



Why Consider Using the Intercultural Development Inventory[®] (IDI[®])

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Welcome!

We are pleased you are considering using the Intercultural Development Inventory[®], or IDI[®], as an assessment of intercultural competence in your educational institution or organization. In order to familiarize you with the wide-range of applications of the IDI in your workplace, we have summarized some key information below. For more detailed information, [please visit our website](#). We also encourage you to view our two introductory videos on the IDI also found on our website:

- [An Introduction to the Intercultural Development Inventory](#)
- [Workplace Impact of the Intercultural Development Inventory](#)

You also may find it useful to [view our Case Study videos on our website](#). These short videos present compelling evidence of bottom-line impacts that have resulted from using the IDI in educational institutions, non-profit organizations, and companies.

The IDI is Different from Other Assessments of Intercultural Competence

There are many assessment tools that claim to measure intercultural competence, cultural intelligence, global effectiveness, and cross-cultural adaptation. These instruments are not grounded in a comprehensive, cross-culturally validated theory of intercultural competence. Rather, these assessment tools measure individual, discrete Cognitive/Affective/Behavioral (CAB) concepts (e.g., flexibility) that are found in research to be weakly related—if at all—to critical outcomes of intercultural contact, such as goal accomplishment in culturally diverse settings. Further, there is no research-based consensus on what specific CAB characteristics are actually most critical for effectively navigating cultural differences.

For example, in 1957, Tewksbury proposed 21 core global competencies (e.g., broad world awareness)¹. Fifty- two years later, in 2009, Spitzberg & Changnon², in their review of a half-a-century of research on intercultural competence:

- ✓ Identified **286** Cognitive/Personality, Affective/Attitudinal & Behavioral/Skill dimensions of intercultural competence (along with 18 context/environmental factors and 39 outcome variables)
- ✓ Concluded that few efforts have been made to actually test the validity and cross-cultural generalizability of these models

Further, over the past 50 years, research has not clarified how these various CAB dimensions are related to or influence a host of important cross-cultural outcomes (e.g., diversity hiring). Finally, the various CAB instruments that measure these dimensions provide little guidance on how individuals, teams and organizations can actually increase intercultural competence in ways that demonstrate bottom-line results in achieving educational and organizational goals. In contrast, the IDI is a theory-based, comprehensive, developmental assessment of intercultural competence that is not grounded in the Cognitive/Affective/Behavioral (CAB) paradigm.³

¹ Wilson, A., 1994, The attributes and tasks of global competence. In R. Lambert (Ed.), Educational exchange and global competence (pp. 37-50). New York, NY: Council on International Educational Exchange).

² Spitzberg, B.H. & Changnon, G., 2009, Conceptualizing intercultural competence, in D. Deardorf (Ed), The Sage Handbook of Intercultural Competence (1-52), Thousand Oaks, CA: Sage.

³ Hammer, M.R. (2015). The developmental paradigm for intercultural competence research. *International Journal of Intercultural Relations* 48, 12-13.

Why Using the IDI is Your Best Option

The Intercultural Development Inventory® (IDI®) is the premier, cross-cultural assessment of intercultural competence that is used by thousands of individuals and organizations to build intercultural competence to achieve international and domestic diversity and inclusion goals and outcomes.

IDI research in organizations and educational institutions confirms two central findings when using the IDI:

- Interculturally competent behavior occurs at a level supported by the individual's or group's underlying orientation as assessed by the IDI
- Training and leadership development efforts at building intercultural competence are more successful when they are based on the individual's or group's underlying developmental orientation as assessed by the IDI

In contrast to many “personal characteristic” instruments, the IDI is a cross-culturally valid, reliable and generalizable measure of intercultural competence along the validated Intercultural Development Continuum® (adapted, based on IDI research, from the DMIS theory developed by Milton Bennett). Further, the IDI has been demonstrated through research to have high predictive validity to both bottom-line cross-cultural outcomes in organizations and intercultural goal accomplishments in education.

There are a number of reasons for using the IDI compared to other intercultural assessment tools:

1. **The IDI is theory-based:** The IDI is the only theory-based assessment of intercultural competence. Unlike other tools that measure separate personal characteristics (e.g., open-mindedness, flexibility), the IDI allows you to see an individual's or group's progression along a continuum of cross-cultural competence. Because of this, the IDI provides in-depth insights on how individuals and groups make sense of cultural differences and how they respond to cultural differences. The IDI measures both one's mindset and skillset.
2. **The IDI is developmental:** The IDI is the only developmental assessment of intercultural competence. This fundamental focus allows individuals and groups to focus on increasing their intercultural competence (from how they currently engage cultural differences to how they can more effectively engage diversity). The IDI facilitates cooperative conversations and actions directed toward growth and development rather than judgment and resistance.

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3. **The IDI provides practical, in-depth information:** The IDI allows extensive and in-depth insights on individual and group levels of intercultural competence. This is accomplished through sophisticated, customized IDI Individual Profile Reports, IDI Group Profile Reports and IDI Group Administrator Reports. These reports present valid, quantitative information about how an individual or group engages cultural difference in their day-to-day interactions with others.
 4. **IDI results are actionable:** The IDI produces a customized, Intercultural Development Plan (IDP) for each individual that guides the person through a series of activities and self-reflections that developmentally build intercultural competence. In addition, IDI Guided Development™ is a proprietary, proven approach for designing training and other interventions that substantially increases intercultural competence for groups and organizations based on IDI profile results.
 5. **The IDI applies across a wide-range of cultures:** The IDI has been validated with over 218,000 individuals to provide a powerful and accurate profile of respondents' orientations toward a wide range of "other culture" groups, including nationality, ethnicity, gender and other diversity categories.
 6. **The IDI has wide application:** The primary applications of the IDI fall into three core areas. Often, organizations and educational institutions pursue 1, 2, or all 3 areas when they initiate the IDI in their workplace: (1) for individual feedback and development of intercultural competence, (2) for group/team feedback and training development of intercultural competence, and (3) for baseline assessments and organizational development.
 7. **The IDI is rigorously validated to apply across cultures and does not contain cultural bias:** The Intercultural Development Inventory has been psychometrically tested and found to possess strong validity and reliability across diverse cultural groups. This validity includes predictive validity within both the corporate and educational sectors. The IDI has been rigorously tested and has cross-cultural generalizability across both international and domestic diversity.
 8. **The IDI is customized for educational and organizational use:** The IDI is available in two different versions: One for use in educational institutions and the other in organizational settings.
 9. **The IDI is in 17 languages:** The IDI Assessment is available in English and 16 other languages. Each language version of the IDI has been rigorously "back translated," ensuring both linguistic and conceptual equivalence in the meaning of each of the items.

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10. **The IDI Qualifying Seminar is comprehensive:** To use the IDI in your own school or organization, you and/or your colleagues would complete the IDI Qualifying Seminar. This provides in-depth training so that you can effectively use the IDI to build intercultural competence with individuals and groups and to achieve organizational development goals.

 11. **IDI, LLC staff provides a wide-range of support:** Our staff at IDI, LLC provides email, telephone, and virtual support to ensure your success in using the IDI in your workplace.

 12. **Extensive IDI resources are available:** We have a full set of video, training, and intercultural competence development resources available to IDI Qualified Administrators, including the IDI Resource Guide, IDI handouts you can use in your work with the IDI, the *Practical Applications of the Intercultural Development Inventory* video that engagingly explains the Intercultural Development Continuum and describes, with compelling personal examples, how individuals respond to cultural differences based on their developmental orientation, an Enterprise Account that allows your organization to compile IDI data across multiple Qualified Administrator accounts in your organization as well as streamlined billing, a logo option for use on all IDI Reports, and IDI-related published articles.

The Intercultural Development Inventory

This capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities—what we define as intercultural competence—is assessed by the Intercultural Development Inventory[®], or IDI[®]. Research conducted on intercultural effectiveness, cross cultural adaptation and adjustment, international job performance, diversity & inclusion efforts, and other forms of intercultural contact (e.g., tourism, immigration, refugee resettlement), clearly identifies intercultural competence as a key capability for working and living effectively with people from different cultures.¹ Indeed, intercultural competence is essential for transcending ethnocentrism and establishing effective, positive relations across cultural boundaries both internationally and domestically.

Intercultural competence has been identified as a critical capability in a number of studies focusing on overseas effectiveness of international sojourners, international business adaptation and job performance, international student adjustment, international transfer of technology and information, international study abroad, and inter-ethnic relations within nations.

The Intercultural Development Inventory, or IDI, assesses intercultural competence through a 50-item questionnaire, available online that can be completed in 15–20 minutes. A wide range of organizations and educational institutions use the IDI. Thousands of Qualified Administrators in more than 30 countries have extensively applied the IDI in corporate, not-for-profit, government, faith-based, and educational contexts. In addition, more than 60 publications and over 80 Ph.D. dissertations have been completed using the IDI.

After individuals complete the IDI, each person's responses to the 50 items are analyzed and reports prepared.

¹ Information presented is drawn from a number of sources, including: Bhawuk, D.P.S. & Brislin, R., 1992, The measurement of intercultural sensitivity using the concepts of individualism and collectivism, *International Journal of Intercultural Relations*, 16, 413-436; Black, J.S., Gregersen, H.B., & Mendenhall, M.E., 1992, *Global assignments*. San Francisco, CA: Jossey-Bass; Cushner, K. Brislin, R.W., 1996, *Intercultural interactions: A practical guide*, Thousand Oaks, CA: Sage; Tapia, A.T., 2009, *The inclusion paradox*, Chicago, IL: Hewitt Associates; Hammer, M.R., 2009, *The Intercultural Development Inventory: An Approach for assessing and building intercultural competence*. In M.A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations*, (pp. 203-108), Thousand Oaks, CA: Sage; M.A. Moodian, 2009 (Ed.), *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations*, Thousand Oaks, CA: Sage; Deardorff, D.K., 2009, *The Sage handbook of intercultural competence*, Thousand Oaks, Sage; Hammer, M.R., 2012, *The Intercultural Development Inventory: A new frontier in assessment and development of intercultural competence* (chapter 5), in M. Vande Berg, M. Paige & K. Lou (Eds.), *Student learning abroad*, Stylus Publications; and M. Vande Berg, M. Paige & K. Lou (Eds.), *Student learning abroad*, Stylus Publications.

Generates Customized Profile Reports

The IDI generates profiles of an individual's and a group's capability for shifting cultural perspective and adapting behavior toward cultural differences and commonalities—that is, their intercultural competence orientation. When used to assess an individual's level of intercultural competence, an IDI Individual Profile Report is prepared for that individual. In addition, a customized, Intercultural Development Plan[®] (IDP[®]) is also prepared for the person. This IDP provides a detailed blueprint for the individual to further develop his/her intercultural competence (see below).

The Intercultural Development Inventory can also be used to assess a group or organization's overall approach to dealing with cultural differences and commonalities. Detailed group and subgroup reports are produced to provide the group or organization a comprehensive picture of intercultural competence.

Provides an Individualized Intercultural Development Plan (IDP)

The individual Intercultural Development Plan or IDP is developed in response to many requests for strategies and interventions to help individuals increase their intercultural competence. The IDP is customized for each individual based on their own unique IDI individual profile and provides targeted personal action plans. The IDP helps individuals gain:

1. Insight concerning intercultural challenges they face,
2. Clarity of intercultural goals important to them, and
3. Targeted, developmental learning that increases intercultural competence in bridging across diverse communities.

To Use the IDI, We Offer Various Options

1. The IDI is the only assessment of intercultural competence that offers, for a one-time cost per IDI assessment:
 - a. Unlimited IDI Individual Profile Reports
 - b. Unlimited customized individual IDI Intercultural Development Plans
 - c. Unlimited IDI Group Profile Reports
 - d. Unlimited IDI Group Administrator Reports

2. To become an IDI Qualified Administrator, you and others from your workplace can attend the IDI Qualifying Seminar that we offer. This seminar is offered in a number of locations within the United States and internationally. Dates, fees, and locations of the Qualifying Seminar are found on the [IDI public website](#) at the **IDI Qualifying Seminar** tab. By completing the Qualifying Seminar, you and your colleagues can purchase the IDI and receive individual and group profile IDI reports as well as customized individual Intercultural Development Plans for building intercultural competence as well as access the extensive resources available to Qualified Administrators.

3. We can also conduct a private IDI Qualifying Seminar for your staff, saving you time and travel expenses. Contact the IDI, LLC office for more information on this option.

Who Uses the IDI (a Partial List of Organizations)

Corporations

- Aon Hewitt
- ABB
- Boeing Company
- Florida Power and Light
- General Electric
- Harley-Davidson
- Hyundai-Kia Motors
- Mattel, Inc.
- Microsoft
- Northrop Grumman
- POSCO
- Right Management
- Robert Bosch Engineering & Business Solutions
- Target
- Walt Disney Parks & Resorts

Primary & Secondary Schools

- Austin Public Schools
- Bloomington Public School
- Boulder Valley School District
- Brooklyn Center Schools
- Cary Academy
- Denver Public Schools
- Detroit Lakes Public Schools
- Indianapolis Public Schools
- Oregon Episcopal School
- Roseville Public Schools
- South Bend Community School Corporation
- White Bear Lake Area Schools

Non-Profit Organizations

- AARP
- AFS International Programs
- Boys and Girls Aid Society of Oregon
- Trinity Lutheran Church
- Council for International Education Exchange (CIEE)
- Krista Foundation for Global Citizenship
- North Park Theological Seminary
- United Methodist Church
- Wilder Foundation
- YMCA

Government

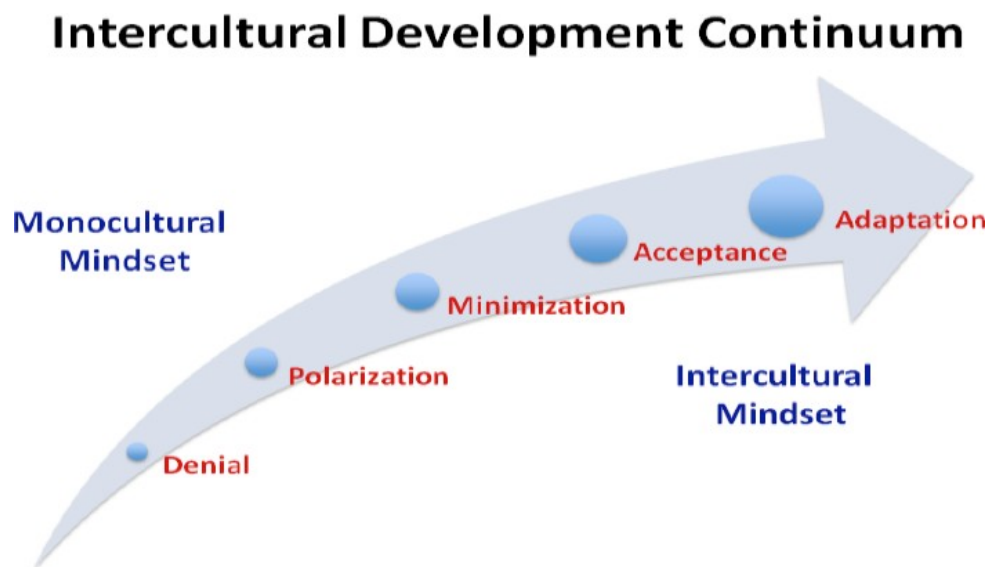
- Canadian Federal Government
- City of Dubuque
- Minnesota State Supreme Court
- Seoul Youth Center for Cultural Exchange
- State of Oregon
- Toronto, Canada Police Department
- Federal Reserve Bank
- U.S. Naval Academy
- U.S. Air Force Academy
- U.S. Air Force

Colleges & Universities

- American University
- American University, Center for Provence
- Arizona State University
- Arkansas State University
- Bethel University
- Brigham Young University
- Bucknell University
- Chinese University of Hong Kong
- City University of Hong College of Business
- College of St. Catherine
- Colorado State University
- Columbia University Teacher's College
- Cornell University
- Duke University
- Fundación Universidad San Jorge
- Georgia Institute of Technology
- Hennepin Technical College
- Indiana State University
- Iwate Prefectural University
- Kennesaw State University
- King College London
- Macquarie University
- Memorial University of Newfoundland
- Napa Valley College
- NorQuest College
- Northwestern University
- Ohio State University
- Purdue University
- Queen's University
- Texas A&M University
- Tokyo International University of America
- Tokyo International University of America
- University of Minnesota
- University of North Carolina Chapel Hill
- Universidad de Monterrey
- Universidad Maastricht
- University of the Pacific
- University of Richmond
- Wake Forest University
- Xavier University

The Intercultural Development Continuum

The Intercultural Development Continuum¹ (IDC) describes a set of orientations toward cultural difference and commonality that are arrayed along a continuum from the more monocultural mindsets of Denial and Polarization through the transitional orientation of Minimization to the intercultural or global mindsets of Acceptance and Adaptation. The capability of deeply shifting cultural perspective and bridging behavior across cultural differences is most fully achieved when one maintains an Adaptation perspective.



¹ The Intercultural Development Continuum (IDC) assessed by the Intercultural Development Inventory (IDI) is adapted from the Developmental Model of Intercultural Sensitivity (DMIS) originally proposed by M. Bennett.

Denial

A Denial mindset reflects a more limited capability for understanding and appropriately responding to cultural differences in values, beliefs, perceptions, emotional responses, and behaviors. Denial consists of a Disinterest in other cultures and a more active Avoidance of cultural difference. Individuals with a Denial orientation often do not see differences in perceptions and behavior as “cultural.” A Denial orientation is characteristic of individuals who have limited experience with other cultural groups and therefore tend to operate with broad stereotypes and generalizations about the cultural “other.” Those at Denial may also maintain a distance from other cultural groups and express little interest in learning about the cultural values and practices of diverse communities. This orientation tends to be associated more with members of a dominant culture as well as members of non-dominant groups who are relatively isolated from mainstream society because both may have more opportunity to remain relatively isolated from cultural diversity. By contrast, members of non-dominant groups who are more actively engaged within the larger, mainstream society are less likely to maintain a Denial orientation, because they more often need to engage cultural differences. When Denial is present in the workplace, cultural diversity oftentimes feels “ignored.”

The intercultural competence development strategy for Denial is to help the individual or group notice and confront cultural differences. This can focus on those less threatening, more easily observed aspects of human behavior in areas of clothing, food, music, art, dance as well nonverbal behavior, customs, dos and taboos. Development is achieved for the individual or group by interacting more with people from different cultures—under supportive conditions. Also, asking individuals and groups to notice perceptions and behaviors that they have in common with—and are different from—people from other cultural communities is also useful.

Polarization

Polarization is an evaluative mindset that views cultural differences from an “us versus them” perspective. Polarization can take the form of Defense (“My cultural practices are superior to other cultural practices”) or Reversal (“Other cultures are better than mine”). Within Defense, cultural differences are often seen as divisive and threatening to one’s own “way of doing things.” Reversal is a mindset that values and may idealize other cultural practices while denigrating one’s own culture group. Reversal may also support the “cause” of an oppressed group, but this is done with little knowledge of what the “cause” means to people from the oppressed community. When Polarization is present in an organization, diversity typically feels “uncomfortable.”

The intercultural competence development strategy for individuals or groups at Polarization is to help them recognize when they are overemphasizing differences without fully understanding them; and, second, to help them search for commonalities and adopt a less evaluative stance toward understanding differences.

Minimization

Minimization is a transitional mindset between the more Monocultural orientations of Denial and Polarization and the more Intercultural/Global worldviews of Acceptance and Adaptation. Minimization highlights commonalities in both human Similarity (basic needs) and Universalism (universal values and principles) that can mask a deeper understanding of cultural differences. Minimization can take one of two forms: (a) the highlighting of commonalities due to limited cultural self-understanding, which is more commonly experienced by dominant group members within a cultural community; or (b) the highlighting of commonalities as a strategy for navigating the values and practices largely determined by the dominant culture group, which is more often experienced by non-dominant group members within a larger cultural community. This latter strategy can have survival value for non-dominant culture members and often takes the form of “go along to get along.” When Minimization exists in organizations, diversity often feels “not heard.”

When responsibilities and tasks in an organization or educational institution can be accomplished successfully using commonality strategies without the need to attend to difference, Minimization mindsets are reinforced. The intercultural competence developmental strategy for Minimization is to increase cultural self-understanding, including awareness around power and privilege as well as other patterns of cultural difference (e.g., conflict resolution styles), culture-general frameworks (e.g., individualism/collectivism), and culture-specific patterns.

Acceptance

Acceptance and Adaptation are intercultural/global mindsets. With an Acceptance orientation, individuals recognize and appreciate patterns of cultural difference and commonality in their own and other cultures. An Acceptance orientation is curious to learn how a cultural pattern of behavior makes sense within different cultural communities. This involves contrastive self-reflection between one’s own culturally learned perceptions and behaviors and perceptions and practices of different cultural groups. While curious, individuals with an Acceptance mindset are not fully able to appropriately adapt to cultural difference. Someone with an Acceptance orientation may be challenged as well to make ethical or moral decisions across cultural groups. While a person within Acceptance embraces a deeper understanding of cultural differences, this can lead to the individual struggling with reconciling behavior in another cultural group that the person considers unethical or immoral from his or her own cultural viewpoint. When Acceptance is present in organizations and educational institutions, diversity feels “understood.”

The intercultural competence development strategy for Acceptance is to help individuals or groups interact across cultures in ways that expand their knowledge about cultural differences, including culture-general and culture-specific frameworks, and to gain skills in adapting to these differences. They can also confront cross-cultural ethical questions within their specific workplace or living situation by fully considering what a particular practice means from their own cultural perspective and what a cultural practice represents in a different cultural community.

Adaptation

An Adaptation orientation consists of both Cognitive Frame-Shifting (shifting one’s cultural perspective) and Behavioral Code-Shifting (changing behavior in authentic and culturally appropriate ways).

Adaptation enables deep cultural bridging across diverse communities using an increased repertoire of cultural frameworks and practices in navigating cultural commonalities and differences. An Adaptation mindset sees adaptation in performance (behavior). While people with an Adaptation mindset typically focus on learning adaptive strategies, problems can arise when people with Adaptation mindsets express little tolerance toward people who engage diversity from other developmental orientations. This can result in people with Adaptive capabilities being marginalized in their workplace. When an Adaptation mindset is present in the workplace, diversity feels “valued and involved.”

The intercultural competence development strategy for Adaptation is to continue to build on one’s knowledge of cultural differences and to further develop skills for adapting to these differences, including engaging in “cultural mediation” between cultural groups that are experiencing problems.

IDI Guided Development™

The IDI is more than a measurement tool. It also provides guidelines on the kinds of learning interventions that most effectively and efficiently build intercultural competence. Further, there is a growing body of research that clearly demonstrates that with appropriate learning interventions based on IDI profile results, individuals and groups can greatly increase their intercultural competence and also implement that increased cross-cultural capability in ways that accomplish key educational and organizational goals.

The use of the IDI to help IDI Qualified Administrators build intercultural competence in their educational institutions and organizations is called **IDI Guided Development™**. What is IDI Guided Development?

IDI Guided Development is an innovative, comprehensive, assessment driven approach to building intercultural competence targeted to accomplish intercultural goals through the use of the Intercultural Development Inventory.

IDI Guided Development is a systematic process for using the IDI profile results to select individual coaching strategies for individuals, to identify training activities to building intercultural competence for groups, and to more effectively develop diversity and inclusion solutions that span the domestic arena to the global environment.

IDI Guided Development links IDI profile results to the goals and challenges individuals and groups face in navigating cultural differences—ensuring that learning interventions go beyond “awareness building” to direct impact on critical needs and concerns.

The Cross-Cultural Validity of the IDI

Evidence of the cross-cultural validity and practical impact of the Intercultural Development Inventory (IDI) is found in the remarkably strong support given from a wide-range of external, third-party, prestigious associations, journals/books and cross-cultural, professional organizations. Here are some endorsements that are particularly compelling:

- The American Council of Education (ACE) is the most visible and influential association of higher education in the United States. ACE represents presidents' of 1800 colleges and universities. Ace brings together experts from all sectors in the country to address some of the most difficult challenges facing higher education. In 2003, ACE convened a working group on intercultural learning whose goal was to identify an assessment that provides direct evidence of students' knowledge and skills that also addresses complex learning rather than more surface learning outcomes. In researching 20 assessment instruments, ACE concluded by recommending the IDI as one of only two tools that meets their rigorous review process.
- SIETAR Europa (Society for Education, Training and Research) in 2009, surveyed its membership to identify which cross-cultural assessment instruments are mostly widely accepted and used by cross-cultural professionals. The IDI was identified as the most widely used assessment tool used by professionals in the intercultural field.
- In 2012, M. Vande Berg, R.M. Paige, and K. Lou edited the influential book, *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It* (Sterling, VA: Stylus). In this book, extensive research and specific case studies are presented that demonstrate student development of intercultural competence based on the use of the IDI. This book presents compelling evidence of the strong impact IDI Guided Development™ has in building students', mentors', and faculty members' intercultural competence.
- The International Journal of Intercultural Relations (IJIR) is one of the most prestigious peer-reviewed academy publications within the broad, interdisciplinary field of intercultural relations. IJIR devoted a special issue to the Intercultural Development Inventory in 2003, attesting to the valuable contributions being made by the IDI in increasing intercultural competence.
- Over 80 Ph.D. dissertations have been completed using the IDI. This extensive use and acceptance of the IDI by Ph.D. faculty committees attest to wide-spread agreement concerning the cross-cultural validity of the IDI for use in Ph.D. level research.
- Over 60 articles and chapters using the IDI have been published.

Two important reviews of the IDI along with other cross-cultural assessment instruments have been undertaken. Both reviews present favorable evidence regarding the rigorous cross-cultural validity, reliability and generalizability of the IDI. These reviews are:

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- Paige, R.M. (2004). Instrumentation in Intercultural Training. In D. Landis, J.M. Bennett & M.J. Bennett (Editors). *Handbook of Intercultural Training* (3rd edition) (85-128). Thousand Oaks: CA. Sage.
 - Stuart, D. (2009). Assessment Instruments for the Global Workforce. In M.A. Moodian (Editor). *Contemporary Leadership and Intercultural Competence* (175-190). Thousand Oaks, CA: Sage.

The IDI has been rigorously tested and found to possess high cross-cultural validity and reliability. As a result, validity of the IDI is established not through “face” validity but rather through far more rigorous psychometric criteria. In other words, a person cannot “just look at the IDI items and determine what it measures or whether it is a valid assessment.”

In fact, a person’s subjective viewing of IDI items to determine whether the IDI “is a good measure of intercultural competence” is far less valid than reviewing the extensive social science validation protocols of the IDI. The result of these validation studies of the IDI provides objective confidence that:

- ❖ The IDI is a cross-culturally generalizable (i.e. international and domestic diverse culture groups), valid and reliable measure of intercultural competence that does not contain cultural bias.

The extensive psychometric validation protocols used in constructing the IDI are described in greater detail in articles found on our website: <http://idiinventory.com/>.

The chart on the following page summarizes some of the main validation findings of the IDI.

IDI Validation Meets AERA/APA/NCME (2014) Psychometric Criteria

Instrument Development Criteria <i>(Established across more than 218,000 culturally diverse respondents)</i>	IDI Fully Meets Criteria
1. Testing confirmed the underlying theoretical framework of the IDI—the Intercultural Development Continuum or IDC (e.g., high inter-rater reliabilities based on in-depth interview analysis & correlational analysis).	✓
2. Construct validation protocols confirm the IDI is a valid measure of intercultural competence/adaptation and not a measure of identity or (psychological) adjustment. IDI validation testing is immune from tautological associations.	✓
3. IDI items reflect perspectives of people from a wide range of international and domestic cultural groups (e.g., through in-depth interviews).	✓
4. IDI does not contain cultural bias (e.g., initial pool of items generated from statements made by culturally diverse interviewees—not by the researchers; DIF statistical analysis also confirms lack of cultural bias).	✓
5. IDI validity and reliability results confirmed in large, multicultural samples—over 218,000 individuals (e.g., using rigorous Confirmatory Factor Analysis in item/scale analysis).	✓
6. IDI has strong “content” validity (e.g., item pool generated from actual statements made by interviewees from a wide range of cultural groups; Expert Panel Review used to narrow item pool, inter-rater reliabilities).	✓
7. IDI has strong construct validity: IDI Orientations correlated as predicted to Worldmindedness (cognitive measure) and Intercultural Anxiety (affective measure).	✓
8. IDI has strong predictive validity in organizations, educational institutions, & faith-based settings; higher scores on the IDI predicts: <ul style="list-style-type: none"> a. Team & individual level success in diversity recruitment and hiring b. Higher quality interactions with superiors—as rated by subordinates c. Greater knowledge of another culture d. Greater comfort interacting with cultural diversity e. More intercultural friendships f. Greater satisfaction following a study abroad experience g. Greater cognitive complexity h. Greater capacity for regulating negative emotion i. Greater recognition of difference between self and other j. Higher spiritual well-being & post-conventional moral reasoning k. Increased multicultural activities 	✓
9. IDI Developmental Orientation and Perceived Orientation scores are highly reliable (.82, .83, coefficient alpha & all sub-scales achieved satisfactory reliabilities).	✓
10. Readability analysis of the IDI indicates the IDI is appropriate for individuals 15 years of age or higher).	✓