



# HubICL Workshop

## *Drive in professional development*

**Date:** Wednesday, December 4, 2019

**Time:** 10:30-am-2:30pm

**Location:** Hicks Library, Room G980D, Purdue University-West Lafayette

**Cost:** Training and lunch are provided at no cost to attendees.

*Registration is open at [bit.ly/cilmar](http://bit.ly/cilmar).*

*Please let us know of your interest by November 25.*

**Takeaways:** Learn to turn your ideas for experiential tools into intercultural learning resources which are based on best practice and easily shareable with others.

***Please bring your own laptop or tablet.***

# Moving Students Beyond Self-Awareness of Their Own Cultural Values

Annette Benson, Senior Public Relations Consultant

**PURDUE**  
UNIVERSITY.

CENTER FOR INTERCULTURAL LEARNING  
**CILMAR**  
MENTORSHIP • ASSESSMENT • RESEARCH

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***How do you provide intercultural learning with a seemingly culturally homogeneous group?***

# Genesis for this session

*Dr. Tara Harvey wrote in her blog—  
True North Intercultural—  
for January 29, 2019:*

"...intercultural competence is all about **values**—our own and others'. Intercultural conflicts are really, at the core, conflicts in **values**."

**Does this sentence resonate with you?**

# Frameworks for Reference

# AAC&U VALUE Rubric

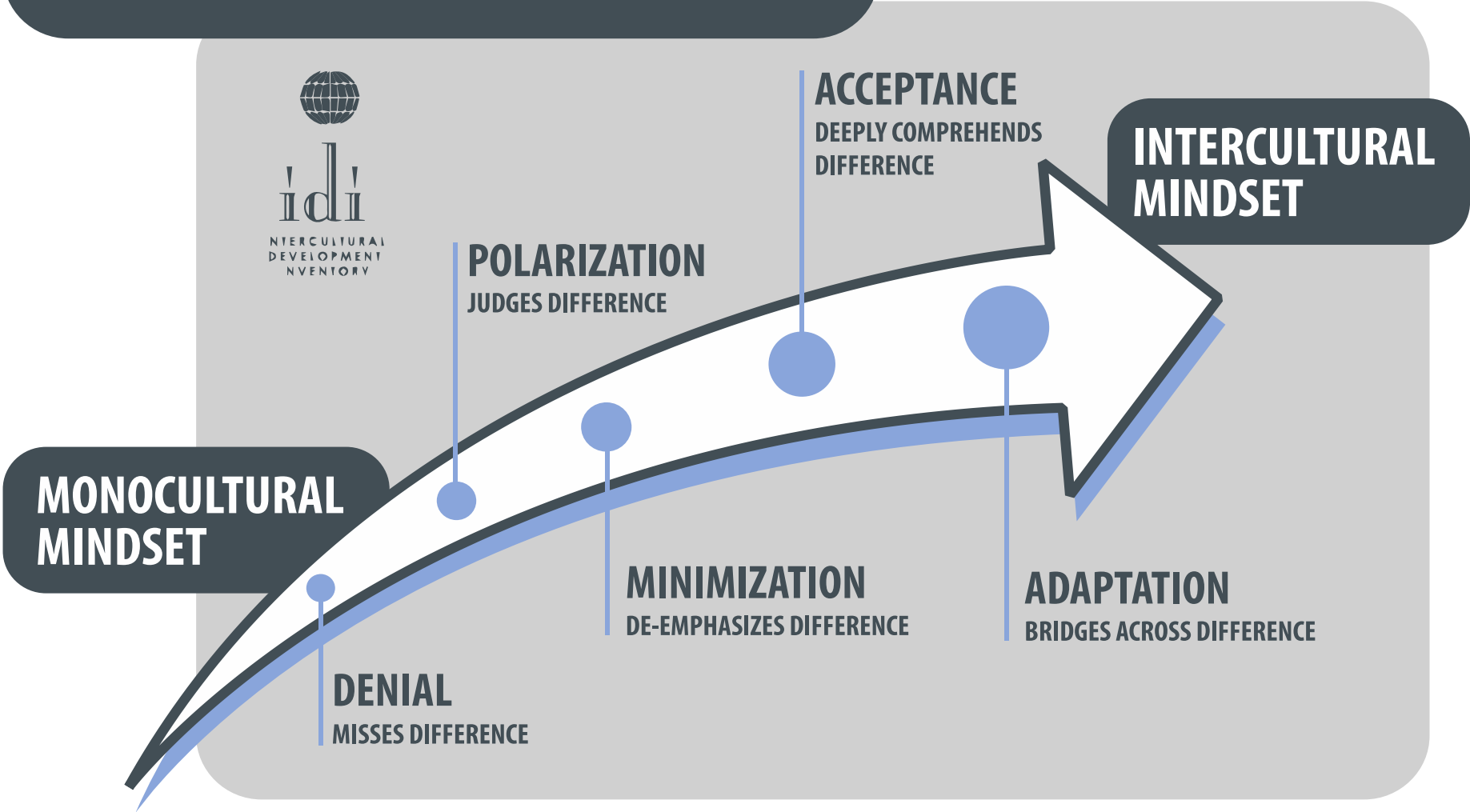
## *Intercultural Knowledge and Competence*

Growth in the knowledge of cultural self-awareness is defined as moving from:

- Identifying own cultural rules and biases
- Recognizing new perspectives about own cultural rules and biases
- Articulating insight into own cultural rules and biases (e.g. seeking complexity); becoming aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description

# INTERCULTURAL DEVELOPMENT CONTINUUM

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





# 4 A FOUR-PHASE TRANSFORMATIVE TRAINING PROGRAM

Michael Vande Berg, PhD, © 2016

INCREASING AWARENESS OF OUR OWN CHARACTERISTIC WAYS OF MAKING MEANING IN FAMILIAR AND UNFAMILIAR CULTURAL CONTEXTS;

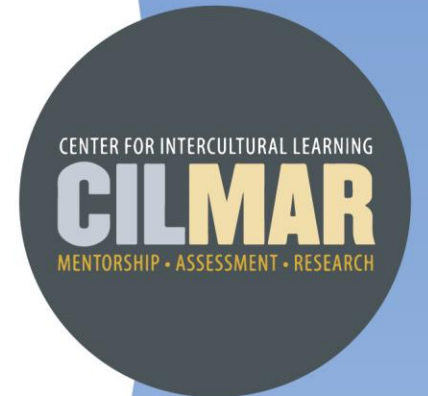
INCREASING AWARENESS OF OTHERS' WAYS OF MAKING MEANING IN FAMILIAR AND UNFAMILIAR CULTURAL CONTEXTS;

MANAGING OUR EMOTIONS AND THOUGHTS IN THE FACE OF AMBIGUITY, CHANGE, AND CHALLENGING CIRCUMSTANCES & PEOPLE; AND

BRIDGING CULTURAL GAPS BETWEEN OURSELVES AND OTHERS: SHIFTING FRAMES, ATTUNING OUR EMOTIONS AND ADAPTING OUR BEHAVIOR IN EFFECTIVE AND APPROPRIATE WAYS.

# HubICL

- An online space in which to collaborate on ICL projects
- An interactive toolbox of experiential & reflection exercises, media, assessments, and curricula
- A repository of intercultural research
- [www.hubicl.org/register](http://www.hubicl.org/register)





## **Collection in the Intercultural Learning Hub:**

*Connecting Intercultural Learning and Values*

[https://hubicl.org/members/1005/collections/  
connecting-intercultural-learning-and-values](https://hubicl.org/members/1005/collections/connecting-intercultural-learning-and-values)

**Values Represented by Things or Money**

## Source

Lambert, J., & Myers, S. (2005). Values, values, values. In *Trainer's diversity source book: 50 Ready to use activities from icebreakers through wrap ups* (pp. 68-70). Alexandria, VA: Society for Human Resource Management.

If your house were burning, what five things would you try to take with you?

What if you could take only one?



## Source

Lambert, J., & Myers, S. (2005). Million-dollar question. In *Trainer's diversity source book: 50 Ready to use activities from icebreakers through wrap ups* (pp. 71-73). Alexandria, VA: Society for Human Resource Management.

If you were given \$1,000,000, what would be your top 3 goals?

For each of your goals, list what you will do

...in the next 3 days

...in the next 3 weeks

...in the next 3 months



# Personal Values

## Source

Stringer, D. M., & Cassiday, P. A. (2003). My values. In *52 Activities for exploring values differences* (pp. 171-172). Boston, MA: Intercultural Press.

Select the five values that are most important to you:

- Accomplishment
- Aesthetic pleasure/beauty/art
- Being loved
- Challenge
- Creativity
- Dedication
- Ethical standards
- Faith
- Friendship
- Good times/pleasure
- Growth
- Health
- Helpfulness
- Independence
- Justice





## Source

Lambert, J., & Myers, S. (2005). Trading value cards. In *Trainer's diversity source book: 50 Ready to use activities from icebreakers through wrap ups* (pp. 76-78). Alexandria, VA: Society for Human Resource Management.

Trade cards until you get five that represent your personal values.

Cards include: achievement, advancement & promotion, adventure, affection, change, competence, cooperation, creativity, family, freedom, helping others, honesty, independence, inner harmony, integrity, knowledge, leadership...and a wild card for each person in the group.



## Source

Lambert, J., & Myers, S. (2005). Value line. In *Trainer's diversity source book: 50 Ready to use activities from icebreakers through wrap ups* (pp. 74-75). Alexandria, VA: Society for Human Resource Management.

“Depending on the values that you hold, you are going to move to one side of the room or the other..”

Money....Power  
Security...Risk  
Conformity...Nonconformity  
Individualistic...Group-oriented  
Respect from others...Self-respect  
Force...Persuasion



## Source

Deardorff, D. (2012). Human values continuum. In K. Berardo & D. K. Deardorff (Eds.), *Building cultural competence: Innovative activities and models* (pp. 126-127). Sterling, VA: Stylus Publishing.

Life is what happens to me/Life is what I make it.

Competition brings out the best/Cooperation is the way to get things done.

Change is good/Tradition is important.

People should tell it like it is even if it hurts/Maintaining harmony is important event if it means not telling the complete truth.

Would your answer change if you were with:

Your family?

Your co-workers?

Your friends?



## Source

Council of Europe (2012). Flower Power. *COMPASS: Manual for human rights education with young people*. Retrieved from <https://www.coe.int/en/web/compass/flower-power>

The Education and Youth Services of the Directorate of Democratic Citizenship and Participation of the Council of Europe have produced a number of publications complementing Benchmarks on Education for Democratic Citizenship and Human Rights. For more information, visit [www.coe.int/compass](http://www.coe.int/compass). The topic of this project was social inclusion.

Draw a flower with eight petals to represent your needs as a human being. The size of the petals should correspond to how important each need is for you. Display the flowers on a blank wall.  
Suggested needs: security, health, friendship, family, esteem, etc.



# Discovering the Values of Others

## Source

Berardo, K. (2012). Listening deeply for values. In K. Berardo & D. K. Deardorff (Eds.), *Building cultural competence: Innovative activities and models* (pp. 119-125). Sterling, VA: Stylus Publishing.

“People share stories of intercultural challenges they have made while others listen deeply for the values held by the storytellers.” By listening deeply to one another, we can learn the values of one another.



## Source

Stringer, D. M., & Cassiday, P. A. (2003). Visible and invisible values. In *52 Activities for exploring values differences* (pp. 95-99). Boston, MA: Intercultural Press.

### The Connection Between Values and Behavior

- Use of understatement
- Asking people to call you by your first name
- Someone stops at your desk and chats with you every morning but not about work
- Taking off work to attend the funeral of a cousin
- Not asking for help from the person next to you on an exam
- Disagreeing openly with someone at a meeting



## Source

Stringer, D. M., & Cassiday, P. A. (2003). Time values. In *52 Activities for exploring values differences* (pp. 9-11). Boston, MA: Intercultural Press.

- Respect other people's time.
- Budget your time.
- Have a good time.
- Time is life.
- Take your time.
- Use your waiting time.
- Your time will come.
- Be on time.
- Don't waste your time.
- It's time consuming.
- The time of your life.





## Source

Kohls, L. R. (1996). U.S. proverbs and core values. In H. N. Seelye (Ed.), *Experiential activities for intercultural learning* (pp. 79-81). Vol.1. Yarmouth, ME: Intercultural Press.

An earlier version of this activity appeared in M. D. Pusch (Ed). (1979). *Multicultural education: A cross-cultural training approach*. Yarmouth, ME: Intercultural Press.

- Look before you leap.
- He who hesitates is lost.
- Strike while the iron is hot.
- The early bird gets the worm.
- Haste makes waste.
- The second mouse gets the cheese.



# **Values in the Workplace**

## Source

Created by CILMAR Staff, Purdue University.

Intercultural Knowledge and Effectiveness Rubric is adapted from the Association of American Colleges & Universities Intercultural Knowledge and Competence VALUE Rubric.

**Part 1:** Circle the five qualities which you personally believe are the most important characteristics for success in professions related to your chosen field.

**Part 2:** Now, rank the qualities you selected from 1 (most important) to 5 (least important):

- |   |   |                                       |
|---|---|---------------------------------------|
| <input type="checkbox"/> Agreeable          | <input type="checkbox"/> Inventive      | <input type="checkbox"/> Systematic   |
| <input type="checkbox"/> Analytical         | <input type="checkbox"/> Intuitive      | <input type="checkbox"/> Thorough     |
| <input type="checkbox"/> Collaborative      | <input type="checkbox"/> Knowledgeable  | <input type="checkbox"/> Visionary    |
| <input type="checkbox"/> Community-Oriented | <input type="checkbox"/> Logical        | <input type="checkbox"/> (other)_____ |
| <input type="checkbox"/> Confident          | <input type="checkbox"/> Moral          | <input type="checkbox"/> (other)_____ |
| <input type="checkbox"/> Conscientious      | <input type="checkbox"/> Non-Biased     |                                       |
| <input type="checkbox"/> Courageous         | <input type="checkbox"/> Non-Judgmental |                                       |
| <input type="checkbox"/> Creative           | <input type="checkbox"/> Open-Minded    |                                       |
| <input type="checkbox"/> Curious            | <input type="checkbox"/> Passionate     |                                       |
| <input type="checkbox"/> Empathetic         | <input type="checkbox"/> Perceptive     |                                       |
| <input type="checkbox"/> Fair               | <input type="checkbox"/> Perfectionist  |                                       |
| <input type="checkbox"/> Flexible           | <input type="checkbox"/> Persistent     |                                       |
| <input type="checkbox"/> Focused            | <input type="checkbox"/> Playful        |                                       |
| <input type="checkbox"/> Generous           | <input type="checkbox"/> Reasonable     |                                       |
| <input type="checkbox"/> Geeky              | <input type="checkbox"/> Reflective     |                                       |
| <input type="checkbox"/> Hands-On           | <input type="checkbox"/> Resourceful    |                                       |
| <input type="checkbox"/> Honest             | <input type="checkbox"/> Reliable       |                                       |
| <input type="checkbox"/> Independent        | <input type="checkbox"/> Risk-Taker     |                                       |
| <input type="checkbox"/> Individualistic    | <input type="checkbox"/> Skeptical      |                                       |



## Source

Stringer, D. M., & Cassiday, P. A. (2003). Survey your values. In *52 Activities for exploring values differences* (pp. 211-221). Boston, MA: Intercultural Press.

### Sample:

You are in need of employment and have the opportunity to work for two different bosses. These two bosses are very different. Which would be the best one to work for? Which boss do you believe others in your organization would prefer?

- A boss who is fair and offers a higher wage but will terminate employees who take unscheduled time off.
- A boss who pays an average wage but is not as strict.

(Based on the Kluckhohn questionnaire. More on next slide...)

## Source

Sparrow, L. (1993). Examining cultural identity. In T. Gochenour (Ed.), *Beyond experience: The experiential approach to cross-cultural education* (2<sup>nd</sup> ed., pp. 156-166). Yarmouth, ME: Intercultural Press.

Developed based on the work by Florence R. Kluckhohn and Fred L. Strodbeck in *Variations in Value Orientations* (1961). New York: Row Peterson.  
This activity is also used in Peace Corps training.

- People's basic nature: Basically good—Basically evil
- Life: All life highly valued—Individual less important than the group
- Death: Predetermined and inevitable—Accidental and haphazard
- Suffering and pain: To be avoided if possible—Inevitable and unavoidable
- Problem solving: Rational, logical—Instinctive, intuitive
- Status, titles, degrees: Attained for reasons other than merit—Earned by merit



## Source

Blancard, K. (1993). Cultural adjustment, power, and personal ethics: Three critical incidents. In T. Gochenour (Ed.), *Beyond experience: The experiential approach to cross-cultural education* (2<sup>nd</sup> ed., pp. 107-112). 2<sup>nd</sup> Ed. Yarmouth, ME: Intercultural Press.

- People bury their dead on the family living compound near their water source.
- Women, victims of war and living in poverty, refuse to leave their children to work.
- Community-development worker is caught between understanding cultural norms and knowing that wife beating is common.



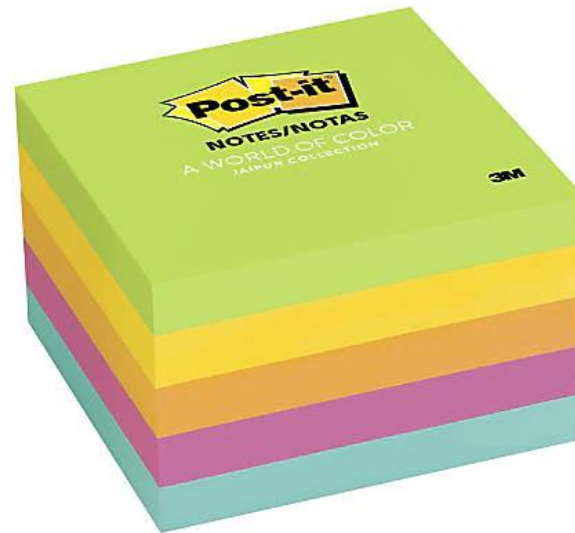
# Teaching Values Through Analogies

## Source

Activity developed by Dr. Kris Acheson-Clair, CILMAR.

The idea of the cultural iceberg (or the iceberg analogy of culture) comes from Edward T. Hall's *Beyond Culture*.

Hall, E.T. (1976). *Beyond culture*. New York: Anchor Books.



## Grace LaConte's Company Culture Iceberg

### Surface Culture

- Logo
- Symbols
- Sayings & slogans
- Dress & appearance
- Building façade
- Office layout
- Language, tone, volume
- Spelling and grammar
- Phone greeting
- First impressions
- Communication style

### Shared values about:

- Religion & politics
- Family
- Modesty
- The environment
- Work-life balance
- Humor

### Concepts of:

- Friendship
- Time
- Justice
- Value
- Roles
- Cleanliness
- Personal space
- Beauty ideals

### Attitudes toward:

- Authority
- Competition
- Money & wealth
- Generational differences
- Decision-making
- Problem-solving
- School & learning
- Work
- Health & well-being
- Medical interventions

### Deeper Culture

### Other expectations:

- Inside knowledge
- Underlying assumptions
- Specific ways of doing things ("The XYZ Way")

Sources:

Janine's Music Room <http://www.janinesmusicroom.com/the-rest-of-the-iceberg.html>  
Stuart Sinclair <https://talkfreely.com>

LaConte Consulting ©2018  
<http://laconteconsulting.com>



# **Societal Values**

## Source

Stringer, D. M., & Cassiday, P. A. (2003). Cross-cultural values. In *52 Activities for exploring values differences* (pp. 33-36). Boston, MA: Intercultural Press.

Questions are designed to measure values regarding:

- Human nature
- The relationship of people to nature
- Time
- Activity
- Relationships

Sample question for human nature:

- You must look out for yourself; most people can't be trusted.
- There will always be people who will extend a helping hand to you, and there will also be those who will try to chop it off.
- There's always someone who will lend a helping hand when you are in need because people are basically good at heart.



## Source

Nevalainen, L., & White, M. (2012). Building Utopiastan. In K. Berardo & D. K. Deardorff (Eds.), *Building cultural competence: Innovative activities and models* (pp. 136-141). Sterling, VA: Stylus Publishing.

For each small group, name a:

Leader

Time Keeper

Non-offender

Direct communicator

Listener

Fatalist

Individualist

Each group must prioritize the following for their version of Utopiastan:

Equality

Individualism

Efficiency

Competition

Hierarchy

Cooperation

Knowledge for the sake of knowledge

Tradition

Achievement

Destiny



## Source

Batchelder, D. (1993). Martian anthropology exercise. In T. Gochenour (Ed.), *Beyond experience: The experiential approach to cross-cultural education* (2nd ed., pp. 143-147). Yarmouth, ME: Intercultural Press.

Kluver, R. (1998). Grocery store ethnography. In T.M. Singelis (Ed.), *Teaching about culture, ethnicity, and diversity: Exercises and planned activities* (pp. 23-26). Thousand Oaks, CA: SAGE.

Diversophy (2017, Sept. 17). Practica – interviewing Siri. *Diversophy*. Retrieved from <https://diversophy.com/blogs/articles/practica-interviewing-siri>





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# Would you like to continue the conversation?

cilmar@purdue.edu

purdue.edu/ippu/cilmar

facebook.com/PurdueCILMAR

<https://hubicl.org/members/1005/collections/connecting-intercultural-learning-and-values>

## EVALUATE THIS PRESENTATION



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