IDI
Intercultural Development Inventory ®

Summary of Development and Validity Testing of the IDI®

Multiple validation studies have shown the Intercultural Development Inventory (IDI) to be an accurate measure of how people engage cultural differences and similarities. This research supports the IDI as a cross-culturally valid and reliable measure of intercultural competence. This infographic outlines the steps involved in the creation and validation of the IDI:

1 ITEM GENERATION

Generated through interviews with a group of individuals from a variety of countries.

Reflects real experiences of these culturally diverse interviewees.

2 ITEM REVIEW

Reviewed for clarity by culturally diverse pilot testing groups.

Submitted to a panel of 7 cross-cultural experts for review.

Only items the experts agreed on were kept.

3 PREDICTIVE VALIDITY

Examined IDI scores of 6 staffing teams and the number of diversity hiring benchmarks they missed.

Discovered strong negative correlation between a team's DO score and the number of benchmarks missed.

4 ADDITIONAL TESTING

Validated by additional independent research.

Conducted by ACS Ventures on over 218,000 IDI respondents.

Grounded in APA psychometric instrument development criteria.

The extensive psychometric validation protocols used in constructing the IDI are described in greater detail in the following publications and independent reviews:

Hammer, M.R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations, 27,* 421-443.	This article describes the initial process of item generation for the IDI.
Hammer, M.R. (2011). Additional cross-cultural validity testing of the Intercultural Development Inventory. *International Journal of Intercultural Relations, 35, 474-487.*	This study represents additional cross-cultural validity testing for the IDI, including demonstration of predictive validity.

Wiley, A. (2016). *Intercultural Development Inventory (IDI): Independent Review*. ACS Ventures.	This summary describes further validation of the IDI by additional independent research on over 218,000 IDI respondents.

How applicable is the IDI?

The IDI is used globally in educational institutions with faculty, staff, and students; and in for-profit corporations, non-profit organizations, and government agencies. It's appropriate for all individuals and groups ages 15 and over (10th grade reading level) who would like to gain insight into how they navigate cultural differences.

The IDI is designed and validated as a culture-general measure of intercultural competence, meaning that it does not look at one specific cultural group. Items on the IDI do not address specific cultural differences; instead, the items ask respondents to consider their own cultural group(s) and other cultural groups which they do not belong. Examples of these groups may include nationality, ethnicity, gender, sexual orientation, ability, and other diversity categories. Thus, regardless of one's background, the IDI can provide information on how a person navigates interactions with cultural groups that are different than their own.

Is the IDI culturally biased?

The statements used in the IDI are responses generated from a group of nationally and globally culturally diverse individuals who participated in in-depth interviews with a cross-culture/cross-gender team of interviewers about how they experience cultural differences. **The IDI items were not generated by the researchers**. This provides evidence for the *content validity* of the items, in this case the extent to which the items on the IDI are representative of the Intercultural Development Continuum, and mitigates possible systematic cultural bias being introduced by the researchers in the wording of the items.

Also, rigorous Differential Item Function (DIF) analysis (a method to evaluate whether different subgroups respond differently to particular items within a scale) found no cultural bias in the IDI items. In the DIF analysis, the performance of respondents on each item were reviewed to evaluate if the item appeared to unfairly favor one group over another (e.g., cultural bias) in the items on the IDI.