

STUDENT VALUES ACROSS CULTURES AND IT'S APPLICATION ON OUR CAMPUSES

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AGENDA:

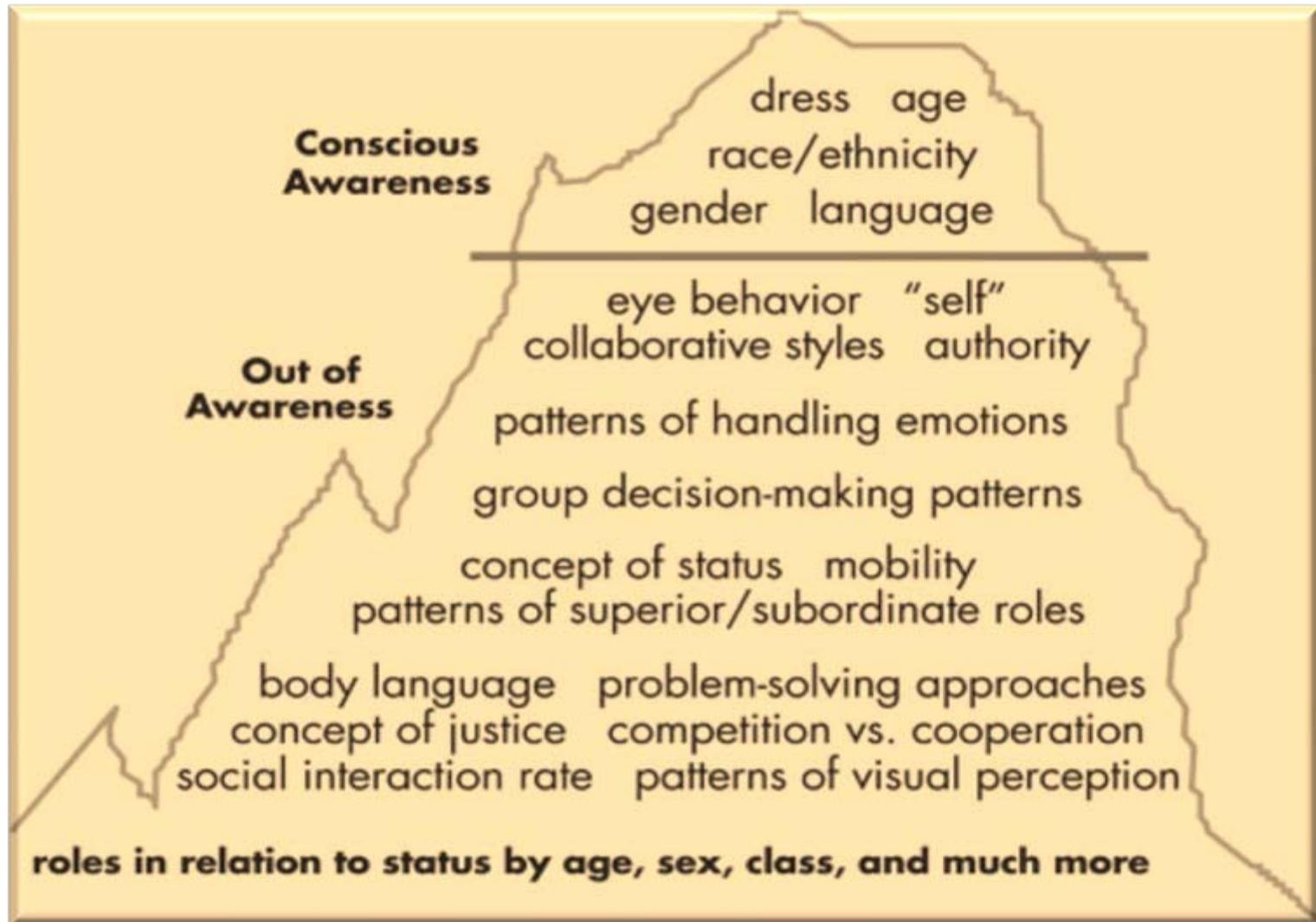


- Human Values Continuum
- Cultural Dimensions Explained
- Cultural Competency Model
- Developmental Model for Intercultural Sensitivity (DMIS)
- Global Pathways Certificate Program 15min
- Q&A

Culture (Un)Defined

- “Culture is the **collective programming of the mind** which distinguishes the members of one human group from another.”
Geert Hofstede
- “Culture **hides more than what it reveals** and strangely enough what it hides, it **hides most effectively from its own participants.**” **Edward T. Hall**
- “Culture refers to **whatever group of people share** in order to meet its **basic human needs** and **provides its sense of identity.**” **Jean-Claude Arteau**
- “Culture includes everything that a group of people **think, say, do** and make its **customs, language, material artifacts and shared systems of attitudes and feelings.** Culture is **learned and transmitted** from generation to generation. **Robert Kohls**

Ice-Berg Model



CULTURAL DIMENSIONS



- Individualism/Collectivism
- High/Low Power Distance
- Time Orientation
- Communication Styles

INDIVIDUALISM/COLLECTIVISM

Individualism:

- Everyone is expected to look after himself or herself and his or her immediate family only.
- Emphasize mostly on their individual goals.
- Prefer clarity in their conversations to communicate more effectively
- Arrive directly to the point (no need to elaborate on the context).

Collectivism:

- Collectivistic cultures have a great emphasis on groups and think more in terms of "we"
- Harmony and loyalty within a group is very important and should always be maintained and confrontation should be avoided.
- Expressions or phrases are used which describe a disagreement or negative statement instead of saying no (context matters more than getting to the point).

POWER DISTANCE

Power distance measures the degree to which less powerful members of a culture accept the unequal distribution of power.

□ **High power distance cultures:**

- Less connections and smaller groups
- Long-term relationships
- Behavior not explicit –it is assumed, not explained to outsiders
- Hard for outsiders

□ **Low power distance culture:**

- Many connections with people
- Short duration
- Behaviors and beliefs have to be made explicit to newcomers
- Easy for outsiders

TIME ORIENTATION

- **Monochronic** -one thing at a time
- **Polychronic** -several things done simultaneously
- **Planning time** is linear, fixed, closure
- **Developmental time** is limitless, as long as needed and open ended.

COMMUNICATION STYLES

- Direct/Indirect
- Expressive/Restrained
- Non-verbal
- Conflict Styles

DIRECT STYLE



- ❑ People say what they mean and mean what they say
- ❑ You don't need to read between the lines.
- ❑ It's important to tell it like it is.
- ❑ Honesty is the best policy.
- ❑ The truth is more important than sparing someone's feelings.
- ❑ Meaning is inside verbal message
- ❑ Precise, explicit use of language
- ❑ Verbally assert differences of opinion
- ❑ Go straight to the point in discussion
- ❑ Problem/Solution task oriented

INDIRECT STYLE

- People are indirect.
- They imply/suggest what they mean.
- Understatement is valued.
- You need to read between the lines.
- The truth, if it hurts, should be tempered.
- Meaning outside verbal message.
- Ambiguity is used
- “Talk around” difference in opinion
- Persuasion through ‘face work’
- Relay more on context
- Hit, suggest main point
- Relationship (repair) oriented

APPROACHES TO ICC

- Personality Traits
- Social Learning Traits
- **Cognitive elements** (knowledge, understanding about cultural differences)
- **Affective** (attitude) **dimensions** (interest in other cultures, curiosity, humor)
- **Behavioral skills** (language fluency, behavioral flexibility)

CULTURAL COMPETENCY COMPONENTS

Cultural Knowledge

Familiarization with selected cultural characteristics like history, values, belief systems, and behaviors from another ethnic group.

Cultural Awareness

Developing **sensitivity and understanding** another ethnic group. This usually involves **internal changes** in terms of attitudes and values. Awareness and sensitivity refer to the qualities of openness and flexibility that people develop in relation to others.

Cultural Sensitivity

Knowing that cultural **differences** as well as **similarities** exist, without assigning values, like right or wrong, to those cultural differences.

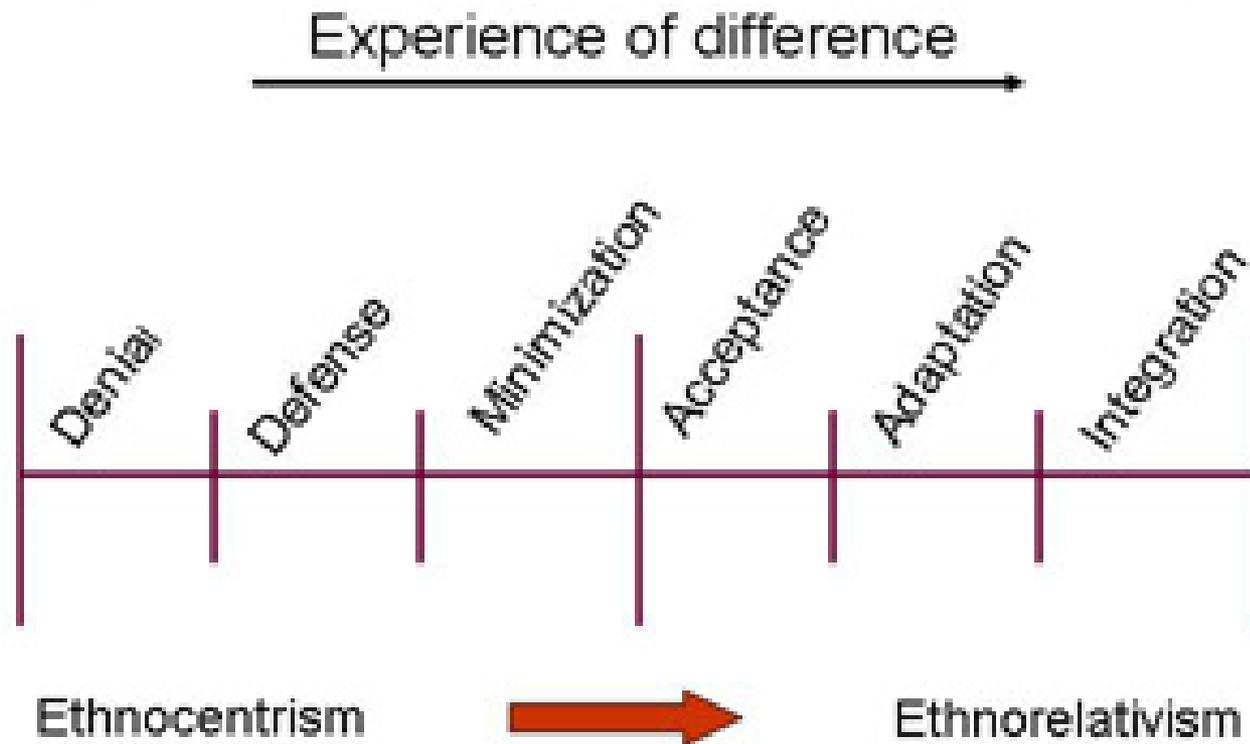
WHAT IS DMIS?

- Developmental Model of Intercultural Sensitivity
- Developed by Dr. Milton Bennett 1986 and 1993
- Framework to explain the reactions of people to cultural difference
- Concepts from cognitive psychology and constructivism

DMIS EXPLAINED

- Underlying assumption of the model is that as one's *experience of cultural difference* becomes more complex and sophisticated, one's *competence in intercultural relations* increases.
- Each stage indicates a particular *cognitive structure* that is expressed in certain kinds of *attitudes* and *behavior* related to cultural difference.
- By recognizing the underlying cognitive orientation toward cultural difference, *predictions about behavior and attitudes* can be made and education can be tailored to facilitate development into the next stage.

Development of Intercultural Sensitivity



DENIAL:



- ❑ Isolated from other cultures
- ❑ Know very little and use stereotypes
- ❑ Do not perceive cultural differences at all
- ❑ Attribute less than human status to the outsiders

DEFENSE:

- ▣ Attach negative evaluations to cultural differences
- ▣ Use negative stereotypes
- ▣ Evaluate different cultures as underdeveloped
- ▣ See their own culture as the best culture

MINIMIZATION:



- ❑ Recognize and accept superficial differences
- ❑ Assume that deep down all people are essentially the same
- ❑ Mistake cultural values for universal desires

ACCEPTANCE:



- Enjoy recognizing and exploring cultural values
- Accept the viability of different
- Aware of their behavior and values

ACCEPTANCE:

- *Behavioral relativism* persons accept the idea that behavior varies across culture groups and according to cultural context, behavioral patterns are valid for those who share and understand them, and acceptance of behavioral difference does not mean that one is necessarily comfortable about specific differences.
- *Value relativism* means accepting the perspective that values and beliefs also exist in a cultural context and vary across cultural communities, notions of “good” and “bad” are value orientations that can differ according to the culture group that holds those views.

ADAPTATION:



- Use knowledge about their own and other's cultures shift into a different cultural frame of reference
- Modify their behavior in ways that make it more appropriate to other cultures than their own
- Have the ability to operate effectively in one or more other cultures

ADAPTATION:

- The two dimensions are *empathy* and *pluralism*.
 - ▣ **Empathy** refers to the ability to shift perspective into alternative cultural worldviews.
 - ▣ **Pluralism** means the internalization of more than one complete worldview. Behavior shifts completely into different frames of reference without much conscious effort.

ADAPTATION



Cognitive Adaptation items include:

- “I feel there are advantages in identifying with more than one culture.”
- “In evaluating an intercultural situation, it is better to be able to draw from more than one cultural perspective.”

ADAPTATION:



Behavioral Adaptation items include:

- “Although I am a member of my own culture, I am nearly as comfortable in one or more other cultures.”
- “When I come in contact with people from a different culture, I find I change my behavior to adapt to theirs.”

INTEGRATION:



- Attempt to reconcile the sometimes conflicting cultural frames they have internalized
- Interpret and evaluate behavior from a variety of cultural frames of reference

INTEGRATION:



- Internalized more than one cultural worldview into their own.
- Their identity includes but, more importantly, transcends the cultures of which they are a part.
- They see themselves as persons “in process”. They define themselves as persons at the margin of cultures (“cultural marginals”) and as facilitators of cultural transition.

Global Pathways Certificate

- Planning begun in January 2007 with Faculty and student affairs staff
 - Objectives: Provide certificate to encourage domestic students to maximize the rich cultural experience available on campus and abroad
 - How can students show that they are globally competent citizens?
 - COMPONENTS:
 - Academic
 - Co-curricular
 - Continual reflection
 - Recognition on transcript

Global Pathways Certificate

OBJECTIVES

- Attitude of respect, openness, curiosity and discovery toward different cultures
- Proficiency in a 2nd language
- Discovered the interdependency of world issues and events that shape our world
- Collaborate with people from different cultures
- Recognize that your own world view is not universal

GPC Components in Detail

- Language requirement
- Academic courses
- Experiential event reflections
- Synthesis Paper/Project
- Sustained experience (at home or abroad)
- Components must be completed while in matriculation at FSU.
- Departmental/College approval
- Transcripts
- Students choose an academic track (undergraduate and graduate)
- Exchanges
- One of the only fully developed certificate programs in the country

Global Pathways Certificate

- Themes- provide students with a structured, yet flexible track to tailor their interests and curiosities around.
 - ▣ Area and regional studies, cultural performance, global issues, human rights, international business, international development, women's studies, religion, and others!
- Certificate approval from various colleges
- Graduate program fully launched in 2010
- NASPA Excellence Award finalist in the International category

Global Pathways Certificate-Reflections

- Measured outcomes
 - ▣ Events and activities on campus and within the community
 - ▣ Sustained experience at home or abroad
 - ▣ Synthesis Project
- Combined gives greater meaning to coursework and international experiences.

Global Pathways Certificate-Implementation

- Website—helps with networking across campus and within the community
 - ▣ Provides information on cross-cultural and international opportunities
 - ▣ Students may track their own progress and reflections

- Evaluation—surveys both before students' initiation of the program and after completion
 - ▣ Mapped to measure specific outcomes for the certificate
 - ▣ Provides inventory of international activity across Tallahassee

GPC Statistics

- Initiated August 2008 (and growing!!!)
- Majors include: accounting, biology, criminal justice, dance, history, political science, and nursing (to name a few)
- Majority of students participated in a sustained international experience abroad
- Undergraduate Certificates awarded: 24
- Graduate Certificates awarded: 1
- Currently Enrolled students: 265
 - ▣ Spring 2010
 - 37 more undergraduates will receive the GPC
 - 3 graduates will have completed the certificate program

GLOBAL PATHWAYS CERTIFICATE



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RESOURCES:

- DMIS:

<http://www.library.wisc.edu/EDVRC/docs/public/pdfs/SEEDReadings/intCulSens.pdf>

- Bibliography on IDI:

http://www.idiinventory.com/pdf/idi_bibliography.pdf

- Global Pathways Certificate:

www.global.fsu.edu