



INTERCULTURAL
DEVELOPMENT
INVENTORY

Intercultural Development Inventory v.3 (IDI)

ORGANIZATION

INDIVIDUAL PROFILE REPORT

Prepared for:

Susan

Prepared by:

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For information or ordering the
IDI, contact:

www.idiinventory.com

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Introduction

Success in the 21st century in our corporations and nonprofit organizations demands the *development of intercultural competence*. Intercultural competence spans both international and domestic workplace contexts and is essential for leaders and staff in our organizations.

A Profile Specific to Your Experience

Your IDI Individual Profile Report provides valuable information about your own *orientations toward cultural difference and commonality*. Please be assured that the Intercultural Development Inventory (IDI) is a cross-culturally valid and reliable assessment of intercultural competence. It is developed using rigorous psychometric protocols with over 5,000 respondents from a wide range of cultures. Further, “back translation” procedures were followed in accurately translating the IDI into a number of languages.

The IDI Individual Profile can help you reflect on your experiences around cultural differences and similarities. As you review your IDI profile results, consider past situations in which you attempted to make sense of cultural differences and similarities. Re-framing your understanding of *past events* in this way can help you uncover assumptions that may have guided your actions in these situations. In addition, you may wish to focus on a situation or challenge you are *currently facing* in which cultural differences and similarities have emerged. In the workplace, these challenges can range from changing community demographics, achieving organizational profit or human resource goals, creating a diverse and inclusive work environment, globalizing your organization’s service or product offerings, maintaining safety within all global operations, facilitating successful mergers and acquisitions, selecting and preparing expatriates for international assignments, and global leadership development. As an individual, cross-cultural challenges in the workplace can arise around manager-employee relations, developing cooperative relations with other key executives, motivating others toward increased effectiveness and efficiency in achieving identified goals, and successful leadership of a diverse workforce. Your IDI Profile results can help you proactively address these and other concerns as well as increase your cultural “self-awareness” of your own, unique experiences around cultural differences and commonalities. As you reflect on your IDI Group Profile results, consider the following:

- 🌍 Did you respond to each of the statements in the IDI honestly? If so, then the IDI profile will be an accurate indicator of your approach for dealing with cultural differences.
- 🌍 Did you think about your culture group and other cultures with which you have had the most experience when responding to the IDI? For example, if you thought of some idealized “other culture” with which you have had little experience, then you might consider re-taking the IDI.
- 🌍 Have you had or are currently experiencing a significant professional or personal transitional experience (e.g., moving to another country, traumatic event)? If so, in some cases, your responses to the IDI may reflect your struggle with this transitional situation rather than your more stable orientation toward cultural differences. If this is the case, you may consider re-taking the IDI at a later date.

Intercultural Development Continuum

Intercultural competence is *the capability to accurately understand and adapt behavior to cultural difference and commonality*. Intercultural competence reflects the degree to which cultural differences and commonalities in values, expectations, beliefs, and practices are effectively bridged, an inclusive environment is achieved, and specific differences that exist in your organization are addressed from a “mutual adaptation” perspective.

People are not alike in their capabilities to recognize and effectively respond to cultural differences and commonalities. The intercultural development continuum (figure 1 below), adapted from the Developmental Model of Intercultural Sensitivity originally proposed by Dr. Milton Bennett, identifies specific orientations that range from more monocultural to more intercultural or global mindsets.

This continuum indicates that individuals who have a more intercultural mindset have a greater capability for responding effectively to cultural differences and recognizing and building upon true commonalities. That is, your success in achieving workplace goals is better served when you are able to more deeply understand culturally learned differences, recognize commonalities between yourself and others, and act on this increased insight in culturally appropriate ways that facilitate performance, learning and personal growth among diverse groups.

Monocultural Mindsets

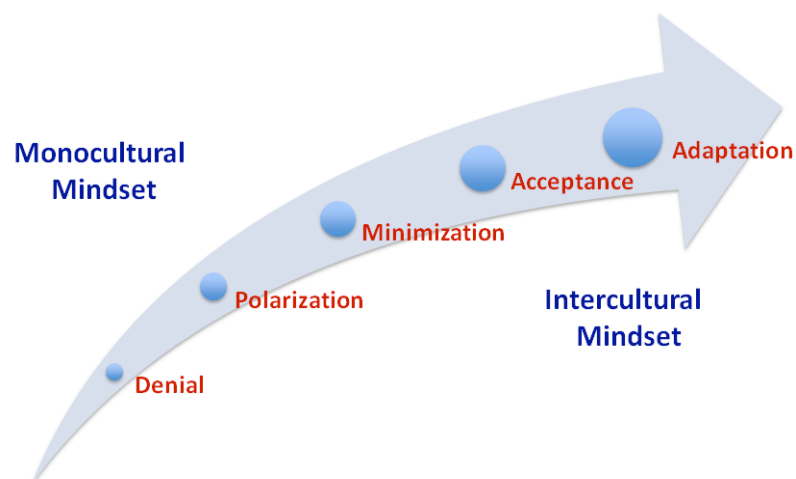
- ✎ Makes sense of cultural differences and commonalities based on one’s own cultural values and practices
- ✎ Uses broad stereotypes to identify cultural difference
- ✎ Supports less complex perceptions and experiences of cultural difference and commonality

Intercultural/Global Mindsets

- ✎ Makes sense of cultural differences and commonalities based on one’s own *and* other culture’s values and practices
- ✎ Uses cultural generalizations to recognize cultural difference
- ✎ Supports more complex perceptions and experiences of cultural difference and commonality

The specific competence orientations identified in the developmental continuum are Denial, Polarization (Defense & Reversal), Minimization, Acceptance, and Adaptation (figure 1). The IDI also measures Cultural Disengagement as a separate dimension. Cultural Disengagement is not a dimension of intercultural competence along the continuum. Nevertheless, it is an important aspect of how people relate to their own culture group and other cultures.

Intercultural Development Continuum



SUMMARY ORIENTATION DESCRIPTIONS

Denial	<i>An orientation that likely recognizes more observable cultural differences (e.g., food) but may not notice deeper cultural difference (e.g., conflict resolution styles) and may avoid or withdraw from cultural differences.</i>
Polarization	<i>A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of:</i>
Defense	<i>An uncritical view toward one’s own cultural values and practices and an overly critical view toward other cultural values and practices.</i>
Reversal	<i>An overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values and practices.</i>
Minimization	<i>An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.</i>
Acceptance	<i>An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.</i>
Adaptation	<i>An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.</i>
Cultural Disengagement	<i>A sense of disconnection or detachment from a primary cultural group.</i>

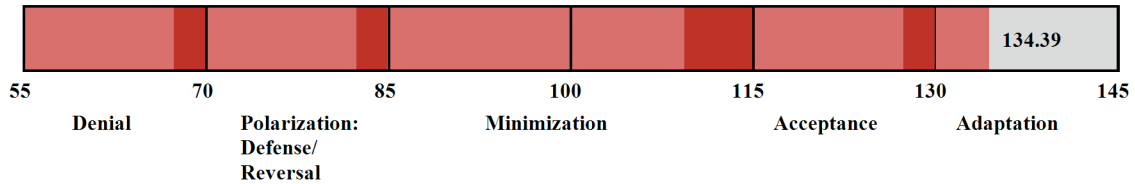
How to Interpret the IDI Profile

The IDI Profile presents information about how you make sense of and respond to cultural differences and commonalities. In addition to demographic and statistical summaries, the IDI profile presents the following information:

- ✦ **Perceived Orientation (PO)**: Your Perceived Orientation (PO) reflects where you *place yourself* along the intercultural development continuum. Your Perceived Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
- ✦ **Developmental Orientation (DO)**: The Developmental Orientation (DO) indicates your primary orientation toward cultural differences and commonalities along the continuum *as assessed by the IDI*. The DO is the perspective you most likely use in those situations where cultural differences and commonalities need to be bridged. Your Developmental Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.
- ✦ **Orientation Gap (OG)**: The Orientation Gap (OG) is the difference along the continuum between your Perceived Orientation and Developmental Orientation. A gap score of *seven points or higher* indicates a meaningful difference between the Perceived Orientation and the assessed Developmental Orientation. The larger the gap, the more likely you may be “surprised” by the discrepancy between your Perceived Orientation score and Developmental Orientation score.
 - A Perceived Orientation score that is seven points or higher than the Developmental Orientation score indicates an *overestimation* of your intercultural competence.
 - A Developmental Orientation score that is seven points or higher than the Perceived Orientation score indicates an *underestimation* of your intercultural competence.
- ✦ **Trailing Orientations (TO)**: *Trailing orientations* are those orientations that are “in back of” your Developmental Orientation (DO) on the intercultural continuum *that are not “resolved”*. When an earlier orientation is not resolved, this “trailing” perspective may be used to make sense of cultural differences at particular times, around certain topics, or in specific situations. Trailing Orientations, when they arise, tend to “pull you back” from your Developmental Orientation for dealing with cultural differences and commonalities. The IDI identifies the *level of resolution* you have attained regarding possible Trailing Orientations.
- ✦ **Leading Orientations (LO)**: *Leading Orientations* are those orientations that are immediately “in front” of your Developmental Orientation (DO). A Leading Orientation is the next step to take in further development of intercultural competence. For example, if your Developmental Orientation is Minimization, then your Leading Orientations (LO) would be Acceptance and Adaptation.
- ✦ **Cultural Disengagement (CD)**: The *Cultural Disengagement* score indicates how connected or disconnected you feel toward your own cultural community. Cultural Disengagement is *not* a dimension of intercultural competence along the developmental continuum. Rather, it is a separate dimension of how disconnected or detached people feel toward their own cultural group.

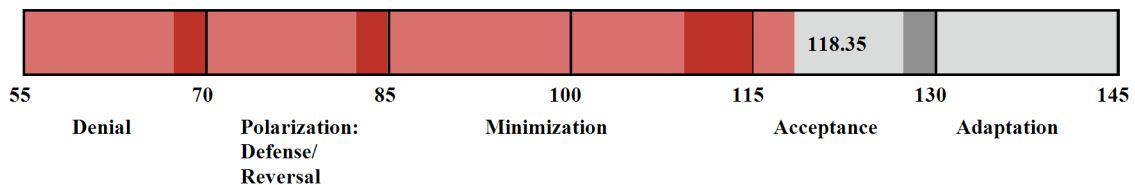
IDI Individual Profile

Perceived Orientation (PO)



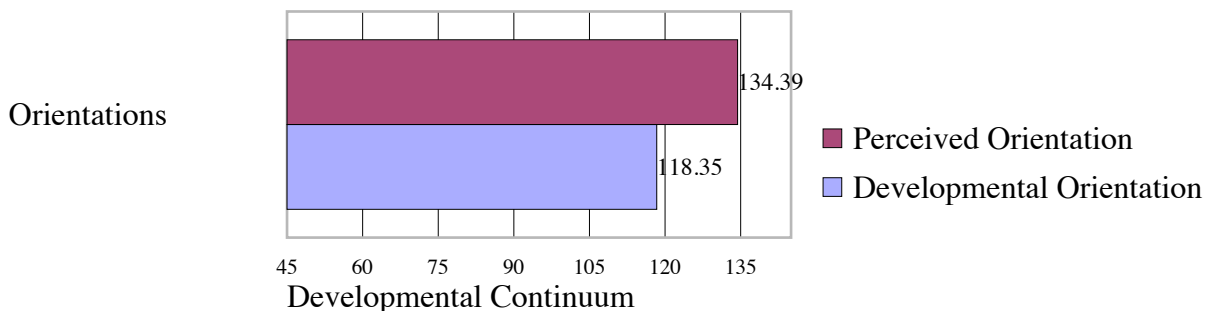
Your **Perceived Orientation Score** indicates that you rate your own capability in understanding and appropriately adapting to cultural differences within Adaptation, reflecting a capability to deeply understand, shift cultural perspective, and adapt behavior across cultural differences and commonalities. This capability may be reflective of individuals and groups who are bi-cultural in their experiences.

Developmental Orientation (DO)



Your **Developmental Orientation Score** indicates that your primary orientation toward cultural differences is within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions and behaviors.

Orientation Gap (OG)



The **Orientation Gap** between your Perceived Orientation score and Developmental Orientation score is 16.04 points. A gap score of 7 points or higher can be considered a meaningful difference between where you perceive “you are” on the developmental continuum and where the IDI places your level of intercultural competence.

A Perceived Orientation score that is 7 or more points higher than the Developmental Orientation score indicates you have overestimated your level of intercultural competence. A DO score that is 7 points or more than the PO score indicates that you have underestimated your intercultural competence. **You overestimate your level of intercultural competence and may be surprised your DO score is not higher.**

An Organization Example

Assume “Mary” is a manager of a diverse work team and her Developmental Orientation is within Acceptance. She is likely able to describe a number of strategies she is using to make sure “everyone has the opportunity to contribute to the accomplishment of our goals”. Her Developmental Orientation of Acceptance suggests she is likely attending to how cultural differences and commonalities need to be recognized within the group in order to accomplish team goals. However, her blind spot focuses on how to identify and implement effective adaptations within the group so that all members can fully contribute. For instance, Mary may observe that a number of her team members “are not participating in the same way other team members participate in brainstorming sessions”. In fact, Mary may well sense that there are different “culturally learned” ways her staff engage in verbal dialogue. However, Mary may likely experience difficulties in identifying creative, mutually adaptive strategies for leading these sessions that result in full contributions from her culturally diverse team. In this instance, Mary may be challenged to engage in adaptation strategies around cultural differences in order to achieve team objectives and more effectively manage her team.

Trailing Orientations

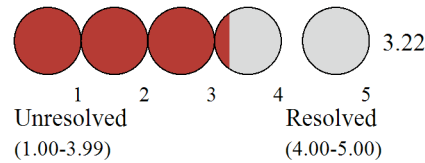
Trailing Orientations are those orientations that are “in back of” your Developmental Orientation (DO) on the intercultural continuum that are not “resolved”. When an earlier orientation is not resolved, this “trailing” perspective may be used to make sense of cultural differences at particular times, around certain topics, or in specific situations.

Trailing Orientations essentially represent alternative “currents” that flow through your varied experiences with cultural differences and commonalities. Not everyone has “trailing orientations”. However, when individuals have Trailing Orientations, they may respond to a specific situation from the perspective of this “earlier” orientation rather than the Developmental Orientation or mindset that characterizes their predominant way of dealing with cultural difference challenges. When this happens, there may be a sense at times of “going two steps forward and one step back.” When individuals have trailing orientations, it is not uncommon for “progress” in building intercultural competence to have a “back and forth” quality in an organization, when these earlier orientations arise. As you begin to “move past” or resolve the trailing orientations, a more consistent sense of progress and “shared focus” emerges.

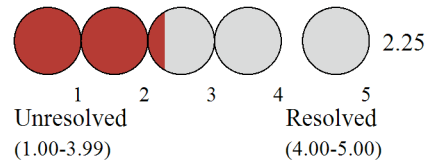
Below are graphs for each of the orientations that come before your Developmental Orientation *that remain unresolved*. That is, scores of less than 4.00 indicate a Trailing Orientation for you because they are not “resolved”.

Trailing or secondary orientations for you are

Minimization Trailing Orientation

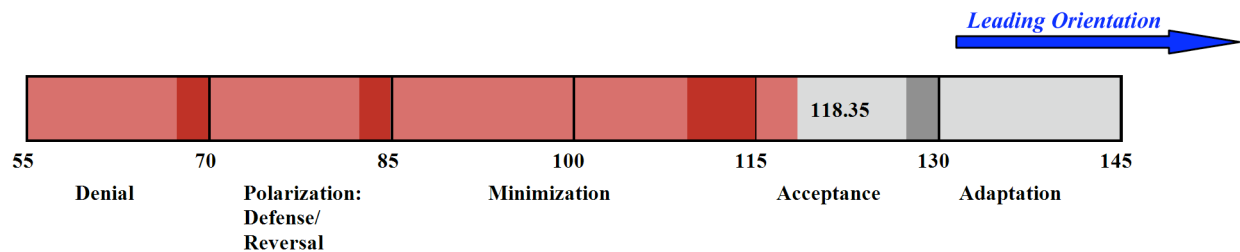


• Universalism Trailing Orientation



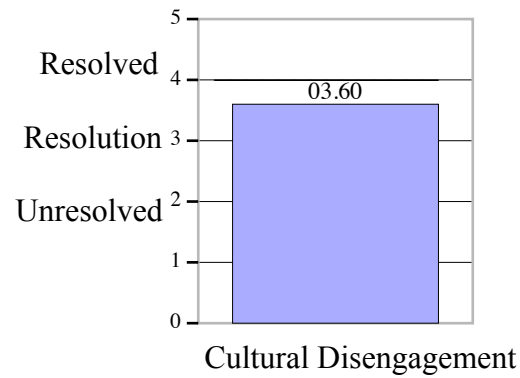
As a Trailing Orientation, there are certain times, topics or situations that Minimization may arise (an orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences). This can take one of two forms: (1) highlighting commonality that masks equal recognition of cultural differences due to less cultural self-awareness, more commonly experienced among dominant group members within a cultural community, or (2) highlighting commonalities that masks recognition of cultural differences that functions as a strategy for navigating values and practices largely determined by the dominant culture group, more commonly experienced among non-dominant group members within a larger cultural community.

Leading Orientations



Leading Orientations are the orientations immediately “in front” of your primary (developmental) orientation. The Leading Orientations for you are **Adaptation**. Adaptation is focused on both increasing capability to shift deeply into one or more cultural perspectives and to appropriately adapt behavior when in other cultural communities.

Cultural Disengagement



Cultural Disengagement is a sense of disconnection or detachment from one's cultural group. Scores of less than 4.00 indicate you are not "resolved" and may be experiencing to some degree a lack of involvement in core aspects of being a member of a cultural community. Overall, your Cultural Disengagement score is 3.6, indicating you are Unresolved.

IDI Individual Profile

Demographic Information

1. First (Given) Name **Last (Family) Name** **Identification Number**
Susan

2. Gender
Female

3. Age category:
51-60

4. Total amount of time you have lived in another country:
3-5 years

5. Education level (completed):
Post Secondary (university) graduate

6. In what world region did you primarily live during your formative years to age 18 (please select one):
North America

7. Are you a member of an ethnic minority in your country?
No

8. Country of citizenship (passport country). Indicate the country that you consider your primary country of citizenship.
UNITED STATES

9. Current position in your organization:
Upper management (vice president or higher)

10. Name of organization

11. General organizational sector:
Educational organization

12. Specific occupational sector of the organization:
Education

13. Percentage of customers or clients who are international and from minority (underrepresented) populations:
76-100%

14. Number of full-time managers and employees (staff):

1,001-10,000 full-time staff

15. Percentage of managers and employees (staff) in your organization who are from minority (underrepresented) populations:

0-10%

16. Percentage of managers and employees (staff) in your organization who are from other countries (i.e., international visa holders):

0-10%

Contexting Questions Summary (if completed)

What is your background (e.g., nationality, ethnicity) around cultural differences?

I am a white American female from Mesa, Arizona, a suburb of Phoenix. I grew up with little cultural diversity and my school was pretty much all white. I learned about real cultural differences when I joined the Peace Corp after college. I spent two years in Chang Rei, Thailand, near the Burmese border. I helped the local community with water purification mostly.

What is most challenging for you in working with people from other cultures (e.g., nationality, ethnicity)?

I found most interesting, the cultural differences in how children are raised and how people in a community in Thailand relate to one another to be very different from what I learned when I grew up in Mesa. I do not believe in cultural relativity when you know some people are violating basic human values. We cannot say “Pol Pot” is cultural anymore than we could say Sadaam Hussein is cultural Both men were evil dictators who were responsible for the genocide of so many, many people. I think there are some core values and needs, like Maslow, that transcend culture. There is something in all religions about the value of human life, peace and justice.

What are key goals, responsibilities or tasks you and/or your team have, if any, in which cultural differences need to be successfully navigated?

I am Assistant Supervisor of education for the Acme school district in our city. I am responsible for providing educational leadership to our school administrators (and some faculty) in fulfilling state guidelines and mandates. I am also the chair of our district Diversity and Inclusion committee. Our district has changed from a predominately European American student base to 60% people of color, although our administrators and faculty are still 90% white.

Please give examples of situations you were personally involved with or observed where cultural differences needed to be addressed within your organization, and:

The situation ended negatively—that is, was not successfully resolved. Please describe where and when the situation took place, who was involved (please do not use actual names), what happened and the final result.

We have some real problems when our teachers and principals and assistant principals have to deal with parents of students who are not achieving; particularly when the student and parent are culturally different from our white administrators and faculty. We seem to not be able to work as well as we would like with African American parents and also, Vietnamese and Somali parents. We try to be fair with everyone, but some of the parents simply do not come to the parent teacher

meetings, and others come with a real chip on their shoulder, and armed for argument. It demoralizes our teachers and obviously is not a positive experience for the student or his/her parents.

The situation ended positively—that is, was successfully resolved. Please describe where and when the situation took place, who was involved (please do not use actual names), what happened and the final result.

We brought in a Japanese drum group for an assembly. They were very energetic and the students seemed to really like the way they played and the rhythms they created.

Please write a brief description of your participation

N/A

Did you and/or your team achieve specific outcomes or goal accomplishments that were influenced by or resulted from your participation in this program? If so, please describe.

N/A

Did you and/or your team achieve other (e.g., unplanned, unintended) outcomes that were influenced by or resulted from your participation in this program? If so, please describe.

N/A