Purdue Polytechnic’s Intercultural Capacity Building Focus

TECH 330 – Technology and the Global Society

ROBERT F. COX, PHD.
MAY 29, 2020
Desired Outcomes

Every student graduating from the Polytechnic will demonstrate:

• heightened **cultural** awareness;
• respect and understanding of differences;
• an understanding of **globalization** impacts on their chosen profession;
• working knowledge of global challenges and global opportunities;
• the ability to perform in **diverse** team environments.
**Ten elements of transformation**

Requires significant advancements within each element, not minor evolutionary changes

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory-Based Applied Learning</td>
<td>Learning-by-doing is core to the Polytechnic experience &amp; requires an increased use of lab courses and/or in-class applied-learning activities</td>
</tr>
<tr>
<td>Team Project-Based Learning</td>
<td>Responding to industry, more team project-based learning is needed, and this should also include instruction on team dynamics/techniques</td>
</tr>
<tr>
<td>Modernized Teaching Methods</td>
<td>Improve student learning by replacing less effective traditional lectures with “Active Learning” methods – see “Cone of Learning” on CIE web</td>
</tr>
<tr>
<td>Learning in Context</td>
<td>Provide a richer learning experience via a purposed-based, just-in-time manner – requires inter-disciplinary synchronization – very challenging</td>
</tr>
<tr>
<td>Integrated Humanities Studies</td>
<td>Adjust courses/curricula to reap benefits of studying humanities within STEM framework; integration with TECH 120 is a model for years 2, 3, 4</td>
</tr>
<tr>
<td>Competency Credentialing</td>
<td>Create competency-based majors or degree programs by leveraging work done for college’s recently-approved transdisciplinary degree</td>
</tr>
<tr>
<td>Senior Capstone Projects</td>
<td>All plans of study should include a required two-semester senior capstone experience that is driven by industry or community partners</td>
</tr>
<tr>
<td>Internships</td>
<td>All degree programs should include a required internship or other workforce-like activity that is facilitated by the college and department</td>
</tr>
<tr>
<td>Global/Cultural Immersions</td>
<td>All plans of study should include a required activity that gives students an enriched perspective of the cultural-driven global marketplace</td>
</tr>
<tr>
<td>Faculty-to-Student Mentorship</td>
<td>A hallmark of the Polytechnic experience is the opportunity for every student to have a faculty mentor for professional guidance &amp; support</td>
</tr>
</tbody>
</table>
Preparing the t-shaped professional

Multidimensional and industry-ready

- Preparing the "T-shaped" graduate:
  - Combination of deep "vertical" knowledge in a particular technical domain with a broad set of "horizontal" skills such as teamwork, communications, competence with data and technology, and advanced literacy skills.

Integration of Humanities, Math, & Science

Technology S-curve Driven Curricula
<table>
<thead>
<tr>
<th><strong>Polytechnic minimum global requirement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
</tr>
<tr>
<td>Complete the Pre-test Intercultural Development Inventory Assessments (1st year)</td>
</tr>
<tr>
<td><strong>Step 2</strong></td>
</tr>
<tr>
<td>Complete one (1) of the following global experiences:*</td>
</tr>
<tr>
<td>- Participate in a Purdue University international capstone, collaborative project, or</td>
</tr>
<tr>
<td>- Participate in an international internship (international location), or</td>
</tr>
<tr>
<td>- Participate in Faculty-led Study Abroad program, or</td>
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<tr>
<td>- Participate in a full semester abroad program, or</td>
</tr>
<tr>
<td>- Complete 3 credit hours from the Polytechnic list of recommended Global/ Cultural courses.</td>
</tr>
<tr>
<td><strong>Step 3:</strong></td>
</tr>
<tr>
<td>Complete the Post-test Intercultural Development Inventory Assessments (4th year)</td>
</tr>
</tbody>
</table>

**NOTE FOR TRANSFER/CODO STUDENTS:** Transfer and CODO students with less than 75 credit hours remaining to complete their Polytechnic Plan of Study are exempt from Steps 1 & 3 (taking the IDI Pre & Post-tests) but must complete one option from Step 2.

* Global experiences must take place during the time of enrollment in the Polytechnic to complete Step 2. Experiences that have taken place prior to a student’s initial enrollment will not serve to complete Step 2. Intercultural competencies gained on experiences prior to Polytechnic enrollment will be captured as baseline data on a student’s IDI.
Polytechnic TRANSFORMATIVE EDUCATION

Input

Entry level IDI Assessment Result

Output

Exit level IDI Assessment Result

heightened cultural awareness;
understanding differences;
knowledge of global challenges;
Performance in a diverse team environments
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 322</td>
<td>Technology and the Global Society</td>
<td>INSTRUCTOR</td>
<td>Case Study of Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local Periodical</td>
<td>Review</td>
</tr>
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<td></td>
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<td>Global Study Abroad</td>
<td>Reflection</td>
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<td></td>
<td></td>
<td>Grocery Store</td>
<td>Ethnography</td>
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<tr>
<td></td>
<td></td>
<td>BUSINESS CULTURES</td>
<td></td>
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<td></td>
<td></td>
<td>HOME WORK-PLAY CONTINUUM</td>
<td></td>
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<td></td>
<td></td>
<td>UNDERSTAND OUR</td>
<td>RESPONSE TO CLOTHING</td>
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<td></td>
<td></td>
<td>IDI ASSESSMENT</td>
<td>AND DEBRIEF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CURRENT GLOBAL</td>
<td>EVENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INTERCULTURAL</td>
<td>OPENNESS</td>
</tr>
<tr>
<td>TECH 120</td>
<td>Design Thinking</td>
<td>MENTOR</td>
<td>Ethnographic Case Study</td>
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<tr>
<td></td>
<td></td>
<td>Global Awareness Exercise</td>
<td>Role play and observe</td>
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<tr>
<td></td>
<td></td>
<td>Hofstede’s Dimensions of Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethnographic Case Study</td>
<td>Writing assignment</td>
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<tr>
<td></td>
<td></td>
<td>Global Awareness Exercise</td>
<td>Workforce diversity in</td>
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<tr>
<td></td>
<td></td>
<td>Hofstede’s Dimensions of Culture</td>
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<tr>
<td></td>
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<td>Writing assignment</td>
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<td></td>
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<td>Global Awareness Exercise</td>
<td>Workforce diversity in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hofstede’s Dimensions of Culture</td>
<td></td>
</tr>
</tbody>
</table>

**General Notes:**
- Activities are embedded across the curriculum to promote intercultural awareness and competence.
- Regular case studies, discussions, and assessments are conducted to reinforce intercultural understanding.
- Regular feedback and debrief sessions are integrated to enhance learning outcomes.

**Note:** The above table provides a summary of intercultural activities embedded across the curriculum. For detailed information, please refer to the course syllabi and related materials.
1\textsuperscript{st} year Baselines

Establish Individual Development Plans

Prescribe a set of courses and activities that directly address the four core competencies.

2\textsuperscript{nd} year Individual Development Plan Adjustments

3\textsuperscript{rd} and 4\textsuperscript{th} year Mapping Experiences and overall Effectiveness for Plans of Study

4\textsuperscript{th} year Outcomes

Analyze effectiveness of established set of courses and activities.
Office of Globalization

• **Polytechnic Minor in Advanced Global Technology** is in final approval at Registrar and will be available in Fall 2019

• Administered **1300+ Intercultural Development Inventory Assessments**
  - First year IDI Profiles from Fall 2018 and Fall 2019 were nearly identical
  - 81.51 and 82.94 respectively - Polarization (Defense / Reversal)

• **Summer 2018 Pre-Freshman Study Abroad** showed a huge success with statistically significant IDI capacity gains in just 2 weeks
  - **Avg. Gains of 16.47** (Polarization to Minimization)
  - 27% gained 30+ points
  - 78% of group had post-assessment in Minimization or Acceptance

Next year’s focus will be on increased intercultural capacity building activities embedded in Polytechnic undergraduate courses through faculty workshops
WELCOME
TO
TECH 330
Technology and the Global Society
Robert F. Cox, Ph.D.
rfccox@purdue.edu
Industry Reasoning for Globalization

- Shifting Global Markets
- Global Economy
- Global Clients
- “World is Flat”
- More Exposure to Market Shares – "Bottom of the Pyramid"
- Foreign Direct Investment (FDI)
FDI in Indiana

Indiana is home to more than **800 foreign-owned business facilities**, which employ **170,800 Hoosiers**.
*Source—SelectUSA*

Indiana is home to the highest percentage of private sector jobs coming from foreign-owned firms in the Midwest.
*Source—Indiana Business Research Center*

http://www.lib.utexas.edu/maps/world.html
Exhibit E7

The largest tech firms rival the size of nations

2014 or latest data

**France, Germany, UK, Spain**
Total population = 257 million
Amazon.com
Customer base = 244 million

**United States**
Total population = 320 million
**Bharti Airtel**
Customer base = 310 million

**Germany**
Customer base = 51 million

**Mexico**
Reserves = $198 billion
**Microsoft**
Assets = $175 billion

**Bolivia**
GDP = $30 billion
**Samsung Electronics**
Profits = $22 billion

**South Africa**
Total population = 54 million
**Xiaomi**
Smartphones sold in 2014 = 61 million

**Turkey**
Reserves = $130 billion
**Google**
Assets = $131 billion

**China**
Population = 1.37 billion
**Facebook**
Monthly active users = 1.44 billion

**Indonesia and Thailand**
Market cap of all listed firms in 2012 = $780 billion
**Apple**
Market cap (April 2015) = $765 billion

**SOURCE:** Forbes; Fortune 500; World Bank; company websites, annual reports, and press releases; McKinsey Corporate Performance Analysis Tool; McKinsey Global Institute analysis.
Increased Working Hours

- USA: +12 hours
- ASIA: +8-9 hours
- MIDDLE EAST: +8-9 hours
- EUROPE: +5-6 hours
KEEP IN MIND TODAY’S STUDENTS

http://neisgovau.blogspot.com/2013_05_01_archive.html

http://www.dontwasteyourtime.co.uk/social-network/infographic-maslovs-hierarchy-of-needs-the-social-media-that-fulfill-em-infographic/#.VQ3RyF1k0pU

David Hopkins – August 16, 2010
S.M.I.L.E

- STEALTH
- MODE
- INSTRUCTIONAL
- LEARNING
- ENVIRONMENT
SMILE! Meals and Meetings
TODAY - Please sit .......

HALL WAY AND ENTRY DOORS

ABC
456
HIJ

TEACH PODIUM

123
DEF
789
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Date</th>
<th>Planned Topics *SUBJECT to Change</th>
<th>Required Pre-Class Work</th>
<th>In-Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues – Jan 14</td>
<td>Introduction and Course Overview – The Four Step Plan “Shrinking the World”</td>
<td>Individual Cultures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs – Jan 16</td>
<td>Individual Cultures and Hot Buttons exercise Cultures and Accepted Norms</td>
<td>HOT BUTTONS</td>
<td>Hot Buttons</td>
</tr>
<tr>
<td>2</td>
<td>Tues – Jan 21</td>
<td>FACTFULNESS - Leveling Activity Worldwide Education</td>
<td>Pre-Class HW 1</td>
<td>In-Class Exercise</td>
</tr>
<tr>
<td></td>
<td>Thurs – Jan 23</td>
<td>Worldwide Education Intercultural Development Inventory (IDI) Assessment</td>
<td></td>
<td>In-Class Exercise</td>
</tr>
<tr>
<td>3</td>
<td>Tues – Jan 28</td>
<td>Cultures and Business - Pleasure before business? IDI Profile Assessment Survey Launches</td>
<td>Pre-Class HW 2</td>
<td>In-Class Exercises</td>
</tr>
<tr>
<td></td>
<td>Thurs – Jan 30</td>
<td>Cultures and Business National Profiles- Geert-Hofstede Cultural Models</td>
<td></td>
<td>In Class Exercise</td>
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<tr>
<td>4</td>
<td>Tues - Feb 4</td>
<td>National Profiles- Geert-Hofstede Cultural Models IDI ASSESSMENT SURVEYS DEADLINE</td>
<td>Pre-Class HW 3</td>
<td>In Class Exercise</td>
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<tr>
<td></td>
<td>Thurs – Feb 6</td>
<td>IDI Group Debrief Cases of Effects of Intercultural Development Use if IDI in Corporate Settings Individual IDI Debriefing Procedures (Online reservations)</td>
<td>Hammer Ch. 16 required reading</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tues – Feb 11</td>
<td>Student Panel Discussion – Lessons Learned Abroad Elizabeth Barajas, Senior Global Programs Coordinator Misty Clough, Sr Admin. Asst, Polytechnic Global Operations</td>
<td>Panels</td>
<td></td>
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<tr>
<td></td>
<td>Thurs – Feb 13</td>
<td>Refugee Crisis</td>
<td></td>
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<tr>
<td>6</td>
<td>Tues – Feb 18</td>
<td>Defining America Culture</td>
<td>Pre-class – “Nine Nations”</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Thurs – Feb 20</td>
<td>Clothing, Tattoos, Piercings, and Facial Hair Current Events Topic Discussion</td>
<td></td>
<td>In-Class Exercise</td>
</tr>
<tr>
<td>7</td>
<td>Tues- Feb 25</td>
<td>TEST #1 – Via Blackboard</td>
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<td></td>
<td>Thurs – Feb 27</td>
<td>Social Media – Influence on Global Perspectives</td>
<td>Video</td>
<td>TBD</td>
</tr>
<tr>
<td>8</td>
<td>Tues- Mar 3</td>
<td>Social Media – Influence on Global Perspectives</td>
<td>Video</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>Thurs – Mar 5</td>
<td>Global Cyber Security – Nicole Hands</td>
<td>ROOM RELOCATION</td>
<td>WALC 1018</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>9</td>
<td>Tues – Mar 10 Design Thinking and Cultures – Paul Asunda</td>
<td>In-Class Activity</td>
<td></td>
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<tr>
<td>10</td>
<td>Thurs – Mar 12 Human Trafficking – Chad Laux and Kate Seigfried -Spellar</td>
<td>TBD</td>
<td></td>
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<tr>
<td>11</td>
<td>Mar 17-19 Spring Break!</td>
<td></td>
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<tr>
<td>11</td>
<td>Tues – Mar 24 Review of Global Challenges Using SDG</td>
<td>SDG Homework</td>
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<tr>
<td>11</td>
<td>Thurs – Mar 26 Sustainable Development Guidebook</td>
<td></td>
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<tr>
<td>12</td>
<td>Tues – Mar 31 Current Global Events are Due</td>
<td>Current Event Major Assignment</td>
<td></td>
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<tr>
<td>12</td>
<td>Group Presentations Prep time</td>
<td></td>
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<tr>
<td>13</td>
<td>Thurs – Apr 2 Current Global Event Group Presentations</td>
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<tr>
<td>13</td>
<td>Tues – Apr 7 Current Global Event Group Presentations</td>
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<tr>
<td>14</td>
<td>Thurs – Apr 9 Cyber Security on a Global Scale</td>
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<tr>
<td>14</td>
<td>By Ida Ngambeki, Assistant professor of CNIT</td>
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<tr>
<td>14</td>
<td>Tues – Apr 14 Healthy City Design – Automobile Dependent America</td>
<td>In Class Exercise</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>Thurs- Apr 16 Global Awareness – Individual Impacts on Climate Change</td>
<td>Commuter survey</td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>Tues, Apr 21 <strong>TEST #2 – Via Blackboard</strong></td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Thurs -Apr 23 Catch up Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Tues – Apr 28 Course Debrief - Your Individual Reflection Assignments are</td>
<td>Reflection assignment is due on</td>
<td></td>
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<tr>
<td></td>
<td>Due on Blackboard before beginning of class - **please bring a hardcopy</td>
<td>Blackboard</td>
<td></td>
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<tr>
<td></td>
<td>with you to class**</td>
<td>Close-out Exercises</td>
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</tr>
</tbody>
</table>

**PLEASE NOTE: There is no FINAL EXAM for this COURSE**
Four core intercultural phases:

- Increasing Self-Awareness
- Increasing Awareness of Others
- Learning to Manage Emotions
- Learning to shift frames and adapt behavior

Michael Vande Berg, PhD, © 2015
Fall 2019

6. My future profession will require global and intercultural awareness.

- Strongly Disagree: 3%
- Disagree: 4%
- Neutral: 25%
- Agree: 41%
- Strongly Agree: 26%

67%

Fall 2018

16. Do you envision that your future profession will require global and intercultural awareness?

- Not at all: 4%
- Somewhat: 22%
- Likely: 21%
- Most likely: 24%
- Definitely: 28%

73%
How does this picture reflect culture?

How is our 7.2 B + population dispersed?

Economies
LIFE ON THE FOUR INCOME LEVELS

LEVEL 1

DRINKING WATER

LEVEL 2

COOKING

LEVEL 3

TRANSPORTATION

LEVEL 4

SLEEPING

PEOPLE BY REGION AND INCOME

2017

Number of people in different regions

Each figure is one billion people.

2040

Number of people on different income levels colored by region

Assuming that current trends continue, this is what the world might look like in 2040.
Culture is the shared assumptions, values, and beliefs of a group of people which result in characteristic behaviors. (Storti, 1999)
Individual Culture Exercise
“Individual Culture Exercise”
In your groups...

1) Introduce yourselves

2) Discuss individual culture and Hot Buttons exercise:
   ▪ Were there any surprises? Realizations?

3) Cultural “mind triggers” (Please note these on your paper)
   ▪ What Music reminds you of your home?
   ▪ What are your comfort foods? Do they remind you of home?
My Emotional Hot Buttons!


All of us find some behavior of other people difficult to deal with. Please indicate, with a check, any of the behaviors below—behaviors of other people—that bother or challenge you. Try to imagine that you’re in the workplace, and that right now you’re with one or more people who are doing the following:

- Speaking too loudly
- Speaking too softly
- Interrupting me while I’m talking
- Not responding to me after I stop talking
- Asking intrusive questions
- Not maintaining confidentiality
- Not taking the initiative to ask questions
- Withholding or not volunteering information
- A subordinate calling me by my first name
- A subordinate calling me by my last name
- Standing too far away during conversation
- Standing too close during conversation
- Taking a long time to get to the point during conversation
- Being abrupt or brusque during conversation
- Touching me or others too much during conversation
- Standing or sitting with arms folded in front when I talk with him or her
- Not making eye contact while I talk with him or her
- Not being assertive enough
- Maintaining direct, sustained eye contact while I talk
- Not showing much, if any, facial expression during disagreements
- Showing too much emotion and enthusiasm for the situation
- Being too assertive
- Disclosing too much personal information
- Giving me a soft handshake
- Saying Yes when they don’t mean it
- Giving me a handshake that’s too firm
- Not showing enough emotion and enthusiasm for the situation
- Making distracting gestures while talking with me or others
- Self-promoting more than is called for
- Being too blunt during conversations

Reflecting on My Emotional Hot Buttons

- The most irritating and difficult behaviors for me are . . . .
- What cultural influences might be at the root of this feeling? Can I identify cultural differences we’ve learned about that may help me respond to these irritating and difficult behaviors?
- Which of my behaviors might be irritating to someone who is culturally different from me?
- The reason why I engage in this behavior is . . . .
- What might the source of irritation about my behaviors be for others?

Action

- I will do the following in order to be less of a hot button to others:
- I will manage my hot button reactions to others by:
“Individual Culture Exercise”
Qualtrics Survey Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>38</td>
</tr>
<tr>
<td>Mother</td>
<td>38</td>
</tr>
<tr>
<td>Sports</td>
<td>37</td>
</tr>
<tr>
<td>Highschool</td>
<td>23</td>
</tr>
<tr>
<td>Team</td>
<td>21</td>
</tr>
<tr>
<td>Country</td>
<td>20</td>
</tr>
<tr>
<td>Home</td>
<td>20</td>
</tr>
<tr>
<td>College</td>
<td>18</td>
</tr>
<tr>
<td>Coach</td>
<td>17</td>
</tr>
<tr>
<td>Professor/teachers</td>
<td>17</td>
</tr>
<tr>
<td>father's family</td>
<td>16</td>
</tr>
<tr>
<td>mother's family</td>
<td>16</td>
</tr>
<tr>
<td>Small town</td>
<td>13</td>
</tr>
<tr>
<td>Church</td>
<td>11</td>
</tr>
<tr>
<td>Overseas</td>
<td>8</td>
</tr>
<tr>
<td>Bigcity</td>
<td>5</td>
</tr>
</tbody>
</table>
LEVELS
GROUP
ACTIVITY
**LEVEL 1.** You start on Level 1 with $1 per day. Your five children have to spend hours walking barefoot with your single plastic bucket, back and forth, to fetch water from a dirty mud hole an hour’s walk away. On their way home they gather firewood, and you prepare the same gray porridge that you’ve been eating at every meal, every day, for your whole life—except during the months when the meager soil yielded no crops and you went to bed hungry. One day your youngest daughter develops a nasty cough. Smoke from the indoor fire is weakening her lungs. You can’t afford antibiotics, and one month later she is dead. This is extreme poverty. Yet you keep struggling on. If you are lucky and the yields are good, you can maybe sell some surplus crops and manage to earn more than $2 a day, which would move you to the next level. Good luck! (Roughly 1 billion people live like this today.)
Levels Group Activity – Level One Reflection

As a group, answer the following questions and be prepared to share your answers with the class:

- How did this make you feel?
- What emotions could you identify?
- If you were living at Level 1, what would be your priorities?.... motivations?
- How would you try to double your income and move to Level 2?
- What technology would you desire to obtain?
LEVEL 2. You've made it. In fact, you've quadrupled your income and now you earn $4 a day. Three extra dollars every day. What are you going to do with all this money? Now you can buy food that you didn't grow yourself, and you can afford chickens, which means eggs. You save some money and buy sandals for your children, and a bike, and more plastic buckets. Now it takes you only half an hour to fetch water for the day. You buy a gas stove so your children can attend school instead of gathering wood. When there's power they do their homework under a bulb. But the electricity is too unstable for a freezer. You save up for mattresses so you don't have to sleep on the mud floor. Life is much better now, but still very uncertain. A single illness and you would have to sell most of your possessions to buy medicine. That would throw you back to Level 1 again. Another three dollars a day would be good, but to experience really drastic improvement you need to quadruple again. If you can land a job in the local garment industry you will be the first member of your family to bring home a salary. (Roughly 3 billion people live like this today.)
Levels Group Activity – Level Two Reflection

As a group, answer the following questions and be prepared to share your answers with the class:

- How did this make you feel?
- What emotions could you identify?
- If you were living at Level 2, what would be your priorities?.... motivations?
- How would you try to double your income and move to Level 3?
- What technology would you desire to obtain?
LEVEL 3. Wow! You did it! You work multiple jobs, 16 hours a day, seven days a week, and manage to quadruple your income again, to $16 a day. Your savings are impressive and you install a cold-water tap. No more fetching water. With a stable electric line the kids’ homework improves and you can buy a fridge that lets you store food and serve different dishes each day. You save to buy a motorcycle, which means you can travel to a better-paying job at a factory in town. Unfortunately you crash on your way there one day and you have to use money you had saved for your children’s education to pay the medical bills. You recover, and thanks to your savings you are not thrown back a level. Two of your children start high school. If they manage to finish, they will be able to get better-paying jobs than you have ever had. To celebrate, you take the whole family on its first-ever vacation, one afternoon to the beach, just for fun. (Roughly 2 billion people live like this today.)
**Levels Group Activity – Level Three Reflection**

As a group, answer the following questions and be prepared to share your answers with the class:

- How did this make you feel?
- What emotions could you identify?
- You might be living at Level 3, what would be your priorities? .... motivations?
- How would you try to double your income and move to Level 4?
- What technology would you desire to obtain?
LEVEL 4. You have more than $64 a day. You are a rich consumer and three more dollars a day makes very little difference to your everyday life. That’s why you think three dollars, which can change the life of someone living in extreme poverty, is not a lot of money. You have more than twelve years of education and you have been on an airplane on vacation. You can eat out once a month and you can buy a car. Of course you have hot and cold water indoors.

But you know about this level already. Since you are reading this book, I’m pretty sure you live on Level 4. I don’t have to describe it for you to understand. The difficulty, when you have always known this high level of income, is to understand the huge differences between the other three levels. People on Level 4 must struggle hard not to misunderstand the reality of the other 6 billion people in the world. (Roughly 1 billion people live like this today.)

I’ve described the progress up the levels as if one person managed to move through several levels. That is very unusual. Often it takes several generations for a family to move from Level 1 to Level 4. I hope though that you now have a clearer picture of life on each level. Different levels require that different things be done.
Levels Group Activity – Level FOUR Reflection

As a group, answer the following questions and be prepared to share your answers with the class:

- How did this make you feel?
- What emotions could you identify?
- YOU ARE living at Level 4, what are your priorities? .... motivations?
- How can you help those at Levels 1 & 2?
LIFE ON THE FOUR INCOME LEVELS

LEVEL 1
- Drinking Water
- Transportation
- Cooking
- Eating
- Sleeping

LEVEL 2
- Clean Water
- Public Transportation
- Efficient Cooking
- Balanced Diet
- Comfortable Bed

LEVEL 3
- Safe Drinking Water
- Personal Transportation
- Modern Cooking
- Healthy Diet
- Soft Bed

LEVEL 4
- Pure Water
- Private Transportation
- High Efficiency Cooking
- Nutritious Diet
- Luxury Bed

PEOPLE BY REGION AND INCOME

2017
- Number of people in different regions
- Each figure is one billion people

LEVEL 1
- Number of people on different income levels colored by region
- Each cube is 100 million people

Assuming that current trends continue, this is what the world might look like in 2040.

2040
- The world population in billions of people
- Source: Gapminder[1, 2]
TEN REMINDERS
Reminder #1 – Always remember this picture
Culture is the shared assumptions, values, and beliefs of a group of people which result in characteristic behaviors. (Storti, 1999)
Reminder #3 - Always remember your “Individual Culture Exercise” & your Hot Buttons
Reminder #4

To effectively address Global Challenges we must first understand those of the society who we are trying to influence ...
Ambiguity and Empathy

Please do not forget Jane’s parable...

Reminder #5
United States in comparison with Colombia and Germany

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<th>Category</th>
<th>United States</th>
<th>Colombia</th>
<th>Germany</th>
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<tr>
<td>Indulgence</td>
<td>68</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

- United States
- Colombia
- Germany
Reminder #7

Worldwide Education

- 758 Million illiterate adults (63% are women)
- According to UNESCO, of the 110 Million children out of school in developing nations, 60 percent are girls... More than 20 Countries do not provide females the right to education
- https://youtu.be/FN5cmmEAhOY

- If a mother can read – it increases the likelihood of their child living beyond age 5 by 50%
“Course Highlights”

Intercultural Development Inventory (IDI)

Gender in Society

Tattoos and Clothing

Defining American Culture

Levels Activity

Reminder #8

S.M.I.L.E

- Stealth
- Mode
- Instructional
- Learning
- Environment
Intercultural Development Continuum: Primary Orientations

**Monocultural Mindset**
- Denial
- Misses Difference
  - Deeply Comprehends Difference
  - Bridges across Difference
  - Acceptance
  - Adaptation

**Intercultural Mindset**
- De-emphasizes Difference
- Judges Difference
- Deeply Comprehends Difference

Modified from the Developmental Model of Intercultural Sensitivity (DMIS), M. Bennett, 1986
Four core intercultural competencies:

Interacting more effectively and appropriately with culturally different others’—bridging cultural gaps”—means:

- Increasing cultural and personal self awareness through reflecting on our own experiences, past and present;
- Increasing awareness of others within their own cultural and personal contexts;
- Learning to manage emotions and thoughts in the face of ambiguity, change, and challenging circumstances & people;
- Learning to shift frames, attune emotions and adapt behavior to other cultural contexts.
Reminder #10

WORLD’S PIN CODE:

2018: 1-1-1-4

2040: 1-1-2-5
PART 1 of the Major Assignment - Current Global Events (75 Points)
Week #12 – DUE to Blackboard on April 7th – Your submission must be typewritten.

Step 1: Please choose one of the following current global event topic areas:
- Climate (Environment, Water, and Energy)
- Conflict
- Politics (Brexit, Socialism, China Relations)
- Immigration
- World Health
- Poverty

Step 2: **PLEASE FIND FOUR (4) REFERENCES IN PREPARING YOUR RESPONSE

Step 3: Please provide complete answers these questions. One sentence responses are not acceptable. Typically this is a 2-4 page submission.

1. What are the salient issues raised about your chosen topic? Who among the world are most affected by this current global event (countries, societies, regions, religions, children, elderly, etc...)

2. What are your perceptions on these issues? Would you characterize the situation as potentially catastrophic? Why or why not?

3. What are the critical dividing factors across society characterized in your current global event? Why are they divisive? Are these divisive factors politically, economically, racially, or culturally driven?

4. Based on your understanding of this current global issue, how do you anticipate this situation having an impact on your future profession? If you do not believe this current global event will impact your profession, please identify those professions that will be most affected.

5. What are the key culture-related attributes of this current global event? [Hint: refer back to our culture slides and discussions] How does (your) increased global and cultural awareness affect the way that you would approach addressing these issues with others?

6. Are you motivated to find a way that you can help resolve or mitigate the impacts of this current global event? Does your future profession provide you with any opportunity to work towards resolving or improving the situation found in your chosen current global event? If so, what can you envision doing?

7. How will you describe /explain these current global events to your children, younger siblings, nieces, nephews, etc...?

8. How can advanced technologies improve the situation, as well as raise overall awareness or improve global understanding? Please provide examples.

PART 2: Individual Video Presentation will be due on Blackboard April 9th (50 Points)
Prepare a 3-4 minute video of yourself discussing your responses to questions #1, 3, 5, and 8. Upload the link to your video to designated folder on Blackboard.
### Current Event Topic Selection

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<tr>
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<tr>
<td>Climate Change</td>
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</tr>
<tr>
<td>World Health / COVID - 19</td>
<td>13</td>
</tr>
<tr>
<td>Poverty</td>
<td>7</td>
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<tr>
<td>Politics</td>
<td>5</td>
</tr>
<tr>
<td>Immigration</td>
<td>3</td>
</tr>
</tbody>
</table>
PART 1: Reflecting on the Class

What did you like most about this course?

What global current event discussed in class impacted you the most? Why?

How has your perception of the world changed as a result of this course?

Are you considering any global career opportunities? If so, what type of job and where?

How do you describe this course to your friends and family?
PART 2: Reflecting on Yourself

What was the most important thing that you learned about yourself as a result of taking the IDI?

What are some stress points of intercultural interactions you have identified for yourself that may negatively impact your communicative competence?

What are some strategies that you have decided are a good fit for you to grow professionally in intercultural competencies?

What motivates you to work on better understanding and being better understood by people from other cultures?
Questions

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