narcissism, feminism, androgyny, homophobia and dogmatism
- M-GUDS is a 45 item scale; M-GUDS-S is a 15 item scale
- The M-GUDS is a *free* instrument for educational institutions
- There is no reporting or data service. (*Handouts*)

# M-GUDS: Three Constructs

*Diversity of Contact* – students' interest in participating in diverse social and cultural activities

*Relativistic Appreciation* – the extent to which students value the impact of diversity on self-understanding and personal growth

*Comfort With Differences* – students' degree of comfort with diverse individuals

# M-GUDS continued:

## Uses on campus:

- As an instrument, the M-GUDS measures student attitudes, cognition, and behaviors regarding diversity.
- The M-GUDS and M-GUDS-S have been extensively vetted and found to be highly reliable and valid for secondary and post-secondary institutions.
- Benefits to educational institutions:
  - Access students' intercultural competence
  - Ability to improve study abroad programs

## Impact on campus:

- Because the M-GUDS measures attitudes people hold toward all other persons, the instrument is inclusive while also having the ability to differentiate similarities and differences that are both recognized and accepted.
- The instrument is flexible allowing the measurement of domestic and international cultural interactions, attitudes, beliefs and behaviors.

# Beliefs, Events and Values Inventory (BEVI)

- BEVI
  - Built from authentic statements of beliefs
  - 20+ years of demonstrated validity and reliability
  - Often used for institutional profiles and as a pre/post measure for curriculum or “signature experiences”
  - Yields very rich data – 17 scales and multiple sub-group comparisons
  - The BEVI offers institutional licenses based on number of tests administered. Administration of inventory is *free*.

# Beliefs, Events, and Values Inventory (BEVI)

Negative Life Events

Needs Closure

Identity Closure

Basic Closedness

Socioreligious Closure

Emotional Attunement

Positive Thinking

Self-Awareness

Sociocultural Openness

Hard structure

Causal Closure

Basic Determinism

Divergent Determinism

Socioemotional Convergence

Socioreligious Traditionalism

Gender Traditionalism

Ecological Resonance

# BEVI continued:

## Uses on campus:

- The BEVI is highly flexible applications including evaluating learning experiences, understanding learning processes, promoting learning objectives, enhancing teaching and program quality, facilitating growth and development, conducting research, addressing organizational needs, and complying with assessment and accreditation requirements.
- The BEVI has empirical and theoretical foundation
- It is a web-based infrastructure allowing for access from anywhere in the world

## Impact on campus:

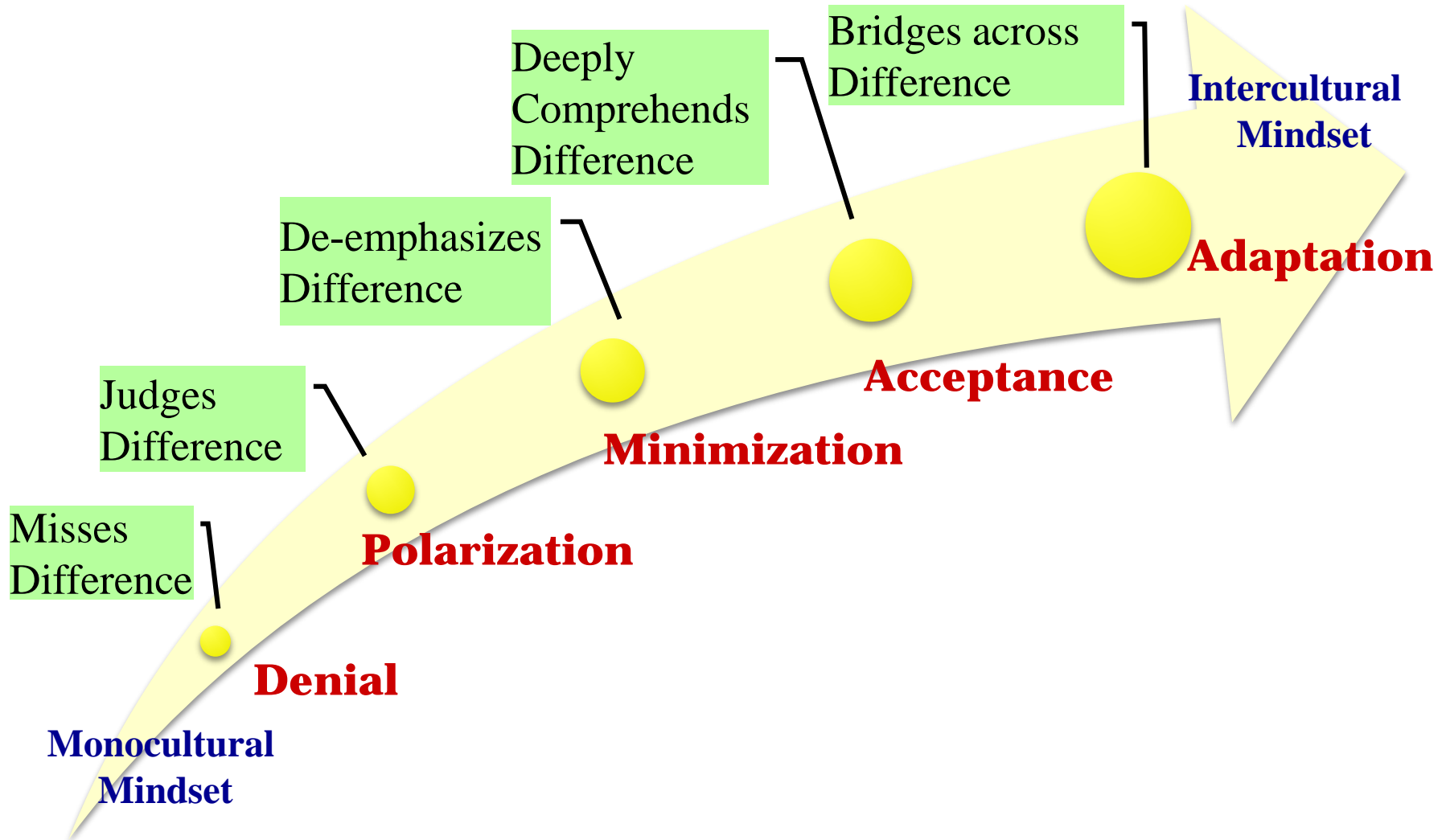
- The BEVI offers a robust, flexible measure that allows for assessment, evaluation and research to meet the needs of individual institutions including items like,
  - better understanding what they believe about themselves, others and the world around them
  - reflecting on how beliefs and values may or may not be conducive to learning, personal, growth, relationships, and pursuit of life goals.
  - helping answer questions like “who learns what and why and under what circumstances”
- Often used for institutional profiles and as a pre/post measure for curriculum or “signature experiences”
- Allows for comparisons across courses and instructors as well as comparisons between universities

# Intercultural Development Continuum (IDC)

- The IDC formerly the Developmental Model of Intercultural Sensitivity - represent a progression from less complex perception of and consequently a less experience of culturally based patterns of difference to a more complex experience around cultural diversity.
- The IDI assessment – currently being used by well over one thousand IDI certified Administrators in over 20 countries.



# Intercultural Development Continuum: Primary Orientations



# Intercultural Development Inventory (IDI)

- A cross-culturally valid and reliable assessment of intercultural competence development equally applicable to domestic and international diversity
  - Tested by rigorous psychometric protocols in numerous validation studies
  - Over 4500 respondents from a wide range of cultures
  - Translated into 11 different languages

# Intercultural Development Inventory (IDI)

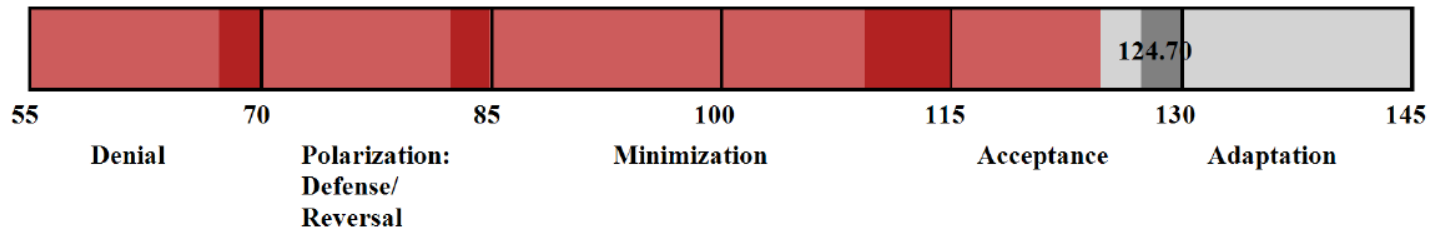
- IDI – measures the orientations toward cultural difference described in the Intercultural Development Continuum (IDC)
- Assesses an individual's and or group's sensitivity to cultural difference and their progress toward intercultural competence.
  - 50-item (with expanded demographic items and four open-ended “contexting” questions), paper-and-pencil/online measure of intercultural competence. For academic settings, costs are \$11 per individual/per administration
  - Likert scale of 1-5 (ranges: strongly disagree, disagree, neutral, agree, strongly agree)
  - Customized to Educational and Organizational applications
  - Generates individual and group profile reports

# College XXX

## IDI Perceived Orientation

### IDI Group Profile

#### Perceived Orientation (PO)

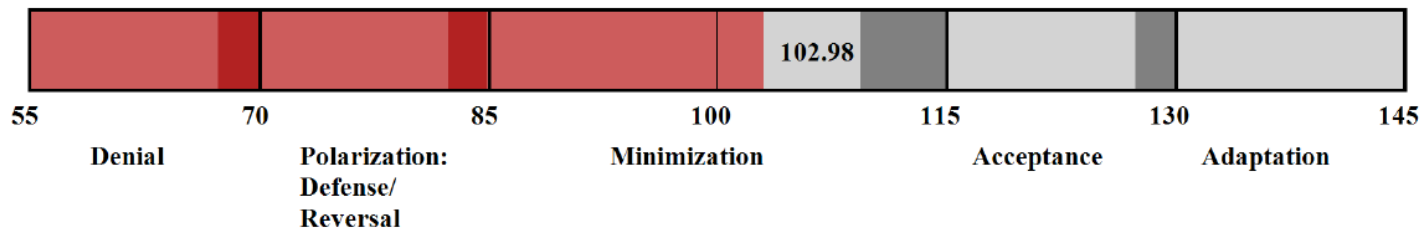


The group's Perceived Orientation Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in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

# College of XXX

## IDI Developmental Orientation

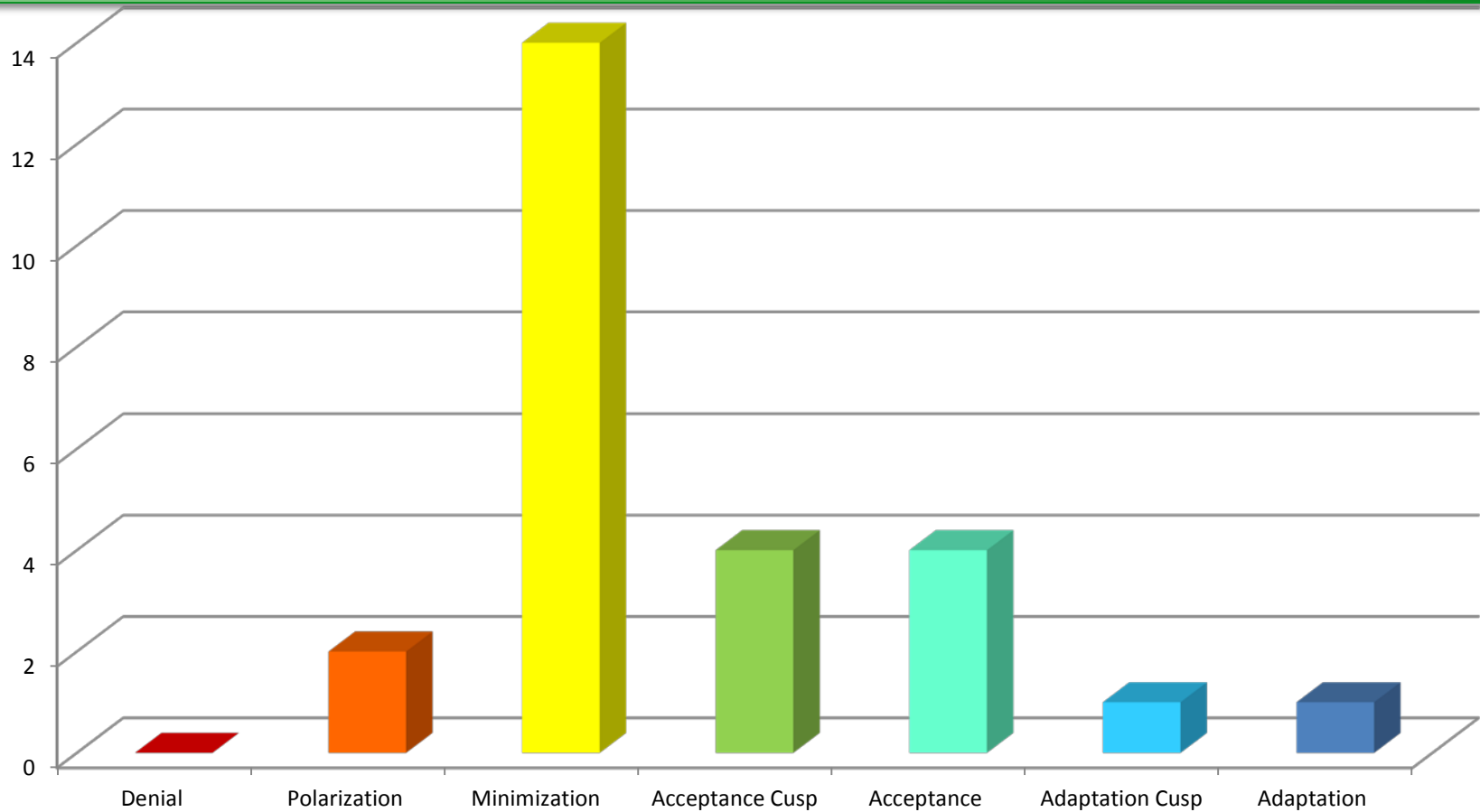
### Developmental Orientation (DO)



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.

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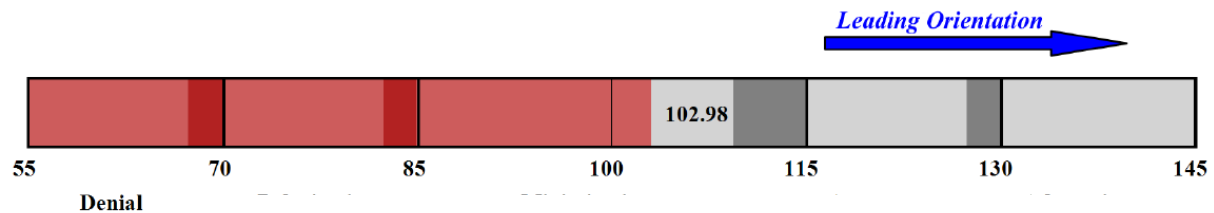
## Distribution of Developmental Orientations



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## IDI Leading Orientation

### Leading Orientations

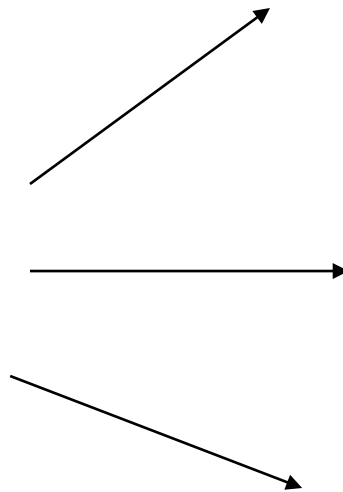


Leading Orientations are the orientations immediately "in front" of the group's primary (developmental) orientation. The Leading Orientations for this group are Acceptance through Adaptation. Acceptance is focused on both increasing cultural self-awareness and learning culture general and culture specific 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.

# IDI

## Applications:



### Individual:

- Coaching
- Selection (restricted use)

### Team:

- Team building
- Performance Mgmt.
- Innovation

### Baseline Assessments:

- Training needs
- Organizational Dev.
- Program Evaluation
- Research



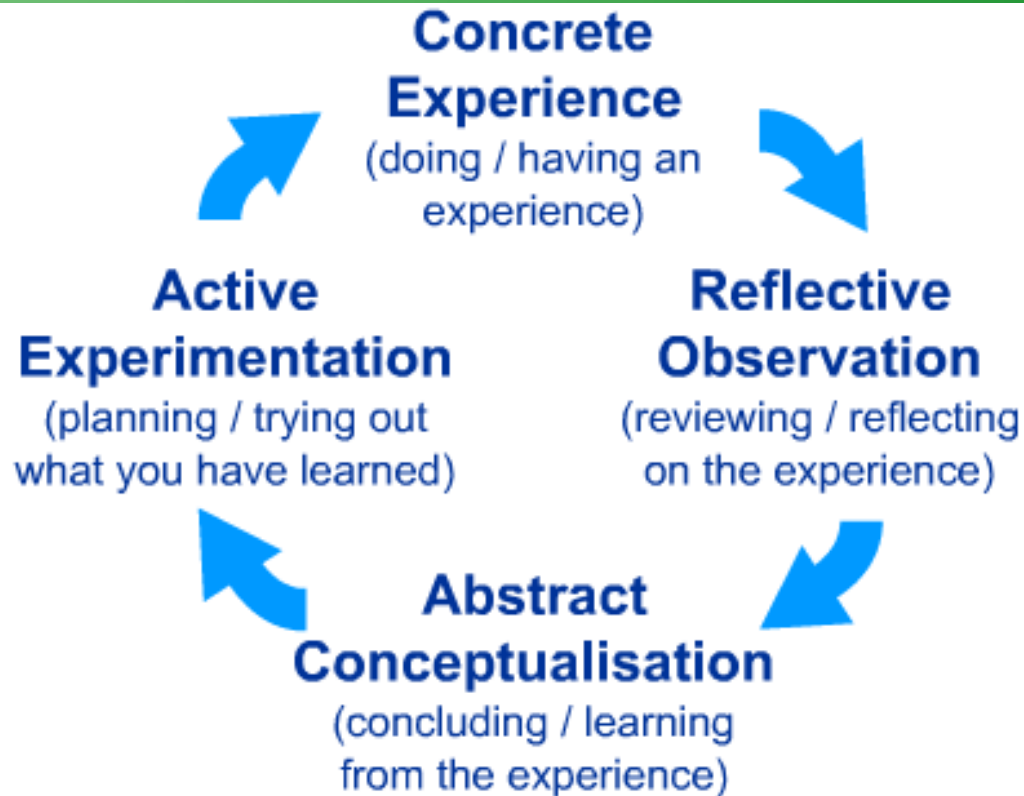
# Harvard Implicit Association Test (IAT)

- The Implicit Association Test (IAT)
  - Designed to measure hidden bias or what people really feel regardless of awareness! Self-test  
<https://implicit.harvard.edu>
- 1. We are all biased, regardless of what we say.
- 2. Among the biases, large majorities show implicit biases against gays and lesbians, Arab Muslims, and the poor.
- 3. Some of us show bias toward our own group

# IAT

- The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report.
- The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about.
  - For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.
- The IAT measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).

# Another influential developmental theory: Experiential Learning Theory (ELT)



**Kolb, A. & D. Kolb. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, Vol. 4, No. 2, 193-212.**

# Learning Style Inventory (LSI)

- LSI is a 12-item self-report instrument intended to measure four types of learning that, taken together, constitute a person's preferred learning style.
- The four primary styles of learning measured by the LSI are *abstract conceptualization* (AC), *concrete experience* (CE), *reflective observation* (RO), and *active experimentation* (AE). The LSI is based on Kolb's experiential learning theory.

# LSI

- One of the most commonly used instruments for intercultural training
- Self scoring – no certification needed
- Non-threatening
- Demonstrates aspects of human diversity not associated with race, ethnicity, gender, etc.

# Intercultural Competence Assessments

## – Updated List

- [tinyurl.com/intercultural-comp-assessment](https://tinyurl.com/intercultural-comp-assessment)

# Thank You!

- Questions???

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# Reference

- **Intercultural/Global Competence Assessment Tools**
  - Compiled by Carine Ullom. Last update: December 30, 2016
  - [tinyurl.com/intercultural-comp-assessment](http://tinyurl.com/intercultural-comp-assessment)