

What is Diversity?

At Gonzaga University, we use the word diversity to affirm our faith-inspired commitment to an inclusive community where human differences thrive in a learning environment characterized by mutual respect and the pursuit of social justice. In this context, age, gender, ethnicity, disability, sexual orientation, social class, religion and other human differences are all seen as contributing to the richness of our community life. Our differences enrich us individually as human beings and collectively as a community striving to contribute to our mission.

DEFINITION OF CULTURE:

Learned and shared beliefs, assumptions and values about the “right” way to behave.

CHARACTERISTICS THAT VARY ACROSS CULTURES:

- **Sense of self and space**
- **Communication and Language**
- **Dress and Appearance**
- **Food and Feeding Habits**
- **Time and Time Consciousness**
- **Relationships**
- **Values and Norms**
- **Beliefs and Attitudes**
- **Mental Process and Learning**
- **Work Habits and Practices**

(Source: Managing Cultural Differences, Harris & Moran)

TYPES OF CULTURES:

- **National**
Japanese, Mexican, U.S. American, French, etc.
- **Ethnic**
African American, European American, Malay, Arab, etc.
- **Regional**
West Coast, East Coast, Southern, etc.
- **Gender**
Male/Female cultural based expectations of gender roles in every ethnic group
- **Socioeconomic Class**
Rich and poor, high and low status
- **Education Level**
High school, Ph.D., etc.
- **Religion**
Jewish, Muslim, Christian, Hindu, etc.
- **Age**
Different generations in most national and ethnic groups
- **Physical Ability**
People who are deaf, blind, wheelchair users, able-bodied, etc.
- **Sexual Orientation**
People who are gay, lesbian, heterosexual, etc.
- **Organizational**
Business, Academia, Social Services, etc.
- **Departmental/Professional**
Academic Departments, Student Life, Admissions, Financial Aid, etc.

NOTE: We all have multi-layered cultural identities.

CULTURE & VALUES

VALUES SHARED BY ALL CULTURES:

Love

Truth

Fairness

Freedom

Unity

Tolerance

Responsibility

Respect for life

(Source: Rushworth Kidder, "Shared Values in a Troubled World")

INTERCULTURAL COMPETENCE

The ability to communicate effectively and appropriately in a variety of cultural contexts. It requires culturally sensitive knowledge, a motivated mindset, and a skillset.

Cross-Cultural Effectiveness Intercultural Competence

- **Interest in and understanding of other cultures**
- **Ability to make increasingly more complex perceptual distinctions around one's experience of cultural difference**
- **As a person's experience of cultural difference becomes more differentiated potential competence in intercultural relations increases**
- **The ability to construe and therefore experience cultural difference in more complex ways**

MAJOR PERIODS OF INTELLECTUAL DEVELOPMENT

1	2	3	4	5	6	7	8	9
Dualism		Multiplicity		Contextual Relativism		Committed Relativism		
<div>Multiplicity</div> <div><ul style="list-style-type: none">◆ Ambiguity acknowledged – grudgingly◆ Sees no way out of dilemma: no “truths” implies no “answers”◆ Grey areas in knowledge give license◆ Judgments can only be based on “bias”</div> <div>(Perry's Positions 3 & 4 M.C.)</div>				<div>Contextual Relativism</div> <div><ul style="list-style-type: none">◆ “Ambiguity” is a fact of life◆ Context dictates how a question is viewed◆ Knowledge constructed—a blend of “fact” and opinion”◆ <u>Process</u> is salient—thought is reflective</div> <div>(Perry's Positions 4 R.S. & 5)</div>				
<div>Dualism</div> <div><ul style="list-style-type: none">◆ Wants the answer◆ Knowledge = Facts◆ Avoids ambiguity, complexity◆ Leads the “unexamined life”◆ Non-reflective, concrete thinking</div> <div>(Perry's Positions 1 & 2)</div>				<div>Committed Relativism</div> <div><ul style="list-style-type: none">◆ Takes “contextual relativism” for granted◆ Makes conscious choices based on active reasoning◆ Open to alternatives◆ A “Reasonable Adventurer”</div> <div>(Perry's Positions 6-9)</div>				

From:
Forms of Intellectual and Ethical Development in the College Years
 Wm. G. Perry, Jr.
 New York: Holt, Rinehart and Winston, 1970.

FOUR MAJOR PERIODS OF DEVELOPMENT IN COLLEGE

Based on William G. Perry Jr. Forms of Intellectual and Ethical Development in the College Years. New York, NY: Holt, Rinehart & Winston, 1970.

DUALISM: Believes knowledge to be an accumulation of facts; the more facts you know, the smarter you are. Assumes that "authority" figures such as professors, parents, or "experts" in a field have "The Answers." Answers should be simple and definitive. The world is divided into those who know and those who don't; those who have Right Answers and those who are wrong. Truth and falsity are easily distinguished by the experts. Generally speaking, those who agree with them are Good and Right; others are Bad and Wrong. This is the person who adopts parental views—epitomizing the "unexamined life."

MULTIPLICITY: Begins to acknowledge that ambiguity exists in at least some realms of knowledge (sociology or politics, perhaps, but rarely math, physics, or biology) but feels this is probably either a function of the particular professor's lack of expertise or a lack of research on the subject—someday we will have certainty. After a while, this person may come to feel that since there are no clearly "right" answers in a particular area of inquiry, anyone is entitled to think anything; those who argue their views forcefully may be perceived as "biased."

RELATIVISM: Recognizes that "ambiguity" is a fact of life since all facts and theories are or rest upon constructs developed by fallible human minds. However, the person recognizes also that within a limited context, one can gather considerable evidence and attempt to interpret it to create an overall view of the phenomenon, to develop a reasonable and defensible explanation (often termed a "theory") of what is observed. Facts are seen to be without real meaning unless the context is understood; some facts seem to be "absolutes" because the context is so much a part of what is taken for granted in our reality, but if pressed far enough one can uncover the assumptions and definitions required to give that fact its existence. There is an effort to be "balanced" in looking at different points of view. Sometimes this can be problematic, since more than one side of the story may be convincing, and synthesis hard to arrive at. Authorities are people with more experience in the process and more "factual" background to draw from in their analyses.

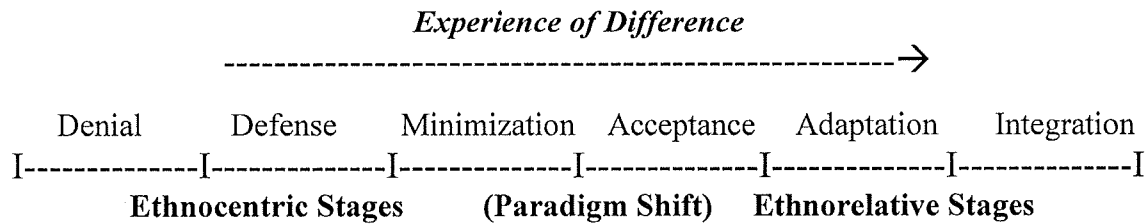
COMMITMENT IN RELATIVISM: Holds the same view of knowledge and authority but has chosen—in a deliberate, conscious way, based on a close review of the situation—to adhere to a particular point of view, subscribe to the particular school of thought, or stand up for a particular value. The difference between this person and the Dualist is that the Committed Relativist has given thought to the issue, and recognizes that the other perspectives have validity, too; thus this person is marked by a high degree of tolerance of the (differing) views of other people, so long as they are willing to articulate the basis of their point of view and support it with evidence, sound reasoning, etc.

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DEVELOPMENT MODEL OF INTERCULTURAL SENSITIVITY

[Overview by Raymond F. Reyes, Ph.D. – based on the model developed by Milton J. Bennett, Ph.D.]



DENIAL: Inability to construe cultural difference. Indicated by benign stereotyping and superficial statements of tolerance. May attribute deficiency in intelligence or personality to culturally deviant behavior. Tendency to dehumanize outsiders.

Aggressive ignorance: “We don’t have any of them, so I don’t need to know.”

Developmental Task: To recognize cultural differences.

DEFENSE: Recognition of cultural difference coupled with negative evaluation, dualistic “us-them” thinking, and overt negative stereotyping. Emphasize positive aspects of own culture over other cultures.

State of siege: “Looking at them makes you realize how much better we are.”

Developmental Task: To become more tolerant of differences and recognize commonalities.

MINIMIZATION: Recognition and acceptance of superficial cultural differences, while holding that all human beings are essentially the same (*like me*).

Insistently nice: “We’re all the same under the skin. I don’t see color.”

Developmental Task: To learn more about your own culture and avoid projecting that culture onto other’s experiences.

ACCEPTANCE: Recognition and appreciation of cultural differences in behavior and values. Cultural relativity - beginning to be able to interpret phenomena within context.

Curiosity: “The more difference the better – you get more creative ideas!”

Developmental Task: to link your cultural knowledge to the skill of shifting perspective – looking through a different worldview while maintaining your own values.

ADAPTATION: Development of communications skills that enable intercultural communication. Effective use of empathy. Frame of reference shifting, to understand and be understood across cultural boundaries.

Competence: “I can maintain my values and behave in culturally appropriate ways.”

Developmental Task: to link your cognitive ability to behavior to be able to be “natural” in more than one cultural context.

INTEGRATION: The internalization of multicultural frames of reference. Ability to use multiple cultural frames of reference when evaluating situations.

Authenticity: “I can look at situations from a variety of cultural points of view.”

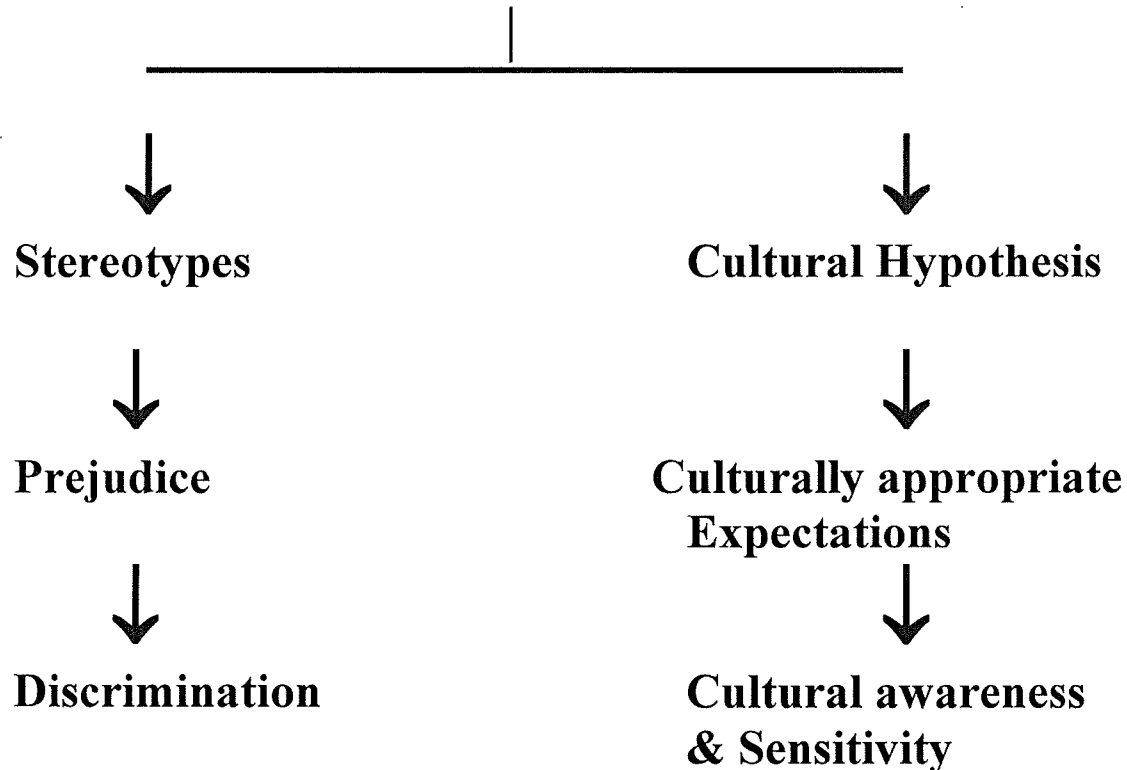
Developmental Task: Deal with identity issues in context of cultural flexibility.

“GENERALIZING” VS “STEREOTYPING”

GENERALIZATION: Something observably true about most people in a particular group.

STEREOTYPE: when you apply a generalization to a specific individual.

GENERALIZATIONS CAN LEAD TO EITHER:



COMPARING CULTURAL NORMS

	Aspects of Culture	Mainstream "US"ian Culture	Other Cultures
1.	Sense of self and space	Informal Handshake	Formal Hugs, bows, handshakes
2.	Communication and language	Explicit, direct communication Emphasis on content— Meaning found in words	Implicit, indirect communication Emphasis on context— Meaning around words
3.	Dress and appearance	"Dress for success" ideal, Wide range in accepted dress	Dress seen as a sign of position, wealth, prestige, religion
4.	Food and eating habits	Eating as a necessity— fast food	Dining as a social, religious experience
5.	Time and time consciousness	Linear and exact time consciousness Value on promptness— time = money	Elastic and relative time consciousness Time spent on enjoyment of relationships
6.	Relationships, family, friends	Focus on nuclear family Responsibility for self Value on youth, age seen as handicap	Focus on extended family Loyalty & responsibility Age = status & respect
7.	Values and norms	Individual orientation Independence Preference for direct confrontation	Group orientation Conformity Preference for harmony
8.	Beliefs and attitudes	Egalitarian Challenging of authority Individuals control their destiny Gender equity	Hierarchical Respect for authority and social order Individuals accept their destiny Different roles for men and women
9.	Mental processes and learning style	Linear, logical, sequential Problem-solving focus	Lateral, holistic, simultaneous Accepting of life's difficulties
10.	Work habits and practices	Emphasis on task Reward based on individual achievement Work has intrinsic value	Emphasis on relationships Rewards based on seniority, relationships Work is a necessity of life

WAYS TO LEARN ABOUT OTHER CULTURES

1. **Ask people from that culture to teach you about it** – after you have established a relationship with them and they trust you. Ask:
 - a. What are the biggest differences between your culture and “USian” culture?
 - b. What are some of the most difficult adjustments you have to make living in the US?
 - c. What do you wish “USians” understood about your culture?
 - d. What does it mean in your culture when a person...?
2. **Tap community resources** - connect with other people like you who have already learned about the cultures you are interested in.
3. **Read about different cultures** – read both non-fiction books on the specific culture you’re interested in and fiction books written in the context of that culture.
4. **Observe without judgment** – pay attention to how people from that culture behave without judging the behavior.
5. **Share what you have learned with others** – share insights about cultural norms and how to deal with them.
6. **Conduct focus groups** – carefully construct and conduct focus groups with people from the culture you want to learn about.
7. **Use Customer Survey information** – pick up clues from what customers from that culture complain about or tell you about.
8. **Experiment with new methods** – if you don’t know what to do, try something that you think/hope will be effective and observe the reaction, some things can only be learned by the trial and error method. (*Do clean up your messes.*)
9. **Spend time in other cultures** – be with people from the culture you want to learn about, go to their events, read their literature, etc.

(Adapted from: “Managing Diversity” by Gartenswartz & Rowe)

Intercultural Skills

- Task:*
- 1. Rank order the following intercultural skills in terms of your best guess as to their importance to a person's successful adjustment to working effectively in multicultural situations.*
 - 2. Compare your answers to the averaged rankings of 50 intercultural specialists.*

Your Ranking

Intercultural Specialists Ranking

_____	To be persistent	_____
_____	To learn from interacting	_____
_____	To be flexible	_____
_____	To be aware of one's own limitations	_____
_____	To listen and observe	_____
_____	To tolerate ambiguity	_____
_____	To respect the other cultures	_____
_____	To be aware of one's own culture	_____
_____	To avoid stereotyping	_____
_____	To be non-judgmental	_____
_____	To be able to communicate	_____

Source: Pierre Casse, Training for the Multicultural Manager

TASK: First, circle one statement that if you overheard someone saying it you might be concerned about their ability to interact effectively with people different from themselves. Next, circle one statement that if you overheard someone else saying it you would guess they might do well interacting with people different from themselves.

1. "Our culture should be a model for the rest of the world."
2. "You certainly wouldn't want to have all the same kind of people around."
3. "I know they are trying really hard to adapt to my style, so it's only fair to meet them halfway."
4. "With my experience, I can be successful in any culture without any special effort."
5. "I truly enjoy participating fully in both of my cultures."
6. "No matter what their culture, people are pretty much motivated by the same things."
7. "Live and let live, that's what I say."
8. "Customs differ, of course, but when you really get to know them they're pretty much just like us."
9. "I always try to learn about a new culture before I go there."
10. "When you go to other cultures it makes you realize how much better the U.S. is."
11. "I greet people from the other cultures somewhat differently to take into account cultural differences."
12. "I like to help bridge differences between people from various cultures."
13. "I wish those people would just talk the way we do."
14. "Everywhere is home if you know enough about how things work there."
15. "The key to getting along in any culture is to just be yourself – authentic and honest!"
16. "Where can I learn more about Mexican culture?"
17. "All big cities are the same – lots of buildings, too many cars, McDonalds."
18. "To solve this dispute, I'm going to have to change my approach."