Inter-Cultural Intelligence in Schools

Expanding our understanding of culture
Where we’re headed…

- The Need
- Strategy--AAA
- Foundation—Critic or Learner?
- Worldviews
Over 220 million expats

Number of migrants worldwide, in millions

1960: 73
1965: 75
1970: 77
1975: 83
1980: 90
1990: 136
1995: 147
2000: 161
2005: 177
2010e: 200

Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, Trends in Total Migrant Stock: The 2005 Revision

http://www.justlanded.com/english/Common/Footer/Expatriates/How-many-expats-are-there
We don’t know what we don’t know.
Kellogg in India
FedEx in Spain
Whirlpool in India
Korean parents

AWARE  ACCEPT  ADAPT
How much gravity does time have for you?
FUTURE
PRESENT
PAST

• Draw one circle that represents each.
• Size and proximity represent value and relationship to you.
### Cultural Critic

<table>
<thead>
<tr>
<th>One’s own culture is experienced as the only “real” one</th>
<th>Deep cultural differences may be minimized or obscured</th>
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<tbody>
<tr>
<td>Other cultures avoided by psychological and/or physical isolation</td>
<td>Other cultures may be romanticized or trivialized</td>
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<tr>
<td>Tend to be highly critical of other cultures</td>
<td>May correct others’ behavior to match cultural expectations</td>
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<tr>
<td>Generally disinterested in cultural difference</td>
<td>“We” are superior; “they” are inferior</td>
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<td>May act aggressively to eliminate differences if threatened</td>
<td>May be threatened by cultural differences</td>
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<tr>
<td>Elements of one’s own worldview are experienced as universal</td>
<td>Own culture is experienced as the only “good” one</td>
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<tr>
<td>Own culture is experienced as one of a number of equally complex constructs</td>
<td>Seeks for intercultural synergy</td>
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<td>Experience of self is expanded to include movement in and out of different worldviews</td>
<td>Common among minorities, expatriates and “global nomads”</td>
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<td>Curious about and respectful toward cultural difference</td>
<td>Often dealing with issues related to own “cultural marginality”</td>
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<td>Able to look at the world “through different eyes”</td>
<td>Cultural judgments are not ethnocentric</td>
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<td>May intentionally change behavior to communicate more effectively</td>
<td>Acceptance of other cultures does not mean agreement</td>
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<tr>
<td>Able to express perceptions and behaviors appropriate to another culture</td>
<td>Own worldview is expanded to include other constructs</td>
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</tbody>
</table>
“Rules? Whose rules?”
“THE rules!”
Honor and Shame

Seek to create honor for the group and avoid shame.

Status and importance within the group are important

Loyalty to the group or tribe influences every decision
Objective standards
Unmet standards result in guilt
Clear standards are important
Empower and Fear

Aligns with power
Chooses to empower or create fear
What is our responsibility as educators?

What are our assumptions as we teach, create pedagogy and challenge students?
Resources

Inter-Cultural Intelligence information
www.knowledgeworkx.com
www.kwschools.com

Cultural Texts
Cultures and Organizations: Software of the Mind by Geert Hofstede
The Hidden Dimension by Edward T. Hall
Riding the Waves of Culture by Fons Trompenaars and Charles Hampden-Turner

Time information:
http://knowledgetok.weebly.com/knowledge.html

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