

HEIghten® Intercultural Competency and Diversity

Test-at-a-Glance

Description of the Examination

The HEIghten® 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.