

INTERCULTURAL DEVELOPMENT INVENTORY® V3 EDUCATION

The Intercultural Development Inventory (IDI®) is a valid, reliable instrument measuring people's basic orientations toward cultural difference. Thank you for your valuable assistance.

CONFIDENTIALITY

Your honest responses to the IDI® are crucial to its effectiveness. If your name or identification is asked for, your individual responses will be kept in strict confidence by the IDI® administrator.

RESPONDING TO ITEMS

There are no right or wrong answers, nor "good" or "bad" responses. Respond to each statement based on your first, initial reaction. BE SURE to respond to each and every item. Ignoring some statements will mean that your total responses will not reflect your own personal viewpoint, and your completed survey cannot be properly analyzed.

The items in the IDI® are drawn from *actual statements made by people from many cultures* throughout the world. The wording and content of the items reflect a range of viewpoints toward cultural differences. It is important that you respond to each item based on your agreement or disagreement with the overall content of each item. You should **not** respond based on whether you believe a certain type of statement should or should not be made or whether you like or dislike the way a statement is worded.

Some of the items in the IDI® express a viewpoint that you might not feel comfortable expressing to others. When responding to these types of statements in the IDI®, you should think about the degree to which you agree or disagree with the overall content or meaning of each statement *as if you "overheard" someone make that statement.*

DEFINING "CULTURE"

Each of us has a worldview that is related to participation in one or more culture groups. These groups are typically defined by national and/or ethnic boundaries, but they may also represent other affiliations. *In the IDI®, terms such as "our culture" or "my culture" refer to the culture group(s) to which you feel you "belong" the most.* The terms "other cultures," "people from different cultures," or "different cultures" refer to groups to which you do *not* feel you belong.

Try to think about the other culture groups with which you are familiar. Please avoid considering cultures that you know only from media. Respond to each item in the IDI® in terms of the *specific culture groups with which you have had the most contact or experience.*

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INSTRUCTIONS

Use a No. 2 pencil, or blue or black ink pen only.

Do not use pens with ink that soaks through the paper.

Make solid marks that fill the oval completely.

Fill in the number that best represents your response.

Complete every item.

Erase errors completely or use an "X" to indicate erasure.

Do not tear or mutilate this form.

● CORRECT MARK

✓ ✗ ○ ○ INCORRECT MARKS



IDI®
INTERCULTURAL
DEVELOPMENT
INVENTORY V3

PLEASE DO NOT WRITE IN THIS AREA



11038

Part One

For each statement, please fill in the number that most accurately indicates your agreement or disagreement with the item. When a statement presents an opinion or viewpoint, respond to that item as if you overheard someone making that statement. Also, be sure to respond to each item in terms of the specific culture(s) with which you have had the most contact or experience.

Responses: 1 = disagree 2 = disagree somewhat more than agree 3 = disagree some and agree some 4 = agree somewhat more than disagree 5 = agree

EXAMPLE: "I like people from different cultures."

In this example, if you "agree" with this statement, you would fill in the number "5." If you "disagree somewhat more than agree" with this statement, you would fill in the number "2."

Disagree
disagree somewhat more than agree
disagree some and agree some
agree somewhat more than disagree
Agree

- | | 1 | 2 | 3 | 4 | 5 |
|--|-----|-----|-----|-----|-----|
| 1. It is appropriate that people do not care what happens outside their country. | (1) | (2) | (3) | (4) | (5) |
| 2. I feel rootless because I do not think I have a cultural identification. | (1) | (2) | (3) | (4) | (5) |
| 3. I have observed many instances of misunderstanding due to cultural differences in gesturing or eye contact. | (1) | (2) | (3) | (4) | (5) |
| 4. When I am with people from different cultures, I act differently than when I am with people from my own culture. | (1) | (2) | (3) | (4) | (5) |
| 5. I have seen many situations where cultural differences in the way people express their emotions led to misunderstanding. | (1) | (2) | (3) | (4) | (5) |
| 6. People of other cultures are more interested in improving themselves than we are. | (1) | (2) | (3) | (4) | (5) |
| 7. People are the same; we have the same needs, interests, and goals in life. | (1) | (2) | (3) | (4) | (5) |
| 8. Technology is creating a single world-wide culture. | (1) | (2) | (3) | (4) | (5) |
| 9. I can look at the world through the eyes of a person from another culture. | (1) | (2) | (3) | (4) | (5) |
| 10. I do not feel I have a culture. | (1) | (2) | (3) | (4) | (5) |
| 11. When I come in contact with people from a different culture, I find I can change my behavior to adapt to theirs. | (1) | (2) | (3) | (4) | (5) |
| 12. I use different cultural criteria for interpreting and evaluating situations. | (1) | (2) | (3) | (4) | (5) |
| 13. While I see myself as a member of my own culture, when I am in one or more other cultures, I find myself thinking like a member of that group. | (1) | (2) | (3) | (4) | (5) |
| 14. I evaluate situations in my own culture based on my experiences and knowledge of other cultures. | (1) | (2) | (3) | (4) | (5) |
| 15. It is appropriate that members of our stronger culture have more opportunities. | (1) | (2) | (3) | (4) | (5) |
| 16. Human behavior worldwide should be governed by natural and universal ideas of right and wrong. | (1) | (2) | (3) | (4) | (5) |
| 17. There would be fewer problems in the world if culturally different groups kept to themselves. | (1) | (2) | (3) | (4) | (5) |
| 18. People from our culture are lazier than people from other cultures. | (1) | (2) | (3) | (4) | (5) |
| 19. I can change my behavior to adapt to other cultures. | (1) | (2) | (3) | (4) | (5) |
| 20. I do not feel I am a member of any one culture or combination of cultures. | (1) | (2) | (3) | (4) | (5) |
| 21. Many times I have noticed cultural differences in how direct or indirect people are in conversation. | (1) | (2) | (3) | (4) | (5) |
| 22. If only other cultures were more like ours, the world would be a better place. | (1) | (2) | (3) | (4) | (5) |



disagree
more than agree

disagree somewhat
more than agree

agree somewhat
more than disagree

Agree

1 2 3 4 5

- | | | | | | |
|---|---|---|---|---|---|
| 23. I am often aware of cultural differences in how decisions are made. | 1 | 2 | 3 | 4 | 5 |
| 24. People from our culture are less polite compared with people from other cultures. | 1 | 2 | 3 | 4 | 5 |
| 25. I do not identify with any culture, but with what I have inside. | 1 | 2 | 3 | 4 | 5 |
| 26. My cultural identity is not clear to me because it is not grounded in the values and patterns of any particular cultural group. | 1 | 2 | 3 | 4 | 5 |
| 27. Too much attention is directed toward other cultures. | 1 | 2 | 3 | 4 | 5 |
| 28. People from other cultures are more sophisticated than people from our culture. | 1 | 2 | 3 | 4 | 5 |
| 29. Other cultures relate to technology better than our culture does. | 1 | 2 | 3 | 4 | 5 |
| 30. Despite some cultural differences, it is more important to recognize that people are all alike in their humanity. | 1 | 2 | 3 | 4 | 5 |
| 31. If only our culture was more like other cultures, the world would be a better place. | 1 | 2 | 3 | 4 | 5 |
| 32. I often act as a cultural bridge between people from different cultures. | 1 | 2 | 3 | 3 | 3 |
| 33. People from our culture are less tolerant compared with people from other cultures. | 1 | 2 | 3 | 4 | 5 |
| 34. People from other cultures are not as interested as we are in improving themselves. | 1 | 2 | 3 | 4 | 5 |
| 35. Too much cultural diversity is bound to lead to divisive conflict. | 1 | 2 | 3 | 4 | 5 |
| 36. People are fundamentally the same despite apparent differences in cultures. | 1 | 2 | 3 | 4 | 3 |
| 37. Family values are stronger in other cultures than in our culture. | 1 | 2 | 3 | 4 | 5 |
| 38. It is appropriate that people do not socialize very much with individuals from different cultures. | 1 | 2 | 3 | 4 | 5 |
| 39. People in our culture work harder than people in most other cultures. | 1 | 2 | 3 | 4 | 3 |
| 40. Our culture's way of life should be a model for the rest of the world. | 1 | 2 | 3 | 4 | 3 |
| 41. Cultural differences are less important than the fact that people have the same needs, interests, and goals in life. | 1 | 2 | 3 | 4 | 5 |
| 42. Family values are stronger in our culture than in other cultures. | 1 | 2 | 3 | 4 | 5 |
| 43. People should avoid individuals from other cultures who behave differently. | 1 | 2 | 3 | 4 | 5 |
| 44. People from our culture are not as open-minded as people from other cultures. | 1 | 2 | 3 | 4 | 5 |
| 45. Our common humanity deserves more attention than cultural difference. | 1 | 2 | 3 | 4 | 5 |
| 46. Because there are universal values, cross-cultural conflicts can be resolved. | 1 | 2 | 3 | 4 | 5 |
| 47. I have frequently observed cultural differences in how problems are defined and solved. | 1 | 2 | 3 | 4 | 5 |
| 48. It is best to form relationships with people of your own culture. | 1 | 2 | 3 | 4 | 5 |
| 49. Universal moral principles provide an effective guide for behavior in other cultures. | 1 | 2 | 3 | 4 | 5 |
| 50. I frequently change my behavior to deal with cultural differences in gesturing or eye contact. | 1 | 2 | 3 | 4 | 5 |

Please Continue ➡

For each question in Part Two, please select the response that best describes your background.

51. First (Given) Name:

[illegible]

52. Last (Family) Name:

[illegible]

53. Identification Number:

[illegible]

54. Gender: ☐ Male ☐ Female

55. Age category:

- ☐ 17 and under ☐ 31-40 ☐ 61 and over
☐ 18-21 ☐ 41-50
☐ 22-30 ☐ 51-60

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

- ☐ Never lived in another country ☐ 1–2 years
☐ Less than 3 months ☐ 3–5 years
☐ 3–6 months ☐ 6–10 years
☐ 7–11 months ☐ Over 10 years

57. Education level (completed):

- ☐ Did not complete secondary (high) school ☐ M.A. degree or equivalent graduate degree
☐ Secondary (high) school graduate ☐ Ph.D. degree or equivalent level graduate degree
☐ Post Secondary (university) graduate ☐ Other

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

- ☐ North America ☐ Africa ☐ Eastern Europe
☐ Central America ☐ Australia ☐ Other
☐ South America ☐ Asia Pacific
☐ Middle East ☐ Western Europe

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

☐ Yes ☐ No

60. Country of citizenship (passport country).

Indicate the country that you consider your primary country of citizenship.

- | | | | | |
|---|---|--|--|--|
| <input type="radio"/> Afghanistan | <input type="radio"/> Cook Islands | <input type="radio"/> Iraq | <input type="radio"/> Nepal | <input type="radio"/> South Africa |
| <input type="radio"/> Aland Islands | <input type="radio"/> Costa Rica | <input type="radio"/> Ireland | <input type="radio"/> Netherlands | <input type="radio"/> South Georgia and the South Sandwich Islands |
| <input type="radio"/> Albania | <input type="radio"/> Côte d'Ivoire | <input type="radio"/> Isle of Man | <input type="radio"/> Netherlands Antilles | <input type="radio"/> Spain |
| <input type="radio"/> Algeria | <input type="radio"/> Croatia | <input type="radio"/> Israel | <input type="radio"/> New Caledonia | <input type="radio"/> Sri Lanka |
| <input type="radio"/> American Samoa | <input type="radio"/> Cuba | <input type="radio"/> Italy | <input type="radio"/> New Zealand | <input type="radio"/> Sudan |
| <input type="radio"/> Andorra | <input type="radio"/> Cyprus | <input type="radio"/> Jamaica | <input type="radio"/> Nicaragua | <input type="radio"/> South Sudan |
| <input type="radio"/> Angola | <input type="radio"/> Czech Republic | <input type="radio"/> Japan | <input type="radio"/> Niger | <input type="radio"/> Suriname |
| <input type="radio"/> Anguilla | <input type="radio"/> Denmark | <input type="radio"/> Jersey | <input type="radio"/> Nigeria | <input type="radio"/> Svalbard and Jan Mayen |
| <input type="radio"/> Antarctica | <input type="radio"/> Djibouti | <input type="radio"/> Jordan | <input type="radio"/> Niue | <input type="radio"/> Swaziland |
| <input type="radio"/> Antigua and Barbuda | <input type="radio"/> Dominica | <input type="radio"/> Kazakhstan | <input type="radio"/> Norfolk Island | <input type="radio"/> Sweden |
| <input type="radio"/> Argentina | <input type="radio"/> Dominican Republic | <input type="radio"/> Kenya | <input type="radio"/> Northern Mariana Islands | <input type="radio"/> Switzerland |
| <input type="radio"/> Armenia | <input type="radio"/> Ecuador | <input type="radio"/> Kiribati | <input type="radio"/> Norway | <input type="radio"/> Syrian Arab Republic |
| <input type="radio"/> Aruba | <input type="radio"/> Egypt | <input type="radio"/> Korea, Democratic People's Republic of | <input type="radio"/> Oman | <input type="radio"/> Taiwan, Province of China |
| <input type="radio"/> Australia | <input type="radio"/> El Salvador | <input type="radio"/> Korea, Republic of | <input type="radio"/> Pakistan | <input type="radio"/> Tajikistan |
| <input type="radio"/> Austria | <input type="radio"/> Equatorial Guinea | <input type="radio"/> Kuwait | <input type="radio"/> Palau | <input type="radio"/> Tanzania, United Republic of |
| <input type="radio"/> Azerbaijan | <input type="radio"/> Eritrea | <input type="radio"/> Kyrgyzstan | <input type="radio"/> Palestinian Territory, Occupied | <input type="radio"/> Thailand |
| <input type="radio"/> Bahamas | <input type="radio"/> Estonia | <input type="radio"/> Lao People's Democratic Republic | <input type="radio"/> Panama | <input type="radio"/> Timor-Leste |
| <input type="radio"/> Bahrain | <input type="radio"/> Ethiopia | <input type="radio"/> Latvia | <input type="radio"/> Papua New Guinea | <input type="radio"/> Togo |
| <input type="radio"/> Bangladesh | <input type="radio"/> Falkland Islands (Malvinas) | <input type="radio"/> Lebanon | <input type="radio"/> Paraguay | <input type="radio"/> Tokelau |
| <input type="radio"/> Barbados | <input type="radio"/> Faroe Islands | <input type="radio"/> Lesotho | <input type="radio"/> Peru | <input type="radio"/> Tonga |
| <input type="radio"/> Belarus | <input type="radio"/> Fiji | <input type="radio"/> Liberia | <input type="radio"/> Philippines | <input type="radio"/> Trinidad and Tobago |
| <input type="radio"/> Belgium | <input type="radio"/> Finland | <input type="radio"/> Libyan Arab Jamahiriya | <input type="radio"/> Pitcairn | <input type="radio"/> Tunisia |
| <input type="radio"/> Belize | <input type="radio"/> France | <input type="radio"/> Liechtenstein | <input type="radio"/> Poland | <input type="radio"/> Turkey |
| <input type="radio"/> Benin | <input type="radio"/> French Guiana | <input type="radio"/> Lithuania | <input type="radio"/> Portugal | <input type="radio"/> Turkmenistan |
| <input type="radio"/> Bermuda | <input type="radio"/> French Polynesia | <input type="radio"/> Luxembourg | <input type="radio"/> Puerto Rico | <input type="radio"/> Turks and Caicos Islands |
| <input type="radio"/> Bhutan | <input type="radio"/> French Southern Territories | <input type="radio"/> Macao | <input type="radio"/> Qatar | <input type="radio"/> Tuvalu |
| <input type="radio"/> Bolivia | <input type="radio"/> Gabon | <input type="radio"/> Macedonia, The Former Yugoslav Republic of | <input type="radio"/> Reunion | <input type="radio"/> Uganda |
| <input type="radio"/> Bosnia and Herzegovina | <input type="radio"/> Gambia | <input type="radio"/> Madagascar | <input type="radio"/> Romania | <input type="radio"/> Ukraine |
| <input type="radio"/> Botswana | <input type="radio"/> Georgia | <input type="radio"/> Malawi | <input type="radio"/> Russian Federation | <input type="radio"/> United Arab Emirates |
| <input type="radio"/> Bouvet Island | <input type="radio"/> Germany | <input type="radio"/> Malaysia | <input type="radio"/> Rwanda | <input type="radio"/> United Kingdom |
| <input type="radio"/> Brazil | <input type="radio"/> Ghana | <input type="radio"/> Maldives | <input type="radio"/> Saint Barthélemy | <input type="radio"/> United States |
| <input type="radio"/> British Indian Ocean Territory | <input type="radio"/> Gibraltar | <input type="radio"/> Mali | <input type="radio"/> Saint Helena | <input type="radio"/> United States Minor Outlying Islands |
| <input type="radio"/> Brunei Darussalam | <input type="radio"/> Greece | <input type="radio"/> Malta | <input type="radio"/> Saint Kitts and Nevis | <input type="radio"/> Uruguay |
| <input type="radio"/> Bulgaria | <input type="radio"/> Greenland | <input type="radio"/> Marshall Islands | <input type="radio"/> Saint Lucia | <input type="radio"/> Uzbekistan |
| <input type="radio"/> Burkina Faso | <input type="radio"/> Grenada | <input type="radio"/> Martinique | <input type="radio"/> Saint Martin | <input type="radio"/> Vanuatu |
| <input type="radio"/> Burundi | <input type="radio"/> Guadeloupe | <input type="radio"/> Mauritania | <input type="radio"/> Saint Pierre and Miquelon | <input type="radio"/> Vatican City State |
| <input type="radio"/> Cambodia | <input type="radio"/> Guam | <input type="radio"/> Mauritius | <input type="radio"/> Saint Vincent and the Grenadines | <input type="radio"/> Venezuela |
| <input type="radio"/> Cameroon | <input type="radio"/> Guatemala | <input type="radio"/> Mayotte | <input type="radio"/> Samoa | <input type="radio"/> Viet Nam |
| <input type="radio"/> Canada | <input type="radio"/> Guernsey | <input type="radio"/> Mexico | <input type="radio"/> San Marino | <input type="radio"/> Virgin Islands, British |
| <input type="radio"/> Cape Verde | <input type="radio"/> Guinea | <input type="radio"/> Micronesia, Federated States of | <input type="radio"/> Sao Tome and Principe | <input type="radio"/> Virgin Islands, U.S. |
| <input type="radio"/> Cayman Islands | <input type="radio"/> Guinea-Bissau | <input type="radio"/> Moldova | <input type="radio"/> Saudi Arabia | <input type="radio"/> Wallis and Futuna |
| <input type="radio"/> Central African Republic | <input type="radio"/> Guyana | <input type="radio"/> Monaco | <input type="radio"/> Senegal | <input type="radio"/> Western Sahara |
| <input type="radio"/> Chad | <input type="radio"/> Haiti | <input type="radio"/> Mongolia | <input type="radio"/> Serbia | <input type="radio"/> Yemen |
| <input type="radio"/> Chile | <input type="radio"/> Heard Island and McDonald Islands | <input type="radio"/> Montenegro | <input type="radio"/> Seychelles | <input type="radio"/> Zambia |
| <input type="radio"/> China | <input type="radio"/> Honduras | <input type="radio"/> Montserrat | <input type="radio"/> Sierra Leone | <input type="radio"/> Zimbabwe |
| <input type="radio"/> Christmas Island | <input type="radio"/> Hong Kong | <input type="radio"/> Morocco | <input type="radio"/> Singapore | |
| <input type="radio"/> Cocos (Keeling) Islands | <input type="radio"/> Hungary | <input type="radio"/> Mozambique | <input type="radio"/> Slovakia | |
| <input type="radio"/> Colombia | <input type="radio"/> Iceland | <input type="radio"/> Myanmar | <input type="radio"/> Slovenia | |
| <input type="radio"/> Comoros | <input type="radio"/> India | <input type="radio"/> Namibia | <input type="radio"/> Solomon Islands | |
| <input type="radio"/> Congo | <input type="radio"/> Indonesia | <input type="radio"/> Nauru | <input type="radio"/> Somalia | |
| <input type="radio"/> Congo, The Democratic Republic of the | <input type="radio"/> Iran, Islamic Republic of | | | |

☐ Administration
 ☐ Student

☐ Faculty
 ☐ Volunteer

☐ Staff
 ☐ Other

[illegible]

- ☐ Pre-school through secondary (high school)
- ☐ Two-year post secondary (community college)
- ☐ Four or more year post secondary (college, university)
- ☐ Vocational post secondary (technical school)
- ☐ Other

- ☐ Public (non religious) school
- ☐ Private (non religious) school
- ☐ Public (religiously affiliated) school
- ☐ Private (religiously affiliated) school
- ☐ International School
- ☐ Other

☐ 0-10%

☐ 11-25%

☐ 26-50%

☐ 51-75%

☐ 76-100%

☐ I am not able to give a general estimate

☐ Not applicable

- ☐ Less than 10 full-time staff
- ☐ 10–20 full-time staff
- ☐ 21–50 full-time staff
- ☐ 51–100 full-time staff
- ☐ 101–1,000 full-time staff
- ☐ 1,001–10,000 full-time staff
- ☐ 10,001–50,000 full-time staff
- ☐ 50,001–100,000 full-time staff
- ☐ 100,001–500,000 full-time staff
- ☐ Over 500,000 full-time staff
- ☐ I am not able to give a general estimate
- ☐ Not applicable

- ☐ 0-10%
- ☐ 11-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%
- ☐ I am not able to give a general estimate
- ☐ Not applicable

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

- ☐ 0-10% ☐ 26-50% ☐ 76-100% ☐ Not applicable
☐ 11-25% ☐ 51-75% ☐ I am not able to give a general estimate

The following questions have been identified by your educational institution.

69. Customized 1

- | | |
|---|---|
| ① | ⑦ |
| ② | ⑧ |
| ③ | ⑨ |
| ④ | ⑩ |
| ⑤ | ⑪ |
| ⑥ | ⑫ |

72. Customized 4

- | | |
|---|---|
| ① | ⑦ |
| ② | ⑧ |
| ③ | ⑨ |
| ④ | ⑩ |
| ⑤ | ⑪ |
| ⑥ | ⑫ |

70. Customized 2

- | | |
|---|---|
| ① | ⑦ |
| ② | ⑧ |
| ③ | ⑨ |
| ④ | ⑩ |
| ⑤ | ⑪ |
| ⑥ | ⑫ |

73. Customized 5

- | | |
|---|---|
| ① | ⑦ |
| ② | ⑧ |
| ③ | ⑨ |
| ④ | ⑩ |
| ⑤ | ⑪ |
| ⑥ | ⑫ |

71. Customized 3

- | | |
|---|---|
| ① | ⑦ |
| ② | ⑧ |
| ③ | ⑨ |
| ④ | ⑩ |
| ⑤ | ⑪ |
| ⑥ | ⑫ |

74. Customized 6

- | | |
|---|---|
| ① | ⑦ |
| ② | ⑧ |
| ③ | ⑨ |
| ④ | ⑩ |
| ⑤ | ⑪ |
| ⑥ | ⑫ |

Thank you for completing the IDI!