

Diversity is More than Country of Origin and Language How Do We Teach It?

NORWAY



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The Situation



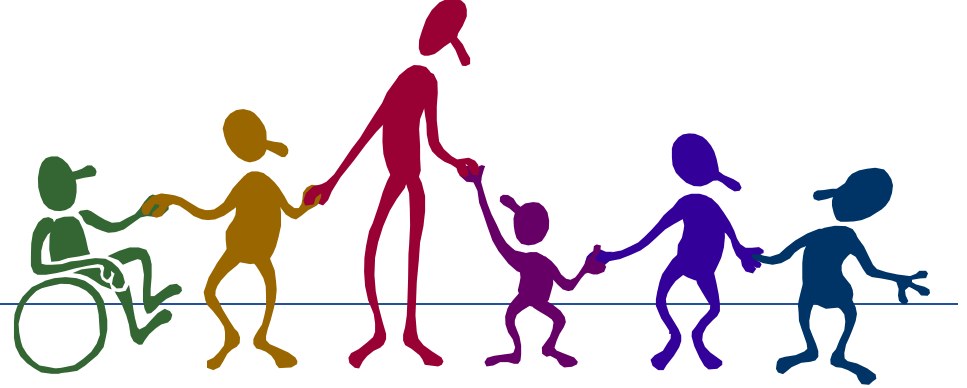
- In 2008, the Norwegian School of Hotel Management at the University of Stavanger started an International Master of Hotel and Tourism Leadership, a 2-year program
- All of the classes are taught in English, so English is the common language for *all* students
- A course in Diversity Management was planned to prepare students to manage in a heterogeneous multilingual workplace
- The current students represent more than 20 different countries and languages

Diversity

- When you hear the term “Diversity” what do you think?
- Most of us think about people from other countries, speaking different languages.



Components of Diversity



Primary

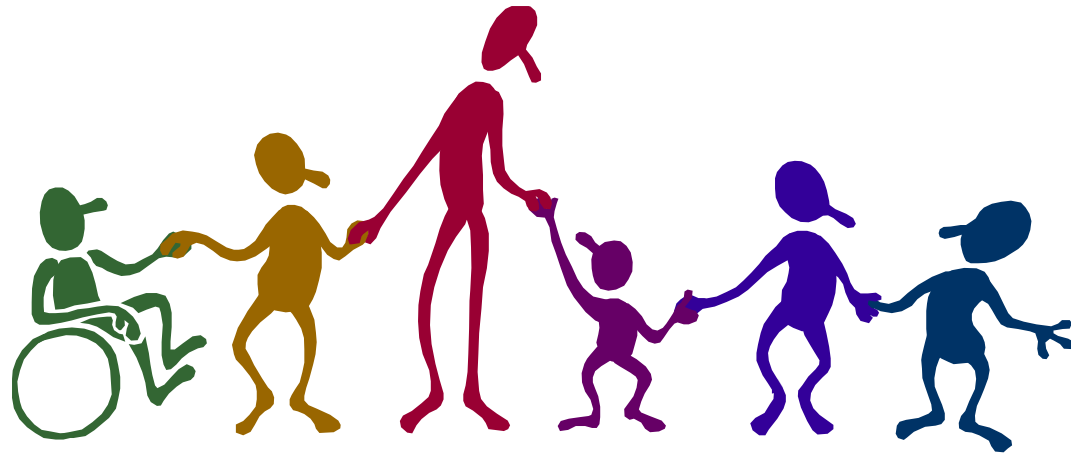
- Age
- Gender
- Country of Origin
- Ethnicity
- Native Language
- Sexual Orientation
- Personality Preference

Secondary

- Marital Status
- Work Background
- Religious Beliefs
- Disability
- Education
- Geographic location
- Learning Style
- Socioeconomic Status
- And more...



Goal of Diversity Training



Create an Awareness of Differences



The Challenge

- International Mobility of students requires a standardization of learning outcomes and a shared language (Bologna Process).
- Students from 20 different countries present both opportunities and challenges.
- The culture in these 20 different countries is very diverse (Hofstede's 5 dimensions)
 - E.g., low or high masculinity index
 - Or individualism vs. collectivism
- To embed learning content (diversity) into activities rather than lecturing (talking)



The Challenge

- Although English is the “common” language, and all of the students are “speaking the same language,” they may not necessarily be “speaking the same way,” and they may not be “hearing” the same thing.
- So a lecture on diversity components may not be interpreted and absorbed by all students equally
- Even native English speakers sometimes misunderstand each other, especially if they are from different countries

College Dorm Room in Mid-West USA



- Jim is talking to Bridget, a student from *England*
“So Bridget, are you enjoying your first few days in the U.S.?”
“Yes, but I am a bit paggered, you know. Got pissed last night”
- *Jim:* “Oh. . . . sorry . . . are you having problems with someone? Can I help?”
- *Bridget:* “Not a’tall, oh no, nothing traumatic, just farty things, you know. Nothing to have a dicky fit over.”
- *Jim:* “Ah, yeah, right.”



Jim's girlfriend, Betsy, enters the room

Betsy: "Hello."

Jim: "Hi Betsy! Hey, this is Bridget. She's from England."

Betsy: "Hi Bridget."

Bridget: "Hello. Nice to meet you. Jim and I were just having a bit of intercourse. Won't you join us?"

Betsy: You were what !!! (She storms out of the room)

Jim: (Running after her) "No, No! Betsy, that's not true! We were just talking! I swear!"

The Explanation

- In Bridget's England, for example, the phrase "*paggered*" means to be tired.
- The colloquialism "*pissed*" means to get drunk, "*farty*" refers to something insignificant, a "*dicky fit*" is an emotional outburst, and "*intercourse*" simply means to have conversation.
- *Translated* in terms Jim can understand, Bridget was tired because she had been drunk the night before, but she did not think it significant enough to complain. Upon meeting Betsy, she simply invited her into the conversation.
- This is NOT what Jim or Betsy heard!

One Solution - Experiential Learning

Tell me and I will forget.

Show me and I may remember.

Involve me and I will understand.

Chinese Proverb



Experiential Learning

- *Experiential Learning* - Learning by doing
 - the process of making meaning from direct experience
 - AKA empiric (from empirical, experiment based, doing)
- Students take the diversity course as a cohort group & function as a diverse team
- They participate in activities and integrate these activities into their schemas of their experiences, making their own meaning, i.e. the learning is embedded in the “doing”



Andragogy vs. Pedagogy

- Education is moving toward being student centered and away from teacher centered.
- In other words, the focus is on what the *student* will know and be able to do at the end of the course, rather than what the *teacher* is doing in the course.
- Course objectives articulate these outcomes in measurable ways.



Student Centered vs. Teacher Centered

- *Aristotle* has said, "For the things we have to learn before we can do them, we learn by doing them."
- *Dewey* said, "Thoughts must be applied and tested to become learned knowledge."
- Dutch researcher Hofstede refers to "culture" as the *software of the mind* and *learned patterns of thinking, feeling, acting*

Experiential Learning Theory

Built on 6 Propositions

1. Learning is best conceived as a process, not in terms of outcomes.
2. All learning is relearning.
3. Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world.
4. Learning is a holistic process of adaptation to the world
5. Learning results from synergetic transactions between the person and the environment.
6. Learning is the process of creating knowledge.



Experiential Learning Activities

- Myers Briggs Type Inventory
- Kolb Learning Style
- Johari Window
- Hofstede's Cultural Dimensions
- Conflict Management Instrument
- Weekly Reflection Activities
- Trip to Nord Hidle (island in fjords)
- Learning Journals

Survey for the 7 Learning Activities

7 point Likert Scale

- *Increased your understanding of the concept of diversity*

	<u>2009</u>	<u>2010</u>
• <i>Myers Briggs Type Inventory</i>	<u>6.45</u> *	<u>6.14</u> *
• <i>Kolb Learning Style Inventory</i>	5.27	5.18
• <i>Johari Window Exercise</i>	5.82	5.55
• <i>Hofstede's Cultural Dimensions</i>	5.45	5.41
• <i>Weekly Reflection Activities</i>	4.45	4.55
• <i>Trip in the Fjords to Nord Hidle</i>	5.27	5.09
• <i>Writing in Learning Journals</i>	4.18	4.05

* * *Indicates #1 activity for this outcome*



Survey for the 7 Learning Activities

7 point Likert Scale

- *Enhanced your sense of community or belonging with the class*

	<u>2009</u>	<u>2010</u>
• <i>Myers Briggs Type Inventory</i>	<u>6.09</u> *	5.41
• <i>Kolb Learning Style Inventory</i>	4.73	4.57
• <i>Johari Window Exercise</i>	5.82	5.72
• <i>Hofstede's Cultural Dimensions</i>	4.09	4.57
• <i>Weekly Reflection Activities</i>	4.45	3.91
• <i>Trip in the Fjords to Nord Hidle</i>	6.00	<u>6.68</u> *
• <i>Writing in Learning Journals</i>	4.55	3.50

* * Indicates #1 activity for this outcome

Survey for the 7 Learning Activities

7 point Likert Scale

Increased your knowledge of organizational and management behavior

	<u>2009</u>	<u>2010</u>
• <i>Myers Briggs Type Inventory</i>	<u>5.72*</u>	<u>5.91*</u>
• <i>Kolb Learning Style Inventory</i>	4.90	5.23
• <i>Johari Window Exercise</i>	5.18	4.86
• <i>Hofstede's Cultural Dimensions</i>	5.00	5.00
• <i>Weekly Reflection Activities</i>	5.36	4.32
• <i>Trip in the Fjords to Nord Hidle</i>	5.09	4.82
• <i>Writing in Learning Journals</i>	4.09	4.82

* * Indicates #1 activity for this outcome

Survey for the 7 Learning Activities

7 point Likert Scale

Increased your awareness of your self and your learning style

	<u>2009</u>	<u>2010</u>
• <i>Myers Briggs Type Inventory</i>	<u>6.09</u> *	5.86
• <i>Kolb Learning Style Inventory</i>	5.55	<u>6.00</u> *
• <i>Johari Window Exercise</i>	5.27	5.05
• <i>Hofstede's Cultural Dimensions</i>	4.45	4.09
• <i>Weekly Reflection Activities</i>	5.36	5.05
• <i>Trip in the Fjords to Nord Hidle</i>	5.40	4.82
• <i>Writing in Learning Journals</i>	5.00	4.23

* * *Indicates #1 activity for this outcome*



Survey for the 7 Learning Activities

7 point Likert Scale

Increased your awareness of your communication and management/leadership style

	<u>2009</u>	<u>2010</u>
• <i>Myers Briggs Type Inventory</i>	<u>5.90</u> *	<u>5.91</u> *
• <i>Kolb Learning Style Inventory</i>	5.27	5.36
• <i>Johari Window Exercise</i>	5.27	4.41
• <i>Hofstede's Cultural Dimensions</i>	4.82	4.59
• <i>Weekly Reflection Activities</i>	4.72	4.36
• <i>Trip in the Fjords to Nord Hidle</i>	4.82	5.32
• <i>Writing in Learning Journals</i>	4.09	3.64

* * *Indicates #1 activity for this outcome*

Survey for the 7 Learning Activities

7 point Likert Scale

Improved your study habits or method of study or preparation for class

	<u>2009</u>	<u>2010</u>
• <i>Myers Briggs Type Inventory</i>	5.09	4.59
• <i>Kolb Learning Style Inventory</i>	5.00	4.86
• <i>Johari Window Exercise</i>	5.09	3.73
• <i>Hofstede's Cultural Dimensions</i>	3.82	3.72
• <i>Weekly Reflection Activities</i>	<u>5.45*</u>	<u>5.09*</u>
• <i>Trip in the Fjords to Nord Hidle</i>	4.91	3.81
• <i>Writing in Learning Journals</i>	4.50	4.09

* * *Indicates #1 activity for this outcome*





Myers-Briggs Personality Type Inventory

*Caused you to make a change in your behavior.
State which behavior. _____*

- *Practice new ways of communicating with others*
- *Try my best to work better with group members*
- *Understand people have different personalities and to respect people's differences*
- *View people who are different from me in a more positive light*
- *Understand myself better and appreciate why I do the things that I do*



Kolb Learning Style Inventory

*Caused you to make a change in your behavior.
State which behavior. _____*

- *Change my learning habits, aid my weak points of learning*
- *Be more aware of the way I like to learn*
- *Consciously reflect more when I am learning new things*
- *Practice expanding my ways of learning into areas that are not always comfortable for me to make myself more flexible*



Johari Window Exercise

*Caused you to make a change in your behavior.
State which behavior. _____*

- *I have a greater sense of belonging and not alone*
- *I think of other people more positively*
- *I am able to communicate easier with others*
- *I will now communicate more with my teachers and my classmates*
- *I will act more confident knowing that others view me in a positive light*



Hofstede's Cultural Dimensions Survey

*Caused you to make a change in your behavior.
State which behavior. _____*

- *I am more tolerant of other cultural groups*
- *I will improve the way I communicate with those who are different from me*
- *I will use my greater understanding of workplace values to do a better job*
- *I know that I will seek a country with a high feminine and low masculinity index to settle in*



Weekly Reflection Activities

*Caused you to make a change in your behavior.
State which behavior. _____*

- I was surprised that a simple thing like reflection could improve my study habits and I feel better prepared for class. I will set a time to “reflect” each day.*
- I will read the assigned chapters “before” class from now on and will “reflect” on them after class*



Class Trip to Nord Hidle (island in fjords)

*Caused you to make a change in your behavior.
State which behavior. _____*

- *I am more relaxed and talkative with my classmates.*
- *I feel more confident to speak up in class now that I have a better rapport with my classmates.*
- *I have learned to enjoy new things.*
- *I am no longer embarrassed about my English and it will improve with practice.*
- *I am better able to manage my time.*



Learning Journals

*Caused you to make a change in your behavior.
State which behavior. _____*

- *I am motivated to now write other types of journals such as travel journals when traveling.*
- *I now plan before I do things*
- *I like the concept of the journal, but I see that I must put more effort into it.*
- *I remember more when I write things down, so I will continue this in all my courses.*
- *I now set aside a time to reflect and write after class.*

QUESTIONS???

