INTERCULTURAL DEVELOPMENT INVENTORY

Intercultural Development Inventory v.3 (IDI)

ORGANIZATION

GROUP PROFILE REPORT

Prepared for:

Pequot Lakes

Prepared by:

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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 Group Profile Report provides valuable information about your own *orientations toward cultural difference and commonality found within an identified group of three or more people*. These work groups can include, for example, specific work teams, departments, divisions, functional areas, headquarters and subsidiaries, or the organization as a whole. The IDI Group Profile can help you gain insight about how your group makes sense of and responds to cultural differences and similarities. 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 Group Profile identifies the way your group collectively experiences cultural differences. As you review your IDI profile results, your group might consider past situations in which your group 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 actions in these situations. In addition, you may wish to focus on a situation or challenge your group is *currently facing* in which cultural differences and similarities have emerged. In the workplace, these challenges can include 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 mergers and acquisitions, selecting and training expatriates for international assignments, and global leadership development. The IDI Group Profile results can help you proactively address these and other concerns as well as increase your cultural "self-awareness" of your group's own, unique experiences around cultural differences and commonalities. As you reflect on your IDI Group Profile results, consider the following:

- **Did the group respond to each of the statements in the IDI honestly?** If so, then the IDI profile will be an accurate indicator of your group's approach for dealing with cultural differences.

- **Did the group think about their 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 members 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, their individual responses to the IDI may reflect their struggle with this transitional situation rather than their more stable orientation toward cultural differences. If this is the case, you may consider having these members re-take 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*. Within the workplace, 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 and groups 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 group's success in achieving workplace goals is better served when you are able to more deeply understand culturally learned differences, recognize commonalities between themselves and others, and act on this increased insight in culturally appropriate ways that facilitate performance, learning and personal growth among diverse groups.

Monocultural Mindsets

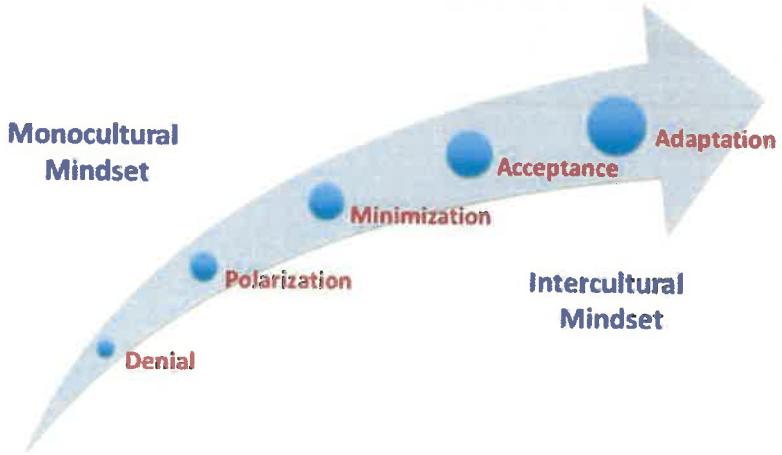
- Makes sense of cultural differences and commonalities based on one's own cultural values and practices
- Uses broad stereotypes to identify cultural difference
- Supports less complex perceptions and experiences of cultural difference and commonality

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

How to Interpret the IDI Profile

The IDI Profile presents information about how your group makes sense of and responds to cultural differences and commonalities. In addition to demographic and statistical summaries for your group, the IDI profile presents the following information:

- **Perceived Orientation (PO)**: A group's Perceived Orientation (PO) reflects where the group as a whole *places itself* along the intercultural development continuum. The Perceived Orientation can be Denial, Polarization (Defense/Reversal), Minimization, Acceptance or Adaptation.

- **Developmental Orientation (DO)**: The Developmental Orientation (DO) indicates the group's primary orientation toward cultural differences and commonalities along the continuum *as assessed by the IDI*. The DO is the perspective the group is most likely to use in those situations where cultural differences and commonalities need to be bridged. The 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 the Perceived and Developmental Orientation. A gap score of *seven points or higher* indicates a meaningful difference between the Perceived Orientation and the Developmental Orientation. The larger the gap, the more likely the group may be "surprised" by the discrepancy between their Perceived Orientation score and their Developmental Orientation score.

    - A Perceived Orientation score that is seven points or higher than the Developmental Orientation score indicates an *overestimation* of the group's intercultural competence.

    - A Developmental Orientation score that is seven points or higher than the Perceived Orientation score indicates an *underestimation* of the group's intercultural competence.

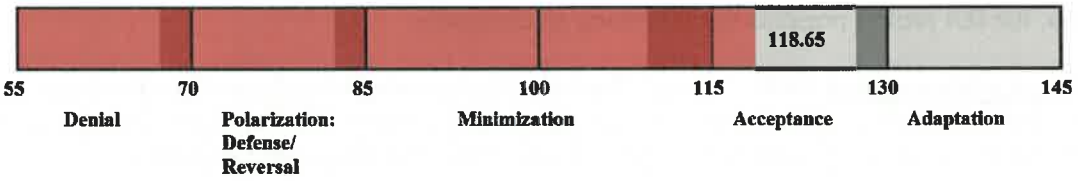
- **Trailing Orientations (TO)**: *Trailing Orientations* are those orientations that are "in back of" the group's Developmental Orientation (DO) on the intercultural continuum *that are not "resolved"*. When an earlier orientation is not resolved, this "trailing" perspective may be used to make sense 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* groups have attained regarding possible Trailing Orientations.

- **Leading Orientations (LO)**: *Leading Orientations* are those orientations that are immediately "in front" of the Developmental Orientation (DO). A Leading Orientation is the next step to take in further development of intercultural competence. For example, if your group's Developmental Orientation is Minimization, then the group's Leading Orientations (LO) would be Acceptance and Adaptation.

- **Cultural Disengagement (CD)**: The *Cultural Disengagement* score indicates how connected or disconnected the group feels toward their own cultural community as defined by each individual within the group. 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.

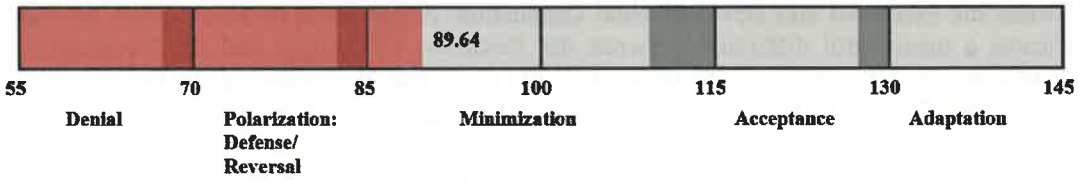
IDI Group Profile

Perceived Orientation (PO)



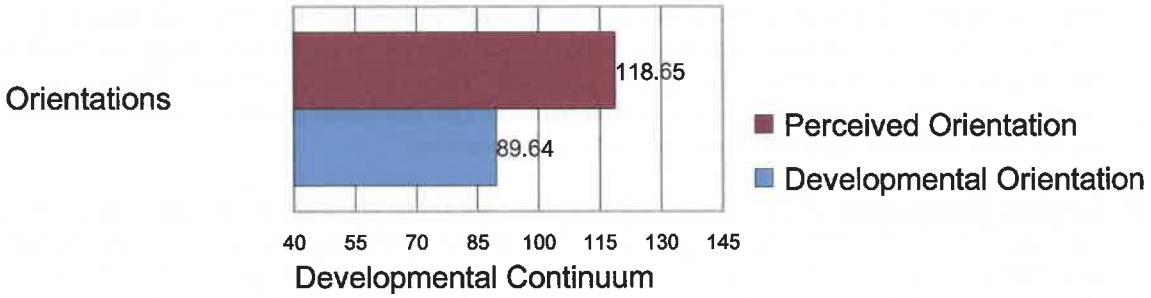
The group's Perceived Orientation Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions and behaviors.

Developmental Orientation (DO)



The IDI's Developmental Orientation Score indicates that the group's 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.

Orientation Gap (OG)



The Orientation Gap between the groups' Perceived Orientation score and its Developmental Orientation score is 29.02 points. A gap score of 7 points or higher can be considered a meaningful difference between where the group perceives it is on the developmental continuum and where the IDI places the group's level of intercultural competence.

A Perceived Orientation score that is 7 or more points higher than the Developmental Orientation score indicates the group has <u>overestimated</u> its level of intercultural competence. A DO that is 7 points or more than the PO score indicates that the group has <u>underestimated</u> its intercultural competence. The group substantially

overestimates its level of intercultural competence and may be surprised their DO score is not higher.

An Organization Example

An IDI Group profile of 25 executives indicates that their Developmental Orientation is within Minimization. It is likely that, overall, the group's current (Minimization level) efforts at building understanding and awareness of cultural differences and commonalities within the organization is effective at times and less effective in other situations. Further, there is likely a sense (especially around issues of equal treatment and tolerance of cultural differences) that the organization is on the "right track" in creating an inclusive, multicultural community. However, a likely "blind spot" is that the group's efforts at establishing common goals, policies and practices in the organization may not attend as deeply as needed to cultural differences and integrating those differences in the solutions generated. It is likely that the group will struggle with making decisions and solving problems when cultural differences arise that demand creative solutions in ways that value the differences. The group's Minimization level of intercultural competence suggests they will likely be challenged to identify cross-culturally adaptive policies and practices that can guide common efforts across differences.

Range of Developmental Orientations

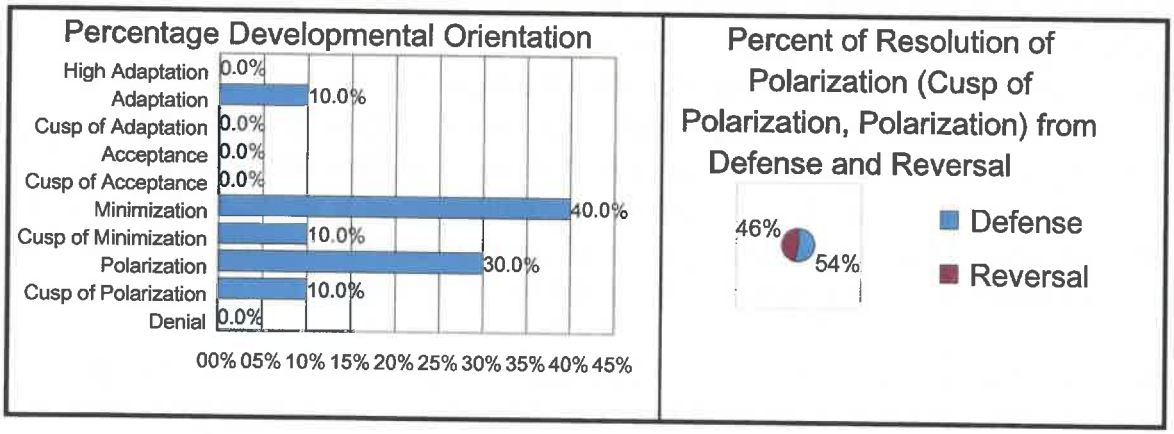


Chart A identifies the percentage of the group whose Developmental Orientation falls within each of the Orientations. Chart B indicates the percentage of Resolution of Defense and Reversal Mindsets among respondents whose Developmental Orientation is Cusp of Polarization or Polarization.

A narrow range of Orientations suggests the group has a more consistent perspective they use when confronted with cultural differences and similarities. When this narrow range exists within Acceptance or Adaptation, the group would more likely demonstrate relatively consistent perceptions and behavior that is generally adaptive around cultural

differences. One key is how many members possess an "intercultural/global mindset" (i.e., Acceptance and Adaptation) as these members represent particularly helpful perspectives that can aid overall competence development of the group.

A wider range of Developmental Orientations (e.g., from Denial or Polarization through Acceptance or Adaptation) within the group reflects a lack of consensus on how the group makes sense of and adapts behavior to cultural differences and commonalities. In effect, the group has both monocultural mindsets and intercultural mindsets at work. Without targeted, intercultural competence development of the members of the group, it is likely the group will find it difficult to achieve a "shared vision and focus" for meeting educational objectives in a culturally diverse environment.

Trailing Orientations

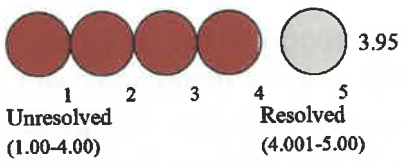
Trailing Orientations are those orientations that are "in back of" the group's Developmental Orientation (DO) on the intercultural continuum that are not "resolved". When an earlier orientation is not resolved, this "trailing" perspective may be used to make sense of cultural differences at particular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

Trailing Orientations essentially represent alternative "currents" that flow through an orientation. When trailing issues arise, a specific situation or decision is then made from the perspective of this "earlier" orientation rather than the Developmental Orientation or mindset that characterizes the predominant way the group deals with cultural difference challenges. When this happens, there is often a sense that "we have been going one step forward and now we just went two steps back." When a group has trailing orientations, it is not uncommon for "progress" in building intercultural competence to have a "back and forth" quality in the group or organization as a whole, as these earlier orientations arise. As the group begins 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 the group's Developmental Orientation. Scores of less than 4.00 indicate a Trailing Orientation for the group because they are not "resolved".

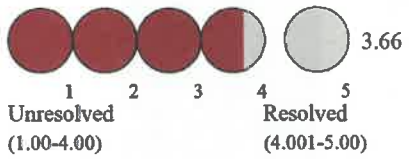
Trailing or secondary orientations for this group is/are

Defense Trailing Orientation



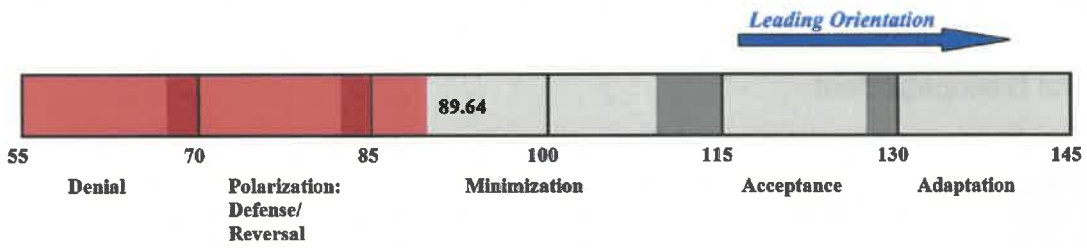
As a Trailing Orientation, there are certain times, topics or situations that Defense may arise (an orientation that views cultural differences in terms of "us" and them" in which an uncritical orientation toward one's own cultural values and practices and an overly critical view toward other cultural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

Reversal Trailing Orientation



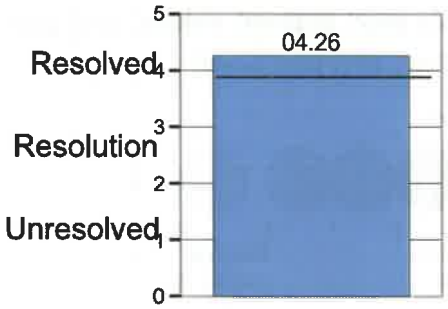
As a Trailing Orientation, there are certain times, topics or situations that Reversal may arise (an orientation that views cultural differences in terms of "us" and them" in which an overly critical view towards one's own cultural values and practices and an uncritical view toward other cultural values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

Leading Orientations



Leading Orientations are the orientations immediately "in front" of the group's primary (developmental) orientation. The Leading Orientations for this group 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 the group begins to more fully recognize and appreciate cultural differences, it is well positioned to look for ways to shift cultural perspective and adapt behavior around cultural differences.

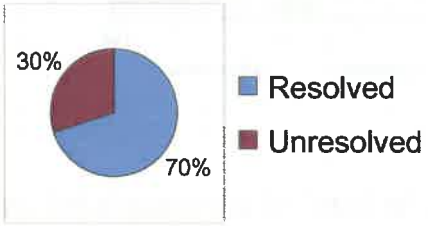
Cultural Disengagement



Cultural Disengagement

Cultural Disengagement is a sense of disconnection or detachment from one's cultural group. Scores of less than 4.00 indicate the group is not "resolved" and is experiencing to some degree a lack of involvement in core aspects of being a member of a cultural community.

Cultural Disengagement

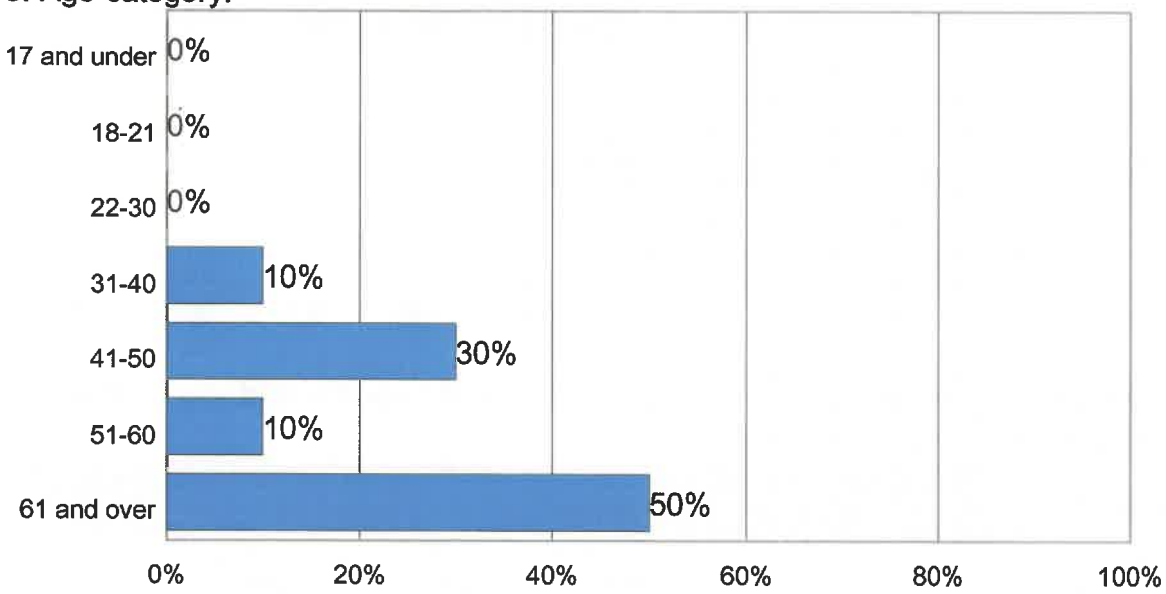


This chart lists the percentage of respondents who are either Resolved (experiencing no sense of being disconnected from a primary cultural group) or unresolved (experiencing a sense of disengagement from a primary cultural community). Overall, the group's Cultural Disengagement score is 4.26, indicating the group is Resolved.

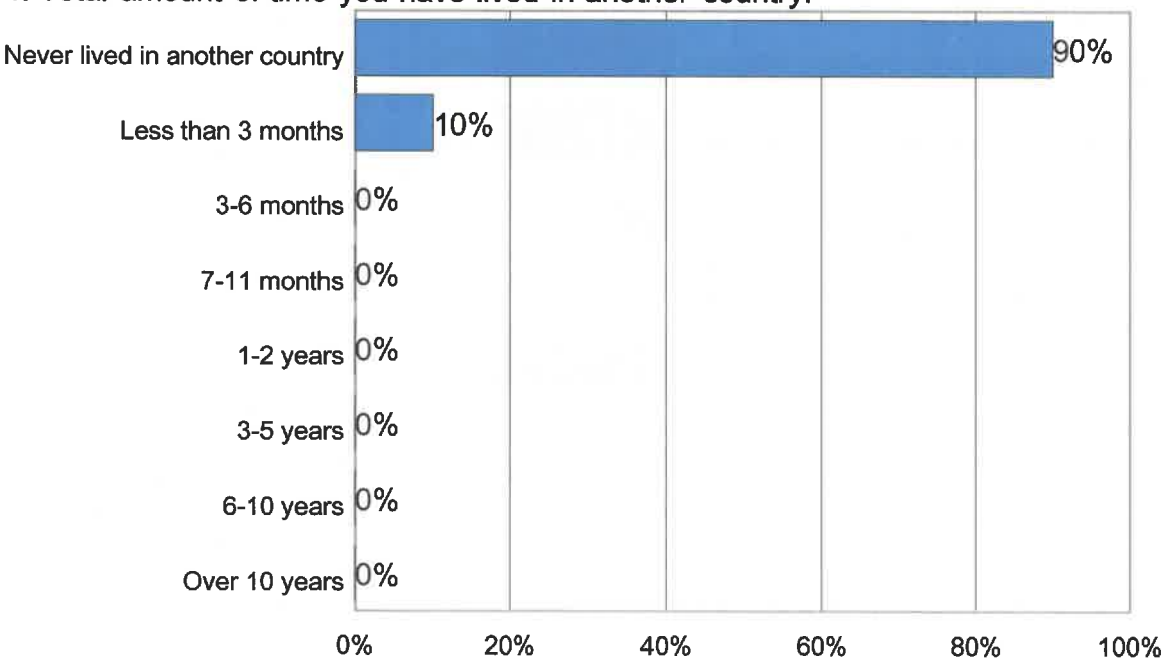
IDI Group Profile

Demographic Information

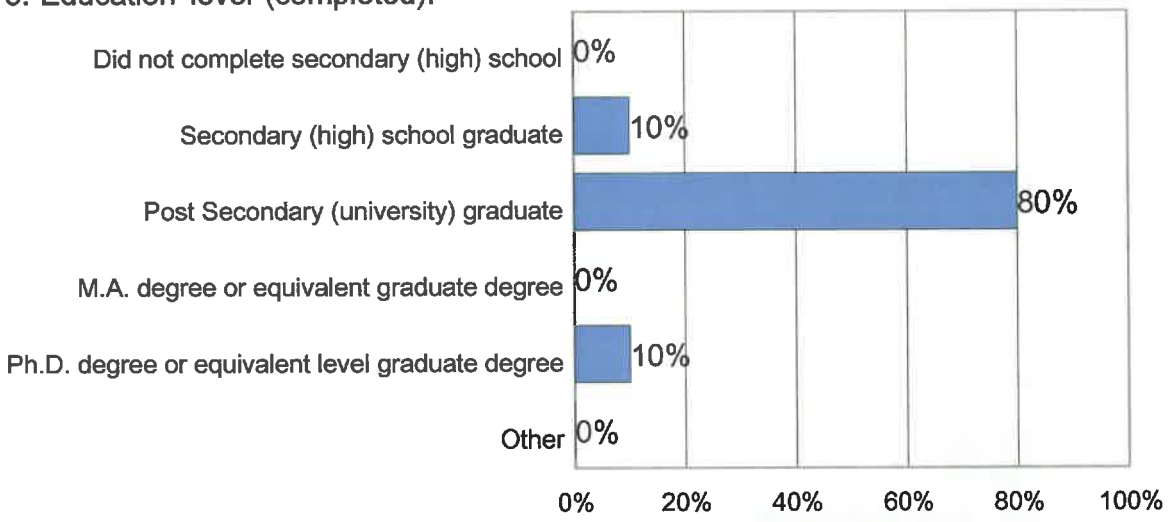
3. Age category:



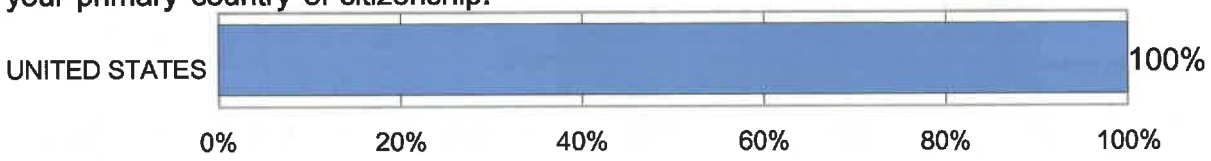
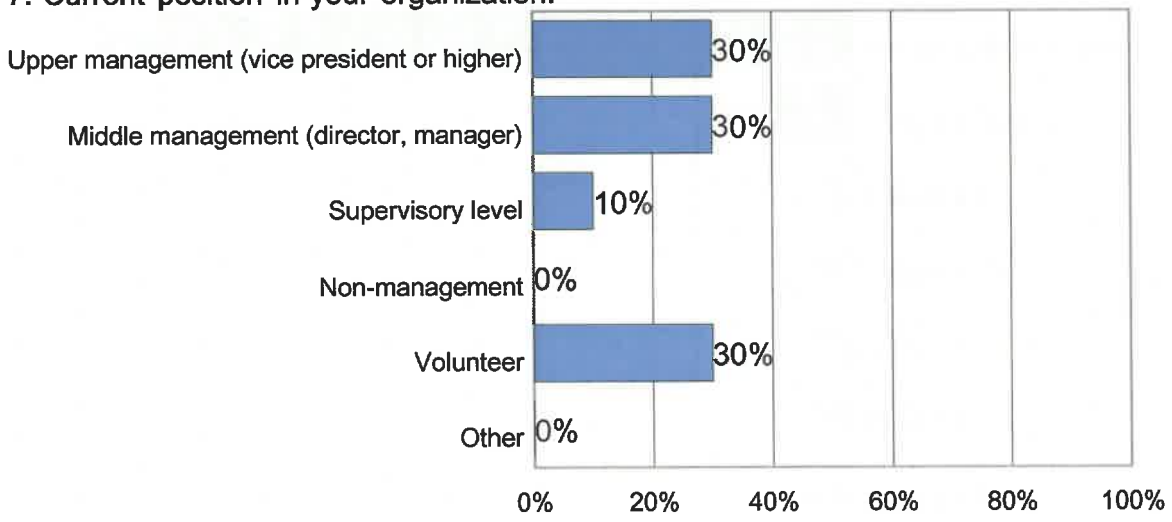
4. Total amount of time you have lived in another country:



5. Education level (completed):



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



7. Current position in your organization: