



INTERCULTURAL
DEVELOPMENT
INVENTORY

IDI QA Resource

Delivering Effective IDI Group Debriefs

This handout provides guidelines for IDI Qualifying Administrators (QAs) to use as they deliver IDI Group Debriefs. This information is supplemental to the information provided in the Resource Guide under **Delivering IDI Debriefs – A Blueprint for Using the IDI for Group Development**.

The information provided in the Resource Guide outlines a broad overview of the steps for designing Group Profile Debrief Sessions:

- ✓ Step 1: Clarify Project
- ✓ Step 2: Gather IDI data
- ✓ Step 3: Conduct IDI Group Profile Report Debrief
- ✓ Step 4: Action Planning

This document expands on Steps 3 & 4 and provides more detailed guidelines to assist you in delivering Group IDI Debriefs.

Steps 3 & 4 can be broken down further into the following steps. Corresponding page numbers of Group Profile Reports are listed. As you are learning, you can utilize this document to follow along while looking at a Group Profile Report.

1. Greeting, Purpose, Confidentiality
2. Describe Report Components (PO, DO, OG, LO) (page 5)
3. Review the Perceived Orientation (PO) (page 6)
4. Review the Developmental Orientation (DO) (page 6)
5. Review and Normalize the Orientation Gap (page 8)
6. Describe Seven Characteristics, Strengths, and Developmental Opportunity (page 9)
7. Explain the Range of Developmental Orientations (page 10)
8. Explain Leading Orientation (page 12)
9. Engage Group in Action Planning and Discuss Next Steps

Conducting the IDI Group Profile Report Debrief

Before receiving their IDI results, respondents must be introduced to the Intercultural Development Continuum (IDC). This should happen **after** taking the IDI but **before** receiving an IDI debrief. To introduce this information, you can choose if you would like to:

1. Send the participants materials that cover the IDC (videos, readings) to review on their own prior to the debrief, or
2. Cover the IDC during the same session as the Group Debrief. This option is preferable if you have the time available.

As a best practice, it is recommended that the group debrief session be conducted within a minimum two-hour timeframe, although some clients may only allot you one hour. Here are some guidelines on how you can split up the session to cover the background of the IDI and IDC, conduct the group debrief, and conduct action planning:

Time Available for Group Debrief	IDI Background and Intercultural Development Continuum (IDC)	Group Debrief	Action Planning
1 Hour	Introduce the IDC by sending the Practical Applications video for participants to review prior to the group debrief presentation	Conduct Group debrief (45 minutes)	Engage group in a whole group action planning (15 minutes)
2 Hours	Familiarize participants with core concepts related to the I=DI (20 minutes) Introduce the IDC (40 minutes)	Conduct Group debrief (45 minutes)	Engage group in a whole group action planning (15 minutes)
3 or More Hours	Familiarize participants with core concepts related to the IDI (30 minutes) Introduce the IDC (40 minutes) Optional: Engage participants in an experiential activity similar to the Janitorial activity to provide them with an application experience using the IDC (30 minutes)	Conduct Group debrief (45 minutes)	Assign participants to small groups to action plan Engage group in a whole group share and continue action planning Consider illustrating how problems are address from a cultural perspective by using the ICS or similar activity (*time will vary, depending on group goals)

Note that IDI, LLC has presentation slides available for QAs to use to assist you in facilitating group debriefs. Please see the QA Resources in your personal IDI account for more information.

Step 1: Greeting, Purpose, & Confidentiality

The goals of this step are:

- To introduce yourself
- To review the purpose of the group profile feedback session
- To clarify the confidentiality of the session and the group's IDI profile report

- To assure clients that this feedback session is designed to help them better bridge across cultural differences
- To ensure participants understand the Intercultural Development Continuum (IDC), either by introducing it or clarifying any questions about the materials you previously sent

What the clients might be thinking/feeling:

- Clients may be unsure what to expect from feedback session
- Clients may be unsure who is represented in the group's results
- Clients may be nervous or anxious about their group's profile results
- Clients may be unclear who else will be able to view their group's profile
- Some in the group may be unclear about what each of the orientations mean

Here is an example of what you can say:

Hello, my name is . . . The reason I am talking with you today is that this feedback session is part of a program your organization has . . .

This session and your group IDI profile report are confidential. This means . . .

In reviewing your IDI Group Profile, let's focus on how this can help you bridge across cultural differences and commonalities and how this information can be helpful in the tasks and decisions of this group.

What I would like to accomplish in our time together is to, first, check to see if you have any questions or need clarification about the Intercultural Development Continuum that we discussed earlier. Second, I will review your Group's IDI profile results, and finally, we will focus on some action planning.

Before I jump into the profile report, what questions do you have about the Intercultural Development Continuum or the IDI assessment?

Consideration: For groups where the focus is on social justice or racial justice, emphasize information that indicates how members from the dominant versus non-dominant groups may experience differences from the different developmental stages.

Consideration: If possible, avoid answering questions about an individual's personal IDI profile at this time, especially if their question relates to whether their IDI profile results are valid. Answering questions about interpreting IDI items or about an individual's personal profile during the group debrief might potentially derail the process in unintended ways. Instead, whenever possible, invite the person for a one-on-one conversation to address their questions after you conclude the group debrief.

STEP 2: Describe Report Components (page 5)

After clarifying any questions about the IDC or the IDI, transition to the IDI Group Profile report. Begin with an explanation of the report components on page five. Starting on page five, as opposed to jumping straight to the profile results, increases the likelihood that the participants will pay attention to, and, therefore, better understand the results presented in their group profile. When the different components are described at the same time as the scores on page six, participants often get distracted, pay more attention to their score, or miss valuable information to help them interpret the results. Explaining the meaning of the report components on page five first, then pointing them to their group profile results, may increase understanding.

Here is an example of what you might say:

Before jumping into your group's profile results, I want to explain the six different items you will see in the profile. The first one I will describe is your Perceived Orientation. Your Perceived Orientation is a measure of how you rate yourself as a group in terms of your own capability to adapt to cultural differences along the developmental continuum.

Secondly, we will turn to your group's Developmental Orientation (DO). The Developmental Orientation is your group's primary orientation or your collective approach to cultural differences. This is a more accurate measure of how the group collectively experiences and adapts to cultural differences and similarities. Though this may not be your personal approach, it is the overall perspective of the group. We will talk more about what this looks like day to day when we discuss your results.

The third item we will discuss is your group's Orientation Gap. The Orientation Gap reflects the difference between the Perceived Orientation and the Developmental Orientation. There are three possibilities for how this orientation gap might show up in your group or team's IDI profile.

*At times the IDI data may indicate that a group is overestimating its level of intercultural competence. This occurs when the **Perceived Orientation score is higher than the Developmental Orientation score.***

*Sometimes the Orientation Gap may show that the **Developmental Orientation score is higher than the Perceived Orientation score** which indicates that the group may be underestimating their level of intercultural competence.*

Or, there may be a small or no gap, which indicates the group is generally accurate in their assessment of how they adapt to cultural differences.

We will take a look at your group's profile shortly to see what is reflected there.

The fourth component of the report we will be examining are the seven common characteristics of your group's Developmental Orientation. This section will allow your group to identify certain practices that may be prevalent within your organization and how they connect to your Development Orientation.

Transitioning from that, we will look at the Range of Developmental Orientations. This segment will illustrate how the various orientations are represented across the profile. You will be able to see what percentage of the various IDI mindsets are represented in your group's intercultural development profile and learn what this might mean for your group.

The final thing I want to discuss is your group's Leading Orientation, which represents the next steps to take to further develop your group's intercultural competence.

What questions do you have about each of these components? (Answer any questions; if there are none, proceed). Now let's take a look at your group's profile to see what it indicates (turn to page 6).

STEP 3: Review the Perceived Orientation (PO on page 6)

This will help the group understand the level of intercultural competence they see themselves possessing.

Here's what you might say:

Let's start with your Perceived Orientation, or how you see yourselves as a group in terms of your intercultural competence. Your Perceived Orientation is within [specify orientation]. This indicates that as a group you see yourselves as [describe orientation].

Consideration: You will want to review each orientation thoroughly and develop a narrative for how you will describe each. You should review the information presented in the Resource Guide (see Core Concepts Section) to ensure you are providing an accurate and thorough description. However, it is best if you utilize language that you are most comfortable with. The more comfortable you are with the information, the more comfortable and reassured the participants will be.

STEP 4: Review the Developmental Orientation (DO) (page 6)

This informs the group of their level of intercultural competence, as determined by the IDI.

Here's what you might say:

The IDI indicates that your group's Developmental Orientation (or, how collectively you primarily deal with cultural differences) is within . . . [state the developmental orientation and describe]. This means that...

Consideration: Pause here! Ask the group how the results relate to their experiences. You may say:

As you heard the descriptions of your Perceived and Developmental Orientations, how do you see these relating to your group's own experiences with cultural differences and similarities?

STEP 5: Review and Normalize the Orientation Gap (OG) (page 7-8)

This increases the group participants' awareness of the degree to which they overestimate (or underestimate) how competent they are in navigating cultural differences in culturally adaptive ways. This is likely where group participants will display the strongest emotions during the debrief as many individuals often interpret this as indicating something about their personalities.

For example, participants may compare themselves to what they perceive as "good" and feel they are "bad" people because they over-estimate their own capabilities.

Here's what you might say:

As mentioned above, there is often a difference between where we rate ourselves (our PO) and where the instrument places us along the developmental continuum (our DO). We refer to this difference as your Orientation Gap. This gap between your Perceived and Developmental Orientations indicates that you [overestimate/underestimate/estimate accurately] how adaptable your group is to cultural differences.

If overestimation, you might say:

This indicates that, as a group, you see yourself as more culturally responsive than people from other cultural groups may perceive or experience you.

If underestimation, you might say:

This gap indicates that, as a group, you see yourself as less culturally adaptable than people from other cultures may perceive or experience you.

If there is no gap (seven points or less), you might say:

This indicates your group is generally accurate in your assessment of how you adapt to cultural differences.

TURN TO PAGE 8 and normalize the gap using the language available there or using your own.

STEP 6: Describe Seven Characteristics, Strengths, and Developmental Opportunity (page 9)

This helps the participants more deeply understand their group's DO and allows time for them to connect the characteristics to practices common among the group. The group might be wondering what their IDI Developmental Orientation means in terms of actual behaviors or tendencies that may show up within the group. They might also be interested in better understanding the strengths and challenges they might experience from their current DO.

Consideration: With Minimization & Acceptance, start with the top middle characteristic and go clockwise. Also, with an Acceptance profile, note that individuals are often triggered by the phrase "limited capability." Once you explain the ethical paralysis that is common at Acceptance, they are better able to see how such paralysis can limit their intercultural effectiveness and are, therefore, more likely to accept that their ability to adapt might be limited by this paralysis.

Consideration: Develop examples of what each characteristic might look like in the real world to use to elaborate on or clarify the characteristic if the participants need further understanding.

Consideration: After you describe the characteristics, invite participants to share which ones most resonate with them. You may elect to pause and have the participants read these on their own and then ask them which ones resonated most to them and why.

Here's what you might say:

Let us now take a deeper look at your Developmental Orientation by examining some experiences that are common with groups who operate from ... [state the developmental orientation]. I will review these characteristics and then invite you to share which ones resonate with you as indicative of common experiences with your group.

Now that I have reviewed the seven characteristics, I wonder which ones, if any, resonate with you in terms of reflecting how you operate as a group?

When participants connect/confirm their DO in their experiences, say: *That's exactly what is reflected here with your Developmental Orientation.*

After participants have responded, discuss strengths and the developmental opportunity of their DO (bottom of page 9).

At the top of page 10 there is an example that describes how a group at [group's DO] might operate. When you read this, see if you can find any similarities with your own group.

If time permits, you might also consider having participants read this as part of the action planning stage to draw connections to their group's own experience.

Transition to the Range of Orientations.

STEP 7: Explain the Range of Developmental Orientations (page 10)

This illustrates to group members how the various orientations are represented in the group's profile. Group participants may be wondering about the percentage of people who score at the various developmental levels.

Here's what you might say:

Now let's take a look at how the various IDI mindsets are represented across your group's IDI profile. As you notice here, your group has a...[narrow, wide] range of orientations.

By **narrow** we mean that the majority of profiles are clustered relatively close together (usually within one to two orientations), or that the majority of the participants score primarily within the monocultural or the intercultural mindsets.

By **wide** we mean that participants score across a wide range of orientations; there is a relatively fair mixture of monocultural or intercultural mindsets or the profiles are spread along four or more of the developmental stages.

If the range is narrow, you might say:

As illustrated here, your group's profile indicates a narrow range of orientations. This suggests that your group has a more consistent approach to addressing cultural differences and similarities. Because the range exists within the more [monocultural/transitional/intercultural] mindsets, this might mean...

If the range is wide, you might say:

As illustrated here, your group's profile indicates a wide range of orientations, stemming from the monocultural mindset of to the intercultural mindset of This suggests that your group may struggle to find consensus regarding how to make sense of cultural differences. It shows that your group has both monocultural and intercultural mindsets at work, and without any targeted intercultural competence development, it is likely that your group will find it difficult to achieve a shared vision and focus for meeting objectives in a culturally diverse environment.

Consideration: If the group is small (fewer than eight), you may consider omitting this step, including leaving out this page from the report you share with the group. Because of the relatively small size of the group, participants may be able to identify (or at least spend precious time speculating) who may be at the various developmental levels. This could lead to judgment or other emotions such as blame or shame.

Consideration: You can also use the descriptions on pages 10 and 11 in the report to illustrate and explain the difference between the narrow versus wider range and connect it to the group's profile.

STEP 8: Explain Leading Orientation (page 12)

The leading orientation introduces where the group will go from here in their intercultural development journey.

Describe the development process of moving from the DO to the next stage, illustrating the changes that will likely occur and the differences between the two orientations.

Let the group participants know that as they begin to work on their action steps, they will begin to move toward the next orientation.

Prepare the group for what they might experience in the next developmental stage.

STEP 9: Engage Group in Action Planning and Discuss Next Steps

The purpose of this final section is to facilitate the group's action planning based on IDI group profile results. The group may be unsure what they can do to move along the Developmental Continuum in order to more effectively deal with cultural differences & commonalities.

Here are some strategies for what you can say:

Now that we have taken a look at your IDI group profile, let's focus on some action planning. To begin, I want to place you in small groups and have you answer the following questions (QAs can choose to use any of these questions or develop some of their own):

Knowing what you now know about your group's IDI profile, what makes the most sense to you as it relates to your group?

What aspects of ... (name the DO) do you see playing out among members of your group, with external stakeholders, with other teams, or with how you conduct your work?

What do these results mean to your group?

What are some insights you have about your group/team's intercultural goals and challenges?

What would you like to do next as a result of your group profile results?

As you think about any challenges your group has navigating cultural differences, how does the DO help you understand why these challenges might be occurring?

How do you see overcoming the challenges of your developmental orientation supporting your group's goals related to diversity, equity and inclusion?

Consideration: The time you have for action planning will vary depending on what is allotted by the organization. If time permits, you might want to highlight the likely organizational impact for the group's Development Orientation. See the chart, "The Intercultural Development Continuum: QA Quick Reference" at the end of the Core Concepts section in the Resource Guide to learn more about the Organizational Implications for each developmental stage.