

## TransForm: An Intercultural Leadership Experience

### Presenters:

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### *Background:*

- New administration
- Changing student demographics
  - Increase in students of color
  - Increase in students on free & reduced lunch
  - Increase in special education students
- Drop-out prevention grant
  - Exemplary staff development

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### *Process:*

- Four stage process:
  - Assessment
  - Design
  - Implementation
  - Evaluation

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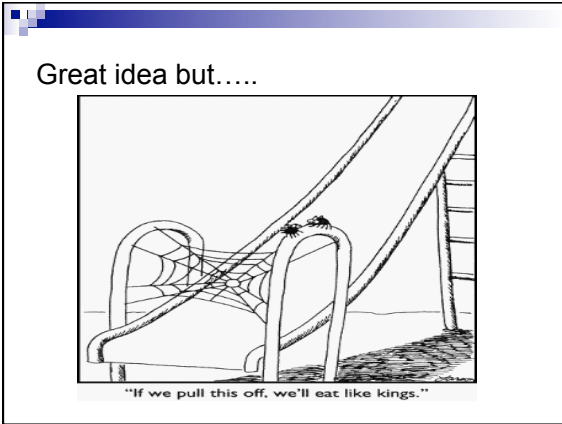
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- Assessment Phase:**
- Qualitative measures
    - Focus groups
    - Interviews
    - Review of mission, values
  - Quantitative measures
    - Online survey
    - IDI as pre and post-test
  - Assessment report
    - Executive Summary
    - SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis
    - Group IDI Profile

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- Assessment:**
- On-line survey (95 faculty/staff participated)
  - Focus groups (38 faculty/staff participated)
    - Randomly selected
    - 3 certified staff groups, 2 paraprofessional groups
  - Intercultural Development Inventory (114 staff participated)

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*Design:*

- Retreat Format
  - Two and a half days and another two days
- Learning Lab
  - Dialogue sessions
  - Immersion activities
- Post Graduation
  - Organizational change strategies

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*Design:*

- Blended learning format
- Adult learning style
- Transformational leadership framework
- Process/ facilitation vs. didactic method
  - Circle principles

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*Major Outcomes:*

- Build community of practice excellence
- Improve communication through creating a common language
- Develop leadership skills
- Develop/enhance intercultural proficiency/effectiveness

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**Implementation:**

- Identified & recruited 1<sup>st</sup> leadership cohort
  - Representatives from instructional staff, paraprofessional staff & administration
- Scheduled off-site 32 hour program
  - Retreat setting
  - 2 ½ days, followed by 2 days
- Each participant completed an on-line DiSC Classic 2.0 leadership survey prior to training
- Each individual participated in a one-to-one IDI interpretation session

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**Retreat Focus:**

- Build trust & community
- Present DMIS framework for understanding & navigating “complex realities” and cultural difference
- Provide opportunities for increased self-awareness/ mastery
- Learn and practice proven leadership skills
- Identify organizational issues/themes and develop action plans for addressing them

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**Johari Window: Ask & Tell**

	Known to self	Unknown to self
Known to others	OPEN	BLIND
Un-known to others	HIDDEN	UNKNOWN

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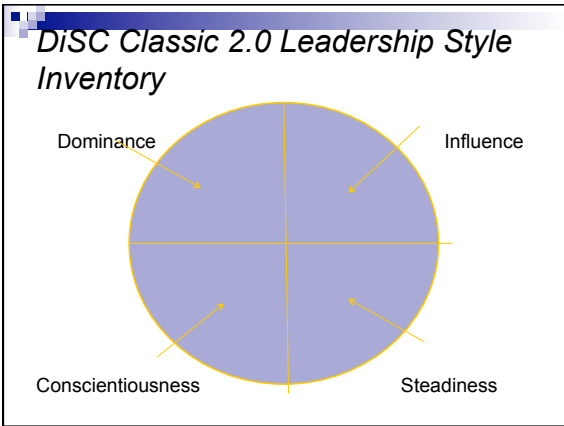
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### What is Cultural Competency?

“To be culturally competent does not mean you are an authority in the values and beliefs of every culture. What it means is that you hold a deep respect for cultural differences and are eager to learn, and willing to accept, that there are many ways of viewing the world.”

*Okokon Udo; PhD*

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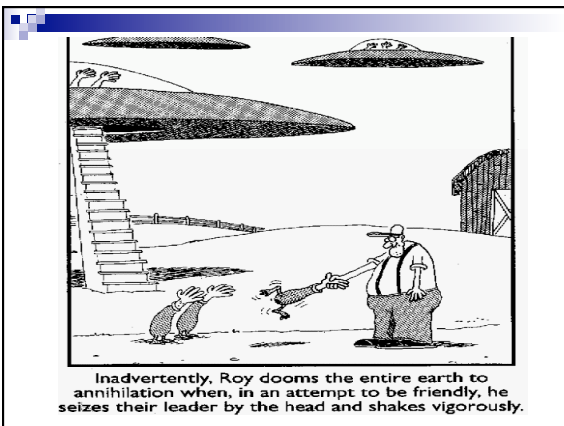
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**Developmental Model of Intercultural Sensitivity (DMIS):**

- Framework developed by Dr. Milton Bennett to describe six stages of intercultural development
- The real promise of the DMIS/IDI is the freedom to be where you are....
- Nobody get's to be *wrong*...we are where we are based on our experiences

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**DMIS – Assumptions:**

- As our experience of cultural difference becomes more sophisticated, our intercultural competency increases
- Progression along the continuum happens through education, experience, self-reflection
- Can be thought of as stages of personal growth

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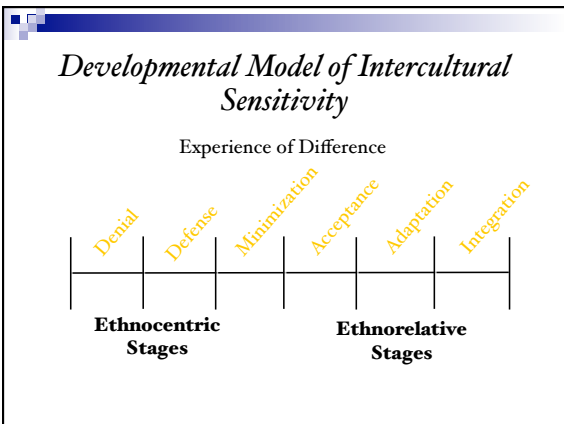
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**Developmental Model of Intercultural Sensitivity (DMIS):**

**Ethnocentrism:**

- We assume our reality or **worldview** is central to ALL reality & interpret events and behavior from our cultural lens
  - Denial
  - Defense/Reversal
  - Minimization

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**Developmental Model of Intercultural Sensitivity (DMIS):**

**Ethnorelativism:**

- We understand all people operate out of a cultural context and that multiple realities and **worldviews** exist
  - Acceptance
  - Adaptation
  - Integration

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**The IDI: *What is it?***

- Assessment instrument used to measure an individual or group's worldview and ability to navigate difference according to the DMIS theory
- Internationally normed 50-item paper/pencil inventory
- High validity & reliability

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### The IDI: Why?

- Provides an individual or group profile to target interventions and professional development
- Establishes a language and framework for discussing work
- Used to evaluate the effectiveness of training programs

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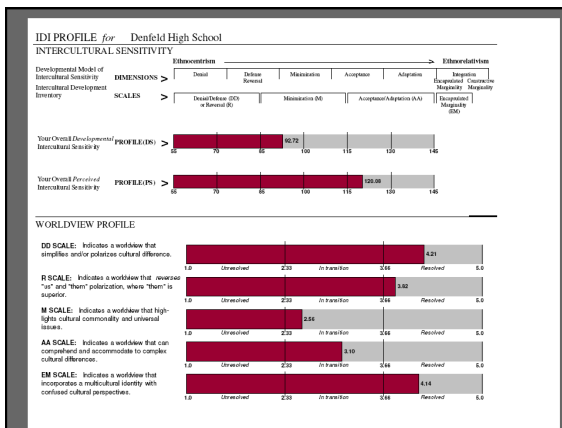
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### Evaluation:

- 97 faculty and staff have participated in one of five leadership cohorts
- All faculty and staff have re-taken the Intercultural Development Inventory
- Post-IDI group profile
  - Shift of more than one standard deviation
- Focus groups have been conducted
- Other changes we've observed.....

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*...And where we hope to be...*

“There are three ways to deal with difference: domination, compromise, and integration. By domination, only one side gets what it wants; by compromise, neither side gets what it wants; by integration, we find a way by which both sides may get what they wish.”

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“The real voyage of discovery consists not in seeking new landscapes but in having new eyes.”

Marcel Proust 1871-1922

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Q & A

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**Thanks for coming....**

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