HEHeighten® Intercultural Competency and Diversity
Test-at-a-Glance

Description of the Examination
The HEHeighten® Intercultural Competency and Diversity (ICD) test evaluates college students’ ability to demonstrate central aspects of ICD:

- **Approach**: the overall positivity with which an individual views and responds to cross-cultural interactions; and
- **Analyze and Act**: the ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and stereotyped thinking; then translate that information into action while maintaining control in potentially challenging and stressful situations.

For the **Approach** dimension, test takers are asked to self-report on their reactions to hypothetical situations in ways that demonstrate their:

1. **Tolerance of ambiguity**, or ability to maintain composure and well-being in uncertain situations without compromising effectiveness; and
2. **Positive cultural orientation**, or evaluation of cross-cultural situations as favorable; and
3. **Cross-cultural self-efficacy**, or belief that they can successfully engage in cross-cultural situations.

For the **Analyze and Act** dimensions, test takers are assessed in several areas.

For the **Analyze** dimension, areas of emphasis include:

1. **Self-awareness**: The degree to which an individual understands the impact of their own culture, values, preferences and previous experiences on his or her cognitive, emotional, and behavioral responses
2. **Social Monitoring**: Attention to the physical, verbal and nonverbal behaviors and cues of others during a social interaction; attention to others' responses to one’s own actions and signals
3. **Suspending Judgment/Perspective Taking**: Active consideration of others' potential viewpoints/Active refrainment of preconceived cultural schema interfering with information processing
4. **Cultural Knowledge Application**: Utilization of relevant declarative cultural knowledge in an interaction

For the **Act** dimension, test takers are assessed in areas reflecting behaviors and emotions in cross-cultural situations. These include:

1. **Behavior Regulation**: Active monitoring and revision of personal behavior to engage in culturally appropriate behavior and avoid engaging in culturally inappropriate behavior
2. **Emotion Regulation**: The ability to monitor and revise emotions in an automatic or controlled manner
Format of the Examination
The HEighten® Intercultural Competency and Diversity test features two types of tasks.

For the Approach domain, Likert-type items present test takers with a set of short statements with which they are asked to rate their agreement on a 4-point scale ranging from “Strongly Disagree” to “Strongly Agree.” There are 34 of these statements. The statements are designed to be accessible and easy for students to relate to.

The Analyze and Act dimensions are assessed with 40 situational judgment test items, which follow the Likert items. Test takers are presented with a range of cross-cultural scenarios and questions relating to each scenario.

In single-select or multiple-select multiple-choice formats, test takers are asked to indicate the best or most appropriate response or responses with the aim of creating or maintaining positive interactions and relationships in cross-cultural settings.

The scenarios or situations are set in the following contexts:

- Study abroad
- Teaching abroad
- Travel (work or leisure) abroad
- International teamwork
- Guests from another culture
- Sub-cultures within the U.S.

The scenarios describe situations that may be different from those that are common in the test takers’ own cultures. The behaviors of other people may require a decision on how best to react, or local values may seem somewhat ambiguous. A positive resolution suggests the knowledge, skills, or abilities that are being measured.