



INTERCULTURAL
DEVELOPMENT
INVENTORY

Intercultural Development Inventory v.3 (IDI)

INDIVIDUAL

INTERCULTURAL DEVELOPMENT PLAN (IDP)

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IDI, contact:
www.idiinventory.com

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An Intercultural Development Plan (IDP)

Completing the Intercultural Development Inventory® and reviewing your own individual IDI® profile results with an IDI Qualified Administrator provides key insights into how you make sense cultural differences. The next step is to systematically increase your intercultural competence by working through your Intercultural Development Plan™ (IDP). This Plan is specifically *customized to your particular IDI Profile results*. After completing the suggested activities in your IDP, you should again take the IDI to determine your progress in increasing your intercultural competence. Accompanying this new IDI profile report will be another customized and *different* Intercultural Development Plan that can help you further increase your skills in shifting cultural perspective and adapting behavior.

By completing this customized, Individual Development Plan, you will:

- Gain insights concerning intercultural *challenges* you are facing and identify intercultural competence development *goals* that are important for you,
- Gain increased *understanding* of how your Developmental Orientation (and Trailing Orientation(s), if any) impacts how you perceive and respond to cultural differences and commonalities, and
- Identify and *engage* in targeted, developmental learning that increases your intercultural competence in bridging across diverse communities.

Why Have an Intercultural Development Plan?

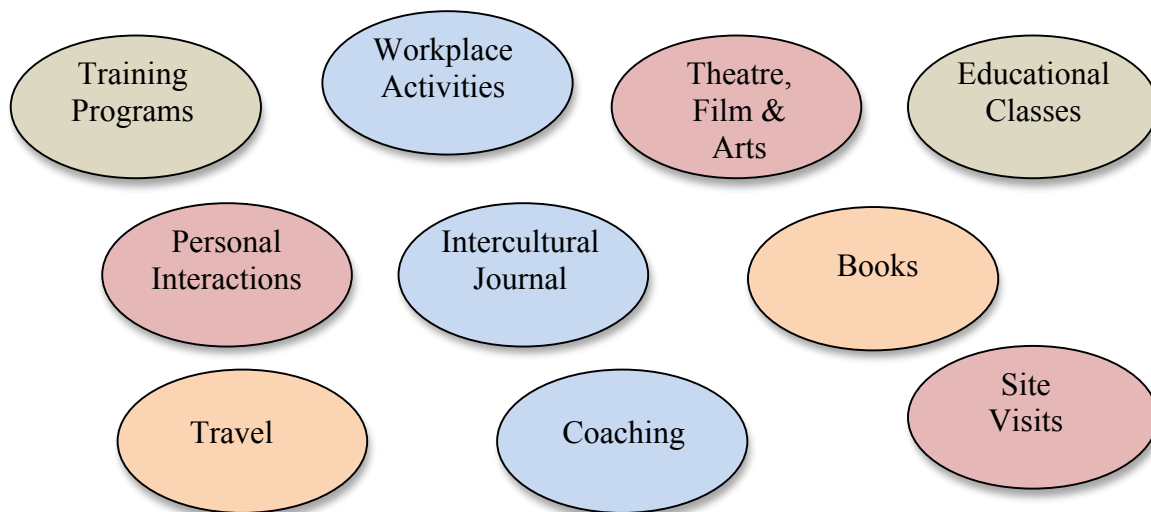
Some of us may believe that as we gain experience in the world, we should be better at communicating and interacting effectively with people who are from different cultures. We may also believe that traveling and living in another country for a period of time automatically results in our developing greater intercultural competence. Unfortunately, these are two common myths regarding the development of intercultural competence. Intercultural competence does not simply happen as a result of being in another culture. For example, assume you are from the United States and you go to Japan live for six months—or even six years! Does this mean that you increased your ability to shift cultural perspective and adapt behavior more effectively as a result of your “Japanese experience”? Not necessarily. You may have lived in and experienced Japan largely from your own, monocultural perspective. You may, for instance, have lived in an area of Japan where people from your own culture predominate and your relationships may have remained largely with people from your own cultural group. Further, your behavior may have changed little even though you were working and living Japan rather than the United States. Under these circumstances, you would likely gain little intercultural competence development.

Making A Commitment


Developing intercultural competence is a *self-reflective, intentional process* focused on understanding patterns of difference and commonality between yourself (and your cultural group) and other culture group's perceptions, values and practices. It is this self-reflective, intentional process that is highlighted in this Intercultural Development Plan. Before working through your Individual Development Plan (IDP), it is important that you have reviewed and understood the Intercultural Development Continuum (the foundational concepts identified in the revised DMIS (Developmental Model of Intercultural Sensitivity). This information may have come from a presentation by a qualified IDI administrator and/or information from our website, www.idiinventory.com. You may also have received information about your "Group IDI Profile" and/or feedback regarding your own individual IDI profile results from an IDI Qualified Administrator.

Concentrated, self-reflective efforts at building your intercultural competence—tailored to your own IDI profile results—can result in movement along the developmental continuum of one or more orientations (e.g., from Minimization to Acceptance and to Adaptation). These efforts can include a wide variety of activities. Below is a list of ten key learning opportunities to consider for your Intercultural Development Plan. Throughout this IDP, look for ways to incorporate some of the suggestions given into one or more of these ten powerful learning arenas.

Ten Key Intercultural Learning Opportunities




- Which of these ten learning opportunities can you do to accomplish your intercultural goals and address your intercultural stress points? Below is a description of these ten learning opportunities to consider as you create your Intercultural Development Plan.



Training
Programs

Training programs: Are there training programs offered by your organization, educational institution or community that focuses on intercultural relations? These programs may include e-learning training on cultural patterns, websites that present solid information on cultural differences, and various programs that review both culture general patterns of difference as well as culture specific dimensions.



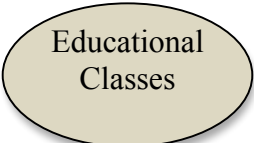
Workplace
Activities

Workplace activities: Are there workplace committees and groups in which you can participate to build your intercultural skills? This can include participating in your organization's diversity and inclusion efforts, joining various affiliation/affinity/employee resource groups, volunteering on diversity or inclusion committees, and taking on additional work-related responsibilities that involve cultural bridging.



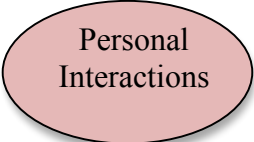
Theatre,
Film &
Arts

Theatre, Film & Arts: Are you able to attend cross-cultural movies, plays and other artistic exhibits and performances? Use the opportunity to attend cross-cultural theatre/film/art events to increase your own cultural self-awareness as well as learn about the cultural perspective found in the theater/film/art work. Such events often hold post event discussions that allow you to explore the concepts presented with others who share your interest.




Educational
Classes

Educational classes: Are there classes at your community college or university that focus on cross-cultural communication and cross-cultural relations? Other useful courses include ethnic and gender studies classes.



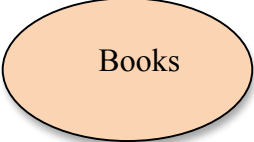
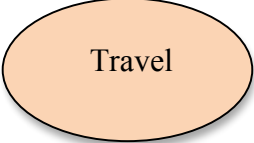


Personal
Interactions

Personal interactions: Could you engage in intentional work-related, personal, social, or community interactions with people from different cultures? This could focus on cross-cultural communication with others in ways that provide insights into how people from other cultures experience the world and more specifically, how their experiences are similar and/or different from your own.



Intercultural
Journal

Intercultural journal: Could you keep an intercultural journal in which you reflect on cultural differences and commonalities you observe in your daily interactions with people from other cultural groups? In what ways do these individuals perceive, value and act that is similar to or different from your own group? You might consider focusing your intercultural journal on "critical incidents"—that is, situations you have observed or been a part of in which cultural differences arose and you and/or others needed to understand those differences and then respond appropriately. You can structure this journal in terms of: who was involved, what happened, what you think were the cultural differences present, how people responded, and the outcome.

	<p>Books: Are there books you would like to read that specifically describe and explain patterns of cultural difference and similarity? Many of these books can be obtained from www.interculturalpress.com. Select books that relate to past, current or future cross-cultural settings you have or will have some experience. These settings can be domestic (within your own country) or international (cultural groups you may be working with who are outside your own country). There are also many novels and fiction books that can provide insights into the history and cultural norms of culturally diverse groups.</p>
	<p>Travel: Are there cross-cultural travel opportunities on the horizon where you can systematically observe and engage cultural diversity? When visiting or traveling for shorter periods of time in other cultures, make efforts to experience how people from that cultural community interact, make decisions, share information, and treat “visitors”.</p>
	<p>Intercultural coaching: Is there an opportunity to contract for IDI Guided Development® coaching? This kind of one-on-one engagement should be done with an IDI Qualified Administrator who also has experience and training in workplace coaching. Reviewing your IDP with a coach can be helpful to your own development.</p>
	<p>Site visits: Are there specific cultural/ethnic site visits that can increase your knowledge about diverse cultural experiences? Visit, for instance various museums and centers in which diverse cultural group experiences are represented. Many countries have National Museums of Art and Culture, within the U.S. you might visit the National Civil Rights Museum or Ellis Island. Make additional efforts to engage a Docent or someone who can be share their expertise with you in order for you to gain a deeper understanding of your site visit.</p>

Remember, however, it is not simply participating in activities or attending cultural events that is important; rather, it is the *intentional reflection on the cultural patterns of commonality and difference* that make up these activities/events that will contribute to your intercultural competence development.

You should plan to spend approximately thirty to fifty hours of concentrated effort at building intercultural competence to achieve a gain of one full orientation (or more) along the Intercultural Development Continuum. While this thirty to fifty hour recommendation is not rigid, it nevertheless provides a guideline for you to determine the time frame you should plan to dedicate to your Intercultural Development Plan.

It is recommended that working on your Intercultural Development Plan should take place over approximately three to nine months, with participation in training or some coaching interaction that can range from weekly interaction to once-a-month programs or dialogues. To initiate this process, the information in this Intercultural Development Plan is an important first step.

The following five-step process will help guide you through your Intercultural Development Plan (IDP):

- Review your IDI Individual Profile results
- Describe your intercultural background in terms of your IDI Profile results
- Analyze developmental goals and progress indicators
- Identify those intercultural stress points that are barriers to your goal attainment
- Create your Intercultural Development Plan (IDP)

Each of these five steps is explained in greater detail in the following sections with sample activities for each step.

Developing intercultural competence is a core capability in the 21st century and involves cultural self-awareness, understanding the experiences of people from diverse communities, and the capability to adapt one's mindset and behavior to bridge across differences.

Mitchell R. Hammer, 2011

Preparing an Intercultural Development Plan: Step 1—Review Your IDI Individual Profile Results

As a first step, review the results from your individual IDI profile. Take some time to answer the following questions. Some of these questions you may have already discussed with an IDI Qualified Administrator; if so, then you can move more quickly through these questions.

- 1.1 What are your overall Developmental Orientation and Perceived Orientation? Check your orientation in each column.

Developmental Orientation

- Denial
- Polarization
(Defense/Reversal)
- Minimization
- Acceptance
- Adaptation

Perceived Orientation

- Denial
- Polarization
(Defense/Reversal)
- Minimization
- Acceptance
- Adaptation

- 1.2 Is there an Orientation Gap between your Developmental Orientation and your Perceived Orientation indicated in your IDI profile? What does this mean in terms of your own sense of how capable you are in shifting cultural perspective and appropriately adapting behavior around cultural differences and commonalities?
- 1.3 Do you have any Trailing Orientations? If so, what are they? What impact do you feel these Trailing Orientations have in terms of “holding you back” from more effectively dealing with cultural differences and commonalities?
- 1.4 What is your Leading Orientation? As you design your Intercultural Development Plan, your Developmental Orientation and your Leading Orientation are the Orientations on which your development planning should focus.

Preparing an Intercultural Development Plan: Step 2—Your Intercultural Background & IDI Profile Results

Surprisingly, people often have not thought much about the experiences they have had—or not had—around cultural differences and commonalities. For some of us, we may have had quite varied and extensive living and working experiences in different countries yet have not reflected much on those experiences. For others of us, we may think we have had little “cross-cultural” experience when in fact we may have had significant cultural influences on how we live our lives and the goals we set for our work teams and ourselves.

2.1 Take a moment to reflect on your experiences with culturally diverse groups.

- When did you first become aware of cultural groups that were different from your own?
- What kinds of experiences have you had with people from different cultural communities?
- What has been challenging and what has been rewarding in interacting with people from different cultures?

2.2 Listed below are 12 primary dimensions of diversity. Put a check mark by the three diversity dimensions that have most influenced your views of cultural commonalities and differences?

Diversity Dimension	Check (✓) your Top Three Diversity Dimensions
Gender	_____
Nationality	_____
Race/Ethnicity	_____
Age	_____
Family background	_____
Abilities/disabilities	_____
Religion	_____
Educational background	_____
Home/geographic “roots”	_____
Sexual orientation	_____
Socio-economic status	_____
Work experience	_____

2.3 How have your top three diversity dimensions influenced (1) your perspective toward cultural similarities and differences, and (2) your work practices? If this is difficult, you may wish to return to this question later in the process.

2.4 In what ways might your experiences with people from your own nationality/ethnic group and with people from different countries and ethnicities have influenced:

- Your perceptions about what you find challenging in working with people from difference cultures?
- Your Developmental Orientation identified in your IDI individual profile?

Preparing an Intercultural Development Plan: Step 3—Analyze Developmental Goals & Progress Indicators

The third step is to identify key goals and progress indicators important to you. These goals should focus on what you would like to achieve when cultural differences and commonalities are present and need to be successfully navigated. The progress indicators are how you will know you are achieving your goals.

Review your responses to the contexting questions in your individual IDI profile in identifying your goals.

- 3.1 Identify 3-5 goals and their progress indicators that you are willing to commit to achieving in the immediate future. Make sure these goals are important to you and are directly related to increasing your ability to effectively navigate cross-cultural differences and commonalities.

Write out each goal and progress indicator in the following format:

I would like to I will know I have made progress on this goal when

Here are two examples of different goal/progress indicator statements:

*Goal #1: **I would like to** more deeply understand how my own cultural community has influenced some of my core beliefs and values.*

*Progress Indicator #1: **I will know I have made progress on this goal when** I can better explain my own views and values in cultural terms to people from my own cultural community and to people from diverse groups.*

*Goal #2: **I would like to** increase my leadership in my organization around diversity and inclusion efforts.*

*Progress Indicator #2: **I will know I have made progress on this goal when** I volunteer and become a member of the Diversity and Inclusion Committee, when I insure each of our monthly work meetings includes an agenda item related to our team's progress in meeting diversity and inclusion goals, and when I engage in conversations about cultural differences with people from my own cultural group and other cultural communities.*

Preparing an Intercultural Development Plan: Step 4—Identify Intercultural Stress Points

The next step is to identify those work-related, personal, social or community challenges or situations you are facing or will be facing in which cultural differences and commonalities “make a difference”. These challenges or situations should be related to your goals to be more interculturally successful that you identified in step 3.

One way to think about these situations is to think of them as *intercultural stress points* where you are challenged to be more effective around cultural differences. For example, some people find situations in the workplace that revolves around how to handle disagreements or conflicts when the other party is from a cultural community different from their own to be challenging. Another situation might involve how to more effectively interview diverse talent for your organization. A third situation may involve how to more effectively manage classroom learning when students are from multiple cultural backgrounds. As you think about these situations, you might find it useful to refer back to your responses to the contexting questions in your individual IDI profile.



- 4.1 Identify 3-5 intercultural stress points that you find challenging in effectively responding to cultural differences. These intercultural stress points should describe situations you face that you believe interfere with your effectively accomplishing the goals you identified earlier in Step 3 of this IDP.
- 4.2 How do these stress points act as barriers to you being as effective as you'd like to be? Consider factors over which you have some control and the removal of which would enhance your capability in navigating cultural differences and commonalities.

Preparing an Intercultural Development Plan: Step 5—Create Your Intercultural Development Plan

This section highlights questions, activities, and opportunities for intercultural development related to *your specific Developmental Orientation and Leading Orientation*. Not every suggestion may be useful to you. Review the various suggestions and select those you feel would be most beneficial to increasing your understanding of cultural differences and commonalities and helping you more effectively adapt to observed differences.

The first set of suggestions is related to your primary Developmental Orientation while the second set of suggestions focuses on your Leading Orientation. You should review these suggestions in the order presented, first working through suggestions related to your Developmental Orientation and then moving to activities related to your Leading Orientation.

The suggestions are organized into three main developmental categories:

- ? This symbol refers to a learning suggestion that involves reflection on past, current or future perceptions, values, and behaviors.
-  This symbol identifies a topic that is suited for writing your thoughts and observations in an intercultural journal.
-  This symbol refers to an activity in which you do something that is beneficial in building your intercultural competence.

When selecting some of the suggestions provided, *we encourage you to select those recommendations that you feel would be most helpful and applicable to you, your goals and the situations (intercultural stress points) you identified earlier in the developmental plan*. This will best support your intercultural competence development. Your IDI® development journey is now underway. Aldous Huxley, after he returned from his first overseas exploration, said:

So the journey is over and I am back again, richer by much experience and poorer by many exploded convictions, many perished certainties . . . I set out on my travels knowing or thinking I knew, how [people] should live, how be governed, how educated, what they should believe. I had my views on every activity of life. Now, on my return, I find myself without any of these pleasing certainties . . . When one is traveling, convictions are mislaid as easily as spectacles, but unlike spectacles, they are not easily replaced.

Quoted in J. Wurzel, 2004, *Toward Multiculturalism*, p. 7

ACCEPTANCE

Definition:

An orientation that recognizes and appreciates patterns of cultural difference and commonality in your own and other cultures.

Strength:

You are curious about, appreciate, and seek out differences. You recognize and understand specific cultural differences that impact situations and to see value in these differences.

Developmental Opportunity:

Your developmental task is to continue to engage in intercultural interactions to gain more knowledge about cultural differences, including culture general and culture specific frameworks and to gain skills in adapting to these differences. In addition, your task is to develop strategies for making ethical judgments by fully considering what a particular practice means from your cultural perspective and the meaning and value a cultural practice represents in a different cultural community.

Suggestions for an Acceptance Orientation:

- **Take advantage of your own motivation to learn about others by increasing your interactions with other cultural groups in as many ways as possible to ensure you are gaining knowledge, skills and comfort with cultural differences. Examples include:**
 - ✘ Everyday encounters with people (where you shop, in your social networks and at your workplace).
 - ✘ Professional development (join diversity, multicultural, international networks within regional and local organizations).
 - ✘ Academic and cultural presentations (attend formal presentations where you can gain in-depth knowledge about patterns of cultural difference and engage in dialogue with others who have similar interests and questions).
 - ✘ Ask for input from trusted colleagues and friends from outside your cultural group to share their experiences of common ways they are misunderstood and what assists them in feeling accepted in multicultural settings.
 - ✘ Identify individuals in your organization whom you have seen interacting successfully across cultures. Ask this person to mentor you and to share strategies and to dialogue with you.

- ✘ Consider opportunities for more training in intercultural competence (courses, workshops, or readings) to learn tangible ways cultures can differ, culture specific information, and successful models of individual and organizational adaptation. Courses and training in intercultural relations and cross-cultural communication are particularly helpful.
- ✘ Review M.R. Hammer's Intercultural Conflict Style (ICS) model and assessment inventory at: www.icsinventory.com.
- ✘ Engage in targeted contrast culture readings, including books and articles that provide a comparative analysis of culture general frameworks (e.g. individualism vs. collectivism) as well as novels written by authors from or set in cultures different from your own. Review materials on culture general and culture specific patterns of cultural difference by visiting www.interculturalpress.com. Lists of novels can be found at websites such as <http://nceawidereading.wikispaces.com>. Make a concerted effort to truly shift cultural perspective and to engage in adaptive behaviors based on these cultural frameworks.
- ✘ Read newspapers and magazines online from other countries or cultural communities. Pay attention to how writers from diverse cultures may report a major global event from a different perspective than writers from your own cultural group. This can highlight differences that you may not have thought about previously.

● **Appreciate your willingness to consider multiple perspectives.**

- ? Challenge yourself to consider specific dilemmas (where there does not seem to be an obvious solution when different perspectives seem to clash) in your community. Consider creative ways to resolve these dilemmas.
- ? Push yourself to discover the underlying reasons for these dilemmas and the extent to which there is anything in common from the perspectives involved.
- ? Consider carefully how these dilemmas would be resolved from another cultural perspective and whether or not there are strategies that would be appropriate to all parties involved.
- ? Draw upon your networks to discover how others have resolved seemingly irresolvable situations.

● **Being interculturally sensitive or competent does not mean you should refrain from making judgments about cultural practices you may view as incorrect or inappropriate. Rather, intercultural competence means that your judgments should not be made solely by considering what a cultural practice of another group means only in your own culture. Rather, interculturally competent moral or ethical judgments are made by also considering as well what the meaning and value a cultural practice represents in a different cultural community.**

● **Identify those cultural differences in values or behaviors that are difficult for you to consider bridging because they diverge from your own moral or ethical compass. For example, this may involve practices that you would define as inappropriate, insensitive, or incorrect.**

- ✎ Write down 1-2 of these cultural practices that you find violate your sense of good and bad, right or wrong. Think of these cultural practices not so much in the extreme but rather, *practices that you have seen or are experiencing, for instance, in your workplace*—either within your own country or internationally.
- ✎ Consider the reasons why you believe these practices challenge your own moral or ethical values. What specifically is “wrong, inappropriate, etc” with these different practices?
- ✎ What reasons would people from the cultural group in which these practices are found give that would support these practices? That is, why would at least some people from that cultural group consider these practices right or appropriate?
- ✎ If you cannot identify such reasons in detail, is there some source of information (a person, the internet) you could consult to find out why at least some people from that cultural group support these cultural practices?
- ✎ After considering what the meaning of the identified practices are in your own cultural group and the other cultural group, reflect on the following questions:

Are there strategies you can use that would bridge across these moral/ethical differences in ways that do not violate your own culture group’s laws or values yet also do not violate the other culture group’s laws or values?	If not, what is your moral/ethical judgment and reaction to these identified cultural practices? How might you support your view when interacting with people from the other cultural group?
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● **Summary questions for reflection**

- ? What new information was most meaningful to you after completing these activities?
- ? Could this new information have changed a situation you experienced in the past? How would this situation have changed?
- ? How can this new information change your perceptions, interpretations, judgments, reactions and/or behaviors in the future?

The multicultural person is someone who is intellectually and emotionally committed to the fundamental unity of all human beings while at the same time [recognizes], legitimizes, accepts, and appreciates the fundamental differences that lie between people from different cultures.

Peter Adler

ADAPTATION

Definition:

An orientation that is capable of shifting cultural perspective and changing behavior in culturally appropriate and authentic ways.

Strength:

You have a deep understanding of at least one other culture and are comfortable bridging cultural differences.

Developmental Opportunity:

Your developmental opportunity is to continue to build on your knowledge of cultural differences and to further develop skills for adapting to these differences. It is beneficial for you to develop cultural mediation and advocacy strategies so that you will be able to more effectively assist others in your community and organization who do not have the experience and skills to bridge cultural differences on their own. Learning more deeply about cultural patterns of difference is a lifelong process. Therefore, your task is to further deepen your Acceptance (understanding) mindset and to incorporate adaptive strategies when interacting across cultural diversity.

Suggestions for An Adaptation Orientation:

- **Continue to learn about others by increasing your interactions with other cultural groups so you can gain further knowledge, skills and comfort in adapting. In these situations, in contrast to your earlier work in building an Acceptance mindset, focus more attention on developing perspective shifting and behavioral skills for bridging across cultural differences. Examples include:**
 - ✘ Everyday encounters with people (where you shop, in your social networks, your professional networks and at your workplace). Look for ways to authentically engage others in ways that are adaptive for you.
 - ✘ Professional development (join diversity, multicultural, international networks within your regional and local organizations). Look for ways to authentically bridge across cultural differences.
 - ✘ Academic and cultural presentations (attend formal presentations where you can gain in-depth knowledge and engage in dialogue with others who have similar interests and questions). When dialoguing, look for opportunities to stretch your behavioral repertoire.

- ✘ Ask for input from trusted colleagues and friends from outside your cultural group to share their experiences of common ways they are misunderstood, what assists them in feeling accepted in their communities and what strategies are successful for them in adapting across cultural differences.
 - ✘ Identify one or more individuals in your organization whom you have seen interacting successfully across cultures. Ask this person to mentor you and to share strategies and opportunities to dialogue with you. Focus on how you can better “make sense” of situations from that person’s cultural perspective and what behavioral adaptations are appropriate.
 - ✘ Consider opportunities for more training in intercultural competence (courses, workshops, readings) to learn tangible ways cultures can differ, culture specific information, and successful models of individual and organizational adaptation.
 - ✘ Review M.R. Hammer’s Intercultural Conflict Style (ICS) model and assessment inventory at: www.icsinventory.com.
 - ✘ Engage in targeted contrast culture readings, including books and articles that provide a comparative analysis of culture general frameworks (e.g. individualism vs. collectivism) as well as novels written by authors from or set in cultures different from your own. Review materials on culture general and culture specific patterns of cultural difference by visiting www.interculturalpress.com. Lists of novels can be found at websites such as <http://nceawidereading.wikispaces.com>. Make a concerted effort to truly shift cultural perspective and to engage in adaptive behaviors based on these cultural frameworks.
 - ✘ Read newspapers and magazines online from other countries or cultural communities. Pay attention to how writers from diverse cultures may report a major, global event from a different perspective than writers from your own cultural group. This can highlight differences that you may not have thought about previously.
- **Select a culture in your community with which you are less comfortable and about which you have less knowledge.**
- ✘ Apply your skills in observing, reflecting, and understanding different cultural values and behaviors of the culture you selected.
 - ✘ Find ways to get involved with various cultural groups and organizations (e.g., refugee resettlement organizations or Sister-City organizations in your local community). Consider ways to engage with them as a peer as well as from an outside expert position if appropriate.
 - ✘ Encourage your organization to put resources into developing cultural competencies of all stakeholders.

- ✂ Continue to draw upon a broad network of culturally diverse individuals to inform you in your roles in your organization and community. Identify areas in which you need to expand your network.
- **Form a small group of motivated individuals to collaborate on diversity, inclusion and intercultural competence advocacy strategies. Where does your workplace need to focus first and how can you help them develop a plan?**
 - ? Acknowledge to yourself that your expertise and knowledge of one or more cultural groups can sometimes lead to fatigue and allow yourself opportunities for on-going support from the small group you formed.
- **Check whether others may see you in ways that discount your experiences across cultures. What can you do to build better relations with others who may not share the same adaptation orientation as you?**
 - ? Acknowledge to yourself that your expertise and knowledge of one or more cultural groups may be useful to others, but only if you can share your resources in ways that value the other person's viewpoint and experience.
- **Do you have difficulty remaining in one organization or geographical place because you become frustrated that the people or the organizations are not as far along the developmental continuum as you think they should be?**
 - ? Recognize that your desire to “exit” organizations or places may be due to your own frustration and/or inability to bridge across different developmental orientations.
 - ? Reflect on whether some of the difficulties or frustrations you may have in helping individuals and organizations become more interculturally competent could be due to your lack of awareness and understanding that not all people share your Adaptation mindset? That is, individuals with a Denial, Polarization, Minimization or Acceptance orientation make sense of cultural differences and commonalities in ways consistent with their developmental orientation—not in ways consistent with an Adaptation mindset.
- ✂ What can you do to bridge across different developmental orientations so that your cross-cultural effectiveness is increased?
- ✂ Find positive strategies to engage others around intercultural learning and development in ways that do not make your own views and experiences the center of attention.

● **Summary questions for reflection**

- ? What new information was most meaningful to you after completing these activities?
- ? Could this new information have changed a situation you experienced in the past? How would this situation have changed?
- ? How can this new information change your perceptions, interpretations, judgments, reactions and/or behaviors in the future?

*I do not want my house to be walled in
on all sides or my windows to be
stuffed. I want the cultures of all lands
to be blown about my house as freely as
possible. But I refuse to be blown off
my feet by any.*

Mahatma Gandhi

CULTURAL DISENGAGEMENT

Definition:

A sense of disconnection or detachment from a primary cultural group. Cultural Disengagement is not an orientation on the Intercultural Development Continuum, as it does not relate to intercultural competence. However, consideration of a Cultural Disengagement score that is “not resolved” suggests some lack of involvement in a primary cultural community.

Strength:

Cultural Disengagement when resolved means that you feel involved and connected to your cultural community. This can provide a sense of attachment towards a group important to you.

Developmental Opportunity

Cultural Disengagement when it is not fully resolved may be experienced as a feeling of separation from a cultural community that is (or was) important to you. You may want to consider how to become more fully engaged within a cultural community important to you.

Suggestions for Cultural Disengagement:

- Review the suggestions below **ONLY** if your Individual IDI Profile indicates you are not resolved on Cultural Disengagement. If your IDI profile indicates resolved, then this section does not need to be completed.
- If you are not resolved in Cultural Disengagement:
 - ✎ Identify the ways you feel disconnected from your primary cultural group. For example, is this sense of alienation more political, more social, or something else?
 - ✎ Reflect on why you perceive yourself as disconnected from your cultural group?
 - ✎ Do you want to do anything about this sense of detachment? Do you want to re-establish deeper connections with people from your primary community?
 - ✎ Are you in search of a “blended” sense of cultural connection between two different cultural groups?
 - ✎ If so, what does this mean in terms of your involvement and sense of connection to these different cultural communities?