

# THE INCLUSION COMPETENCIES INVENTORY

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This report is based on research using normal adult samples and provides information on dimensions of inclusive competency. The information in this report should be viewed as only one source of evaluation, and no personnel decisions should be based solely on the information contained in this report. This report is confidential and intended for use by the individuals being evaluated and their employers or trainers.

## Working with People Different from Me

We live, work and play within diverse contexts. The forms of diversity we encounter reflect a wide range of types: race, ethnic group, gender, age, religion, political views, ability and a host of others. Each type often carries with it a set of values, beliefs and customs that vary from one individual or group to another. When diverse people come into contact, one outcome can be confusion, conflict, or apathy. Another potential outcome includes heightened interest in diversity, intriguing questions, learning, innovation, and synergies.

Other than significant historical and organizational reasons, what explains which of these two potential outcomes will occur? This is determined at the individual level by personal competencies -- predispositions, cognitive orientations, attitudes, knowledge, and behaviors -- that are linked to superior performance in diverse settings. In other words, the difference between positive versus negative outcomes in response to diversity is: a) our attentiveness to the differences involved, b) our understanding of why they exist, and c) our ability to navigate them effectively.

To assess these competencies, the ICI measures these three key factors, explained in greater detail in the following sections.

- 1) **Knowing Yourself:** Your awareness of “who you are” and how open you are to changing, as well as your likelihood to adapt to challenging contexts.
- 2) **Knowing Others:** Your interest in and actions to develop relationships with people who differ from you and your ability to understand them.
- 3) **Bridging Differences:** Your interest in multiple perspectives and your ability to see and value them and to be sensitive to the inequities present in many contexts.

## Knowing Yourself

In order to interact effectively with people who differ from you, you must first know yourself. This factor includes two important dimensions — Openness to Change and Adaptability.

### Openness to Change (OC)

This dimension measures awareness of your interest in continuous learning and development, particularly as they might relate to more inclusive behaviors, as well as your learning to effectively adapt to new situations.

*Why is OC important to inclusion?* Without continually learning and developing within an evolving social environment, it is very difficult to learn about and adapt to other people.

## **Adaptability (AD)**

This dimension assesses the likelihood that you will be able to maintain a stable emotional self when challenged by difficult problems and interpersonal issues.

*Why is AD important to inclusion?* Working in a diverse setting with people who are different from you is sometimes stressful. It can be challenging if others don't share our experiences, values or beliefs, or when we seek to find equitable solutions and treatment for everyone. We are called upon to think differently, act differently, develop new relationships, and learn new ways of working together. When the inevitable mistakes from living, working and playing in diverse contexts occur, the ability to assume the other party's good intent and to bounce back and learn from our errors is crucial. The capacity to cope with these challenges, while maintaining our physical and psychological health, is crucial to developing and maintaining healthy relationships.

## **Knowing Others**

Knowing Others comprises two dimensions -- Connecting with Others and Reading Others. These are crucial for making connections and building relationships. Although these two dimensions are linked, there is an important distinction between them. Connecting with Others measures your desire to interact with people who are different from you. Reading Others measures the important skill of sensing and accurately interpreting what others are feeling based on behavioral cues. This skill is important in order to deepen a relationship.

### **Connecting with Others (CO)**

The Connecting with Others dimension measures your genuine interest in and desire to get to know people unlike you and to understand their needs and values and why they behave as they do. This dimension also assesses how comfortable you are interacting with people outside your usual sociocultural network and how much effort you are likely to devote to this.

*Why is CO important to inclusion?* In order to develop healthy relationships with people who are different from us, we need to know them well. Our interest in getting to know and interact with them is the foundation for knowing who they really are and how we can best relate to one another and work together. People can learn valuable diverse perspectives on inequity and inclusion issues as a result of their relationships with people who differ from them. Finally, positive contact among groups has been shown to reduce prejudice and conflict.

### **Reading Others (RO)**

The Reading Others dimension specifically focuses on your ability to see and accurately decipher others' verbal and nonverbal cues. Noticing and correctly interpreting such cues help you to draw more accurate conclusions about the thoughts and feelings of people who are different from you and facilitates more effective interactions with them.

*Why is RO important to inclusion?* The objective of understanding others is to facilitate interactions with them and do so in a way that they perceive as respectful and sensitive. The objective of interacting with others is to understand them. Diverse settings require a greater level of attention to reading people who might differ from you with respect to their thoughts and feelings as well as their verbal and nonverbal communication patterns. In some situations, it is easy to miss cues that convey how people who feel marginalized view inequity in their organization or community.

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## **Bridging Differences**

The third and final factor – Bridging Differences – comprises the final two ICI dimensions: Valuing Different Perspectives and Empowering Others. Before we can take thoughtful action to remedy inequity, we need two types of perception -- the ability to see and understand power differentials and inequities and to see situations from others' point of view.

### **Valuing Different Perspectives (VP)**

This dimension measures your openness to diverse perspectives and the effort you devote to appreciating and understanding them. It assesses your ability to look beyond your personal opinions to respect and comprehend the logic of perspectives held by people who are different from you.

*Why is VP important to inclusion?* Many of us live in settings characterized by diversity, which provides a valuable opportunity to share opinions and learn about our differences – if we take advantage of it. Hearing and respecting others' voices, especially marginalized voices, is essential for inclusion. The ability to understand different perspectives leads to greater understanding, empathy and compassion for others' behavior and goals, which can set the stage for better situation diagnosis and for collaboration that could lead to more equitable solutions.

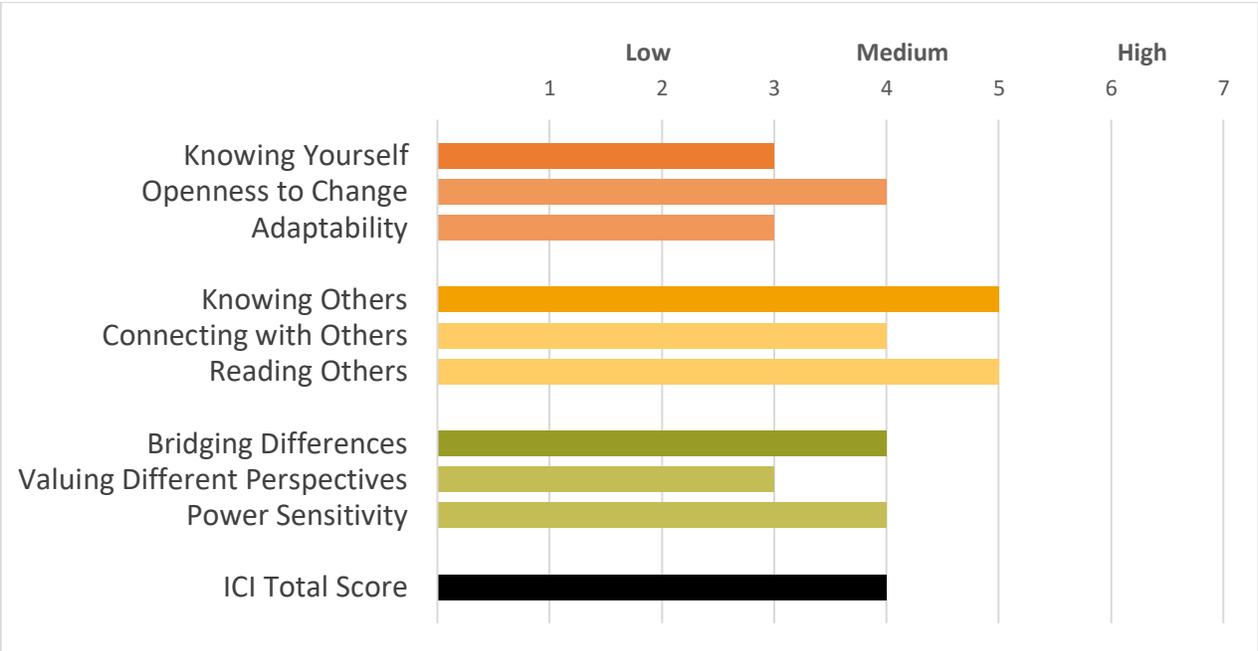
### **Power Sensitivity (PS)**

This dimension measures your degree of awareness of power dynamics in both organizational structures and individual relationships. It assesses your awareness of the impact of power and privilege on inclusion and equity.

*Why is PS important to Inclusion?* In every social system, be it a social group, a workplace, or a government, there is a power structure. To address inequity in laws, policies and practices, we must recognize where power is located and how it might need to shift.

**Your Inclusion Competency Inventory results  
are on the next page.**

### Inclusion Competency Inventory Results



## Interpreting Your ICI Results Chart

The next sections of the report illustrate several ways to help you understand your survey results. The chart on the preceding page presents results for each of the three factors and six individual dimensions, as well as your overall ICI result. Results fall into one of three categories -- low, moderate, or high --based on how your answers compared to the database containing all of the people who have previously completed the ICI. If you answered the items candidly and accurately, these categories reflect your relative position within that database – showing how many people scored lower or higher than you.

Keep in mind that your results also reflect your perceptions of yourself at the time you completed the ICI. The survey items are tested for their reliability and stability, so small differences in your mood or circumstances will not really affect your results. However, large swings in mood or lack of careful attention when answering the survey questions could result in misrepresentations in your profile.

- If your bar ends in column 1-2 (Low) of the CO (Connecting with Others) dimension, it would be accurate to conclude that you might need to work on this competency more than most people. If you fall into column 1, this means “I do this a little, but nowhere near as often as other people do.” If it’s column 2, it means “I could be worse off, but I guess I don’t pay much attention to this.” Specifically, your self-reflection for low results might be something like “I probably need to work on taking a greater interest in people who are different from me.”
- If your CO result is in columns 3-5 (Moderate), it means your answers on the items in this dimension are about the same as most other people who have taken the ICI. If you fall into column 3, this means “I’m pretty normal, but on the low side.” If you fall into column 4, this means “I’m average, like most people.” If it’s column 5, you could say “I’m pretty normal on this, but on the high side.” For moderate results, your self-reflection might be “I do show interest in others who are different from me, but I could clearly improve if I want to develop more diverse relationships.”
- If you ended up in columns 6-7 (High) for CO, your result is higher than most other people who have taken the ICI. If it’s column 6, it means “I get this right most of the time.” If it’s column 7, you could say “Wow, I’m really good at this, compared to others!” Your self-reflection for high results might be “I show greater interest in having diverse associations than most people. I could always improve, but it might make more sense to leverage or take advantage of this strength more than I am already doing.” For those in column 7, it’s worth asking, “Do I also need to be aware that some people who are different from me might not always appreciate my keen interest and be sensitive to that?”

## Reactions to Survey Results

Any type of feedback can be challenging to our self-perception and therefore make us feel uneasy. Even though we are the source of the information that led to these results, based on our personal self-knowledge, feedback can seem like a picture that someone else has drawn of us. This usually provokes three common reactions.

- 1) We can look at the picture of our results and, although it might be slightly different from the image we have of ourselves, we see the resemblance as well as a few things that look different but are useful to know.
- 2) We can also look at the picture and totally reject it, saying, “whoever drew that picture must have been looking at the person next to me. “
- 3) And finally, we can view the picture and say to ourselves, “Wow, I better think about a makeover or look into plastic surgery.”

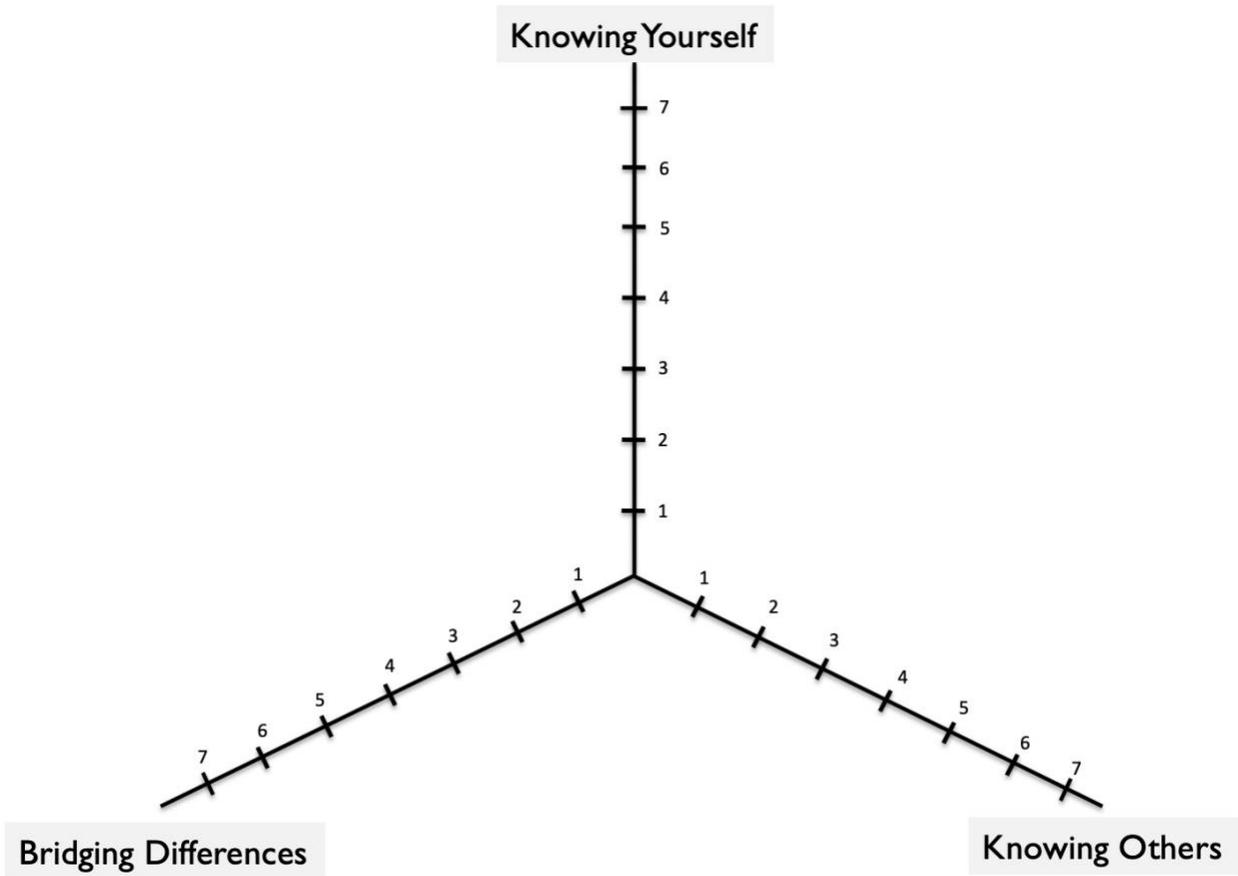
Similarly, at first glance, you may have one of these three reactions to your ICI results: 1) happy that your self-image has been largely confirmed, 2) very unhappy with the results and believe that they're not representative of you at all, or 3) a willingness to accept some important differences in how you view yourself and how you portrayed yourself on the ICI, and then consider ways to improve.

Before drawing any conclusions about whether you believe the picture is accurate or not, we encourage you to carefully re-read the descriptions of each of the three factors -- Knowing Yourself, Knowing Others, and Bridging Differences -- and the 6 dimensions to make sure you understand what they represent and measure. Then we suggest you reflect carefully on your actual behavior with people who are different from you and also seek feedback from people whose objective opinion you trust who have seen you in these contexts. Research shows that our self-perception can vary from 'somewhat different' to 'very different' when compared with the perception others have of us. Another way to understand your ICI results is to pay close attention over the next two weeks to your behavior with people who are different from you and reflect upon how well you did with the specific dimensions that you might be questioning.

Remember that we all have areas that we could improve upon -- whether we think the picture matches perfectly or not. Personal growth in inclusion competence is a lifelong process. We hope you'll take advantage of this opportunity to leverage a strong ICI dimension or compensate for or develop a weak dimension.

## **Entering Your Results on the Profile Graph**

1. Refer back to the results chart on page 5 and note the number (ranging from 1-7) at the top of each column for your Knowing Yourself, Knowing Others, and Bridging Differences factor results.
2. On the diagram on the next page, place a dot at that point along each of the scales. For example, if your result in Knowing Yourself was in column 2, make a dot next to the 2 on the Knowing Yourself scale. Do the same for the other two factors.
3. Connect the dots to form a triangle, a visual representation of your ICI profile.
4. The larger the triangle, the higher your inclusion competencies. The triangle also helps you see whether your results in each factor are low, moderate or high.



### Another Way of Understanding Your Results

Your results may also be understood by reading the following descriptions of the tendencies of people who score at either the high or low end of each ICI dimension. Refer back to the results chart on page 5 as you review the chart on the following page. The table summarizes descriptions of Low, Moderate, and High Scorers for each of the six dimensions.

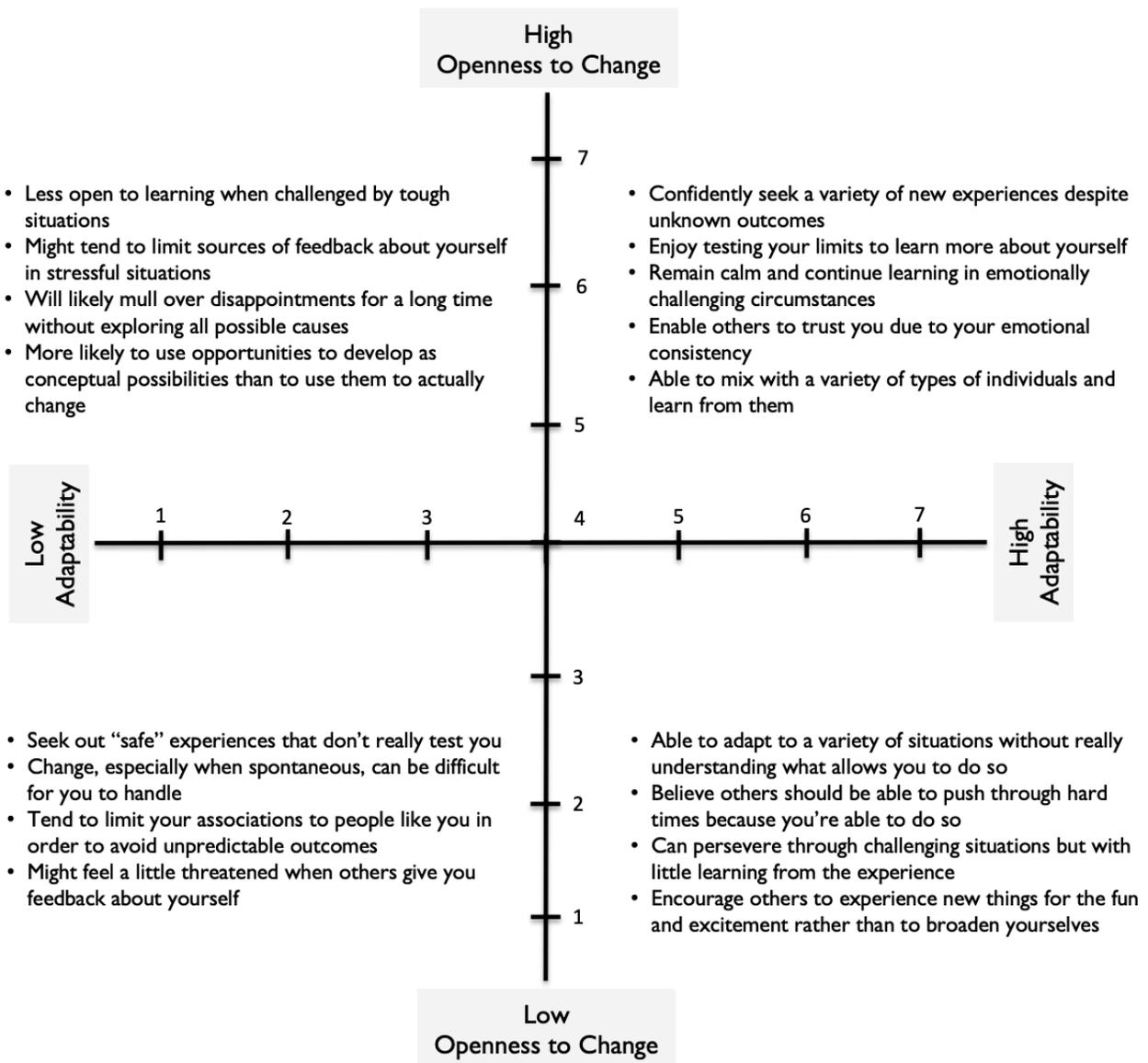
	<b>LOW</b>	<b>MODERATE</b>	<b>HIGH</b>
<b>Openness to Change</b>	Report much less concern or interest in being open to change and investing in self-development. As a result, generally not adept at adapting to diverse social contexts.	Somewhat interested in self-development and being open to changing to an evolving social environment. Fairly able to adapt to challenging situations, both of a physical and social type.	Quite open to change and self-development. Seek new learning experiences and willing and able to adjust to changing circumstances in order to adapt to new challenges that confront them.
<b>Adaptability</b>	Find new experiences to be psychologically and emotionally challenging and energy-depleting, resulting in a limited ability to remain open to others, a lessened interest in learning about and from those with different beliefs and values, and reduced motivation to develop relationships with them.	Generally able to maintain a stable emotional self under moderate levels of pressure and respond to situations with self-restraint. Manage negative emotions when under duress fairly well and maintain a moderately healthy attitude and perspective in difficult situations.	Easily cope well with challenging emotional situations. Recover quickly from setbacks and are able to continue their efforts to accomplish challenging tasks, including interacting with people who differ from them. Maintain a healthy attitude and perspective even in difficult situations.
<b>Connecting with Others</b>	Report little desire to learn about and understand diverse types of people. Tend to be satisfied with their current relationships and put little effort into interacting with or developing friendships with people different from themselves.	Moderately interested in getting to know people unlike them, but this could be more circumstantial than intentional. Feel comfortable with people outside their usual network, but tend to be less comfortable with those who are significantly different from them.	Very interested in learning about, and proactive in getting to know, people who are different from them. Highly motivated to develop and maintain such relationships.
<b>Reading Others</b>	Report limited interest or awareness of how others feel or think. More attentive to their own thoughts and feelings than observing others to determine theirs. Generally less inclined to respond with empathy.	Possess some ability to perceive and decipher verbal and nonverbal cues of people unlike themselves. Fairly accurate interpretations and conclusions from these cues can facilitate interactions with different others but might impede their ability to respond with empathy.	Very aware of and sensitive to the emotions and feelings of people different from them. Can detect disconnects between a person's words and feelings. Closely observers verbal and nonverbal cues that might indicate true thoughts and feelings. More likely to respond with empathy.
<b>Valuing Different Perspectives</b>	Report little or no interest in learning from the perspectives of people unlike themselves or in understanding the logic underpinning their views. Have difficulty accepting as correct any perspectives other than their own.	Generally comfortable around people different from them and expect to encounter different perspectives. Sometimes seek to understand the perspectives and logic behind those others' perspectives but do not always value them.	Very comfortable around people different from them. Highly skilled at listening to diverse voices and perspectives. Frequently attempt to learn from diverse viewpoints and fully understand the logic supporting them.
<b>Power Sensitivity</b>	Generally unaware of the impact of power dynamics among different groups. More likely to assume life is generally fair and people are solely responsible for their station in life. Unlikely to see how behaviors/decisions contribute to disadvantage people and marginalized groups.	Somewhat aware of power dynamics. Can sometimes perceive how power creates differential benefits among individuals or groups, yet not well-attuned to the presence of power and its overall impact. Able to see somewhat how behaviors/ decisions disadvantage or marginalize some people and groups.	Highly attentive to the presence of power dynamics. Keen appreciation for the advantages that some people benefit from in life and for the systemic disadvantages that others experience. Very capable of seeing how behaviors/decisions disadvantage or marginalize some people and groups.

## Understanding Dimension Interactions

Yet another way to think about your results is to consider the dynamic interaction between the two dimensions that comprise a given factor. Refer back to the results chart on page 5 as you read and work through the following pages.

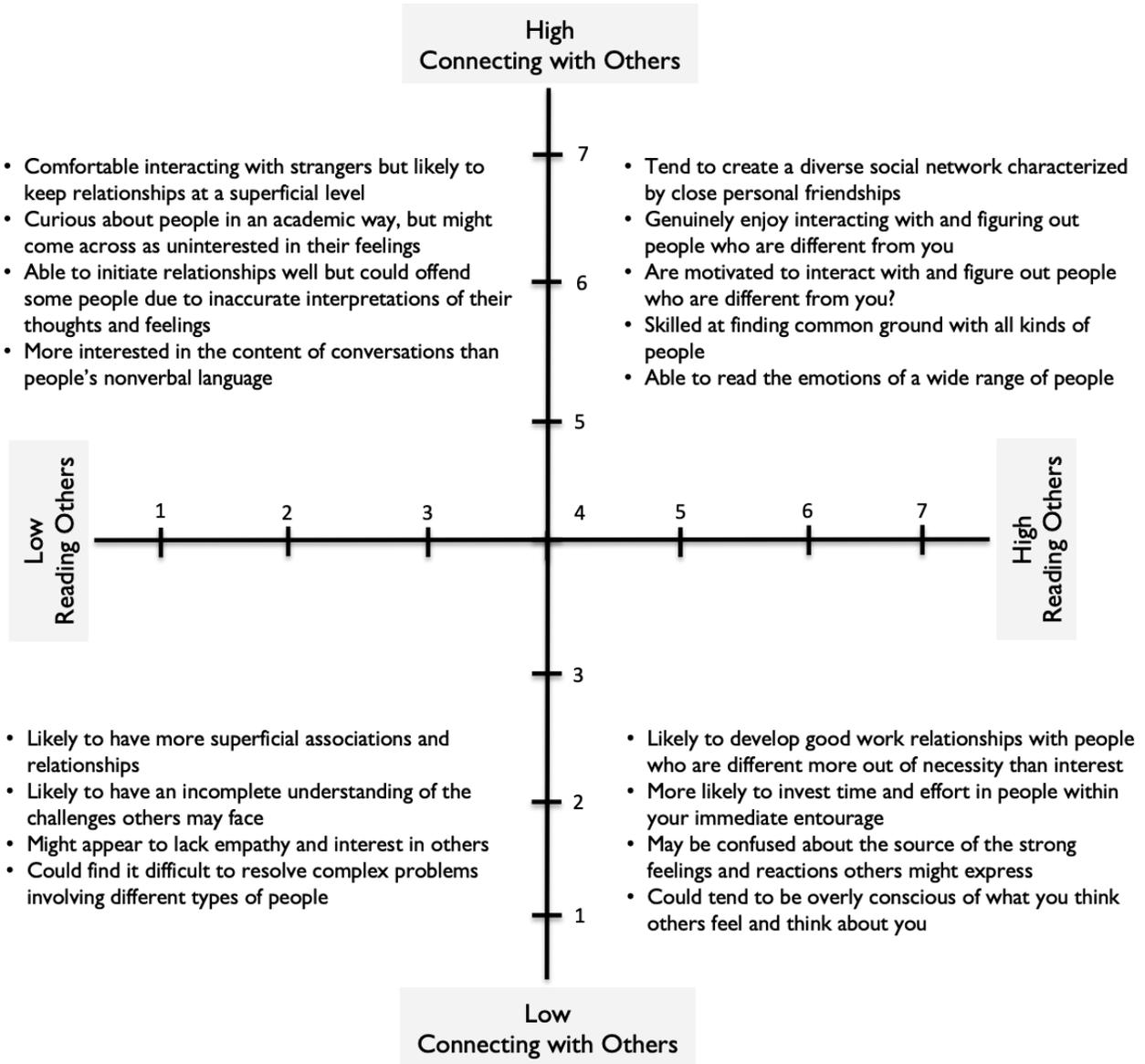
### Knowing Yourself: General Tendencies

Knowing Yourself consists of Openness to Change and Adaptability. Refer to page 5 and enter your scores for these dimensions on the horizontal and vertical scales below. The intersection of your two scores will fall into one of the four quadrants below. Read the description of the profile in your quadrant and consider carefully whether these descriptions provide greater self-understanding.



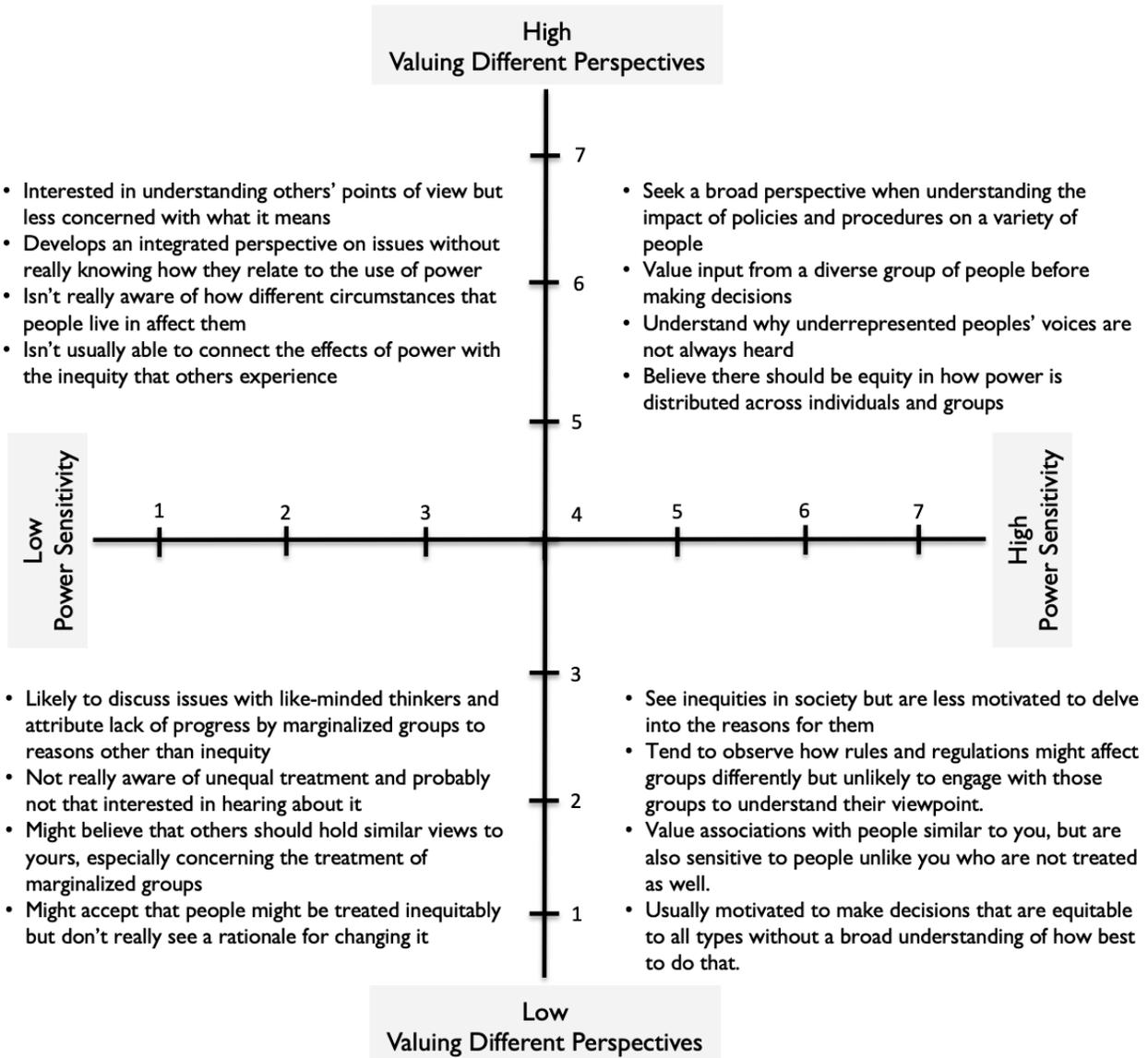
Knowing Others: General Tendencies

Knowing Others consists of Connecting with Others and Reading Others. Refer to page 5 and enter your scores for these dimensions on the horizontal and vertical scales below. The intersection of your two scores will fall into one of the four quadrants below. Read the description of the profile in your quadrant and consider carefully whether these descriptions provide greater self-understanding.



**Bridging Differences: General Tendencies**

Bridging Differences consists of Valuing Different Perspectives and Power Sensitivity. Refer to page 5 and enter your scores for these dimensions on the horizontal and vertical scales below. The intersection of your two scores will fall into one of the four quadrants below. Read the description of the profile in your quadrant and consider carefully whether these descriptions provide greater self-understanding.



## Creating a Personal Development Plan

You can increase your effectiveness in working with people who are different from you by creating and carrying out a customized Personal Development Plan (PDP). Your ICI results provide you with some guidance about your possible strengths and weaknesses to help you develop a solid plan. The following template might be useful. Before deciding to focus on a particular dimension, please consider the following:

- Which dimensions would have the greatest impact on your effectiveness if you strengthened them?
- Which ones would be easiest to change?
- Which ones are most urgent to change given your current situation and goals?

The follow PDP table defines and provides examples of the elements that comprise a good PDP.

ELEMENT	EXAMPLE
<p><b>Assessment:</b> What is your weakest dimension that, if developed, would have the greatest positive impact, would be the easiest to change, and is the most urgent?</p>	<p>“The area of Connecting with Others is the dimension that best fits these three criteria for me.”</p>
<p><b>General Plans:</b> List a few broad objectives to help you focus your efforts. Set a deadline by which you will accomplish these plans.</p>	<p>“Become comfortable interacting with those I am not familiar with (e.g., those from a different ethnic group or of a different political persuasion) to learn more about them and their values.”</p>
<p><b>Tactics:</b> These are the concrete “how-to’s” that help you achieve your general plan. Tactics need to be <b>S</b>pecific, <b>M</b>easurable, <b>A</b>chievable, <b>R</b>elevant to the larger objective, and with a clear <b>T</b>ime frame for achievement (that is, they should be SMART goals). How will you know if you’ve been successful?</p>	<p>“I will talk to an Asian American colleague and ask him if I can join him and several of his Asian American friends who often hang out after work. If he agrees, I’ll use those opportunities to learn more about them and develop relationships with them over the next 3 months. I’ll know I’ve been successful at befriending at least two of them if they ask for my contact information and invite me to 1-2 other events.”</p>
<p><b>Reporting Results:</b> Results are better when we tell others about our plans. Without this accountability, it is too easy to fail to follow through. Find someone who will hold you accountable in a positive way, and decide when and how you will report to them.</p>	<p>Who, How and When: “I will find an opportunity once a week to talk with my colleague about my efforts at building relationships with the Asian Americans. I will tell him what I’ve learned about connecting with them and see if my perceptions and behaviors are correct.”</p>

### Create Your Own Personal Development Plan

ELEMENT	YOUR PLAN
<p><b>Assessment:</b> What is your weakest dimension that, if developed, would have the greatest positive impact, would be the easiest to change, and is the most urgent?</p>	
<p><b>General Plans:</b> List a few broad objectives to help you focus your efforts. Set a deadline by which you will accomplish these plans.</p>	
<p><b>Tactics:</b> These are the concrete “how-to’s” that help you achieve your general plan. Tactics need to be <b>S</b>pecific, <b>M</b>easurable, <b>A</b>chievable, <b>R</b>elevant to the larger objective, and with a clear <b>T</b>ime frame for achievement (that is, they should be SMART goals). How will you know if you’ve been successful?</p>	
<p><b>Reporting Results:</b> Results are better when we tell others about our plans. Without this accountability, it is too easy to fail to follow through. Find someone who will hold you accountable in a positive way, and decide when and how you will report to them.</p>	

## Resources

Peanut Butter and Jelly (video on unconscious bias versus racism) (New York Times)

<https://www.nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html>

*The Danger of a Single Story* (TED Talk by Chimamanda Ngozi Adichie)

<https://www.youtube.com/watch?v=D9lhs24Izeg>

*Race: The Power of an Illusion* (PBS Interactive Website)

[https://www.pbs.org/race/002\\_SortingPeople/002\\_00-home.htm](https://www.pbs.org/race/002_SortingPeople/002_00-home.htm)

*It's Time to Address the Role of Implicit Bias within Health Care Delivery*

<https://www.healthaffairs.org/doi/10.1377/hblog20200108.34515/full/>

*As a Black ER Doctor, I See Racism Every Day. It Doesn't Have to Be That Way.*

<https://www.washingtonpost.com/lifestyle/2020/06/11/let-me-explain-racism-i-face-an-er-doctor-protests-give-me-hope/>

## Research References

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