



## IDI-Guided Development Using Cultural Detective®'s Ongoing Structured Learning Process

IDI Stage	Developmental Task	Needs for Challenge & Support	To Support Learners	To Challenge Learners	Using Cultural Detective® (CD) Developmentally
<b>Denial</b>	To recognize the existence of cultural differences	<p><b>Learners experience difference as:</b> Highly Challenging</p> <p><b>Educators should emphasize:</b> High Levels of Support</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Focus on objective culture: Art, music, literature, theatre, dance, heroes, and holidays</li> <li>• Culture-specific social science: Politics, history, economics, and sociology</li> <li>• Provide travel tips: "Do's and taboos"</li> <li>• Use symbols (e.g., "X's and O's"); do not target specific cultures</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Illustrate ideas with user-friendly activities</li> <li>• Embed differences in non-threatening contexts</li> <li>• Promote an inclusive, non-blaming climate</li> <li>• Reduce anxieties</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Introduce the idea of subjective culture: selected values, beliefs, and behaviors</li> <li>• Illustrate a constructive vision of intercultural interaction</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Arouse learners' curiosity</li> <li>• Facilitate structured contact with other cultures through films, multimedia, panel presentations, etc.</li> </ul>	<p>The aesthetic appeal of the packages, whimsical "detective" metaphor as well as the resource guide, music listings, proverbs are useful in orienting learners at this stage. Be sure to highlight and use all of these resources with learners at this developmental stage, talking about the photos on the cover, the music that is played, proverbs and sayings, and posters on the wall.</p> <p>The CD Critical Incidents relating what happened to real people in real situations can help learners at this stage create an awareness in a third-party, non-challenging way of the issues that may be involved in cross-cultural interaction and of the price paid for a failure to communicate and collaborate.</p> <p>The CD Worksheet, with its neutrally descriptive "Words and Actions" and positive intent creates the constructive climate that learners at this stage find reassuring and motivating.</p> <p>The Worksheet provides learners at this stage with a structured way in which to approach intercultural interaction, which both supports and challenges them.</p>
<b>Polarization</b>	To mitigate polarization by emphasizing "common humanity"	<p><b>Learners experience difference as:</b> A Maximum Challenge</p> <p><b>Educators should emphasize:</b> Maximum Support</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Note the universality of prejudice</li> <li>• Educate about other manageable differences in the group (such as learning styles, personality type, etc.)</li> <li>• Address feelings—an example for each person to identify with</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Avoid cultural contrasts</li> <li>• Provide reassurance and information about similarities</li> <li>• Allow structured, safe opportunities to share concerns</li> <li>• Focus curiosity on the culture of their own group</li> <li>• Provide a safe environment</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Use examples of distant cultural differences</li> <li>• Emphasize commonalities, including shared needs and goals, between their own group and others</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Stress conflict mediation and team-building</li> <li>• Identify existing/transferable skills at dealing with differences</li> <li>• Promote cooperative activities with culturally different others</li> </ul>	<p>The process approach of the <i>Cultural Detective</i> method, emphasizing what people did in a specific interaction, why, and how they could improve, is pragmatically accessible and can be seen as a useful analytic for those who do not recognize broader cultural differences.</p> <p>The concrete activity of identifying objective, descriptive "Words and Actions" grounds the learner at this stage in a more detailed awareness of the intercultural interaction in a calming and supportive way.</p> <p>Learners at this stage often find comfort in and experience success with the "Cultural Bridges" section of the CD Worksheet, due to its focus on solutions, productivity and satisfaction rather than on difference.</p> <p>Pointing out similarities in values or behaviors by the various players in the Critical Incidents and Worksheet analyses can be reassuring to learners at this stage.</p> <p>Learners at this stage will begin to identify themselves with a player in a Critical Incident, and begin to compare and contrast how they themselves would behave in a similar situation. Thus they begin the journey of cultural self discovery.</p> <p>The fact that all values in a CD "Values Lens" have "Negative Perceptions" levels the playing field and provides support for learners at this stage of development.</p>



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<b>Minimization</b>	To develop cultural self-awareness	<p><b>Learners experience difference as:</b> A Moderate Challenge</p> <p><b>Educators should emphasize:</b> Moderate Support</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Focus on minor subjective cultural differences, such as nonverbal behavior, or communication styles</li> <li>• Provide definitions of culture, ethnicity, stereotypes, and generalizations</li> <li>• Compare perception and world view</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Avoid excessive stress on cultural contrasts</li> <li>• Expand their curiosity from their own culture to that of others</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Provide categories and frameworks for understanding their own culture, including values and beliefs</li> <li>• Define the privilege of dominant groups</li> <li>• Explore assumed similarities for potential differences</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• Facilitate contact in structured activities with individuals from other cultures</li> <li>• Structure opportunities for difference-seeking</li> <li>• Focus primarily on cultural self-awareness</li> <li>• Use selected and trained resource persons</li> <li>• Build on positive affect to motivate further exploration</li> </ul>	<p>Identifying the motivations (the Positive Intent: "Beliefs, Values and Personal Cultural Sense" section of the CD Worksheet) that underpin "Words and Actions" is the growth edge for this group of learners.</p> <p>Learners at this stage can be stretched through the use of CD "Values Lenses" to provide supplemental clues for unraveling and deciphering Critical Incidents.</p> <p>The "Sample Debriefs" can be used to nudge learners to further exploration and inquiry of their own and others' approaches.</p> <p>Particularly rich and useful in supporting learners at this stage is the CD package entitled, "Self-Discovery." Working through activities in this package brings individuals in Minimization to a richer and more nuanced understanding of their own personal value "Lens." Overlaying learner's personal Lens with Values Lenses of their various other cultures provides a richer understanding of themselves in context.</p> <p>Learners at this stage will benefit from discussions with cultural informants, colleagues or people who can help explain the CD "Values Lenses" and "Sample Debriefs."</p> <p>Learners at this stage of development will easily imagine themselves in the Critical Incidents, and identify how their behavior and values would contrast with those of the actual players in the Incident. In this way the learners continue to develop their ability to understand themselves as cultural beings, and to be able to identify the dynamics involved in intercultural interaction.</p>



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<b>Acceptance</b>	To refine analysis of cultural contrasts	<p><b>Learners experience difference as:</b> Low Challenge</p> <p><b>Educators should emphasize:</b> Moderate Challenge</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Examine more complex subjective cultural differences including values analysis</li> <li>Elaborate categories for more subtle cultural contrast</li> <li>Explore the relationship among cognitive, cultural, and communication styles</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Make cultural difference the focus while deepening cultural self-awareness</li> <li>Prepare learners for cultural frame-of-reference shifting</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Define the appropriate use of culture-general (etic) and culture-specific (emic) categories</li> <li>Examine cultural relativity, distinguishing it from moral or ethical relativity</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Build on their enthusiasm for "difference-seeking" to promote examination of more profound contrasts</li> <li>Provide guided experiential learning opportunities such as homestays, drops-offs, simulations and role plays requiring intercultural empathy</li> </ul>	<p>Particularly valuable for learners at this stage is exploring the Values Lens of the "other" culture(s). This cultivates the systematic understanding of logical frameworks by which cultures can be understood.</p> <p>Learners at this stage are keenly interested in completing the "Values, Beliefs and Personal Cultural Sense" portions of the CD Worksheet, comparing and contrasting that information.</p> <p>Learners at this stage are excited by seeing the complex dynamics of the CD Worksheet as a whole: the link between values and behaviors, the similarities and differences between world views, and the possibilities for learning and collaboration.</p> <p>Use of the CD "Values Lenses" in a more in-depth manner, including use of the definitions, examples, Negative Perceptions, proverbs, will spur learners' continued discovery and development at this stage.</p>
<b>Adaptation</b>	To develop frame-of-reference-shifting skills	<p><b>Learners experience difference as:</b> Low Challenge</p> <p><b>Educators should emphasize:</b> High Challenge</p>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Examine models of culture shock and cultural adaptation</li> <li>Explore advanced cultural topics requiring intercultural empathy (e.g., appreciation of humor, assessment of cultural deviance)</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Facilitate opportunities for learners to practice interactions in known cultures</li> <li>Use trained cultural informants in less structured activities (small groups, case studies, etc.)</li> <li>Prepare learners to learn autonomously (use of cultural informants, research strategies, etc.)</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Examine their own cultural identity development through ethnic identity models, intercultural sensitivity models, etc.</li> <li>Identify re-entry issues</li> </ul> <p><b>Process:</b></p> <ul style="list-style-type: none"> <li>Provide opportunities to interact in previously unexplored cultural contexts</li> <li>Address deeper anxiety issues (e.g., "internal culture shock," identity conflicts, etc.)</li> </ul>	<p>The final step in the CD process, and one only a hand full of other intercultural tools include, is how to operationalize intercultural understanding by "Bridging Cultures." The bridging activity is where those in Adaptation are challenged to exercise their cognitive intercultural capacity within the culture-specific context of the case, to identify emergent alternatives. Learners at this stage are challenged to create "Cultural Bridges" that leverage similarities and differences in values and behaviors, and by putting into place systemic/structural bridges as well as interpersonal ones.</p> <p>Dialogue with cultural informants or other-culture colleagues to understand "Values, Beliefs and Personal Cultural Sense" portion of the Worksheet more deeply and with more nuance.</p>

**IDI available from:**  
<https://www.idiinventory.com>

**CD available from:**  
<http://www.culturaldetective.com>

**CD Online available from:**  
<http://culturaldetective.com/cdonline>

**Derived from:**

Bennett, Milton J. "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity" In *Education for the Intercultural Experience*. 2n ed., edited by R. Michael Paige Yarmouth, ME: Intercultural Press, 1993.  
 Bennett, Janet M. "Cultural Marginality: Identity Issues in Intercultural Training," In *Education for the Intercultural Experience*. 2n ed., edited by R. Michael Paige Yarmouth, ME: Intercultural Press, 1993.  
 Bennett, Janet M., & Milton J. Bennett. "Developing Intercultural Sensitivity: An Integrative Approach to Global and Domestic Diversity. In *Handbook of Intercultural Training*. 3rd ed., edited by D. Landis, J.M. Bennett, & M.J. Bennett Thousand Oaks, CA: Sage 2004.