

Table 1. Stages and sub-stages in the DMIS<sup>1</sup> (Hammer & Bennett 2005, p. 17)

ETHNOCENTRIC STAGES
I. Denial of differences: ‘No difference’ <ul style="list-style-type: none"> <li>A. Isolation (Disinterest)</li> <li>B. Separation (Avoidance of interaction)</li> </ul>
II. Defense against differences: ‘Feel threatened by difference’ <ul style="list-style-type: none"> <li>A. Superiority (Favorable in-group evaluation)</li> <li>B. Denigration (unfavorable out-group evaluation)</li> <li>C. Reversal: (favorable out-group evaluation/unfavorable in-group evaluation)</li> </ul>
III. Minimization of differences: ‘Differences are superficial, basic human qualities will suffice’. <ul style="list-style-type: none"> <li>A. Physical universalism (human similarity)</li> <li>B. Transcendent universalism (universal values)</li> </ul>
ETHNORELATIVE STAGES
IV. Acceptance: ‘Respect and explore differences’ <ul style="list-style-type: none"> <li>A. Recognition of alternative cultural behavior</li> <li>B. Recognition of alternative cultural values</li> <li>C.</li> </ul>
V. Adaptation: ‘Empathize, consider and act based on other perspectives’ <ul style="list-style-type: none"> <li>A. Empathy (Cognitive frame-shifting)</li> <li>B. Pluralism (Behavioral code-shifting)</li> </ul>
VI. Integration: ‘Identity definition’ <ul style="list-style-type: none"> <li>A. Encapsulated Marginality</li> <li>B. Constructive Marginality</li> </ul>

<sup>1</sup>See also Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In M. Paige (Ed.) *Education for the intercultural experience*. (pp. 21-71). Yarmouth, ME: Intercultural Press.

Table . <sup>2</sup>Developmental Tasks and Interventions for the DMIS Stages

<b><i>Ethnocentric Orientations</i></b>	
<b>Denial</b>	<p><u>Developmental tasks:</u> To recognize cultural differences that are escaping one's notice.</p> <p><u>Interventions to increase intercultural sensitivity and competence:</u></p> <ul style="list-style-type: none"> <li>• Helping to recognize the existence of cultural differences – cultural awareness activities</li> <li>• Embed differences in non-threatening contexts</li> <li>• Must be approached with sensitivity due to possibility of retreating to isolation</li> <li>• Lectures on history, culture, political topics</li> </ul>
<b>Defense</b>	<p><u>Developmental tasks:</u> To become more tolerant of differences and to recognize the basic commonalities among people of different cultures.</p> <p><u>Interventions to increase intercultural sensitivity and competence:</u></p> <ul style="list-style-type: none"> <li>• Facilitating activities where emphasis is placed on the commonalities of cultures</li> <li>• Assisting individuals in recognizing the common “good” cultures share</li> <li>• Avoid culture contrast at this stage</li> <li>• Allow structured opportunities to share concerns</li> <li>• Promote cooperative activities</li> </ul>
<b>Reversal</b>	<p><u>Developmental tasks:</u> To become more tolerant of one's own culture and to recognize that other cultures, like one's own, have a mix of good and bad elements.</p>
<b>Minimization</b>	<p><u>Developmental tasks:</u> To learn more about one's own culture and to avoid projecting that culture onto other people's experience.</p> <p><u>Interventions to increase intercultural sensitivity and competence:</u></p>

<sup>2</sup> Derived from Bennett, M. J. (1993). Towards a Developmental Model of Intercultural Sensitivity. In R. M. Paige (Ed.), *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press. Also, it refer sto Bennett, J. M. (1993). Cultural Marginality: Identity issues in intercultural training. In R. M. Paige (Ed.), *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press.

	<ul style="list-style-type: none"> <li>• Providing opportunities to understand definitions of culture, race, ethnicity, stereotypes, and generalizations</li> <li>• Gaining general cultural knowledge but still avoiding the excessive contrast of cultures</li> <li>• Helping individuals understand their own cultures, including values and beliefs, through discussions, exercises, and other methods of discovery</li> <li>• Understanding the privilege of dominant groups</li> <li>• Structured activities to promote difference-seeking</li> <li>• Build on positive affect to motivate further exploration</li> <li>• Use members of other cultures as resource persons</li> </ul>
<b><i>Ethnorelative Orientations</i></b>	
<b>Acceptance</b>	<p><u>Developmental tasks:</u> To link knowledge about one’s own and other cultures to the skill of “shifting perspective” – looking at the world through the lens of a different worldview while maintaining one’s own commitments to values.</p> <p><u>Interventions to increase intercultural sensitivity and competence:</u></p> <ul style="list-style-type: none"> <li>• Provide more complex subject matter that addresses cultural contrast that include value analysis</li> <li>• Make cultural difference a focus while deepening cultural self-awareness</li> <li>• Prepare learners for cultural frame-of-reference shifting</li> <li>• Build on enthusiasm for “difference-seeking” to promote examination of more profound contrasts</li> <li>• Provide guided experiential learning opportunities such as simulations and role playing that require intercultural empathy</li> </ul>
<b>Adaptation: Cognitive Frame-Shifting</b>  <b>Behavioral Code-Shifting</b>	<p><u>Developmental tasks:</u> To link one’s own cognitive ability to other aspects of one’s behavior, with the goal of generating “natural” behavior in more than one cultural context.</p> <p><u>Developmental Tasks:</u> To deal with the identity issues associated with the “chameleon effect” that may accompany one’s cultural flexibility.</p> <p><u>Interventions to increase intercultural sensitivity and competence:</u></p> <ul style="list-style-type: none"> <li>• Opportunities for interaction with other-culture partners</li> <li>• Facilitated multicultural group discussions</li> <li>• Training in the practice of empathy</li> <li>• Activities that relate to real-life situations</li> <li>• Facilitate opportunities for learners to practice behavior in known cultures</li> </ul>
<b>Encapsulated Marginality</b>	<p><u>Developmental tasks:</u> To see oneself less as a victim of cultural confusion and more as a conscious constructor of multiple cultural experiences.</p> <p><u>Interventions to increase intercultural sensitivity and competence:</u></p> <ul style="list-style-type: none"> <li>• Promote a view of self-as-process (choice making)</li> <li>• Encourage commitments and boundary setting</li> <li>• Discuss strategies for cultural identity construction</li> <li>• Continue to provide opportunities where individuals continue to learn</li> </ul>

