



## Intercultural Development Inventory (IDI)

### Sample Feedback Report

The Intercultural Development Inventory (IDI) is a valuable diagnostic and developmental instrument. It has applications in building individual and team effectiveness, improving cross cultural communication and teamwork, conflict management, executive coaching, and general workplace assessments.

IDI reports are visually oriented with extensive graphics. They present a deep analysis of how an individual or a group tends to think and feel about cultural difference in only a few pages.

Familiarity with the Intercultural Development Continuum (IDC) and the IDI instrument is important to understanding an IDI feedback report. The IDI reports include an explanation of the IDC. Further background information is available through [www.MDBGroup.com](http://www.MDBGroup.com) and, upon request, in PDF format.

With IDI version 3, reports are customized for Organization or Education applications. Examples are included based upon the specific individual or group Developmental Orientation and trailing and leading developmental issues. The wording and setting of the examples is further customized for the Organization and Education reports. This maximizes IDI's relevance to the individual or group.

**The sample IDI report is for an individual who perceives that they have a fairly deep multicultural or ethnorelative experience and understanding of cultural difference. From an actual developmental perspective, the person still *tends to*:**

- Observe cultural difference mostly in terms of visible differences (e.g. dress, food, traditions, holidays, cultural institutions).
- Not see the deeper differences based in differing core beliefs and values (e.g. high-context versus low-context communication style or relative importance of individual versus group or of task completion versus harmonious relationships).
- See and focus mostly on what we as people have in common.

The sample report illustrates the type of information presented.

Each person's IDI report will be unique. The relationship between the various data shown in the report varies with the person's developmental score. This is why IDI

reports must be interpreted by a certified IDI administrator who is trained to interpret the details of the report.

IDI reports may be customized in various ways. A standard set of demographic questions may be selected as needed. Up to six custom questions each allowing up to 12 multiple choices may also be defined. Together, these capabilities enable creation of sub-groups and provide further flexibility in analyzing the IDI data.

**MDB Group is pleased to provide certified IDI administrators to work with you in any capacity needed.** We provide complete coaching and developmental interventions based on the IDI. We also provide administration and interpretation services to other consultants in support of their work with their clients.

**Please call us; we will be happy to discuss how you may realize the full benefits of the Intercultural Development Inventory.**

***Your business success is our most important objective***



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INTERCULTURAL  
DEVELOPMENT  
INVENTORY

# Intercultural Development Inventory v.3 (IDI)

## ORGANIZATION

## INDIVIDUAL PROFILE REPORT

### Prepared for:

Sample Report 007

### Prepared by:

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[www.idiinventory.com](http://www.idiinventory.com)

The IDI v.3 is developed and copyrighted (2007, 2009) by  
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## Introduction

Success in the 21<sup>st</sup> 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

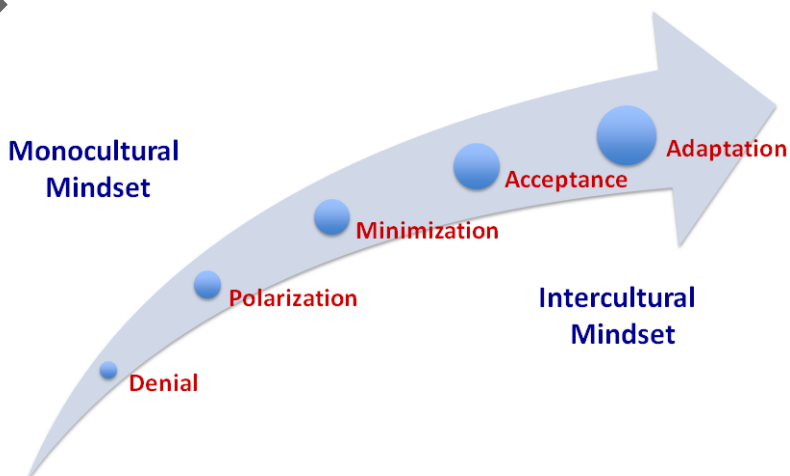
- ✎ Makes sense of cultural differences and commonalities based on one’s own cultural values and practices
- ✎ Uses broad stereotypes to identify cultural difference
- ✎ Supports less complex perceptions and experiences of cultural difference and commonality

### 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

<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>

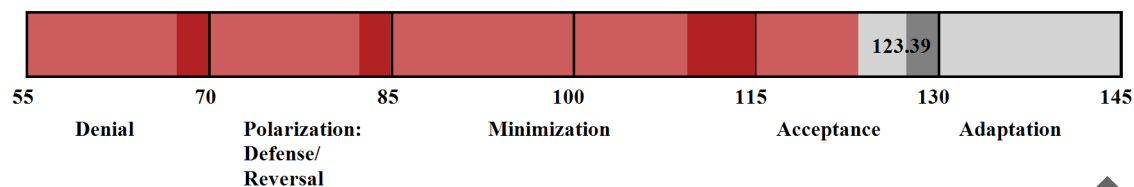
## How to Interpret the IDI Profile

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.

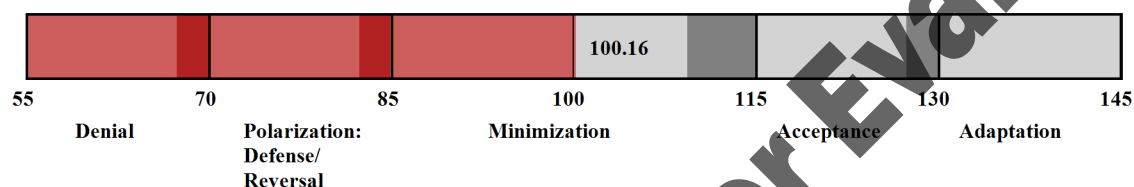
## IDI Individual Profile

### Perceived Orientation (PO)



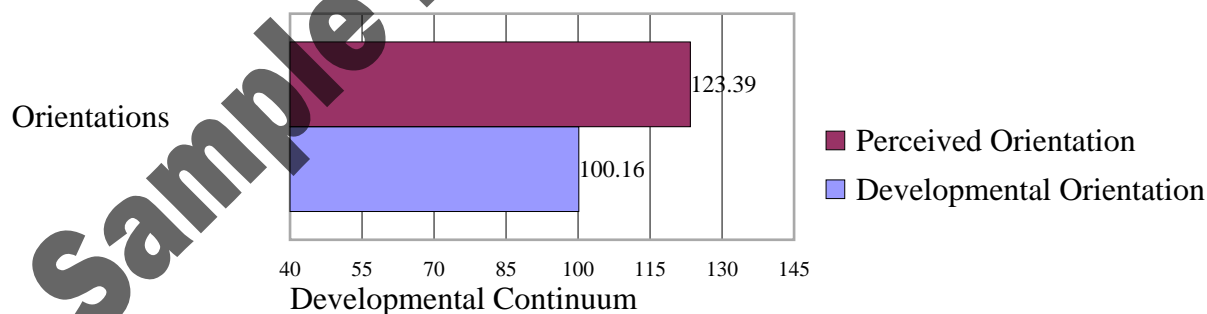
Your **Perceived Orientation Score** indicates that you rate your own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions and behaviors.

### Developmental Orientation (DO)



Your **Developmental Orientation Score** indicates that your primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions and behaviors. This can often 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.

### Orientation Gap (OG)



The **Orientation Gap** between your Perceived Orientation score and Developmental Orientation score is 23.23 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 Minimization. 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 Minimization has a blind spot insofar as she may not be fully attending to how cultural differences need to be recognized and adapted to among her culturally diverse team. For instance, Mary may express frustration that a number of her team members “do not effectively participate in brainstorming sessions”. In fact, Mary may well look to ways she can encourage her culturally diverse team to verbally participate more in these important sessions by reassuring everyone that their views and opinions are important and valued. What she may not be fully aware is that many of the specific strategies she is using to manage her team are actually strategies that likely work well with people from her cultural background but may not be as effective with employees whose approach is culturally different. In this instance, Mary is not attending to the cultural differences as deeply as she might in order to achieve team objectives and more effectively manage her team.

### Trailing Orientations

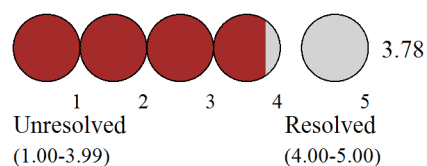
*Trailing Orientations* are those orientations that are “in back of” your Developmental Orientation (DO) on the intercultural continuum that are not “resolved”. When an earlier orientation is not resolved, this “trailing” perspective may be used to make sense of cultural differences at particular times,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

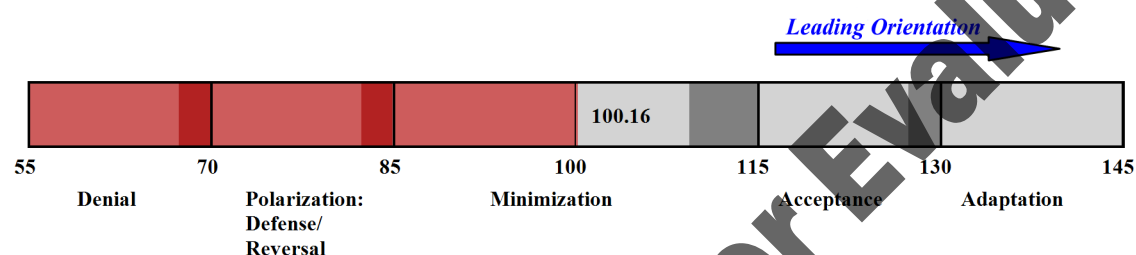
Trailing or secondary orientations for you are

## Reversal Trailing Orientation



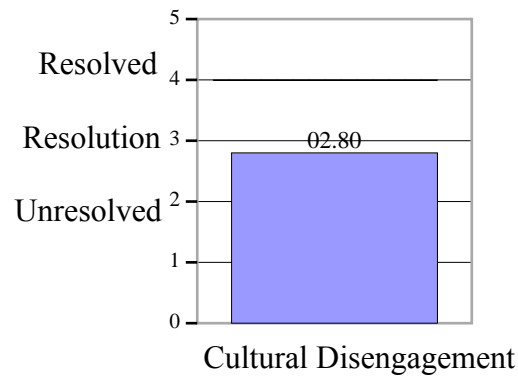
As a Trailing Orientation, there are certain times, topics or situations that Reversal may arise (an orientation that views cultural differences in terms of “us” and them” in which an overly critical view towards one’s own cultural values and practices and an uncritical view toward other cultural values and practices).

## Leading Orientations



**Leading Orientations** are the orientations immediately “in front” of your primary (developmental) orientation. The Leading Orientations for you are **Acceptance through Adaptation**. Acceptance is focused on both increasing cultural self-awareness and learning culture general and culture specific frameworks for more deeply understanding patterns of difference that emerge in interaction with people who are from other cultures. In addition, **Acceptance** involves the capability to make moral and ethical judgments in ways that take into consideration other cultural values and principles as well as one’s own cultural values and principles. As you begin to more fully recognize and appreciate cultural differences, you are well positioned to look for ways to shift cultural perspective and adapt behavior around cultural differences.

### 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 2.8, indicating you are Unresolved.

**Sample Report for Evaluation**

## IDI Individual Profile

### Demographic Information

1. First (Given) Name      Last (Family) Name      Identification Number  
A                                      Sample

2. Gender

3. Age category:

4. Total amount of time you have lived in another country:

5. Education level (completed):

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

7. Are you a member of an ethnic minority in your country?

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

9. Current position in your organization:

10. Name of the organization:

11. General organizational sector:

12. Specific occupational sector of the organization:

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

**Demographic questions 2 - 16 may be selected individually based upon client need. When used, the wording is as shown and may not be customized.**

**14. Number of full-time managers and employees (staff):**  
not answered

**15. Percentage of managers and employees (staff) in your organization who are from minority (underrepresented) populations:**  
not answered

**16. Percentage of managers and employees (staff) in your organization who are from other countries (i.e., international visa holders):**  
not answered

The following questions have been identified by your organization.

17.

18.

19.

20.

21.

22.

**Questions 17 - 22 are optional items that may be customized as needed. They are multiple-choice questions. For each question used, up to 12 choices may be defined. One typical use is to collect customized demographic information.**