

THE GLOBAL COMPETENCIES INVENTORY

Feedback Report

Results for: Sample Report
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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.

Personal & Confidential Results for: Sample Report

Introduction

The Global Competencies Inventory (GCI) is designed to assess your personal qualities associated with effectiveness in environments where there are cultural norms and behaviors different from your own. The information contained in this feedback report can provide a basis for understanding both your current competencies as well as point to opportunities for future development and growth.

This report focuses on three main factors of your intercultural adaptability:

- Perception Management
- Relationship Management
- Self-Management

Perception Management is comprised of five dimensions; Relationship Management also has five dimensions; and Self-Management has six. These sixteen dimensions combine to generate an *Overall Global Competency Inventory*.

Interpreting the Results

Research has shown the GCI to be a very stable and valid measure of your predispositions in intercultural settings. Additionally, the GCI also includes scales to help detect patterns of response bias.

The report that follows describes your results for each of the sixteen dimensions and presents the range in which your personal GCI scores fall. These results can be interpreted in several ways.

First, your results are presented based on where they fall within six categories, ranging from very high to very low, for each of the dimensions. These ranges reflect your current level of competency on each given dimension relative to all the other people who have taken the GCI.

Second, scores may also be interpreted in terms of the tendencies people have who score at either end of the various dimensions. This report gives you descriptive guides that may serve as reference points for considering your own tendencies for each dimension.

Perception Management

This factor explores how you mentally approach cultural differences. How you perceive people who are different from you affects how you think about them and, in turn, how you think about them influences your opinions, evaluations, and ultimately your behavior toward them. This factor also assesses how mentally flexible you are when confronted with cultural differences that are strange or new, and your tendency to make rapid and final (rather than thoughtful and tentative) judgments about those differences. This factor also assesses your natural curiosity toward foreign countries, cultures, and international events, as well as your willingness to explore new interests or hobbies and to try things that differ from your normal routine. Your scores across this factor and each of its five sub-dimensions are summarized below:

	Low		Moderate		High	
	1	2	3	4	5	6
A. Perception Management Considers the processes by which perceptions and judgments are made, as well as your ability to accurately make sense of ambiguous situations and to be inclusive of differences.	[Bar from 1 to 3]					
1. Nonjudgmentalness Your willingness to withhold or suspend negative judgments about situations or people.	[Bar from 1 to 4]					
2. Inquisitiveness Your disposition to look at new and different experiences as opportunities for variety, change, and learning.	[Bar from 1 to 5]					
3. Tolerance of Ambiguity Your capacity to be comfortable with ambiguity and uncertainty.	[Bar from 1 to 3]					
4. Cosmopolitanism Your natural interest in and curiosity about foreign countries, cultures, and geography, as well as current world and international events.	[Bar from 1 to 1]					
5. Interest Flexibility Your willingness to explore new interests or hobbies and to try things that differ from your normal routine.	[Bar from 1 to 2]					



Personal & Confidential **Results for: Sample Report**

Nonjudgmentalness

This dimension considers the extent to which you are inclined to suspend or withhold judgments about people or situations that are new or unfamiliar to you.

High scorers nearly always wait to understand the situation or person before making a judgment. Low scorers have a strong tendency to make snap judgments about situations or people and usually are reluctant to change those conclusions.

Inquisitiveness

This dimension goes beyond nonjudgmentalness in that it reflects an openness to and active pursuit of understanding ideas, values, norms, situations, and behaviors that are different from your own. It also considers your capacity to actively take advantage of opportunities for growth and learning.

High scorers are very open and energetically pursue an understanding of new ideas, possibilities, and experiences. Low scorers have a strong preference for maintaining current habits, traditions, and ways of thinking, exhibiting little or no interest in actively exploring other ways or ideas.

Tolerance of ambiguity

This dimension measures the extent to which you are able to manage ambiguity as it relates to new and complex situations where there are not necessarily clear answers about what is going on or how things should be done. It also evaluates how much you enjoy surrounding yourself with ideas or things that are new and unfamiliar rather than feeling threatened by them.

High scorers tolerate ambiguity and uncertainty well and even welcome it in almost all situations. Low scorers have a strong tendency to dislike and avoid ambiguity and uncertainty or to react negatively (irritably, angrily, with frustration) when it's unclear what is happening.

Cosmopolitanism

This dimension measures your level of natural interest in and curiosity about countries and cultures that are different from your own. It also assesses the degree to which you are interested in current world and international events and the degree to which you would enjoy traveling abroad.

High scorers demonstrate intense interest in traveling abroad and learning about foreign places, and strive to stay current on world and international events. Low scorers have a strong tendency to avoid things foreign and are very insular when it comes to international events.

Interest Flexibility

This dimension measures your flexibility in identifying and adopting new interests, hobbies, and changes in your daily routine when your normal activities are not available.

High scorers are very comfortable replacing previously enjoyed activities or interests with new and different ones when they are in a new situation; they are also very comfortable making changes to their daily routines and adapting to their new circumstances with anticipation. Low scorers are very uncomfortable replacing old and familiar activities with new ones, and react with considerable annoyance when their known and predictable daily routines are disturbed or removed.

Relationship Management

This factor assesses your orientation toward developing and maintaining relationships in general; that is, how aware you are of others around you, their interaction styles, values, and so on. It also considers your own level of self-awareness and your awareness of how your behaviors impact others. This factor complements the Perception Management factor because it examines how your attitudes, values and beliefs influence the development and management of your interpersonal relationships in a cross-cultural environment. Positive relationships in an intercultural environment are essential for working effectively with people and organizations that represent cultures different from your own. Your scores across this factor and each of its five specific sub-dimensions are summarized below:

	Low		Moderate		High	
	1	2	3	4	5	6
B. Relationship Management Considers your level of self-awareness, the ability to attend to yourself and others, and the application of sound interpersonal skills to deal with people from different cultures or ethnic groups.	[Bar from 1 to 3]					
6. Relationship Interest Your awareness of and interest in other people, especially those who are different from you or who come from other cultures.	[Bar from 1 to 3]					
7. Interpersonal Engagement Your willingness to take the initiative to meet and engage others in interactions, including strangers from other cultures.	[Bar from 1 to 2]					
8. Emotional Sensitivity Your capacity to read the emotions and understand the feelings and concerns of others, as well as respond with empathy to the circumstances they face.	[Bar from 1 to 5]					
9. Self-Awareness Your awareness of yourself, your values, beliefs, capabilities, and limitations as well as an understanding of how your beliefs, capabilities, and limitations impact others.	[Bar from 1 to 5]					
10. Social Flexibility Your capacity to regulate and adapt your behavior to fit in and build positive relationships with others.	[Bar from 1 to 2]					



Personal & Confidential **Results for: Sample Report**

Relationship Interest

This dimension measures the extent to which you have a genuine interest in, and awareness of, people who are from other cultures or ethnic groups. It also reflects your desire to get to know them, their values, and why they do what they do.

High scorers are very interested in learning about and getting to know people who are different, especially those from other cultures or ethnic groups. Low scorers have little interest in such people and report little desire to learn about people who are different.

Interpersonal Engagement

This dimension assesses the extent to which you are likely to initiate and maintain friendships with people who might be different from you, such as those who are from other countries or cultural groups. It also measures how inclined you are to actively seek out others who are different from you, as well as your desire and ability to engage them in interesting conversations.

High scorers are extremely interested in developing and maintaining friendships with people who are different and engaging them in interesting conversations. Low scorers tend to put very little effort into interacting with or developing friendships with people who are different from themselves.

Emotional Sensitivity

This dimension evaluates your awareness of, and capacity to accurately read and comprehend, the emotions of others and to understand their feelings from their perspective. It also measures how well you listen genuinely and respond with empathy to the circumstances and challenges they face.

High scorers report being very aware of and sensitive to the emotions and feelings of others; they are also highly attentive to how people feel and very likely to respond with empathy. Low scorers report little interest or awareness of how others are feeling or what they are thinking, and rarely attempt to consider the situations or challenges that others may face.

Self-Awareness

This dimension appraises the extent to which you are aware of your own values and interpersonal style, your own strengths and weaknesses, and how your past experiences have helped shape who you are as a person. It also measures how well you claim to know yourself, how comfortable you are with yourself, and how well you understand the impact of your values and behavior on your relationships with others.

High scorers are extremely aware of their own values, strengths and limitations, and behavioral tendencies and how they impact and affect others; they are constantly evaluating themselves and this process in their lives. Low scorers report little concern or interest in knowing themselves or how their behavioral tendencies affect other people, and are not very interested in trying to understand their experiences.

Social Flexibility

This dimension measures your tendency to regulate and adjust your behavior to fit in socially, and to present yourself to others in ways that create positive impressions and facilitate the building of constructive relationships.

High scorers are very versatile at adapting their behavior in ways appropriate to varying social situations. They don't do this to be false or to hide who they really are, but rather to fit in and foster a positive social and interpersonal environment. Low scorers are unlikely to be socially flexible, and do not want to adjust their social behavior. They also have a hard time significantly moving away from their usual behavior even though social situations may require such adjustments.

Personal & Confidential
Results for: Sample Report

Self-Management

This factor assesses the strength and clarity of your sense of self-identity and your ability to effectively manage your thoughts, your emotions, and your responses to stressful situations. To be effective in intercultural situations, you must be capable of understanding and adapting appropriately to a global work environment while at the same time having a clear and stable sense of who you are as a person. This requires having an unambiguous understanding of your most fundamental values and beliefs. The ability to adapt and change within the context of a stable self-identity is critical to remaining mentally and emotionally healthy in a new culture. Your scores across this factor and each of its six sub-dimensions are summarized below:

	Low		Moderate		High	
	1	2	3	4	5	6
C. Self-Management Consists of personal traits known to be essential for effective coping when faced with the challenges and personal demands of intercultural situations.						
11. Optimism Your positive mental outlook towards people and situations generally, and living or working in a foreign culture.						
12. Self-Confidence Your belief in your ability to succeed by hard work and effort.						
13. Self-Identity Your ability to maintain your own values and beliefs while still being accepting of those who are different.						
14. Emotional Resilience Your emotional strength and ability to cope well with setbacks, mistakes, or frustrations.						
15. Non-Stress Tendency Your innate disposition to respond with calmness and serenity to the stressors you face.						
16. Stress Management Your level of active effort to manage stressors in your life.						

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Results for: Sample Report

Optimism

This dimension measures the extent to which you maintain a positive outlook toward people, events, and outcomes generally, and whether you view these challenges as learning opportunities. New intercultural environments are almost always stressful, so facing such situations with a positive outlook naturally improves your ability to cope and adjust.

High scorers report generally having a highly positive outlook toward people, events, and outcomes. Low scorers nearly always have a difficult time seeing the positive side of people, things, or events and tend to dwell on the negative.

Self-Confidence

The self-confidence dimension assesses the level of your personal belief in your ability to achieve whatever you decide to accomplish, even if you've never done it before.

High scorers almost always feel they can do anything if they study it out, work hard, and apply themselves. On the other hand, low scorers almost always believe that even if they study and work hard, they are not likely to be successful in their efforts.

Self-Identity

This dimension considers your ability to maintain your personal values and beliefs regardless of the situation. A strong self-identity means you have a strong and clear set of personal values and beliefs and maintain a high sense of personal integrity. This high level of certainty about who you are permits you to be open to others and ideas that are different from yours. Your sense of self is not threatened, thus you can openly accept those who are different from you.

High scorers are extremely aware of their core personal values and never violate them, yet are open and comfortable around those who have different beliefs and values. Low scorers are not sure of what they really believe or are weak in their commitment to what they believe, and are thus very quick to compromise their values in order to fit in or avoid a conflict.

Emotional Resilience

This dimension measures your level of emotional strength and your ability to cope favorably with irritations, setbacks, frustrations, and failures. It also assesses your capacity to recover quickly from psychologically and emotionally challenging situations.

High scorers have the ability to respond with extraordinary emotional resilience to potentially challenging and frustrating situations; as a result they also recover very quickly from difficult or challenging experiences. Low scorers find it extremely difficult to handle psychologically and emotionally challenging experiences, and their recovery from such experiences takes a long time or may never be fully achieved.

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Results for: Sample Report

Non-Stress Tendency

This dimension measures your innate capacity to respond with peacefulness and internal calm to potentially stressful situations or circumstances.

High scorers are innately disposed to respond with calmness to the various stressors they face in life. Low scorers are highly disposed to react to stressors with heightened anxiety and tension.

Stress Management

This dimension evaluates the degree to which you report actively utilizing stress reduction strategies and techniques when faced with stressors in your daily life, as well as the degree to which you are willing to employ new stress reduction techniques in the future.

High scorers actively use a variety of stress reduction strategies and techniques on a daily basis. Low scorers report rarely using such strategies or techniques or only employ a narrow range of such strategies.

**Your Overall Global Competency Inventory
is reported on the next page.**

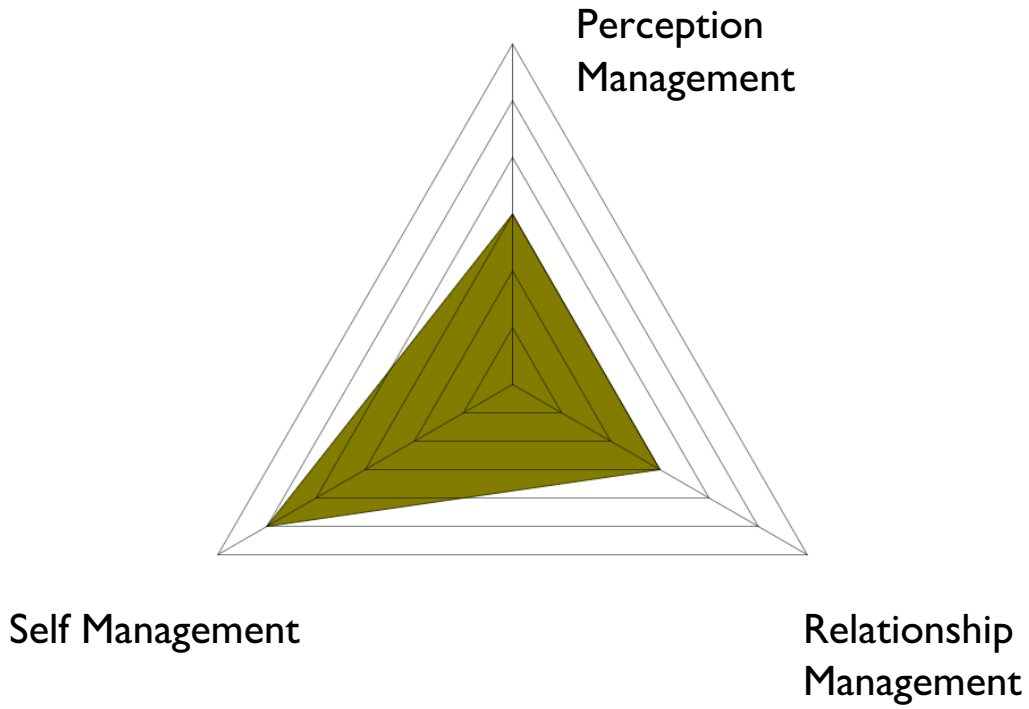
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Results for: Sample Report

Overall Global Competency Inventory

The Overall Global Competency Inventory is comprised of three main factors, each of which has several dimensions. For each factor, results are given based on answers across the relevant items in the Global Competencies Inventory. Should readers of this report desire additional insight beyond the reported scores below, we encourage them to contact the lead survey administrator for a more thorough discussion of their profile.

	Low	Moderate	High
A. Perception Management			
1. Nonjudgmentalness			
2. Inquisitiveness			
3. Tolerance of Ambiguity			
4. Cosmopolitanism			
5. Interest Flexibility			
B. Relationship Management			
6. Relationship Interest			
7. Interpersonal Engagement			
8. Emotional Sensitivity			
9. Self-Awareness			
10. Social Flexibility			
C. Self-Management			
11. Optimism			
12. Self-Confidence			
13. Self-Identity			
14. Emotional Resilience			
15. Non-Stress Tendency			
16. Stress Management			
Overall Global Competency Index			

A graphical representation for your particular Global Competency Inventory score is provided below:



Personal & Confidential
Results for: Sample Report

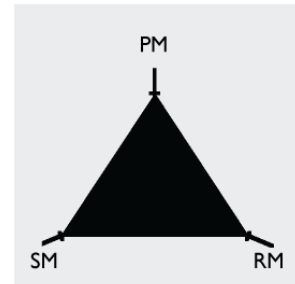
Your GCI Profile

The diagrams below may provide some insights into your tendencies and your capabilities. For simplicity's sake, these are basic profiles based on extremes—the highest and lowest scores possible on the three factors of Perception Management, Interpersonal Management and Self Management. Therefore, your profile may not be an exact match. Look for the most similar triangles and the profile descriptions that best describe you.

Globe Trotters (High PM / High RM / High SM)

GLOBE TROTTERS ENJOY LEARNING *about foreign places and people, easily initiate relationships with those who are different from them, and manage the personal challenges these create quite well. The world is their "backyard."*

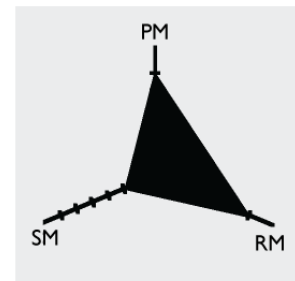
Individuals with this profile have the all-around capability of learning and developing effective relationships and successfully managing the challenges posed by operating in a global environment. Globe Trotters ask a lot of questions and often seek to learn a lot about the people and locations where they work. They enjoy diversity and even seek novel experiences in order to remain intellectually interested. Operating within an ambiguous environment is normal and even stimulating. They have a keen interest in and ability to develop relationships with people who are different from them. These relationships become new sources of information for better understanding the foreign environment. Globe Trotters' excellent self-awareness and sensitivity to the social context helps them adjust their behavior appropriately to fit in. These individuals are self-confident, have a clear sense of self and are able to adjust their interests to the new context and manage any stress they experience quite well.



Opportunists (High PM / High RM / Low SM)

OPPORTUNISTS TAKE ADVANTAGE OF THE POSSIBILITY *of learning about and developing relationships with people who differ from them. However, they don't always calculate the personal costs of such adventures and usually suffer some emotionally.*

Opportunists have good learning skills and varied interests, enabling them to understand the varied cultural contexts and environments very well. They deal well with ambiguity and although they see the many differences between them and the foreign environment, they are also able to see the commonalities. They use what they learn to build on their natural interest in others to build effective relationships. Their keen observations of the social environment enable them to understand others' behavior and mold their own to fit the social norms.



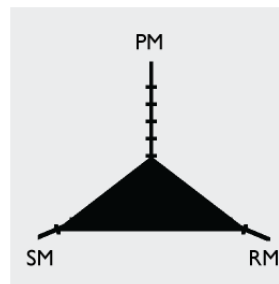
Personal & Confidential Results for: Sample Report

However, the effort required to do all of this successfully takes a personal toll on these individuals. All of the novelty and the ambiguity that comes with working across diverse cultures can cause Opportunists stress and anxiety. Their weaker sense of identity can undermine their confidence in who they are and who they think they might be becoming as they adapt. Their forays into unfamiliar environments might occasionally be tempered by the need to retreat to a “safe” place mentally and emotionally in order to regain equilibrium and have the renewed energy to reenter the challenges of the foreign context.

Connectors (Low PM, High RM and High SM)

CONNECTORS HAVE A STRONG DESIRE TO DEVELOP AND MAINTAIN RELATIONSHIPS with others and generally are able to handle any stress, frustration, or set backs that may be associated with their efforts to do so.

Connectors tend to primarily focus on relationship development from their own base of life experience without using external intellectual or theoretical strategies to assist in this process. Due to this tendency, they often inaccurately assess and judge people who are culturally different from them; or, they often are not intrinsically interested in understanding cultural differences and never study deeply enough the cultural triggers that cause much of the behavior they observe, hindering their efforts at relationship development. Their strong social skills and interest in relationships combined with a high degree of personal stability often enables them to effectively adapt to new cultural environments. Connectors’ interest in relationships, outgoing manner, and the general sense of confidence they radiate makes them attractive to others, and increases the likelihood of developing good social and work relationships. Also, Connectors have a strong sense of self, and their psychological stability enables them to adapt to challenging intercultural situations without undue stress; this benefits them in intercultural environments as it allows them to push forward through challenges and setbacks with energy, confidence and hope.

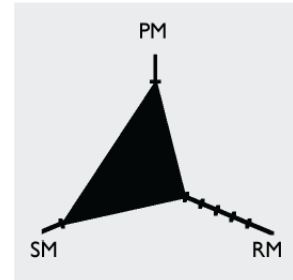


Personal & Confidential
Results for: Sample Report

Adventurers (High PM / Low RM / High SM)

Adventurers enjoy *with and learning about the larger world and about people who differ from them. But it is also emotionally challenging for them.*

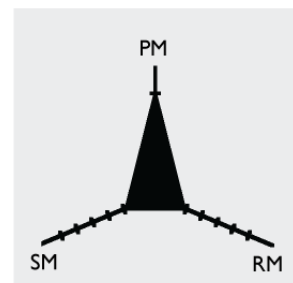
Adventurers have an excellent ability to learn about other cultures and comprehend many similarities and differences among them. They are interested in the new and find novelty and diversity stimulating. They often ask a lot of questions or spend time exploring the world around them. Their high tolerance of ambiguity allows them to learn without the hindrance of feeling stressed during the process. Because they are less interested in forming and maintaining relationships beyond those they already have, they tend to use people as information sources or interact mostly as required for specific work or social situations. Their inattentiveness to the social milieu limits the sophistication of their learning. Information coming from close observation of people's behaviors and an ability to meaningfully interpret others' actions and expressions will largely escape them. Because Adventurers don't seek out regular social interaction, and because they tend to be naturally optimistic and confident, they will perform better in tasks that don't require coordination with others. People will find it easy enough to work with Adventurers because they are generally happy and often open to new experiences. Their interests tend to be varied and easily adaptable from context to context.



Watchers (High PM / Low RM / Low SM)

WATCHERS ARE INTERESTED IN STUDYING THE WORLD AROUND THEM and also in the behavior of others more than they are in forming relationships. They avoid challenges because of the stress that creates.

Watchers are interested in understanding other cultures and people but are less interested in developing relationships with others. They have an excellent ability to learn and understand a new environment and see beyond the obvious differences to more common ground. In their quest to understand things, they tend to read and ask a lot of questions. Watchers find satisfaction in investigating and understanding issues and people, though their interest in people is more for intellectual understanding. Developing new relationships is not a priority; instead, they put more effort into maintaining existing relationships. Watchers tend to be less aware of the emotional aspect of social interaction or of how others perceive them, diminishing their ability to adapt their behavior. Lack of attentiveness to their own behavior and how it affects others will also be a missed opportunity for learning. Watchers often feel uncomfortable adopting new behaviors and or adapting to new situations. They may experience more anxiety and lower levels of self-confidence and optimism in such settings.

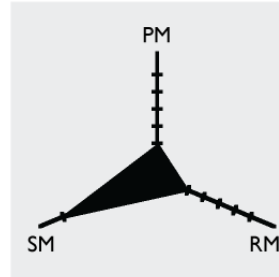


Personal & Confidential
Results for: Sample Report

Isolationists (Low PM / Low RM / High SM)

ISOLATIONISTS ARE GENERALLY SECURE WITH THEIR SENSE OF "WHO THEY ARE" and are not bothered by what others think of them.

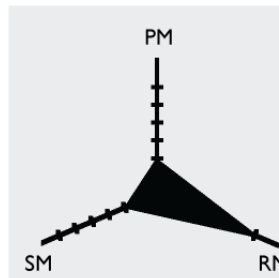
Isolationists are psychologically "hardy," have a clear sense of identity, are able to handle negative or challenging experiences well, and tend not to feel undue stress from these events. This strength can be attractive to others who may seek out Isolationists for advice because they perceive them to be highly competent and trustworthy. Isolationists are comfortable and confident with their worldview and their beliefs. They tend not to be interested in probing and analyzing social dynamics (e.g., "why do people do what they do?") and are not self-motivated to develop new relationships, relying instead on existing family and established friendship networks to meet their social needs. The new relationships that they do develop are usually based on convenience or necessity. Isolationists' understanding of new cultures and the people that populate those cultures is usually not very sophisticated, often because of a lack of natural interest and curiosity. Cultural differences tend to be viewed by Isolationists as more of a bother than being intriguing in nature. The combination of the tendencies to not seek out and develop relationships with others who are culturally different, and to not be intrinsically interested in understanding why others are culturally different, usually impedes Isolationists' abilities to work with, manage, and motivate people who are different from them.



Extrovert (Low PM / High RM/ Low SM)

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

Extroverts can be effective in fitting to other culture and performing their tasks; however, they are limited by their low-level interest in and understanding of other cultures and their inability to manage well the challenges of new contexts. Lacking a natural curiosity to learn broadly about other people and places, they never develop a deep-level understanding of other cultures or the larger world.



Extroverts are quite social, however, and despite differences in culture, will develop new social ties and participate in activities in other cultures that are of a social nature. They are astute observers of behavior and pick up on emotional cues. Extroverts comprehend how their behavior affects others and are usually able to adjust accordingly. Their relationships, however, will tend to be more superficial, as they lack the understanding of cultures required to connect at a deeper level.

Extroverts may concentrate on routines in order to increase the predictability of their lives, including efforts to maintain existing relationships and participating in habitual

Personal & Confidential
Results for: Sample Report

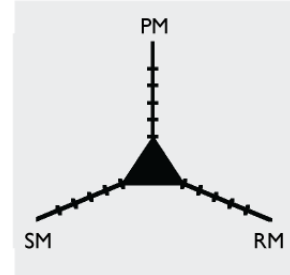
activities. These are natural outcomes of the fact that they tend to be susceptible to stress from the unpredictability of an environment they don't understand very well.

Preservers (Low PM / Low SM / Low RM)

PRESERVERS PREFER *THE STATUS QUO*, favoring familiar people and places over the unfamiliar, and are apprehensive when placed in new situations where they must learn or develop new associations.

Preservers find it extremely challenging to be successful in global work settings where they have to learn new things, develop new relationships and manage the stress that comes from a challenging assignment. Preservers tend to be happy with their current situation and level of knowledge and don't explore new things. Learning usually comes as a result of external forces rather than from their own inquisitiveness. Working in new contexts or with people from other cultures is mostly a source of stress for them. They tend to focus on differences only and generally aren't able to see commonalities between themselves and people from other cultures.

Preservers are typically satisfied with existing friendships, making it difficult to develop new ones. As a result, others might be discouraged from develop anything other than superficial relationships. The result is that experiencing new people and new environments is a very stressful experience for Preservers.



Personal & Confidential
Results for: Sample Report

Creating a Personal Development Plan

You can increase your intercultural effectiveness by creating and carrying out a personal development plan. Your GCI scores provide you with the basis of a solid plan, using the following template.

ELEMENT	EXAMPLE
<p>Assessment: What is my weakest area of intercultural effectiveness?</p>	<p>Your lowest score is in Relationship Interest, so that is the area you decide to work on.</p>
<p>General Plans: List a few broad objectives to help you focus your efforts.</p>	<p>“Become comfortable interacting with strangers in China to learn more about them and their culture during my upcoming trip.”</p>
<p>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.</p>	<p>“I will find a cultural mentor with expertise on Chinese culture and ask where, when and how it is appropriate to approach and converse with strangers or new acquaintances. I will also find out how I will know if my interaction is successful in the eyes of the Chinese. I will talk with 3 new Chinese every day and ask them appropriate questions about themselves and China.”</p>
<p>Reporting Results: 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.</p>	<p><i>Who:</i> “I will report how many people I approached, what I learned from them, and the success of my interaction attempts to my cultural mentor.”</p> <p><i>How and When:</i> “I will send my report by email every other evening during my trip.”</p>

On the following page a blank table is provided, which you can use to create your own Personal Development Plan.

Your Personal Development Plan

ELEMENT	YOUR PLAN
<p>Assessment: What is my weakest global competency area?</p>	
<p>General Plans: List a few broad objectives to help you focus your efforts.</p>	
<p>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.</p>	
<p>Reporting Results: 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.</p>	

Personal & Confidential Results for: Sample Report

General Suggestions for Developing Your Global Competencies

Awareness of our personal tendencies may prompt us to find ways to leverage our strengths or compensate in areas where we are not strong. In either case, we may seek to further develop our capabilities.

Because the GCI provides a comprehensive and complex profile of your tendencies, we strongly encourage you to consult with a qualified coach or facilitator who can help you understand the dynamic aspects of your particular profile and assist you in designing a developmental program that will fit your specific needs. Nevertheless, you may find some of the following suggestions useful examples of action plans for specific dimensions

1. **Nonjudgmentalness.** Seek out people who are different from you (e.g., different ethnicity, culture, generation, religion, political philosophy). Look for beliefs or practices that are different from yours and try to simply understand them without judging or comparing them negatively to your own.
2. **Inquisitiveness.** Consider what impedes inquisitiveness on your part--for example, lack of time, work pressure, failure to notice the out-of-the-ordinary, complacency or acceptance, etc.? You may need to begin by consciously triggering a switch into an inquisitive mode. Commit to paying more attention in intercultural settings in order to identify things that are unexpected or puzzling. Then seek out information that explains them from authors/researchers, the Web, or cultural mentors.
3. **Tolerance of Ambiguity.** Reflect on your experiences to discover whether ambiguity causes you to experience a particular emotional response (e.g., anger, fear, frustration) that you can learn to recognize as a signal. Look for cultural paradoxes (e.g., or paradoxes that are inherent in global work (e.g., global leaders may possess a great deal of power due to their role but have to downplay it in order to gain input and cooperation). Figure out how to make sense of such paradoxes.
4. **Cosmopolitanism.** Get in the habit of taking advantage of media (e.g., news reports, magazines, movies) that originates outside your own country or region to develop a broader understanding of the world. Seek out the ideas of people at work with international experience.
5. **Interest Flexibility.** When visiting or living in a foreign country, learn a hobby, sport or activity that is characteristic of that country. For example, if you are a musician, learn to play music or an instrument from another country.
6. **Relationship Interest.** Seek out people at work who come from a different cultural background than yours and make an effort to learn more about who they are and what is most important to them. For example, do you know why they chose this career and how they got to this point in their life? While listening, be careful not to assume that their views are more similar to yours than they really are.
7. **Interpersonal Engagement.** Befriend someone from another culture or country who has recently moved to your neighborhood or entered your workplace. Help

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Results for: Sample Report

them get settled and invite them to special events so that they fit in. Discuss cultural differences with them, but without criticizing the other culture.

8. **Emotional Sensitivity.** Educate yourself on how emotions are shown in a different culture, with which you frequently work. In your interactions throughout a week, see if you can observe any cues that indicate emotional reactions and hypothesize what caused the emotion. If you have a cultural mentor who is willing to explain that culture to you, check with them to see if your analysis is correct.
9. **Self-Awareness.** Start keeping a leadership journal in which you analyze and reflect on your behavior and how it impacts others. Pay special attention to the values that seem to be guiding your decisions and actions. Identify your strengths and weaknesses as a leader.
10. **Social Flexibility.** Choose a behavior that you need to master to be effective in a different cultural setting (e.g., learning to communicate in a less direct fashion in a Thai meeting). Ask people from that culture to explain their cultural script for this setting, including important contingencies. Practice the behavior in the setting at least three times and get feedback from a native of that country. Reflect on your feelings and insight into how it felt to adopt this new behavior.
11. **Optimism.** Ask a trusted friend to let you know when your views are overly pessimistic. Learn to recognize pessimistic thoughts and statements. When they surface, try to stop this type of thinking and instead make a list of positive aspects of the issue at hand.
12. **Self-Confidence.** Choose a specific area in which a lack of self confidence causes you difficulty. Obtain feedback from others on your performance to determine whether your own perception of your performance is accurate and to gather ideas about how you could improve. Set a specific goal to improve your performance and once again ask for feedback.
13. **Self-Identity.** Write a mission statement for your life or for yourself as a leader that describes which values you hold most important. As a reality check, ask a trusted friend to identify the values he or she thinks are most important to you and why. If there is a large discrepancy, this might indicate that your real values and your espoused values are not congruent.
14. **Emotional Resilience.** Consider how you usually react to setbacks and the length of time it takes you to get over them. Read about resilience and then interview someone who seems more resilient about failures to explain how they handle them. Devise an action plan that you will use when confronted with a setback in the future and test whether it works.
15. **Non-Stress Tendency.** Analyze your work/life balance and identify the key sources of stress in your life and their impact on you. Devise a plan for either reducing the stressors in your life or changing the way that you think about them, which is called cognitive reappraisal. For example, instead of worrying about the worst possible outcome, try to put the concern into perspective and focus on positive aspects. List two examples during the last year where you worried unnecessarily about a



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negative outcome that never came to pass. How could you have engaged in cognitive reappraisal instead?

16. **Stress Management.** Determine what coping mechanisms you utilize and evaluate how well they reduce your stress. Experiment with other stress-reduction methods until you find the right combination that work best for you.

Other Useful Resources

There are many good books and articles on global competencies and leveraging differences for greater effectiveness, particularly when managing or leading others. 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.
- Bird, A., & Osland, J. S. 2004. Global competencies: An introduction. In H. W. Lane, M. L. Maznevski, M. E., Mendenhall & J. McNett (Eds), *Handbook of global management: A guide to managing complexity*: 57-80. London: Blackwell Publishing.
- Black, J.S., A. Morrison & H. Gregersen. 1999. *Global explorers: the next generation of leaders*. New York: Routledge.
- Brake, T. 1997. *The global leader: critical factors for creating the world class organization*. Chicago: Irwin Professional Publishing.
- Brett, J., Behfar, K., & Kern, M.C. (2006). Managing multicultural teams. *Harvard Business Review*, 84(11): 84-91.
- Caliguiri, P. & V. Di Santo. 2001. Global competence: what is it and can it be developed through international assignment? *HR Resource Planning*, 24(3): 27-36.
- Cohen, S. 2010. Effective global leadership requires a global mindset. *Industrial and Commercial Training*, 42(1): 3.
- 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.
- McCall, M.W. Jr & G.P. Hollenbeck. 2002. *Developing global executives*. Harvard Business School Press.
- Mendenhall, M., Osland, J., Bird, A., Oddou, G., & Maznevski, M. (2009). *Global leadership: Research, practice and development*. London: Routledge.
- Oddou, G., M. Mendenhall & J.B. Ritchie. 2000. Leveraging travel as a tool for global leadership development. *Human Resource Management*, 39(2, 3): 159-72.
- Osland, J. S. (1995). *The adventure of working abroad: Hero tales from the global frontier*. San Francisco: Jossey-Bass.

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

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 GCI Resources

For more information about the Global Competencies Inventory and its uses, please contact The Kozai Group, Inc. at 503-298-5024 or information@kozaigroup.com, or visit www.kozaigroup.com/gci.html.