



Intercultural Competence: A Strategy for Negotiating Differences to Engage Diverse Youth, Families and Communities

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Today's Journey

- Why this work matters
- What is intercultural competence?
- Research question
- Educational interventions
- Results and outcomes
- Recommendations

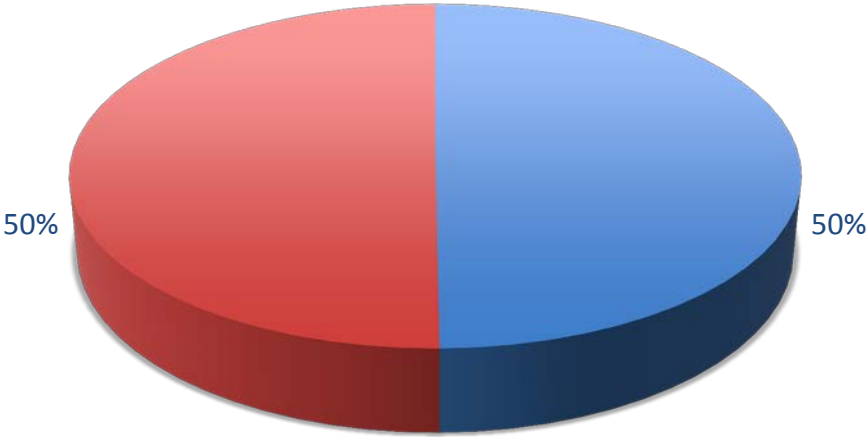


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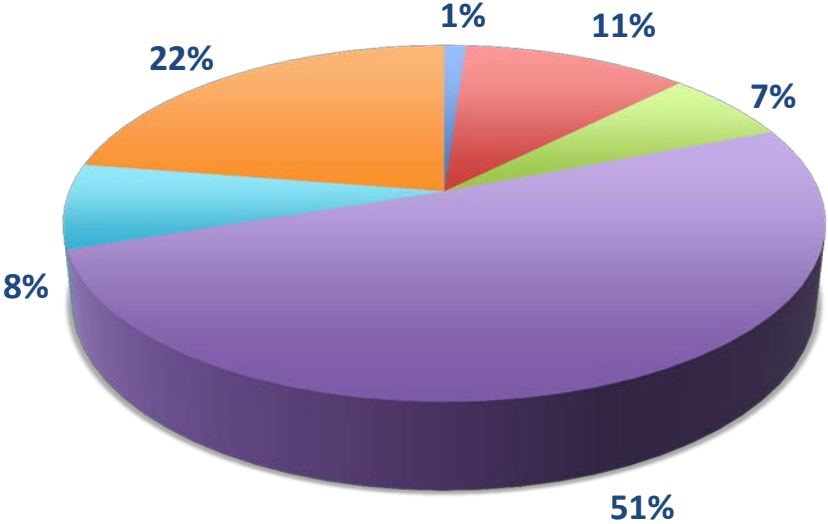
California Context

Youth Ages 5-19 by Ethnicity



■ Hispanic or Latino ■ Not Hispanic or Latino

Youth Ages 5-19 by Race



■ American Indian or Alaskan Native ■ Asian (Adjusted)
 ■ Black or African American ■ White
 ■ Youth Indicating More Than One Race ■ Undetermined

http://www.dof.ca.gov/research/demographic/state_census_data_center/census_2010/



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Why this work matters

- “To be effective (competent) in another culture, people must be interested in other cultures, be sensitive enough to notice cultural differences, and then also be willing to modify their behavior...” (Bhawuk & Brislin, 1992, p. 416)
- Intercultural competence professional development efforts are more successful when they are **based on an individual’s developmental orientation** as assessed by the Intercultural Development Inventory (Hammer, 2012)



Intercultural competence

- A “set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts” (Bennett, 2008, p. 97).
- Intercultural competence involves the capacity to shift cultural perspective, adapt appropriately to cultural similarities and differences, and navigate and bridge cultural differences (Hammer, 2012).



Integrated Conceptual Framework

Organizational
change
(Kotter, 2012)

Developmental
model of
intercultural
sensitivity
(Bennet, 2008)

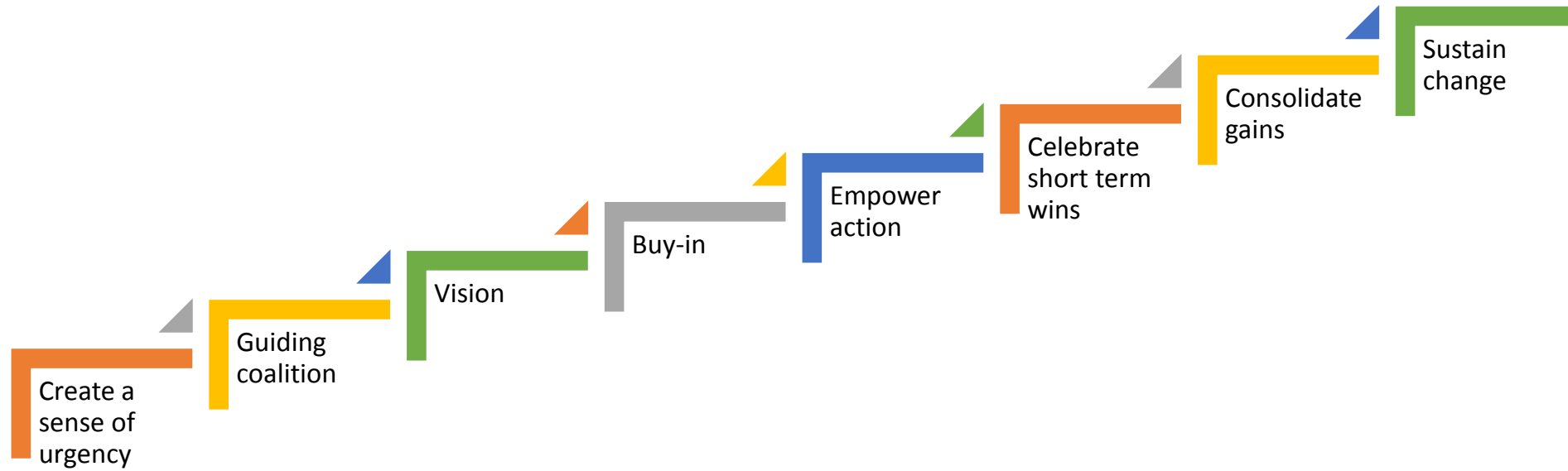
Sociocultural
learning
(Lave & Wenger,
1991; Vygotsky,
1978)



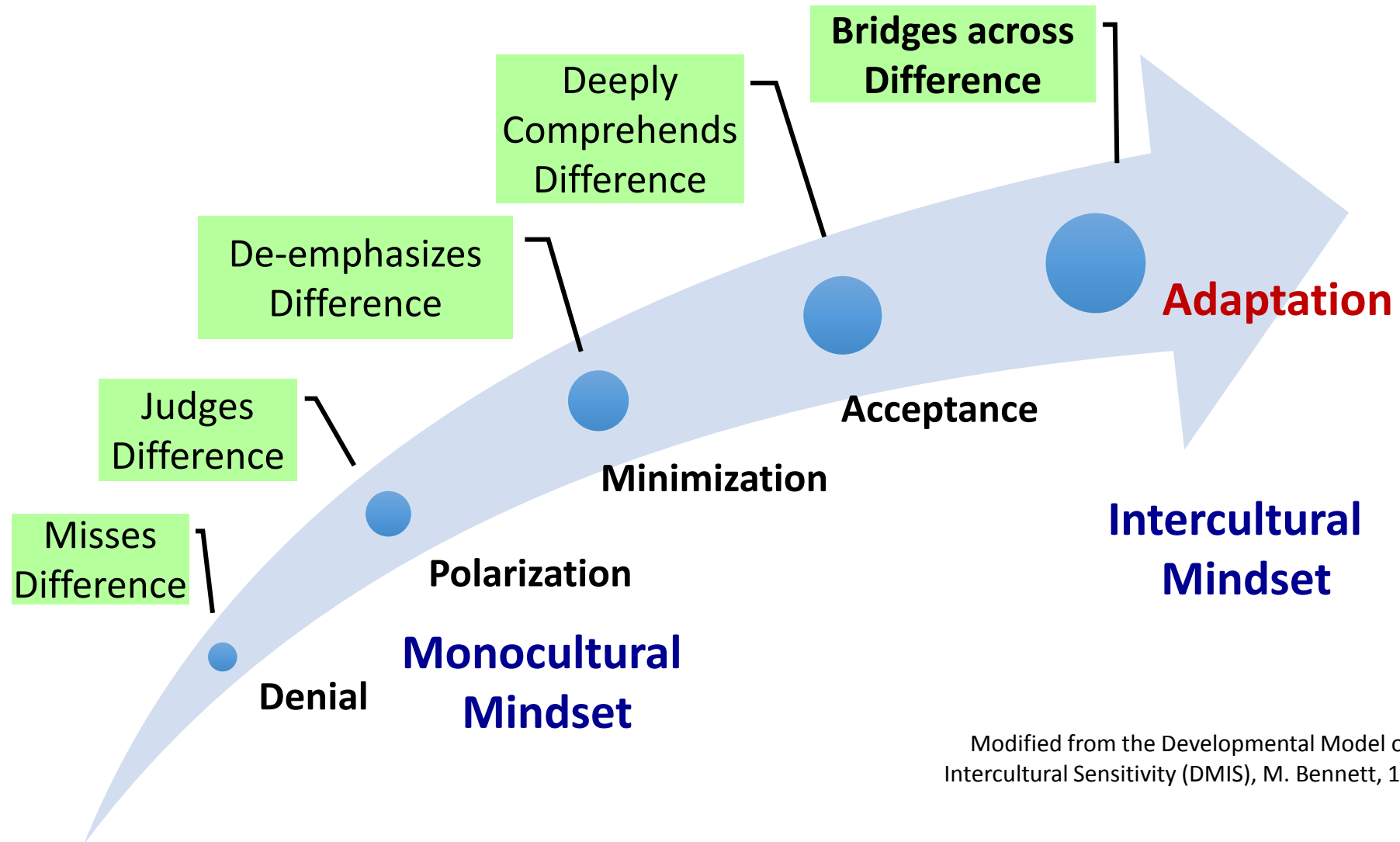
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Kotter's 8 Step Change Model



Intercultural Development Continuum



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

Research Question

- What is the most effective educational intervention for increasing individual and group intercultural competence to facilitate an organization's diversity and inclusion goals?



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First intervention: Intercultural Competence



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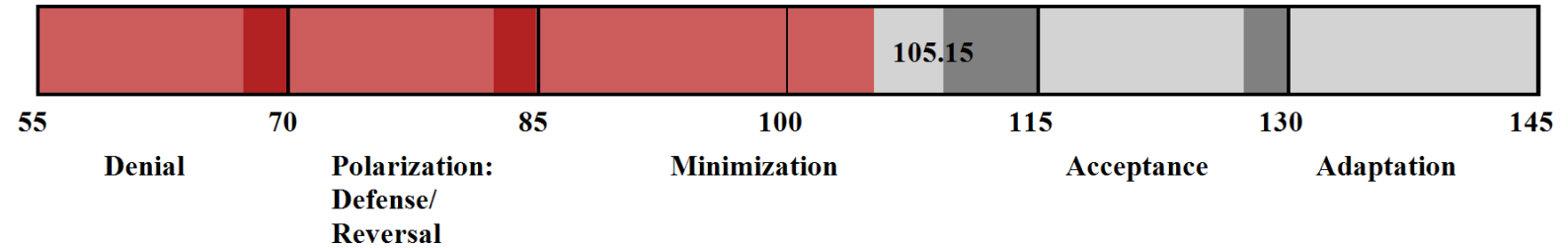
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First intervention: Results

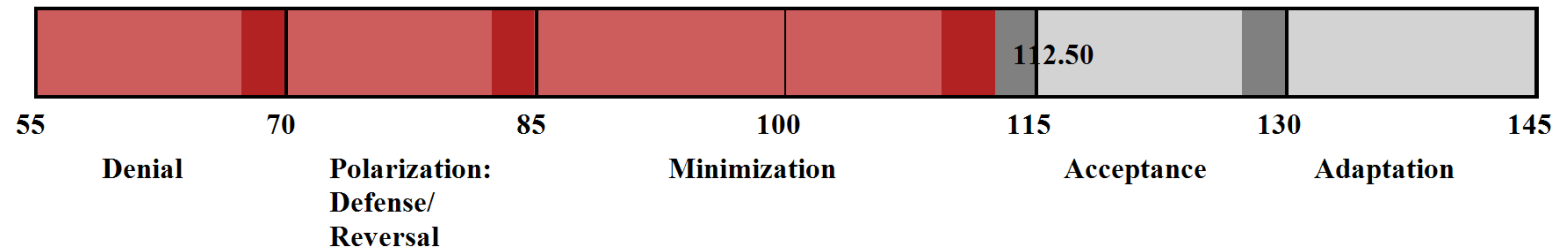
Pre-test (2014)

N=89



Post-test (2015)

N=60



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Switching gears



- What educational intervention can we develop to better reach our diversity and inclusion goals?



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Intercultural Competence Learning Circles

- Collective inquiry.
- Facilitated by an IDI[®] Qualified Administrator.
- Participants are accountable to one another.
- Intentional self-reflection to improve how things are done (our programs and policies) and what we are doing (our practice).



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Topics Covered in Learning Circles

01

Key terms: culture, diversity, inclusion, belonging, intercultural competence

02

Denial and Polarization
Orientations:
Behaviors and developmental opportunities

03

Minimization
Orientation: Behaviors and developmental opportunities

04

Acceptance and Adaptation
Orientations:
Behaviors and developmental opportunities



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2nd Intervention: Intercultural Competence

Statewide Conference

Cultural competence

Similarities and differences

Beginning action planning

Learning Circles

4 webinars + 4-5 facilitated discussions

Deeper understanding of intercultural orientations

Intercultural competence self-development to meet organizational goals

Post IDI[®]

One coaching session

Revisit individual goals and plan

Jan-Mar 2017

Sept 2017-March 2018

Sept-Dec 2018



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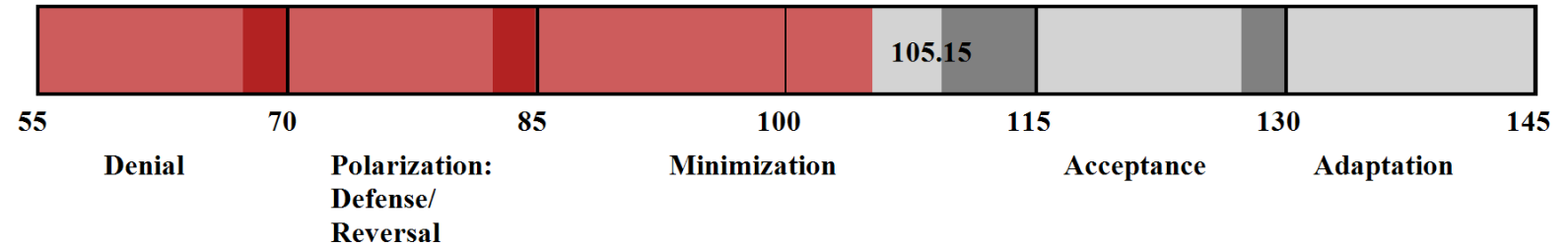
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Final Result

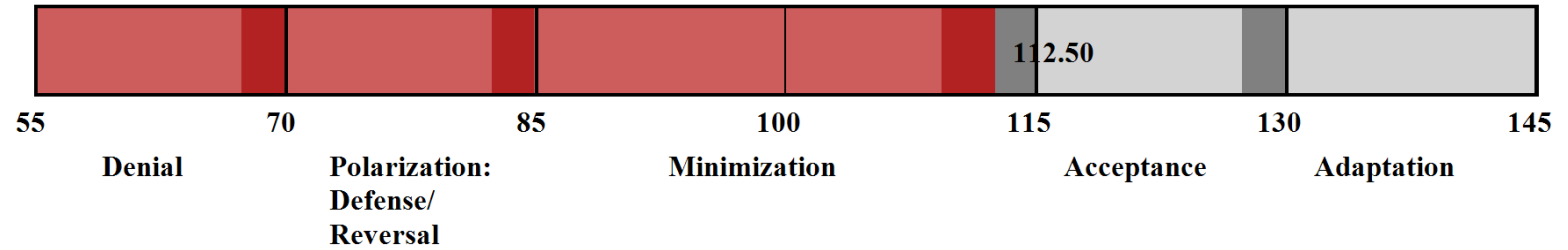
Pre-test (2014)

N=89



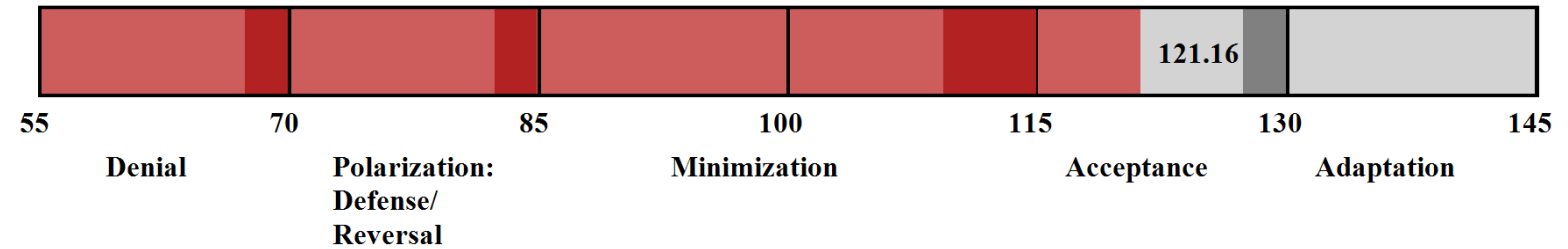
Post-test 1 (2015)

N=60



Post-test 2 (2018)

N=30





Perspectives from 4-H Professionals

“I thought I was pretty accepting of different cultures. What I didn’t realize is how I view people through my own Northern European lens...The team helped me view different cultures in a completely different lens. Before, I was hesitant to engage people of other cultures for fear I would insult them by saying something wrong, without realizing it...The IDI has given me the tools and confidence to do so.”

“The IDI has given me the tools to better understand diverse communities and has re-kindled my commitment to continue this important work”

Perspectives from County Directors

"The IDI program first and foremost gave me the space and time, with supporting knowledgeable trainers, to really learn about my own culture and my orientation to others' cultures. Building upon that awareness, the subsequent trainings and interaction with fellow trainees made it possible to practice and gain confidence with appreciating and including cultural differences to strengthen our teams and communities. I found the experience humbling and difficult at times. I also recognize the real growth I benefited from and that still continues."

"Working on my own intercultural competency over the last several years has helped me better understand my community, improve trainings, and build new collaborations. This process has helped me be aware of my communication style and how to adapt to better connect with my team, clientele, and partners. I am incredible grateful for the opportunity to engage in this work!"

Organizational Outcomes

- Model is institutionalized in the CA 4-H Youth Development Program
- Significant growth in youth participation during 2014-2017
 - Increased 39% (102,000)
 - Latino youth participation increased by 151% (45,528 youths)
- Programs, practices and policies have changed and adapted to address the interests of diverse populations and places
- Shared language on diversity, equity and intercultural competence



In-kind time investment over a 3-year period

Task	Hours
5 QA's provided coaching and mentoring of Cohort 1	230
QA professional development, 2 hr. monthly planning calls, debrief and reflect	910
1 FTE annually to initiate, plan, coordinate and sustain this effort	6264
TOTAL in hours/FTE	7404 hours or 3.55 FTE

In conclusion

- The development of intercultural competence is complex, and all efforts should be designed and led by **properly trained individuals with high- levels of intercultural competence.**
- Professional development must **be targeted to an individual's orientation** to support movement along the developmental continuum; otherwise, it will be ineffective.
- Ongoing professional development is needed to make measurable changes in intercultural competence. In fact, the research indicates that **30-50 hours of intentional**, self-reflective efforts are needed to show a measurable gain in intercultural competence (Hammer, 2012).

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