

THE INTERCULTURAL EFFECTIVENESS SCALE

Feedback Report

Results for: IES Sample

ID:

Date: Wednesday, 14 September 2011

Form: Version 1.1

This report is based on research using normal adult samples and provides information on dimensions of global and intercultural competency. The information in this report should be viewed as only one source of evaluation and no decisions should be based solely on the information contained in this report. This report is confidential and intended for use by the individual being evaluated and his or her employer or trainer.

Contents

Overview: Working with People Different from You	3
I. Your Intercultural Effectiveness Score.....	4
Interpreting Your IES Results	5
Who Is the Comparison Group?.....	5
The Elements of Intercultural Effectiveness.....	6
How the Dimensions Work Together	8
Entering Your Scores on the Profile Graph.....	9
Your IES Profile.....	10
II. Your Current and Potential Competency	15
Continuous Learning: General Tendencies.....	15
Continuous Learning: Development Strategies	16
Interpersonal Engagement: General Tendencies	17
Interpersonal Engagement: Development Strategies.....	18
Hardiness: General Tendencies	19
Hardiness: Development Strategies	20
Creating a Personal Development Plan	21
General Suggestions for Developing Intercultural Capacity	23
III. Other Useful Resources	24
Suggested Readings.....	24
Additional IES Resources.....	24

Overview: Working with People Different from You

Culture is the entire set of values, attitudes, beliefs, prejudices, and social rules that govern the behavior of a group of people. Because these can vary so widely from culture to culture, it is often challenging to understand and work with people from other cultures.

We are all different; no two people are alike. But it is also true that we may see ourselves as more or less similar to others when it comes to demographics, interests, experiences, talents, occupations, geographical locations, and—cultures.

We are attracted to people who are similar to us and usually find it easier to get along with them. That's only natural—what we share in common gives us a foundation for building a relationship. In today's world, however, most of us work with people who differ from us in a variety of ways. In these situations, it helps to begin with a clear understanding of ourselves, which is why self-assessment instruments like this are so useful.

The Intercultural Effectiveness Scale (IES) focuses on the likelihood of your working effectively with people whose cultural background differs from yours. The IES measures three factors of intercultural competency:

- How we learn about another culture and the accuracy of that learning.
- How we develop and manage relationships with people from other cultures.
- How we manage the challenges and stress involved in interacting with people who are different from us.

These are the key competencies that lead to intercultural effectiveness. This Feedback Report is designed to help you develop these competencies.

What does intercultural effectiveness look like? It results in people who:

- Are more comfortable in novel, uncertain complex situations
- Have more accurate understandings of what is taking place and how to react appropriately
- Inspire trust in others
- Motivate those they work with to higher levels of performance
- Produce higher levels of team cohesion and performance
- Make fewer interpersonal mistakes or faux pas
- Prevent and resolve conflict more easily
- Are better at managing diversity
- Are more effective negotiators
- Are more open to change
- Perform at a higher level

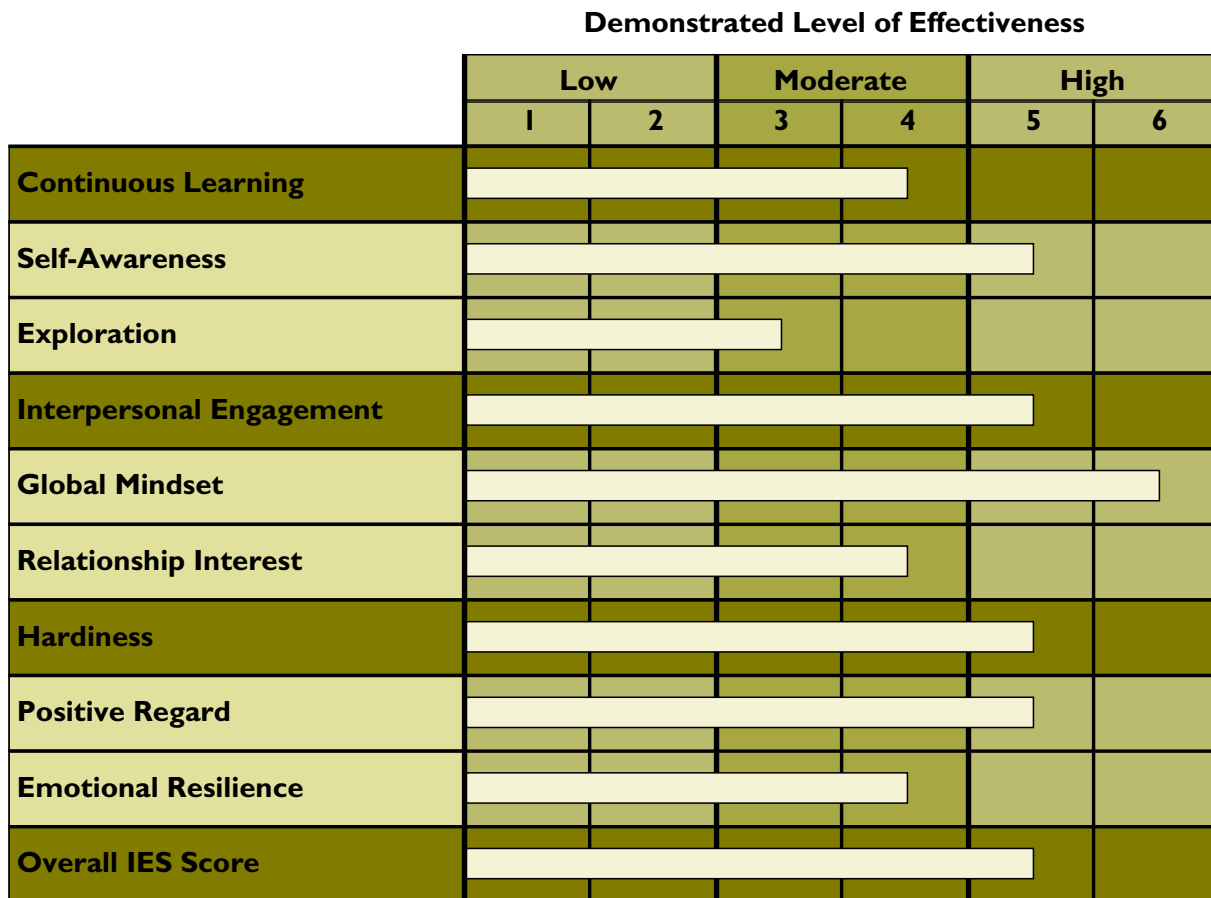
“There are many kinds of wilderness...and each forces on people a different set of adaptations and creates a different pattern of life, custom, and belief. These patterns we call culture.”

— Wallace Stegner



Results for:

I. Your Intercultural Effectiveness Score



A discussion of each of the dimensions above can be found on the following pages.

Interpreting Your IES Results

Remember that the IES specifically measures your competencies relative to a very diverse or intercultural environment. Your scores on each factor or dimension will place you into one of three categories: low, moderate, or high, which are also ranked on a scale of one to six. These categories indicate your relative position within a large sample comprised of a cross-section of thousands of other people who have already completed the IES.

The following pages will help you understand your scores on each of the IES factors and dimensions. These results are interpreted in two ways:

- Your current level of intercultural effectiveness within each dimension, ranked in relation to all other people who have taken the IES (pages 9–14).
- A comparison of your scores with tendencies of people who score at the high or low ends of each IES dimension (pages 15–18).

Carefully read the descriptions of each dimension, which start at the bottom of this page. Bear in mind that your scores reflect your perceptions of yourself and how frequently you reported performing the behaviors in each item. If you're wondering whether a low score really describes you, remember that the score does not mean you never behave in this way—just that others reported doing it more frequently than you do. Sometimes it is helpful to verify yourself perceptions with someone whom you trust to be candid and insightful who has had occasion to observe you with respect to the elements described below. We also recommend paying closer attention to how you behave in future incidents to increase yourself awareness of these dimensions.

Who Is the Comparison Group?

The norm group you are being compared to includes undergraduate and graduate students as well as a general population of adults working across a broad range of occupations and ages. Specifically, 8% of the norm group is under age 20, 64% is between 20 and 29, and 28% is age 30 and above; 57% are male and 43% female. In addition, the norm group is drawn from 69 different nationalities. When grouped by world regions, North America provided 56% of the norm group, Asian countries provided 26%, and Europe provided 11%, with the remaining 7% coming from countries across Latin America, Africa, and the Middle East. For more detailed information about the normative comparison group or about IES validation research, you may contact the Kozai Group directly at info@kozaigroup.com.

The Elements of Intercultural Effectiveness

1. Continuous Learning (CL)

Do you continually seek to understand and learn about the activities, behavior, and events that occur around you? People who consistently strive to learn new things are more successful working across cultures than those who are comfortable only with what they already know. Continuous Learning is an important factor of intercultural effectiveness, and it is made up of two dimensions, *Self-Awareness* and *Exploration*.

Self-Awareness (SA)

This dimension measures how aware you are of your personal values, strengths, weaknesses, interpersonal style, and behavioral tendencies and how they impact others. It also measures how much you reflect on this knowledge in order to pursue personal development and healthy relationships with various kinds of people.

Higher scorers constantly evaluate their personal growth and reflect on what they can learn from their experiences. Lower scorers tend to be comfortable with their present competency levels and see less value in self-discovery and find it difficult to discern how they affect other people; they are not motivated to understand this process.

Exploration (EX)

Being open to ideas, values, norms, situations, and behaviors that are different from your own is another important element of Continuous Learning. The Exploration dimension assesses your fundamental desire to learn new things and seek out new experiences that can cause learning or a change in your perspective and behavior. It also includes the ability to learn from mistakes.

Higher scorers in Exploration are extremely inquisitive, curious, and open to new ideas and experiences. Lower scorers tend to have a strong preference for maintaining current habits, traditions, and ways of thinking. They usually are less curious about the world around them.

2. Interpersonal Engagement (IE)

Are you passionately interested in other cultures? Do you believe it is important to develop relationships with people from other cultures? The development of positive interpersonal relations is essential for effective performance in an intercultural environment. Two dimensions make up the factor of Interpersonal Engagement: *Global Mindset* and *Relationship Interest*.

Global Mindset (GM)

This dimension measures the degree to which you are interested in other cultures and the people who live in them. This learning can take place from books, newspapers, the Internet, movies, foreign media outlets, courses in school, television documentaries, and so on. Having a strong Global Mindset provides a foundation from which you can learn to interact more effectively with people from other cultures.

Higher scorers in Global Mindset consistently expose themselves to information about other cultures, and this expands their ability to find common ground with different kinds of people. Lower scorers tend to exert less effort to learn about other cultures and, as a result, decrease their opportunities to engage others.

Relationship Interest (RI)

Initiating and maintaining relationships with people from other cultures is crucial to intercultural effectiveness. The dimension of Relationship Interest includes your inclination to seek out people from different cultures, as well as your desire and ability to maintain personal relationships. This dimension also measures whether engaging others is an energy-producing or energy-depleting activity for you, and also your willingness to learn a foreign language.

Higher scorers in Relationship Interest are very interested in developing new relationships and then maintaining those friendships. They find this process stimulating, and would be willing to learn and use a foreign language in order to develop relationships with people from other cultures. Lower scorers tend to put very little effort into developing new friendships or maintaining existing ones with people from other cultures—they rely on others for this.

3. Hardiness (H)

Do you have the ability to effectively manage your thoughts and emotions in intercultural situations? Can you be open-minded and nonjudgmental about ideas and behaviors that are new to you? Can you learn from failures and setbacks? These are crucial elements of the Hardiness factor, which consists of two dimensions, *Positive Regard* and *Emotional Resilience*.

Positive Regard (PR)

This dimension measures the degree to which you think positively about people from other cultures, and your tendency to avoid negative stereotypes in favor of a more positive view of human nature. This helps you to avoid getting upset, stressed, frustrated, or angry when you encounter situations, people, behaviors, and ideas that are different from what you are used to.

Higher scorers in Positive Regard assume the best about people and are more accepting of different behaviors. In turn, people from other cultures tend to respond positively toward them. They seldom resort to negative stereotypes about other cultures or people. Lower scorers have a tendency to hold negative assumptions and stereotypes about others, and are less likely to give others the benefit of the doubt; this can negatively impact their relationships without their awareness.

Emotional Resilience (ER)

This dimension measures your level of emotional strength and your ability to cope with challenging emotional experiences. It also assesses your capacity to recover quickly from psychologically and emotionally stressful situations and setbacks. How you manage these kinds of experiences influences your tendency to remain open, develop relationships, and interact effectively with others.

Higher scorers in Emotional Resilience cope well with challenging emotional situations and, as a result, their recovery from psychologically or emotionally difficult experiences usually takes little time. They are then able to continue learning about the foreign culture and develop effective relationships with its people.

Lower scorers tend to find it difficult to handle psychologically and emotionally challenging experiences well, and their recovery from such experiences takes a long time. As a result, this tends to limit their ability to remain open to others and learn from future intercultural experiences.

How the Dimensions Work Together

When operating in a cross-cultural environment, our success depends on the combination of competencies we utilize.

The competency that most fundamentally affects our ability to adapt and perform well is our general motivation to learn (*Exploration*).

Confronting new environments, where norms, communication styles, and people are different also requires a keen interest in foreign things (*Global Mindset*).

The accuracy and completeness of what we learn depends on our openness to understand what we experience (*Positive Regard*).

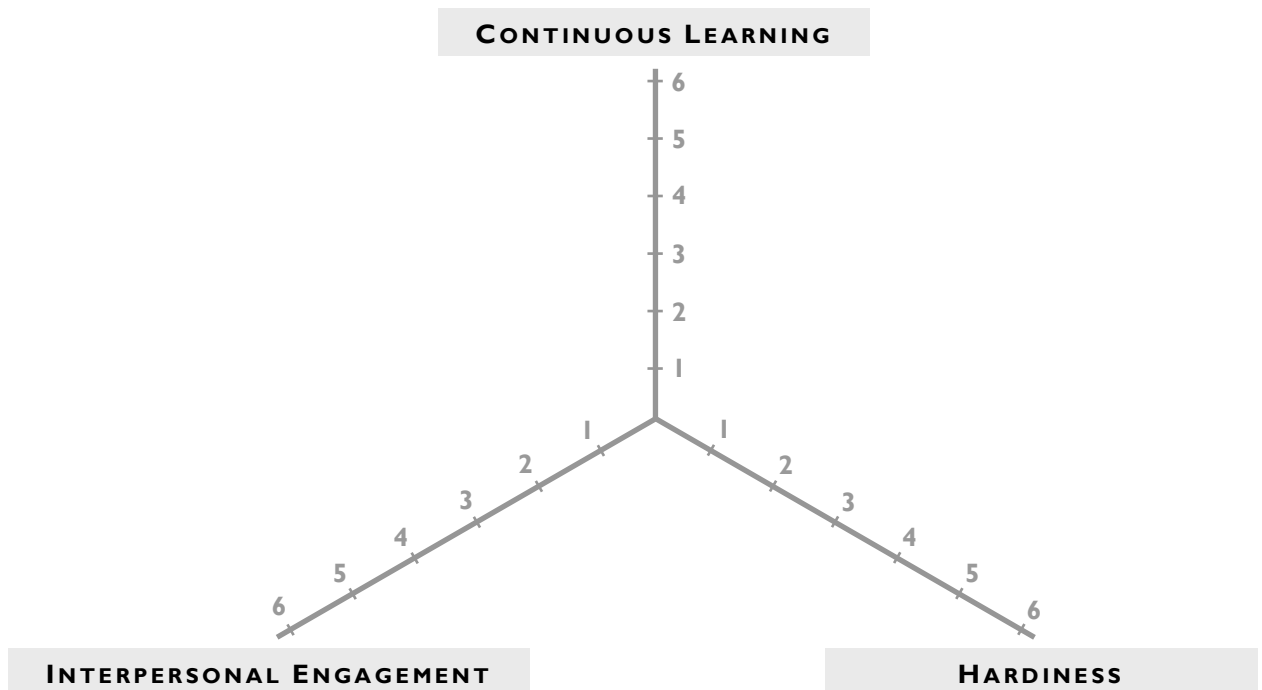
Knowledge gives us a sense of confidence, which is important to be fully engaged in a new environment. Other people become an additional source of information and give us a feeling of connectedness. Our learning, however, is incomplete without developing relationships (*Relationship Interest*).

The quality of those relationships is dependent on the extent to which we communicate and act appropriately. To do so, we must have an excellent understanding of our own values, norms, and tendencies (*Self-Awareness*).

Confidence in our understanding of the environment and high-quality relationships give us a greater sense of belonging, which leads to a positive attitude. This, combined with a natural ability to manage stress (*Emotional Resilience*), enables us to perform at high levels.

Entering Your Scores on the Profile Graph

1. Refer back to the chart on page 4 and note the number (ranging from 1–6) at the top of each column for your scores on Continuous Learning, Interpersonal Engagement, and Hardiness.
2. On the diagram below, place a dot at that point along each of the scales. For example, if your score in Continuous Learning was in the column labeled "2", make a dot next to the 2 on the Continuous Learning scale.
3. Connect the three dots to form a triangle; this is a graphical representation of your IES profile. The following pages provide interpretations of the various possible IES profiles.



IES FEEDBACK REPORT

Personal & Confidential

Your IES Profile

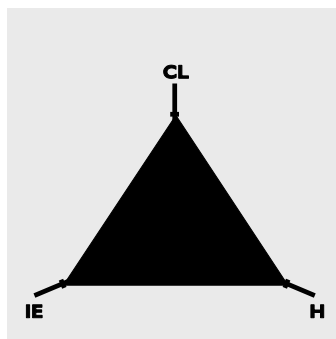
Find the triangle on the following pages that *best* matches your IES profile from the previous page. Note that these profiles are based more on extremes—the highest and lowest scores possible on the three factors of Continuous Learning, Interpersonal Engagement, and Hardiness. It is unlikely that your profile will look exactly like one of these, so you will need to make a judgment about which most closely resembles your profile. The interpretation of the profile will be different for each person, and you will need to consider that as you read through the profile description.

It is important to understand that for every profile described, there is a position and an organizational context that will suit your profile. However, some profiles are more limiting than others. For example, a Traditionalist is not likely to feel comfortable in an organization that requires initiating a lot of interactions with people who are very different from the Traditionalist. It might be tempting, therefore, for the Traditionalist to seek positions that are more isolated from highly interactive environments or that require intense teamwork. The assumption made in this workbook is that each of you will benefit more by having a Globalist type profile because it describes the type of person that is probably most ready to be comfortable and competent in a variety of diverse or cross-cultural contexts. However, whether or not you agree with this assumption, one thing is certain: Developing a Globalist profile takes time and experience, and is greatly aided by completing self assessment and development exercises like the ones at the end of this workbook.

Globalist (High CL / High IE / High H)

GLOBALISTS ENJOY LEARNING *about foreign places and people, easily initiate relationships with those who are different from them, and find such experiences rewarding.*

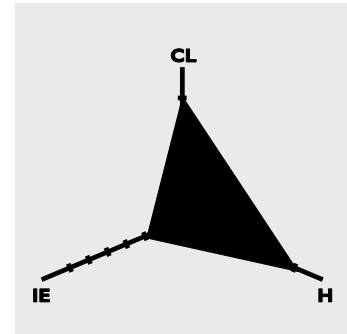
People with this profile are quite attentive to their social environment and quite interested in continuous learning, about themselves and others. Globalists tend to ask a lot of questions, observe, and read to satisfy their curiosity. They are likely to be very interested in and more positive about people and things that are new and different. Globalists believe developing relationships with people from other cultures is exciting and a means to more knowledge and understanding. They naturally engage people and places that are different from them. Although this can be stressful, Globalists are psychologically strong and able to withstand the hardships and interpersonal differences that often arise. They get excited about how this process helps them understand themselves and their own culture better. Globalists use this self-knowledge to help them build and manage their interpersonal relationships more effectively.



Scholar (High CL / Low IE / High H)

SCHOLARS ARE INTERESTED IN INFORMATION *about people more than they are about actually developing relationships with them. They are also quite resilient in the face of challenges.*

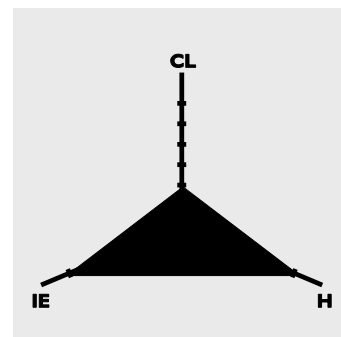
Individuals with this profile enjoy learning. Scholars pay attention to others' reactions to what they say and do. They reflect on their lives and experiences in order to gain self-knowledge. Scholars tend to ask a lot of questions, observe, and read to satisfy their curiosity. However, their interest is often more intellectual than it is personal, and it is often more directed to familiar things than unfamiliar ones. When Scholars engage people from other cultures, they may be driven more by curiosity or the need to complete a task than in developing a relationship. Still, although they may lack a natural interest in other peoples and cultures, they maintain a positive attitude toward them. As a result, although Scholars often do not initiate entering into a relationship, others may find these individuals enjoyable to be around. In addition, their positive communications with people from other cultures and their natural resilience to stress enables Scholars to function quite effectively given the limited number of relationships they will develop.



Networker (Low CL / High IE / High H)

NETWORKERS FOCUS ON DEVELOPING LINKS *with people more than on understanding why they are different from them. They are also quite resilient.*

People with this profile tend to be satisfied with their current level of knowledge and with their own personal development. Reading, observing, and traveling to places to learn new things is of less interest to Networkers than developing new relationships. Maintaining the status quo comes more naturally to them than initiating new discoveries. Networkers' interest in social interactions tends to be more for the enjoyment of the relationship than for learning things about other persons—their culture, etc. They may easily connect with people who are different from them; however, Networkers' relationships with them may likely remain more superficial. Their acceptance of others—regardless of apparent differences—puts others at ease and helps the development of networks and friendships. Networkers are also resilient to the challenges they confront in new situations, though they tend to avoid challenges that involve needing to learn and adapt to new environments.



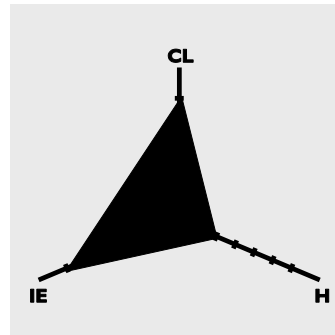
IES FEEDBACK REPORT

Personal & Confidential

Explorer (High CL / High IE / Low H)

EXPLORERS ENJOY DEVELOPING FRIENDSHIPS *with and learning about people who differ from them, but it is also emotionally challenging for them.*

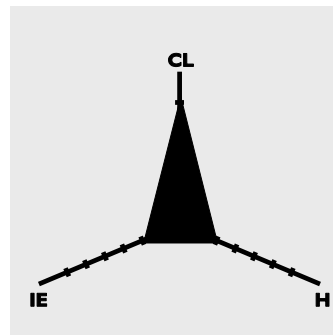
This profile describes people who are quite attentive to their social environment and quite interested in learning more about themselves and others. Developing relationships with those who are different is exciting to Explorers because it leads to more knowledge and self-understanding. This self-knowledge and interest in other cultures serves as a foundation to build and manage their interpersonal relationships more effectively. However, Explorers might have a harder time automatically assuming the best about others or trusting them right away. With certain people, this might make it more difficult to develop a good working relationship quickly. Explorers are driven to search the world around them and find it intellectually exciting, but they may be less able to withstand the accompanying emotional and psychological challenges those new experiences bring. They may need “timeouts” in order to rejuvenate and continue their exploration.



Observer (High CL / Low IE / Low H)

OBSERVERS ARE INTERESTED IN ANALYZING OTHERS' BEHAVIOR *more than they are in forming relationships. They generally avoid challenges because of the stress that creates.*

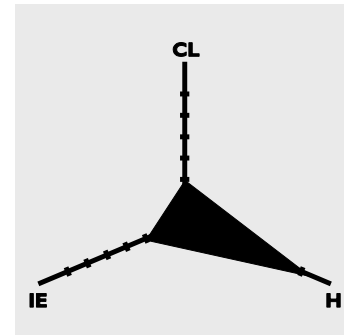
This profile describes people who naturally seek learning opportunities. Observers enjoy acquiring new information and do so by reading, asking questions, and observing. They also enjoy reflecting on their lives and experiences in order to gain self-knowledge. However, Observers are usually more interested in people and places familiar to them than in those that are different. When they do not know people, Observers can be conservative and more suspicious about others' motives and character. They often tend to wait until others have earned their trust and optimism. As a result, Observers might need more time interacting with someone to figure out how best to work with them. Outside of already established relationships, interaction with others can be more for learning new information than for the relationship itself. Observers can experience difficulties in working with others because their coworkers might see Observers as more interested in the task than interested in them. Observers can be stimulated by selective new environments, but they can also be frustrated with the challenges a new environment can bring—particularly if it is not one they have chosen. They may need “timeouts” to rejuvenate and interact with people or things with which they are already familiar.



Individualist (Low CL / Low IE / High H)

INDIVIDUALISTS ARE CONFIDENT *in their abilities to undertake challenges, but are sometimes less interested in understanding people or exploring differences.*

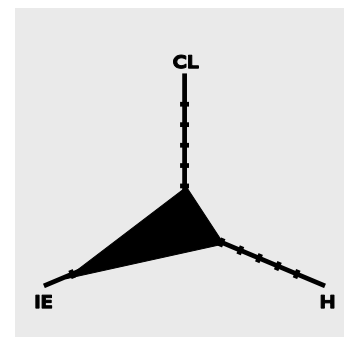
This profile describes individuals who are fairly satisfied with what they currently know and with their current rate of personal development. Reading, observing, and traveling to places to learn new things or engaging people who are different from them can be of less interest than being confident in their current situation with their present set of relationships. Because Individualists usually prefer things that are familiar to them, meeting new people will likely occur more by chance or out of necessity than personal motivation. The development of new relationships can be seen as taking time and energy away from other things that seem more important. However, even though Individualists do not particularly feel a need to be around others or develop new relationships, their tendency to be open and accepting of differences can attract others to them. This can engender a network of relationships that may be helpful to them. Finally, although Individualists prefer familiar things and people, when put in situations that require them to step out of that comfort zone, they can easily manage the stress that might come with that and maintain a positive demeanor.



Extrovert (Low CL / High IE / Low H)

EXTROVERTS ENJOY BEING WITH PEOPLE *and creating new relationships. They are less interested in understanding differences and avoid challenging experiences.*

Individuals with this profile are usually satisfied with their current level of knowledge and with their own personal development. Reading, observing, and traveling to places to learn is of less interest than developing social relationships and meeting a variety of people. Extroverts' interest in people, however, can be influenced by their tendency to view others' motivations as less positive until proven otherwise. This will usually result in fewer deep relationships and can put an upper limit on the level of cooperation they might expect from others. Because Extroverts tend to also be less interested in learning about foreign people and places, this can limit the depth and breadth of their social relationships with people who are visibly different from them. Further, Extroverts can be less able to withstand the psychological challenges that accompany developing intercultural or diverse relationships. In some extreme situations, their inability to deal well with this may reinforce any negative perceptions they have of the new culture. Extroverts may occasionally seek a "safe" haven—familiar people and surroundings to relieve the stress they might be feeling.



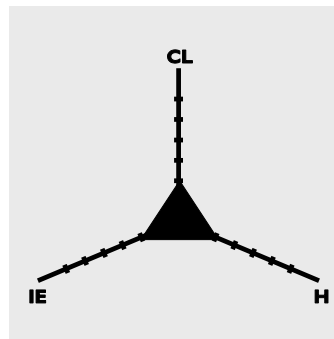
IES FEEDBACK REPORT

Personal & Confidential

Traditionalist (Low CL / Low IE / Low H)

TRADITIONALISTS TEND TO BE SATISFIED *with the status quo, preferring familiar people and places, and can be somewhat apprehensive when placed in new situations where they need to learn or develop new associations.*

People with this profile are most comfortable and productive when they are in familiar situations. Having a stable set of routines and associations (friends, coworkers, etc.) provides the environment for them to work effectively. Although they are less likely to seek out others who are different from them or situations that will require significant challenges, once they become comfortable around those individuals or environments that are different, they can be very happy and perform well. They will likely feel some stress during the process of becoming comfortable, which can make it more difficult to adapt to new situations or people. Traditionalists' relationships will tend to be made up of family members or others who have been in close proximity to them over time and where there is clear functionality. Outside of those familiar relationships, Traditionalists are more likely to engage in solitary activities they enjoy—watching TV, taking a walk, etc. Because they have generally surrounded themselves with the familiar and might not trust or easily accept others outside their circle, Traditionalists might not have developed the same level of interpersonal skills or emotional stamina as those who are constantly challenging themselves. A greater ability to handle such challenges is very helpful to positively interact with and understand people who are different from them.

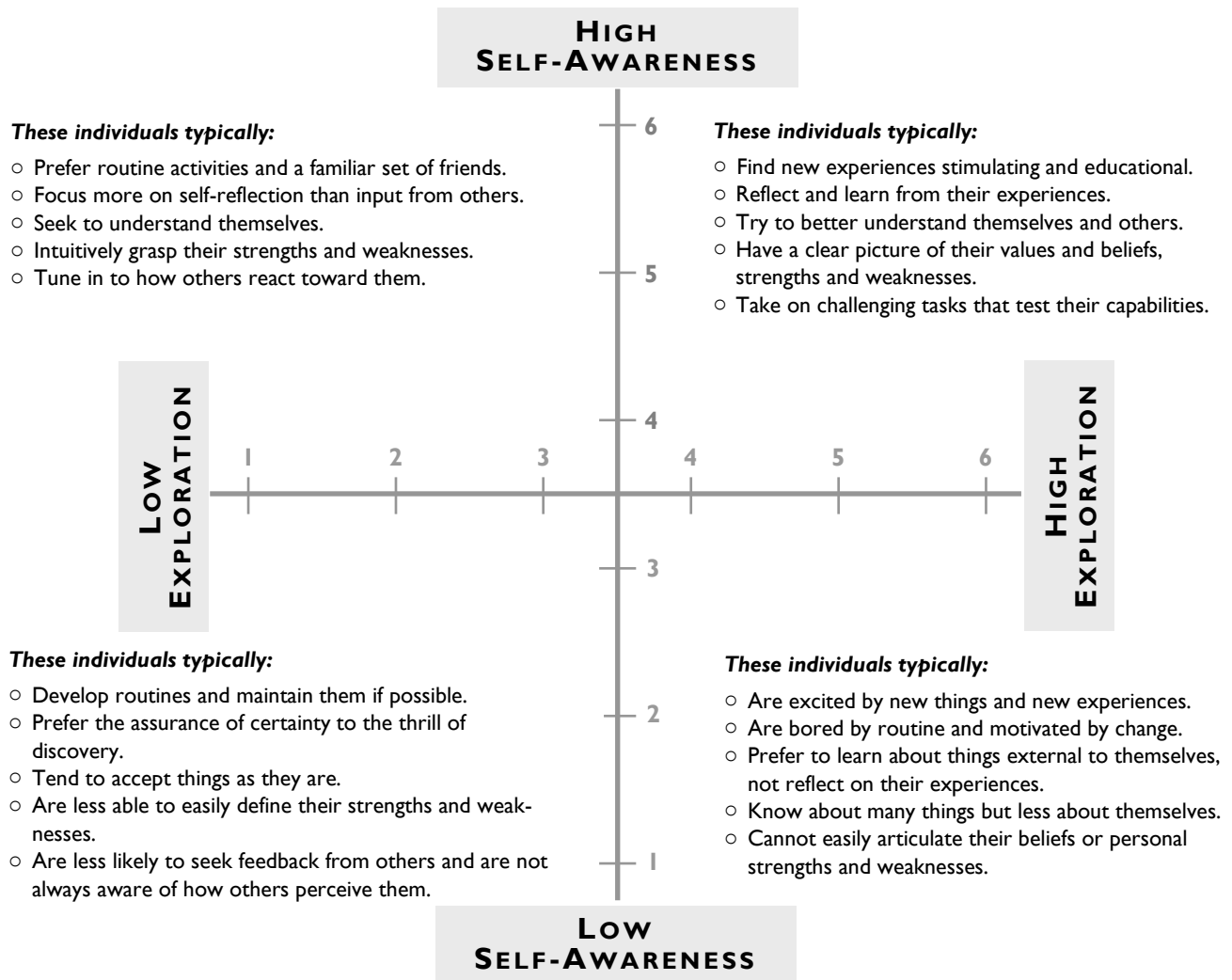


II. Your Current and Potential Competency

Awareness of our personal tendencies is usually a prerequisite for change. On the following pages, the general tendencies of different factors are paired with strategies for development.

Continuous Learning: General Tendencies

Continuous Learning consists of Self-Awareness and Exploration. Refer to page 4 and enter your scores for these dimensions on the horizontal and vertical scales below. The intersection of your two scores falls into one of four quadrants. Read the description of the profile in your quadrant.



Continuous Learning: Development Strategies

Developing Self-Awareness

Leveraging High Self-Awareness

- Hold a clear picture of your strengths and weaknesses.
- Use your understanding of the source of your emotions to help control them.

Compensating for Low Self-Awareness

- Listen and think carefully before reacting.
- Request feedback from trusted others on how you should act in specific situations.
- Pay attention to reactions that do not fit your expectations—that seem surprising.

Action Steps

Write in your ideas below for what you can do to increase your Self-Awareness. Here are a few ideas to trigger your thinking:

- Take self-assessment surveys for feedback on your values, traits, and behavioral styles.
 - Keep a self-reflection journal in which you analyze your behavior.
1. _____
 2. _____

Developing Exploration

Leveraging High Exploration

- Volunteer for new initiatives or experiences.
- Seek work or projects that call for environmental scanning, creativity, or continuous learning.

Compensating for Low Exploration

- Seek new information or different practices before making decisions or taking action.
- Ask for explanations from a wide variety of people whose perspectives differ from yours.
- Try to turn your “isn’t that weird” reactions into “isn’t that interesting! I wonder why . . .”

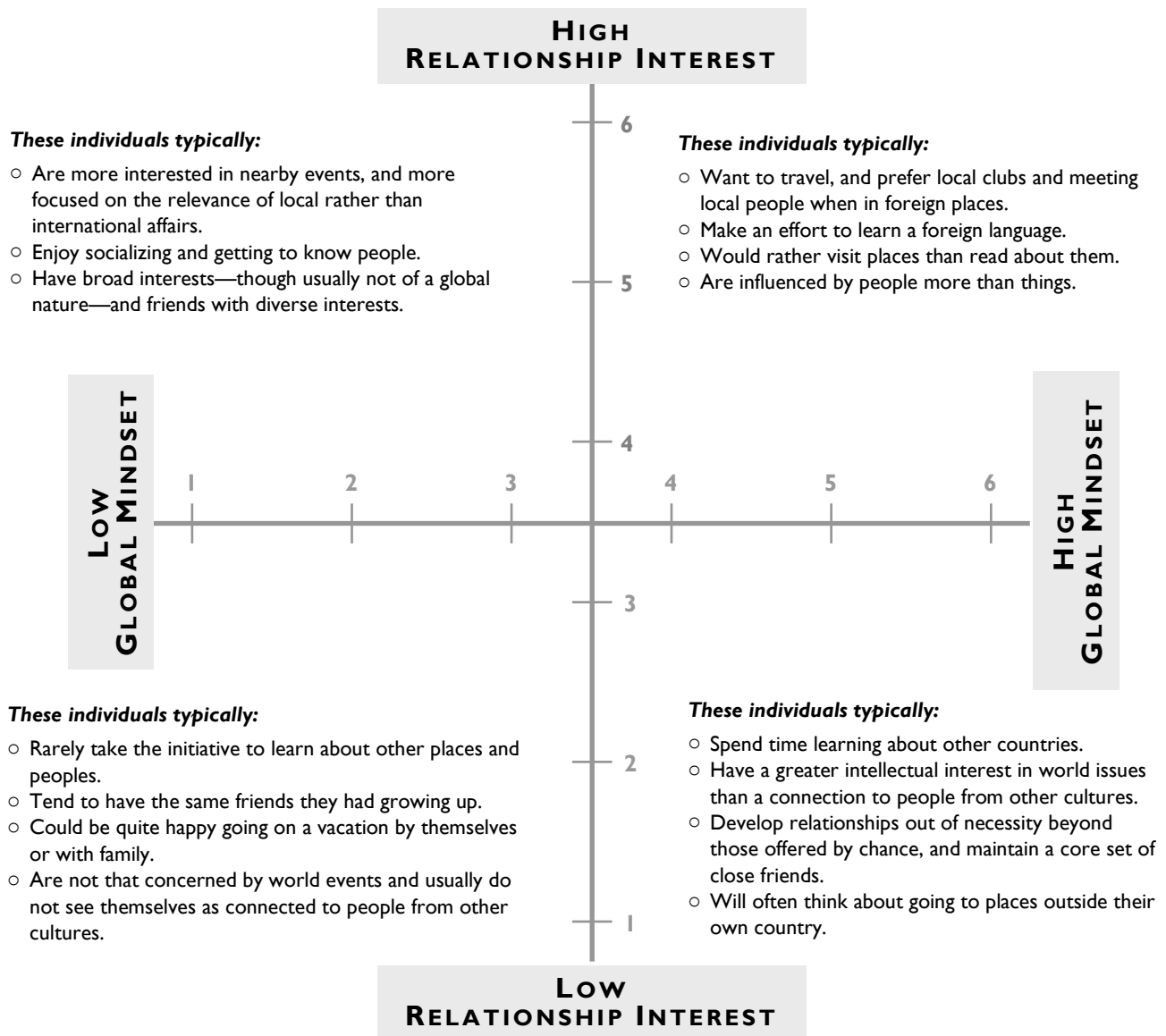
Action Steps

Write in your ideas below for what you can do to increase your Exploration. Here are a few ideas to trigger your thinking:

- Seek out people who are different from you and listen to them without judgment.
 - Get in the practice of questioning your habits and accustomed way of thinking; ask “why?”
 - Go exploring where you live and see how many interesting things you can find.
1. _____
 2. _____

Interpersonal Engagement: General Tendencies

Interpersonal Engagement consists of Relationship Interest and Global Mindset. Refer to page 4 and enter your scores for these dimensions on the horizontal and vertical scales below. The intersection of your two scores falls into one of four quadrants. Read the description of the profile in your quadrant.



Interpersonal Engagement: Development Strategies

Developing Global Mindset

Leveraging High Global Mindset

- Use your knowledge about different cultures to come up with creative, synergistic ideas.
- Work on multicultural teams and projects.

Compensating for Low Global Mindset

- Hire people with international experience and listen to their ideas.
- Acknowledge that your views may be limited and ask for different perspectives.
- Find creative, useful ways to acquire knowledge about other places and people.

Action Steps

Write in your ideas below for what you can do to increase your Global Mindset. Here are a few ideas to trigger your thinking:

- Watch foreign movies and news programs.
- Travel or work overseas.

1. _____
2. _____

Developing Relationship Interest

Leveraging High Relationship Interest

- Build an extensive social network that contributes to your effectiveness.
- Get work done in relationship cultures where people work harder for people they like.

Compensating for Low Relationship Interest

- Surround yourself with those who have well-developed relationship skills.
- Observe carefully those who are good at developing and maintaining relationships. Note how they interact with others and how others respond to them.

Action Steps

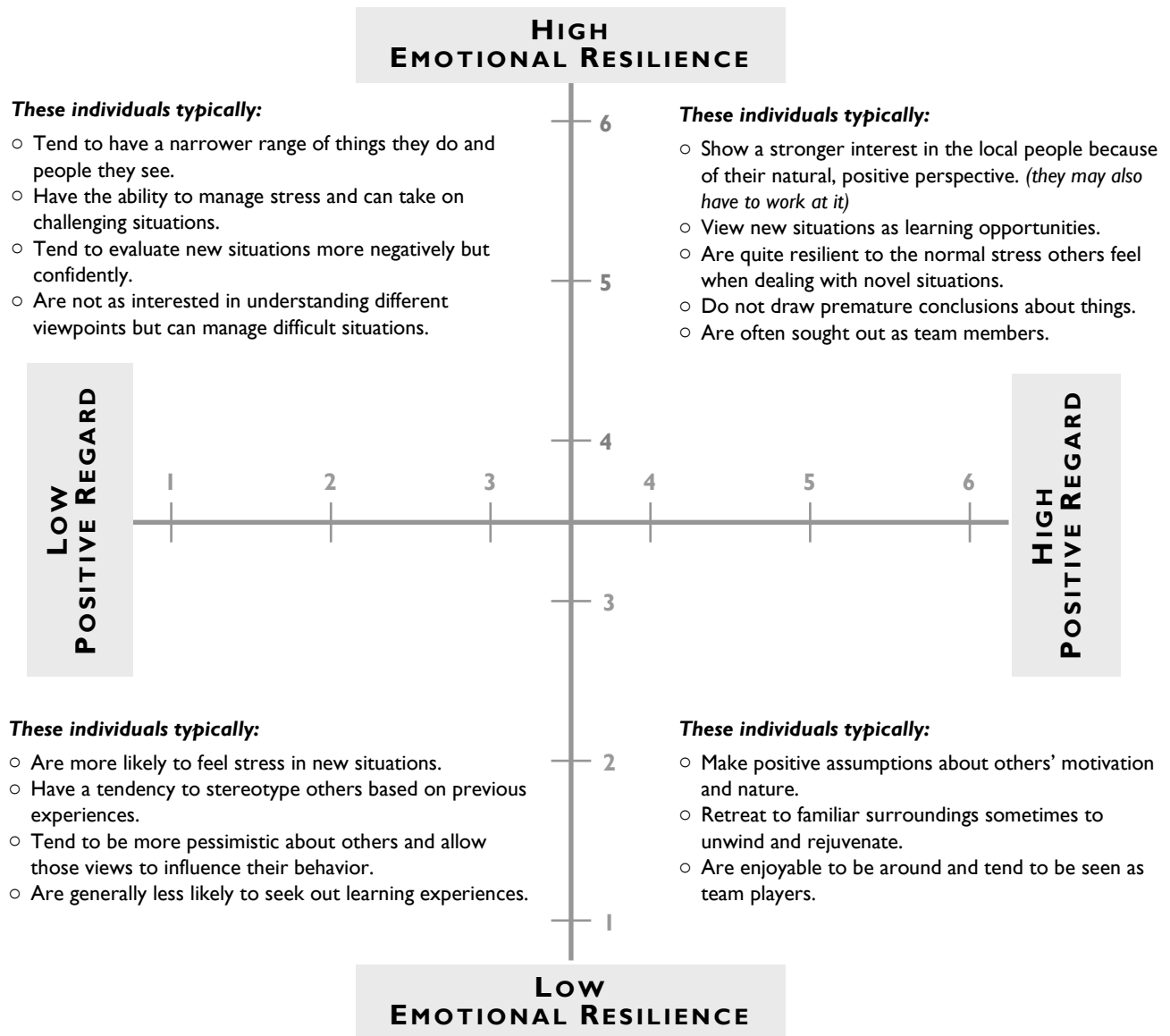
Write in your ideas below for what you can do to increase your Relationship Interest. Here are a few ideas to trigger your thinking:

- Seek out new friends from other cultures.
- Commit to devoting a set amount of time to maintaining relationships.

1. _____
2. _____

Hardiness: General Tendencies

Hardiness consists of Positive Regard and Emotional Resilience. Refer to page 4 and enter your scores for these dimensions on the horizontal and vertical scales below. The intersection of your two scores falls into one of four quadrants. Read the description of the profile in your quadrant.



Hardiness: Development Strategies

Developing Emotional Resilience

Leveraging High Emotional Resilience

- Take on challenging, stressful jobs or projects.
- Draw upon your stamina to deal with conflict situations.

Compensating for Low Emotional Resilience

- Do not react until emotions are under control.
- Build in psychological safety zones where you can retreat.

Action Steps

Write in your ideas below for what you can do to increase your Emotional Resilience. Here are a few ideas to trigger your thinking:

- Working with a coach, learn to recognize your stress triggers.
- Develop coping mechanisms that work for you.
- Pay attention to feelings, acknowledge them without reacting negatively.

1. _____
2. _____

Developing Positive Regard

Leveraging High Positive Regard

- Provide others with objective feedback that takes more factors into consideration.
- Take in more data and perspectives to inform your work.

Compensating for Low Positive Regard

- In new situations, remind yourself that you need to refrain from making judgments.
- Remember there is a reason for the behavior of others, even if you do not understand it.

Action Steps

Write in your ideas below for what you can do to increase your Positive Regard. Here are a few ideas to trigger your thinking:

- Learn to distinguish when stereotypes are helpful and not helpful.
- Look for reasons that explain complex human behavior.
- Imagine how the other person perceives you.

1. _____
2. _____

Creating a Personal Development Plan

You can increase your intercultural effectiveness by creating and carrying out a personal development plan. Your IES scores provide the foundation for a solid approach. Your plan will benefit from including each component shown below.

COMPONENT	EXAMPLE
Assessment: What is my weakest area of the six competencies I was measured on?	Your lowest score is in Relationship Interest, so that is the area you decide to work on.
Goals: List a few broad objectives to help you focus your efforts.	“Develop an above average level of communication with the people I will be living and working with in Germany.”
Tactics: These are the concrete “how-to’s” that help you achieve your general plan. Tactics need to be measurable. And pick tactics you can actually accomplish—not too easy, but not too hard. We learn best when real effort is required.	“I will study the language 15 minutes in the morning and 15 minutes in the evening every day, and I will practice speaking with three different Germans every day.”
Support: This is support you need from others (if any) to implement your tactics and accomplish your goals.	“I may need to ask for time/encouragement to study and practice from the people I will be living and working with, and also express appreciation for their support.”
Accountability: Results are better when we tell others about our plan. 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.	<i>Who:</i> “I will report my language study and interaction to my cousin back home.” <i>How and When:</i> “I will send my report by email every Sunday evening.”

A blank table is provided on the following pages, which you can use to create your own Personal Development Plan.

IES FEEDBACK REPORT

Personal & Confidential

Your Personal Development Plan

COMPONENT	YOUR PLAN
Assessment: What is my weakest area of intercultural effectiveness?	
Goals: List a few broad objectives to help you focus your efforts.	
Tactics: These are the concrete “how-to’s” that help you achieve your general plan. Tactics need to be measurable. And pick tactics you can actually accomplish—not too easy, but not too hard. We learn best when real effort is required.	
Support: This is support you need from others (if any) to implement your tactics and accomplish your goals.	
Accountability: Results are better when we tell others about our plan. 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.	

General Suggestions for Developing Intercultural Capacity

1. **Know yourself.** Learn about your own culture so that you understand the lens through which you view the rest of the world. Become conscious of the behavioral scripts you learned unconsciously.
2. **Know other cultures.** Educate yourself on the ways that cultures generally differ. When dealing with a specific culture, learn the internal logic that explains why they hold certain values and tend to think and behave as they do. This will help you make more accurate attributions and interpretations about cultural behavior.
3. **Expose yourself to difference.** Seek out people who are different from you (e.g., different ethnicity, culture, generation, religion, political philosophy). Listen closely to their views so that you can take their perspective. As a test, see if you can accurately describe—without arguing or debating—their perspective on topics that conflict with your own views.
4. **Read people.** Get in the habit of closely observing people and trying to interpret their behavior. When working across cultures, we need to be keen observers of behavior and decode the norms and values that guide it.
5. **Clearly identify expectations.** Negative reactions often result when other's behavior does not meet our expectations, which are influenced by our culture and past experiences. Surfacing and discussing expectations paves the way for smoother interactions.
6. **Suspend judgment.** Intercultural encounters often derail when people ethnocentrically judge or incorrectly interpret the other party's actions. Stick with simply describing their behavior and, if puzzled, ask someone with more cultural knowledge to explain its meaning. Give the other party the benefit of the doubt and assume that there is a logical reason for their beliefs and behaviors, even if we don't yet understand it. Approach learning another culture like a scientist who holds hypotheses in order to test them.
7. **Seek out cultural mentors.** In today's global environment, it's impossible to master every culture or understand every co-worker or situation. Cultural mentors fill in the gaps in our knowledge and coach people to be more effective.
8. **Focus on the individual.** Culture doesn't explain everything—personality, in particular, plays a large role in social interactions. When we're trying to decode an individual's behavior, we also have to take into consideration things like personality traits, occupational status, gender, age and generation, religion, and life experiences.
9. **Apply your IES skills wherever you are.** Because people are different in a wide variety of ways, these skills are also useful within your own culture. These skills can help you bridge the gap with people from different regions, generations, genders, ethnic backgrounds, occupations, religions, and political parties, to name a few.

III. Other Useful Resources

There are many good books and articles on intercultural effectiveness and working across cultures. Below are some that we highly recommend. For more suggestions, please contact the Intercultural Communication Institute or visit www.intercultural.org/resources.php.

Suggested Readings

Bird, A., & Osland, J.S. (2006). Making sense of intercultural collaboration. *International Journal of Management and Organizations*, 35(4), 115-132.

Brett, J., Behfar, K., & Kern, M.C. (2006). Managing multicultural teams. *Harvard Business Review*, 84(11), 84-91.

Dulewicz, V., & Higgs, M. (2004). Can emotional intelligence be developed? *International Journal of Human Resource Management*, 15(1), 95-111.

Gannon, M. (2004). *Understanding global cultures*. Thousand Oaks, CA: Sage.

Mendenhall, M., Osland, J., Bird, A., Oddou, G., & Maznevski, M. (2009). *Global leadership: Research, practice and development*. London: Routledge.

Osland, J. S. (1995). *The adventure of working abroad: Hero tales from the global frontier*. San Francisco: Jossey-Bass.

Osland, J. S., & Bird, A. (2000). Beyond sophisticated stereotyping: Cross-cultural sensemaking in context. *Academy of Management Executive*, 14, 1-12.

Storti, C. (1990). *The art of crossing cultures*. Yarmouth, ME: Intercultural Press.

Storti, C. (1994). *Cross-cultural dialogues: 74 brief encounters with cultural difference*. Yarmouth, ME: Intercultural Press.

Thomas, D., & Inkson, K. (2003). *Cultural intelligence: People skills for global business*. San Francisco: Berrett-Koehler.

Ting-Toomey, S. (1999). *Communicating across cultures*. New York: Guilford Press.

Additional IES Resources

For more information about the Intercultural Effectiveness Scale and its uses, please contact the Intercultural Communication Institute at 503-297-4622 or ici@intercultural.org, or visit www.kozaigroup.com/ies.html.