



**INTERCULTURAL  
DEVELOPMENT  
INVENTORY**

# **Intercultural Development Inventory v.3 (IDI)**

## **EDUCATION**

## **INDIVIDUAL PROFILE REPORT**

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IDI, contact:  
[www.idiinventory.com](http://www.idiinventory.com)

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## Introduction

Success in the 21<sup>st</sup> century in our educational institutions demands the *development of intercultural competence*. Intercultural competence spans both international and domestic educational contexts and is essential for students, faculty, staff and administrators as well as society at large.

### 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 education, these challenges can range from changing community demographics, achieving local or national educational learning objectives, graduation rates, curriculum relevancy, as well as school violence concerns. As an individual working or studying in an educational institution, cross-cultural challenges can arise around teacher-student and teacher-parent interaction, improving community relations, motivating students (or oneself) toward increased learning, discipline orientations, and effective classroom management. Your IDI Profile results can help you proactively address these and other concerns as well as increase your own cultural “self-awareness” of your own, unique experiences around cultural differences and commonalities. As you reflect on your IDI Individual 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 learning environment is achieved, and specific differences that exist in your institution 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 educational 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 learning and personal growth among diverse groups.

### Monocultural Mindsets

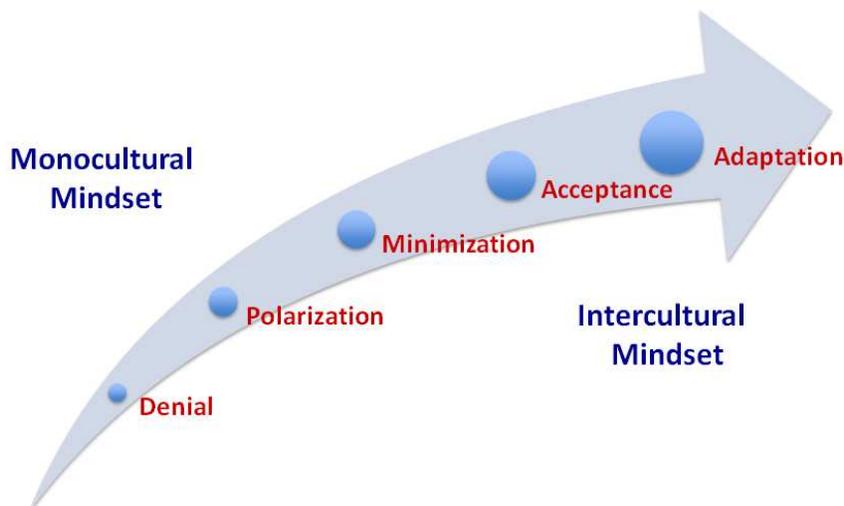
- ✎ Makes sense of cultural differences and commonalities based on one’s own cultural values and practices
- ✎ Uses broad stereotypes to identify cultural difference
- ✎ Supports less complex perceptions and experiences of cultural difference and commonality

### 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

<b>Denial</b>	<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>
<b>Polarization</b>	<i>A judgmental orientation that views cultural differences in terms of “us” and “them”. This can take the form of:</i>
<b>Defense</b>	<i>An uncritical view toward one’s own cultural values and practices and an overly critical view toward other cultural values and practices.</i>
<b>Reversal</b>	<i>An overly critical orientation toward one’s own cultural values and practices and an uncritical view toward other cultural values and practices.</i>
<b>Minimization</b>	<i>An orientation that highlights cultural commonality and universal values and principles that may also mask deeper recognition and appreciation of cultural differences.</i>
<b>Acceptance</b>	<i>An orientation that recognizes and appreciates patterns of cultural difference and commonality in one’s own and other cultures.</i>
<b>Adaptation</b>	<i>An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.</i>
<b>Cultural Disengagement</b>	<i>A sense of disconnection or detachment from a primary cultural group.</i>

## How to Interpret the IDI Profile

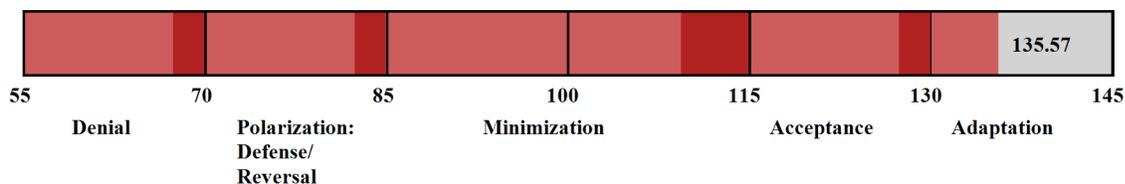
The IDI Profile presents information about how you make sense of and respond to cultural differences and commonalities. In addition to demographic and statistical summaries, the IDI profile presents the following information:

- ✚ **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.

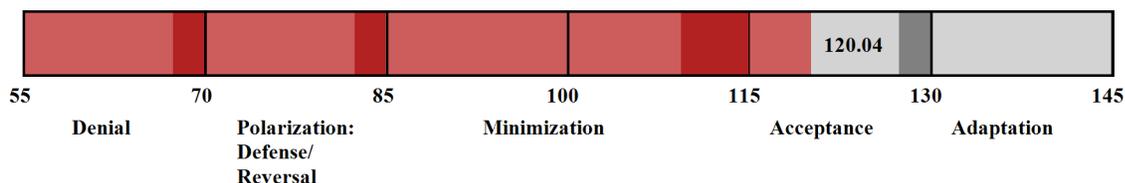
## IDI Individual Profile

### Perceived Orientation (PO)



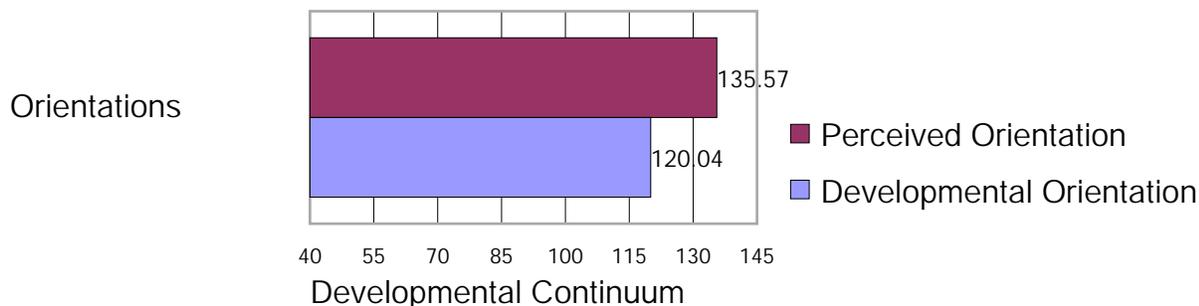
Your Perceived Orientation Score indicates that you rate your own capability in understanding and appropriately adapting to cultural differences within Adaptation, reflecting a capability to deeply understand, shift cultural perspective, and adapt behavior across cultural differences and commonalities. 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 15.53 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 Education Example

Assume “Ellen” is a teacher in a multicultural, secondary (high school) and her Developmental Orientation is at Acceptance. It is likely that her (Acceptance level) efforts at building cross-cultural understanding and awareness within the school environment across diverse administrators, faculty, staff and students are generally effective as she is able to both recognize commonalities across diverse groups and also values cultural differences. Further, she is likely developing a generally accurate sense of what it means to create an inclusive, multicultural school environment. Ellen likely is open to using a variety of teaching strategies that are based on a recognition that students often participate in class discussions and learn through different methods depending on the cultural frameworks they have gained from their cultural community. Her developmental orientation has a “blind spot” insofar as she may be challenged to identify and implement specific adaptive teaching strategies that facilitate cross-cultural learning. Ellen may have a sense that there are different, culturally learned ways students participate in classroom discussions. However, she may have difficulty in developing creative, mutually adaptive teaching and learning approaches.

### Trailing Orientations

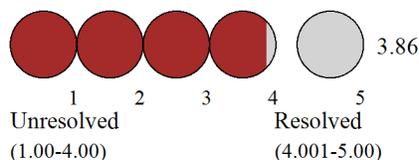
Trailing Orientations are those orientations that are “in back of” your Developmental Orientation (DO) on the intercultural continuum that are not “resolved”. When an earlier orientation is not resolved, this “trailing” perspective may be used to make sense of cultural differences at particular times,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

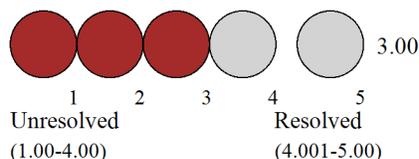
Below are graphs for each of the orientations that come before your Developmental Orientation that remain unresolved. That is, scores of less than 4.00 indicate a Trailing Orientation for you because they are not “resolved”.

Trailing or secondary orientations for you are

#### Denial Trailing Orientation

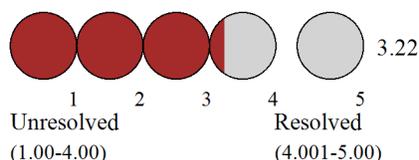


#### • Disinterest in Culture Difference Trailing Orientation

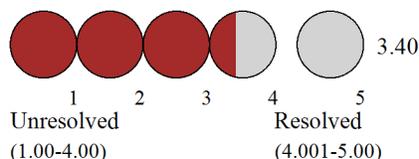


As a Trailing Orientation, there are certain times, topics or situations that Denial may arise (an orientation that likely recognizes more observable cultural differences (e.g., food) but may not notice deeper cultural difference (e.g., conflict resolution styles) and/or avoid or withdraw from cultural differences).

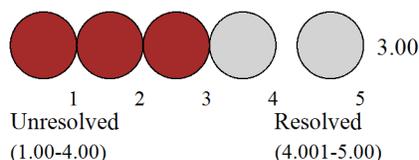
#### Minimization Trailing Orientation



#### • Similarity Trailing Orientation



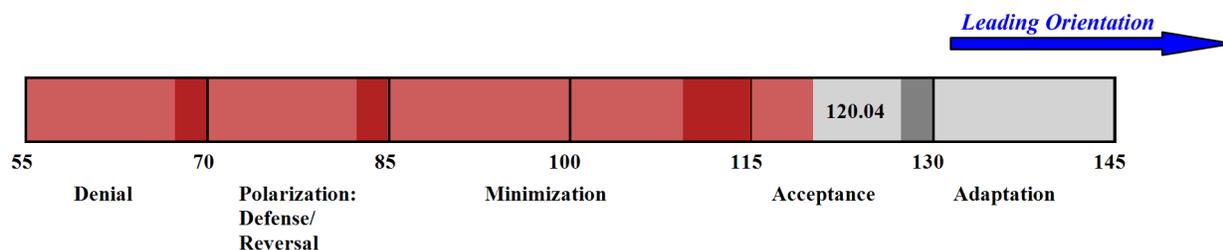
#### • Universalism Trailing Orientation



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

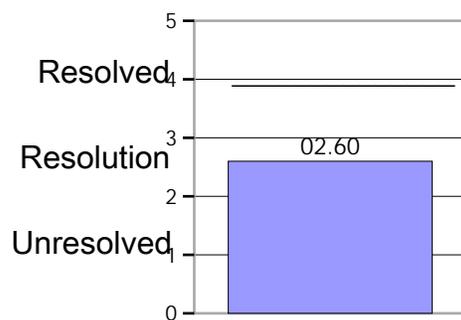
dominant culture group, more commonly experienced among non-dominant group members within a larger cultural community.

### 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

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 2.60, indicating you are Unresolved.

## IDI Individual Profile

### Demographic Information

1. First (Given) Name      Last (Family) Name      Identification Number  
Jared                              Purcell

2. Gender  
Male

3. Age category:  
22-30

4. Total amount of time you have lived in another country:  
1-2 years

5. Education level (completed):  
M.A. degree or equivalent graduate degree

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 educational institution:  
Student

10. Name of educational institution  
George Mason University

11. Kind of educational institution:  
Four or more year post secondary (college, university)

12. Type of educational institution:

Public (non religious) school

13. Percentage of students who are international (visa holder) and minority (underrepresented) populations:

11-25%

14. Number of full-time administrators, teachers and support personnel in your educational institution:

1,001-10,000 full-time staff

15. Percentage of administrators, teachers and support personnel (staff) in your organization who are from minority (underrepresented) populations:

I am not able to give a general estimate

16. Percentage of administrators, teachers and support personnel (staff) in your organization who are from other countries (i.e., international visa holders):

I am not able to give a general estimate

## Contexting Questions Summary (if completed)

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

I am a US citizen, primarily of irish genetic descent, and a germanic household.

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

Gender relationships, if there are any present. I often judge a culture based on the superficial male to female relationships. Whereas I am not opposed to gender roles, I am opposed to oppression based on phenotypic differences.

If I must make any observation, is is that one.

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 grew up in a very race-judgemental household. Although I have surpassed this, I feel that if I am in distress, my roots reappear in my mind, but never in action.

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.

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.