

THE GLOBAL COMPETENCIES INVENTORY

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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.

Introduction

The Global Competencies Inventory (GCI) is designed to assess your personal dispositions related to interacting effectively with people whose cultural norms and behaviors differ from your own. However, the GCI also measures how well equipped you are to deal with diverse demographic groups based on ethnicity, gender, generation, socio-economic class, religious beliefs, political philosophies, and so on. The information contained in this feedback report can provide a basis for understanding both your current dispositions as well as point to opportunities for future development and growth.

This report focuses on three main components of your intercultural effectiveness:

- Perception Management
- Relationship Management
- Self-Management

Perception Management is comprised of five competency dimensions, Relationship Management also has five competency dimensions, and Self-Management has six. These sixteen dimensions combine to generate an overall Global Competencies Inventory result

Interpreting the Results

Research has shown the GCI to be a very stable and valid measure of your dispositions in intercultural settings. Additionally, the GCI also includes questions to help detect whether you might have inadvertently biased your responses to be higher than they really are.

This feedback report first defines and describes each component and its dimensions, and then presents your personal results. On page 10, you will see a table showing your complete results for each of the three major components, all 16 dimensions, and an overall GCI competency result.

Your dimension scores are presented based on where they fall within a normal distribution across seven percentile categories, ranging from very low to very high. The results reflect your current level relative to the tens of thousands of people who have already taken the GCI. In other words, your results were obtained by comparing how you responded to all the GCI statements compared to everyone else's responses. As you view the component-level scores (PM, RM, SM), they might seem higher or lower than they should as compared to an "average" of your individual dimension scores. This is because the three component scores are not simple averages of all the sub-dimensions added together. Instead, they reflect your relative or percentile standing on the total of your individual dimension scores compared to everyone else's total. Moreover, a low result on any dimension does not mean that you are completely absent of any competency on that dimension—it only means that compared to the thousands of others who have taken the GCI, you reported behaving or thinking in a particular way less frequently or agreed with the statement less strongly than others do.

To aid your understanding of the results, they may also be interpreted globally in terms of tendencies, rather than individual results on each dimension or component. These tendencies are described in the Profile section following the Overall GCI table. These descriptive guides may serve as reference points for beginning to understand your own tendencies.

Perception Management

This component of cross-cultural and diversity effectiveness explores how well you learn based on how interested you are in others who are different from you and how well you manage your perceptions about them and their way of life. 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 component 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 component 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 Perception Management (PM) results are shown below. Please remember that your overall PM result is not a simple average of the five individual dimensions, but a comparison of the overall constellation of your PM profile relative to a very large normed sample. Thus, it gives you a sense of how many people in the entire sample had a PM profile lower or higher than yours.

Perception Management Dimension	Low		Moderate			High	
	1	2	3	4	5	6	7
Perception Management Dimension 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.	██████████		██████████				
Nonjudgmentalness Factors Your willingness to withhold or suspend negative judgments about situations or people.	██████████		██████████				
Inquisitiveness Your disposition to look at new and different experiences as opportunities for variety, change, and learning.	██████████						
Tolerance of Ambiguity Your capacity to be comfortable with ambiguity and uncertainty.	██████████		██████████				
Cosmopolitanism Your natural interest in and curiosity about foreign countries, cultures, and geography, as well as current world and international events.	██████████		██████████			██████████	
Interest Flexibility Your willingness to explore new interests or hobbies and to try things that differ from your normal routine.	██████████		██████████				

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, and the degree to which you generally view people as being trustworthy, hardworking, and responsible.

High scorers nearly always wait to have more information to better understand the situation or person before making a judgment; they are also willing to modify that judgment as new information is acquired, and tend to assume the best about people and are more accepting of different behaviors. Low scorers have a clear tendency to make snap judgments about situations or people and are usually reluctant to change those conclusions or seek information that might contradict their original judgment; they also tend to be wary and suspicious of others' motives and behavior until they get to know them well.

Inquisitiveness

This dimension reflects your openness to and active pursuit of understanding ideas, values, norms, situations, and behaviors that are different from your own. It also considers your motivation to actively pursue opportunities for growth and learning, and to learn from mistakes rather than personalizing failures.

High scorers are very open and energetically pursue experiences that will likely result in learning new things and adding to their current understanding; they view failures and mistakes as learning experiences and quickly move forward. 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; they tend to let mistakes or negative experiences remain in the past and, as a result, usually do not learn from them.

Tolerance of ambiguity

Tolerance of ambiguity measures how you manage the uncertainty that characterizes 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 being with people whose ideas, values, and beliefs are different from yours.

High scorers tolerate ambiguity and uncertainty well and even welcome it in almost all situations because it is sometimes necessary for increased learning; they are attracted to people who are different from them, enjoy being with them, and find it interesting to learn about them. Low scorers generally dislike and avoid ambiguity and uncertainty or react negatively (irritably, angrily, with frustration) when it's unclear what is happening; they prefer familiar environments and being with people who share their worldview.

Cosmopolitanism

This dimension measures your current level of interest in and curiosity about countries and cultures that are different from your own. It also assesses the degree to which you proactively seek out information about current world and international events, and the degree to which you enjoy first-hand experiences with foreign things and people.

High scorers demonstrate intense interest in traveling abroad and learning about foreign places; they consistently strive to stay current on world and international events. Low scorers have a strong tendency to avoid things foreign and are generally uninterested in keeping up to date on international events; they thus generally are unaware of current global issues.

Interest Flexibility

Interest Flexibility measures your openness to participating in new activities, embracing variety in your life, developing new interests, and accepting 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, (e.g., living abroad or in a different region); they are also very comfortable making changes to their daily routines and adapting to new circumstances or opportunities with excitement. Low scorers are very uncomfortable replacing old and familiar activities with new ones; they react with considerable annoyance when their known and predictable daily routines are disturbed or removed.

Relationship Management

This component assesses how important developing and maintaining relationships in general are to you—that is, how aware of and interested you are in others around you. It also considers your own level of self-awareness and your awareness of how your behavior impacts others. In addition, it examines your awareness and sensitivity to other people’s emotional states. Lastly, the Relationship Management component looks at how flexible you are in altering your behavior to reflect customs and practices that might be different from your own, but which are frequent in new and foreign environments. Developing effective relationships in a new environment is important not only for your own sociability, but those individuals you connect with can become rich sources of information for you as well.

Your Relationship Management (RM) results are shown below. Please remember your overall RM result is not an average of the five individual dimensions, but a comparison of the overall constellation of your RM profile relative to a very large normed sample. Thus, it gives you a sense of how many people had RM profiles lower or higher than yours.

	Low		Moderate			High	
	1	2	3	4	5	6	7
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.	██████████		██████████				
Relationship Interest Your awareness of and interest in other people, especially those who are different from you or who come from other cultures.	██████████		██████████				
Interpersonal Engagement Your willingness to take the initiative to meet and engage others in interactions, including strangers from other cultures.	██████████		██████████				
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.	██████						
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.	██████████		██████████			██████████	
Social Flexibility Your capacity to regulate and adapt your behavior to fit in and build positive relationships with others.	██████████		██████████				

Relationship Interest

This dimension measures your genuine interest in, and awareness of people in general, including those from other cultures or ethnic groups. It also reflects your desire to get to know them, their values, and understand why they behave as 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 less interest in such people and report little desire to learn about and understand people who are different from them.

Interpersonal Engagement

Interpersonal Engagement goes beyond just having an interest in others but considers how much you are likely to initiate and maintain friendships with people who are different from you, such as those from other countries or cultural groups. It reflects how much you draw energy and motivation from meeting and making friends with people from other cultures, and, if necessary, your willingness to learn a foreign language to do so.

High scorers are extremely interested in developing and maintaining friendships with people who are different from them and engaging them in interesting conversations. Low scorers tend to be satisfied with their current relationships and put little effort into interacting with or developing friendships with new people, particularly those who are different from themselves.

Emotional Sensitivity

This dimension evaluates your capacity to be aware of, 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 in light of the circumstances and challenges they face. Finally, it reflects an orientation toward helping others, and the degree to which other people seek you out for help in meeting their challenges and problems.

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 are very likely to respond with empathy and helping behaviors. Low scorers report less interest in or awareness of how others are feeling or what they are thinking, rarely attempt to consider the situations or challenges that others may face, and engage in lower levels of helping behaviors toward others.

Self-Awareness

This dimension measures how much you are aware of your interpersonal style, and your strengths and weaknesses. It also measures how much value you place on self-knowledge through self-reflection, 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 strengths and limitations, their behavioral tendencies and how they impact and affect others; they are constantly evaluating themselves and this process in their lives. Low scorers report much less concern or interest in knowing themselves or how their behavioral tendencies affect other people, and are not that interested in trying to understand their experiences.

Social Flexibility

Social Flexibility measures your tendency to regulate and adjust your behavior to adapt to new and different people and types of social situations, including new customs and practices, and to act in ways appropriate to the new environment that create positive impressions and facilitate the building of constructive relationships. It also reflects your ability to persuade others to agree with you and your capacity to use humor strategically to put others at ease.

High scorers are very versatile at adapting their behavior in ways that are appropriate to varying social situations; they do this without compromising their personal values and beliefs and authenticity, but their goal instead is to genuinely foster a positive social and interpersonal environment; they are able to use humor and their persuasive skills effectively to accomplish their work responsibilities. Low scorers are unlikely to be socially flexible and do not want to adjust their social behavior because they feel self-conscious or because they believe it might betray their personal beliefs; they have difficulty moving away from their usual behavior even though social situations clearly require such adjustments; they are less effective in being persuasive at work and find it difficult to use humor as a means to positively influence social situations.

Self Management

Living and working in a foreign environment or with those who don't share your values, beliefs and customs is very challenging. It calls upon us to think differently, act differently, develop new friendships, and learn new customs. The ability to adapt and change to a new environment while maintaining a stable sense of self is critical to remaining mentally and emotionally healthy. This component assesses the likelihood that you will be able to maintain a stable emotional self under pressure. It measures your self-confidence and general optimism. It examines 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.

Your Self Management (SM) results are shown below. Please remember that your overall SM result is not a simple average of the six individual dimensions, but a comparison of the overall constellation of your SM profile relative to the entire normed sample. Thus, it gives you a sense of how many people had SM profiles lower or higher than yours.

	Low		Moderate			High	
	1	2	3	4	5	6	7
Self-Management Consists of personal traits known to be essential for effective coping when faced with the challenges and personal demands of intercultural situations. Your positive mental outlook towards people and situations generally, and living or working in a foreign culture.	██████████		██████				
Optimism Your positive mental outlook towards people and situations generally, and living or working in a foreign culture.	██████████		██████████	██████			
Self-Confidence Your belief in your ability to succeed by hard work and effort.	██████						
Self-Identity Your ability to maintain your own values and beliefs while still being accepting of those who are different.	██████						
Emotional Resilience Your emotional strength and ability to cope well with setbacks, mistakes, or frustrations.	██████████		██████████	██████████	██████		
Non-Stress Tendency Your innate disposition to respond with calmness and serenity to the stressors you face.	██████████		██████████	██████			
Stress Management Your level of active effort to manage stressors in your life.	██████████		██████				

Optimism

This dimension measures the extent to which you maintain a positive outlook toward events and outcomes generally, and whether you might view these challenges as positive opportunities. It also assesses the degree to which you believe that positive outcomes will occur from your efforts and experiences, and will likely view the idea of living and working abroad as a positive challenge to do. 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 having a very positive outlook toward life in general, including outcomes of decisions to be made or imposed consequences by others or events seemingly outside their control. Low scorers nearly always have a difficult time seeing the positive side of things or events and tend to dwell on the negative, especially in terms of possible outcomes and how those outcomes might affect their life.

Self-Confidence

Self-confidence 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. It reflects your ability to handle difficult tasks with resourcefulness, the degree to which you have a strong goal orientation, and the consistent perception that new situations are inherently opportunities instead of challenges.

High scorers almost always feel they can do anything if they study it, work hard, and apply themselves. They are very goal-oriented and able to pursue those goals with resourcefulness and creativity. On the other hand, low scorers almost always believe that even if they study and work hard that will not necessarily lead them to have successful outcomes. They tend to be less likely to look for "outside-the-box" solutions for work-related problems.

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 more easily accept those who are different from you. It considers how willing you are to make compromises to your beliefs and values based on varying circumstances that arise in order to accommodate others, as well as whether you believe people in general should do the same.

High scorers are extremely aware of their core personal values and almost never violate them, yet are open and comfortable around those who have different beliefs and values. They have a clear sense of which of their values and beliefs are acceptable to compromise and which are not. Low scorers usually have less well-developed values and belief frameworks and are generally quick to compromise beliefs and values to fit circumstances, to socially integrate with others, and to avoid conflict.

However, an important caveat should be mentioned here regarding Self-Identity. Individuals who are truly multi-cultural will occasionally derive low scores on this dimension. Bi-cultural or multi-cultural individuals can often have inherently conflicting values and beliefs across cultural contexts even while having a strong and consistent self-identity within a given culture. Their frame of reference for assessing their values and beliefs can change as a result. Depending on whether they respond to the statements in the GCI from within one cultural system or across different cultural systems will determine whether they appear to have clear values and beliefs and act accordingly or whether they appear inconsistent.

It is therefore important to note that the way the Self-Identity measure is scored assumes clear and consistent values and beliefs, and that these values are core values, ones that do not shift depending on context.

Emotional Resilience

Emotional Resilience 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; they therefore recover very quickly from difficult or challenging experiences and are able to put events into perspective. Low scorers find it more difficult to handle psychologically and emotionally challenging experiences; their recovery from such experiences often takes more time or may never be fully achieved.

Non-Stress Tendency

Non-Stress Tendency measures your innate capacity to respond with peacefulness and internal calm to potentially stressful situations or circumstances. It evaluates the degree to which you feel stressed by unexpected events and demands. This trait is sometimes referred to as equanimity.

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

Stress Management

This dimension evaluates the degree to which you utilize specific stress reduction strategies and techniques when faced with stressors in your daily life. It also includes effective time management strategies. When faced with emotional challenges, it is helpful to have a plan to focus your efforts on what is important rather than being distracted and experiencing a sense of failure.

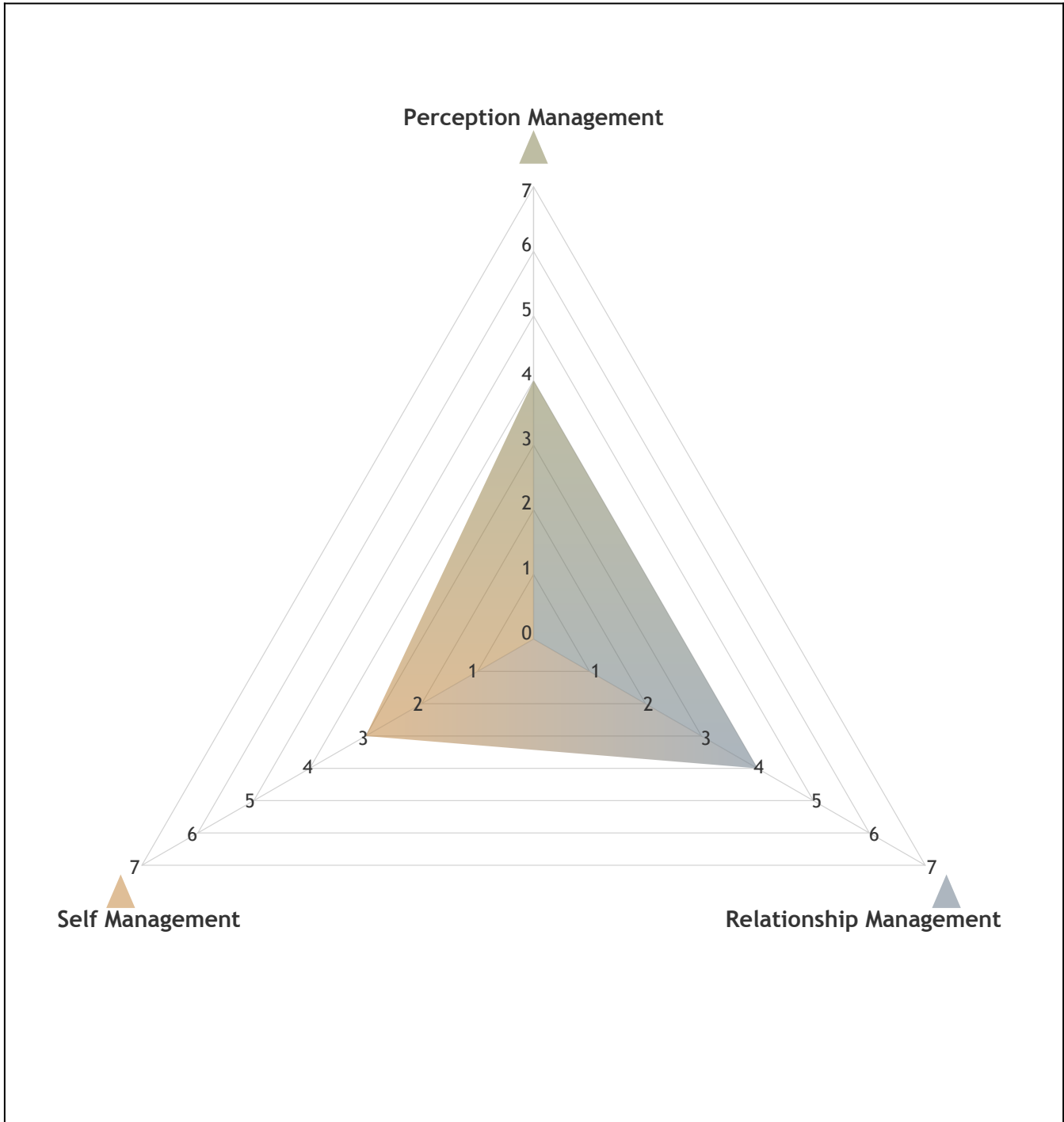
High scorers actively use stress reduction strategies and techniques, have excellent time management skills and a clear understanding of their priorities. Low scorers report rarely using such strategies or techniques, or only employ a narrow range of such strategies.

Overall Global Competency Inventory

As with the component results, the Overall GCI score is not a simple average of the three component scores, but a comparison of your combined constellation of component results with the entire normed sample. Thus, it gives you a sense of how many people have overall profile results lower or higher than yours. If readers of this report desire additional insight beyond the reported results below, we encourage them to contact the lead assessment administrator for a more thorough discussion of their profile.

	Low		Moderate			High	
	1	2	3	4	5	6	7
Perception Management Dimension							
Nonjudgmentalness Factors							
Inquisitiveness							
Tolerance of Ambiguity							
Cosmopolitanism							
Interest Flexibility							
Relationship Management							
Relationship Interest							
Interpersonal Engagement							
Emotional Sensitivity							
Self-Awareness							
Social Flexibility							
Self-Management							
Optimism							
Self-Confidence							
Self-Identity							
Emotional Resilience							
Non-Stress Tendency							
Stress Management							
Overall Global Competency Index							

A graphical representation for your particular Global Competency Inventory scores is provided below. Each of the three “arms” represents the main GCI components (Perception Management, Relationship Management, and Self Management). Each of the hash marks on the “arms” represents columns 1-7 from your GCI feedback table. Your column results have been plotted below to show your highs and lows graphically. The ideal is a full-sized triangle, which would show strength in all three components. A small triangle would show that you are equally low in each component but not strong in any one of the three. A lopsided triangle would reflect mixed degrees of highs and lows.



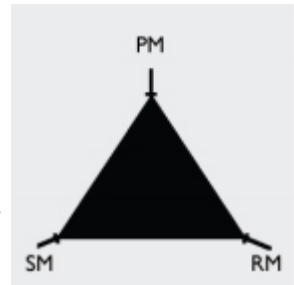
Your GCI Profile

The eight 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 possible scores on the three components of Perception Management, Interpersonal Management and Self Management. Therefore, your own profile may not be an exact match to any of these. However, look for the most similar triangle and profile description that best matches your tendencies.

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 quite well the personal challenges these things create. They are comfortable anywhere with all kinds of people.

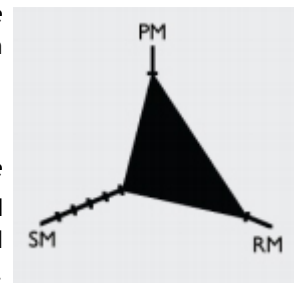
Individuals with this profile have the all-around capability of learning and developing effective relationships and successfully managing the challenges posed by operating in a global environment. Globe Trotters ask a lot of questions and often seek to learn a lot about the people and locations where 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 quite well any stress they experience.



Opportunists (High PM / High RM / Low SM)

OPPORTUNISTS' NATURE IS TO ACTIVELY LEARN about and develop relationships with people who differ from them. However, doing so can result in a great deal of stress, which can then negatively affect their learning and the quality of their relationships.

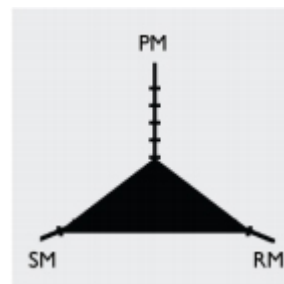
Opportunists have good learning skills and varied interests, enabling them to understand the varied cultural contexts and environments very well. They are very curious about the world and usually pursue learning opportunities aggressively. They are comfortable with ambiguity and use it as a learning experience and capitalize on mistakes made to improve in the future. Opportunists use what they learn to build on their natural interest in others to create effective relationships. Their keen observations of the social environment enable them to understand others' behavior and mold their own to fit the social norms. However, the effort required to do all of this successfully often 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. If they have a weak sense of identity, it can undermine their confidence in who they are and who they think they are 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. Without purposefully managing their stress, Opportunists could endanger their learning and the positive relationships they have built with others.



Connectors (Low PM / High RM / High SM)

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

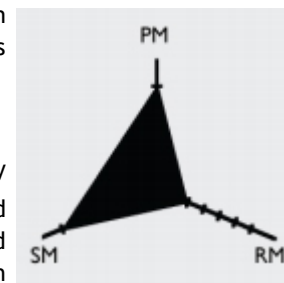
Connectors tend to focus on developing relationships with people who are different from them. They are naturally self-aware and understand how their behavior impacts others. They are good at “fitting in.” However, their main interest in those who are different from them can be more about the social tie than an attempt to really understand others’ motives, customs, values and beliefs. They usually do not aggressively pursue learning opportunities and are not likely to learn about the people they are interacting with outside of what can be gained from the relationship, itself. Due to this tendency, Connectors sometimes inaccurately assess and judge people who are culturally or demographically different from them. Relationships for Connectors have a tendency to remain at a superficial level, especially if they do not attempt to learn directly from the relationships they develop. However, their strong social skills and interest in relationships, combined with a high degree of personal stability, often enable them to adapt well to new environments. Connectors’ interest in relationships, their outgoing manner, and the general sense of confidence they radiate makes them attractive to others, increasing the likelihood they will develop good social and work relationships. Also, Connectors will have a strong sense of self, and their psychological stability enables them to adapt to challenging intercultural situations without undue stress, which benefits them in intercultural and diversity environments as it allows them to push forward through challenges and setbacks with energy, confidence and hope.



Adventurers (High PM / Low RM / High SM)

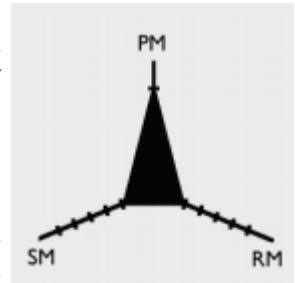
ADVENTURERS ENJOY LEARNING ABOUT THE LARGER WORLD and about people who differ from them. They are emotionally stable individuals but find it more challenging or are less interested in developing new relationships.

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 and their stable emotions allow them to learn without the hindrance of feeling stressed during the process. Because they are generally less interested in forming and maintaining relationships beyond those they already have, they tend to rely on people as information sources. Rather than seek new social ties, they will typically interact with others based more on organizational requirements than their personal motives. Their inattentiveness to the social milieu can limit the sophistication of their learning. Most information might escape them when it comes from personal interaction, close observation of people’s behaviors, or the ability to meaningfully interpret others’ actions and expressions. Because Adventurers don’t often seek out regular social interaction, and because they are naturally optimistic in general and very confident in their own abilities, they will tend to perform better at tasks that don’t require in-depth coordination with others. However, people will find it easy enough to work with Adventurers because they are generally happy and often open to new experiences.



Intellectuals (High PM / Low RM / Low SM)

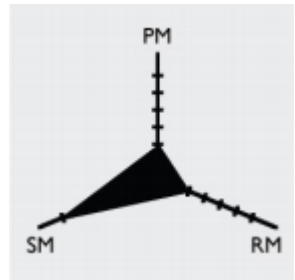
INTELLECTUALS ARE CURIOUS ABOUT THE WORLD AROUND THEM and can also be more interested in understanding differences in people’s behavior than in actually forming relationships with them. They tend to avoid challenges that require social interactions or adapting to new environments because of the stress it creates.



Intellectuals are interested in understanding other cultures and people. They have an excellent ability to learn and understand a new environment and can see beyond the obvious differences to more common ground. In their quest to understand things, they tend to read a lot to find answers to their questions. Intellectuals 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 and is usually not the primary source of learning; instead, they put more effort into maintaining existing relationships and learning from written sources rather than from developing new relationships. Intellectuals tend to be less aware of the emotional aspect of social interactions or of how others perceive them, which can diminish their ability to adapt their behavior in a new setting. The tendency not to be aware of their own behavior and how it affects others can be a missed learning opportunity for them. Intellectuals often feel uncomfortable adopting new behaviors or adapting to new situations. They will likely experience anxiety and lower levels of self-confidence and optimism in such settings.

Soloists (Low PM / Low RM / High SM)

SOLOISTS ARE GENERALLY SECURE WITH THEIR SENSE OF “WHO THEY ARE” and what they know, and are not all that interested in learning new things or developing new relationships.

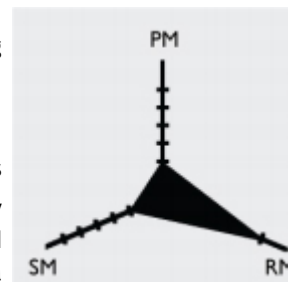


Soloists are psychologically “hardy” individuals who have a clear sense of identity, are able to handle negative or challenging experiences well, and tend not to feel undue stress from these things. This strength can be attractive to others who may seek out Soloists for advice because they perceive them to be highly competent and trustworthy. However, they tend not to be interested in probing and analyzing social dynamics (e.g., “why do people do what they do?”) and are not usually self-motivated to develop new relationships, relying instead on existing family and established friendship networks to meet their social needs. The new relationships they do develop are usually based on convenience or necessity. Soloists’ understanding of new cultures or other demographically different individuals and the people that populate those cultures or subcultures may not be very sophisticated, often because of a lack of natural interest and curiosity. Differences in people’s behaviors and beliefs tend to be viewed by Soloists as more of a bother than as something intriguing in nature. The combination of the tendencies to not seek out and develop relationships with others who are different, and to not be intrinsically interested in understanding why others are different, can impede Soloists’ capacity to work with, manage, and motivate people who are different from them.

Extroverts (Low PM / High RM/ Low SM)

EXTROVERTS ENJOY BEING WITH PEOPLE and creating new relationships. They are, however, less interested in an in-depth understanding of differences and tend to avoid challenging experiences since they find them too stressful.

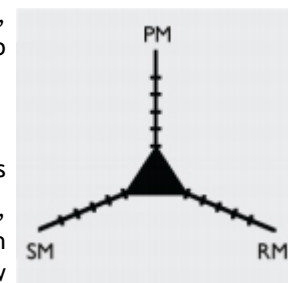
Extroverts can be very effective fitting into diverse social contexts and performing their tasks because they typically have very good social skills and enjoy being with others. However, they can be limited by their lack of interest in understanding those who are different from them and by their inability to manage well the challenges and stressors of new situations. Lacking a natural curiosity to learn broadly about other people and places, they rarely develop a deep-level understanding of others or the larger world if left on their own. Extroverts can be astute observers of behavior and notice changes in others' moods. Extroverts will also comprehend how their behavior affects others and are usually able to adjust accordingly. Their relationships, however, often tend to be somewhat superficial, as they lack the understanding of cultures required to connect at a deeper level. Extroverts may often concentrate on routines in order to increase the predictability of their lives, including efforts to maintain existing relationships and participating in habitual activities. These are natural outcomes of the fact that they tend to be susceptible to stress from the unpredictability of an environment they may not 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 often apprehensive when placed in new situations where they must learn or develop new associations.

Preservers can find it extremely challenging to be successful in global or diverse work settings where they have to learn new things, develop new relationships with people who are different, and manage the stress that comes from these challenges. Preservers tend to be happy with their current situation and level of knowledge, and generally are not motivated to explore new things or ideas. Learning usually comes about from external demands (such as a new job assignment, a required training program, etc.) rather than from their own inquisitiveness. Working in new contexts or with people from other cultures is mostly just a source of stress for them. In those contexts, they tend to focus negatively on the differences in people and the environment more than on the commonalities they might share. This acts to create a divide between them and others rather than a bridge. Because Preservers are typically satisfied with existing friendships and might lack the skills or self-confidence to develop new relationships, it makes it more difficult for them to develop new ones. As a result of Preservers' more passive approach to learning, their preference for existing over new friendships, and the challenge of managing their emotions in unfamiliar environments, they tend to adapt less well outside of their familiar environments or situations.



Creating a Personal Development Plan

You can increase your effectiveness in working with people who are different from you by creating and carrying out a customized Personal Development Plan (PDP). Your GCI results provide you with some guidance about your strengths and opportunities for growth. These lead to three possible courses of action: leverage a strength, compensate for a weakness, or develop a dimension with room for growth. The following template might be helpful in creating a personal development plan. Before deciding to focus on a particular dimension, you should consider the following:

- Which one or two things would have the greatest impact on your effectiveness if you strengthened them?
- Which ones would be easiest to change?
- Which ones are most urgent to develop?

ELEMENT	EXAMPLE
<p>Assessment: Which dimension would you like to work on? It could be a high result that you want to leverage and utilize more. Or it could be a weaker dimension that, if developed, would have the greatest positive impact or be easiest to change or tackle first.</p>	<p>The area of Relationship Interest is the dimension that best fits these three criteria for me.</p>
<p>General Plans: List a few broad objectives to help you focus your efforts. Set a deadline by which you will accomplish these plans.</p>	<p>“Become comfortable interacting with those I am not familiar with (e.g., Chinese if you are going to China or with members of a different ethnic group, etc.) to learn more about them and their values and beliefs 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 Specific, Measurable, Achievable, Relevant to the larger objective, and with a clear Time frame for achievement (that is, they should be SMART goals).</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 persons every day and ask them appropriate questions about themselves and China.”</p>
<p>Reporting Results: Results are better when we tell others about our plans. Without this accountability, it is too easy to fail to follow through. Find someone who will hold you accountable in a positive way, and decide when and how you will report to them.</p>	<p>Who: “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>How and When: “I will send my report by email every other evening during my trip.”</p>

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

Your Personal Development Plan

ELEMENT	YOUR PLAN
<p>Assessment: Which dimension would you like to work on? It could be a high result that you want to leverage and utilize more. Or it could be a weaker dimension that, if developed, would have the greatest positive impact or be easiest to change or tackle first.</p>	
<p>General Plans: List a few broad objectives to help you focus your efforts. Set a deadline by which you will accomplish these plans.</p>	
<p>Tactics: These are the concrete “how-to’s” that help you achieve your general plan. Tactics need to be Specific, Measurable, Achievable, Relevant to the larger objective, and with a clear Time frame for achievement (that is, they should be SMART goals).</p>	
<p>Reporting Results: Results are better when we tell others about our plans. Without this accountability, it is too easy to fail to follow through. Find someone who will hold you accountable in a positive way, and decide when and how you will report to them.</p>	

General Suggestions for Developing Your Global Competencies

Awareness of our own personal tendencies may prompt us to find ways to leverage our strengths, compensate for areas where we are not strong, or work to develop specific competencies. Because the GCI provides a comprehensive 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 development program that will fit your specific needs and circumstances. Nevertheless, you may find some of the following suggestions to be useful examples of action plans for specific dimensions as you endeavor on your own to strengthen your intercultural competencies.

1. Nonjudgmentalness.

- a. Seek out people who are different from you (e.g., different ethnicity, culture, generation, religion, political philosophy, etc.). Find out 10 things about them and their generation, culture, and so on, that might reflect differences in your values, beliefs and/or practices.
- b. 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. Research online or other reading material to find out why others believe or practice behaviors different from yours and/or find people that practice those beliefs or practices, ask them why they believe or practice that way.
- c. Over the next week, pay attention to some behaviors you don't like in others. Each time you see one, ask yourself why you don't like that behavior. Then think of three or four other reasons why the other person might be behaving that way. Draw some conclusions about your tendency to make judgments about the behaviors and if your tendencies can change with your new understanding of other reasons for such behaviors.

2. Inquisitiveness.

- a. We all are naturally inquisitive as children but most of us slowly lose much of that over the years. Consider what impedes inquisitiveness on your part—for example, lack of time, work pressure, failure to notice things out-of-the-ordinary, complacency or acceptance, and so on. What can you change about yourself or your lifestyle that could allow you to be more curious again?
- b. Pick something you're naturally interested in but haven't acted on for a long time. Commit to a time of the day or a day of the week when you will do something about that interest and what it is you will do. Keep a journal on how that practice helps you in a positive way.
- c. Commit to paying more attention to those from a different generation, ethnic group, religion or culture. Identify things that are unexpected or puzzling. Then seek out information that explains them from authors/researchers, the Web, or people from that generation, ethnic group, religion or culture. Note how that changes your perspective and ask yourself how being more inquisitive can change your life for the good.

3. Tolerance of Ambiguity.

- a. Reflect on your experiences with ambiguous situations and determine what your emotional response has typically been (e.g., anger, fear, frustration) that you can learn to recognize as a signal. Ask yourself why you respond that way to see if you can determine underlying factors or issues.
- b. If you're working in a global situation, look for cultural 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.
- c. Actively put yourself in a "safe" ambiguous situation for about a month. Practice problem-solving to construct ways to give structure to the ambiguity. See what you can learn from the experience and keep a journal of your thoughts and feelings.

4. Cosmopolitanism.

- a. For one month, keep a habit of looking at media (e.g., online news reports, magazines, movies, etc.) that cover global events. At the end of the month, think about what you have learned that helps you feel current about what's going on both in the world and around you locally.
- b. Think about those who are around you in your normal context—school, work, and so on. Focus on those who are from a different country, ethnic group, gender, religion or other demographic. Ask them 3 questions pertaining to their demographic grouping to help you understand what they think about current issues (your country's foreign policy, current world events, glass ceilings in the work place, your country's immigration policy, etc.). See if there are general differences (or commonalities) that exist based on their demographic group or culture.
- c. Pick something that interests you (a hobby, a topic, etc.). Then do some research online but also with people you might know to see how others view that same hobby or topic who are of a different ethnic group or culture. Draw some conclusions about your findings.

5. Interest Flexibility.

- a. If you are 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. If you are into sports, learn to play a sport that is typical of that country. Do this for several months and then write down the positives that have come from that experience (such as new friendships developed, information about the culture that you weren't aware of, etc.).
- b. Pick an activity that you have never been interested in and would normally not participate in (e.g., family history, a sport, a type of music, etc.). Find out where you could do that activity or how to do it and participate regularly for two months. Keep a journal of your thoughts and experiences. At the end, write down all the positive things that have come from the experience.
- c. Choose an interest of yours that you really enjoy and try to find someone to teach it to or get to participate in it. Help them become proficient in it. Note the experience in a journal. At the end, ask the person for their reaction. What, if anything, do they feel they got from it? Finally, reflect on how this might apply to you learning and participating in something new you aren't currently doing.

6. Relationship Interest and Interpersonal Engagement.

The best way to become interested in others is to realize the benefits you might derive from it. This means engaging them or becoming exposed to them in some fashion, so we are combining these two dimensions for this section.

- a. Seek out people at work or in your neighborhood who come from a different country or 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 their given career and how they got to this point in their life? Why did they (or their ancestor) come to your country?
- b. Befriend someone from another ethnic group or country who has recently moved to your neighborhood or workplace. Help 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.
- c. Watch four movies or documentaries about another people and place in the world. Note what you have learned and how that learning has benefited your understanding of others, as well as your own culture.

7. Emotional Sensitivity.

- a. Different cultures attach different meanings to the same expressed emotion. Educate yourself on what a smile means in Asian countries vs. Anglo cultures. Write down or mentally note what you take away from your learning and what it can mean for interpreting others' emotions.
- b. In your interactions throughout a week, pick 2 or 3 people you are around regularly and observe any cues that seem to indicate their emotional state of being. Check with those individuals to see if your interpretation of the emotional cue is correct by asking appropriate questions (e.g., "Feeling pretty good today, huh?" "You seem frustrated—what's going on?" "Something on your mind?").
- c. Over the course of a week, focus on your telephone conversations and try to guess the emotions others are feeling based on the way they talk to you. Try to get confirmation in an appropriate way (see suggestion "b" immediately above) to determine if your guess is right.

8. Self-Awareness.

- a. Start keeping a 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 some of your strengths and weaknesses from this analysis.
- b. Write down what you believe are your primary strengths and weaknesses, in general. Then ask someone you trust to confirm whether they agree with your list. Ask them to share any examples or to elaborate if they have additional insights they can add to enhance your list.
- c. Pick four people who know you well and will be honest with you. Ask each one what they believe are your primary strengths and opportunities for growth. You might choose a specific context or leave it general.

9. Social Flexibility.

- a. Choose a behavior you currently don't feel comfortable doing. Become proficient enough in it so you can be effective in a different setting (e.g., learning to communicate in a less direct fashion in a Thai meeting; learning to dance Salsa at a Mexican party; doing elbow, wrist and knuckle bump greetings with some teenagers you know; and so on).
- b. Do some online research about different behaviors that diverse ethnic groups or cultural groups engage in. Find out why they behave that way. Share your learning with someone else.
- c. Choose a group of people that you currently don't interact with often or at all (e.g., another cultural, ethnic, generation, religion, etc.). Purposely mingle with them at least 5 times. Keep a journal of your comfort level and explore both why you might not be comfortable with that group and whether you progress in any noticeably constructive way.

10. Optimism.

- a. Ask a trusted friend whom you consider to be an optimistic person to indicate to you when they think you're being pessimistic. Discuss the difference in how you both view the situation. Try to adopt the perspective of your optimistic friend rather than justify your point of view. Monitor yourself with the help of your friend over a month's period. Keep a journal to note your ups and downs.
- b. Learn to recognize your 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. Do this for at least one month and see if you make any progress in seeing things from a more positive perspective.
- c. Research the topic of optimism and pessimism. See what social scientists have found out about people who are high and low in these traits. What can you learn from what you have discovered? How can it help you become more optimistic? Explore neuroscience research that suggests ways we can "retrain" our brains to increase emotional resilience and optimism.

11. Self-Confidence.

- a. Choose a specific area in which a lack of self-confidence causes you difficulty. Obtain feedback from others on your performance in that domain to determine whether your own perception of your performance is accurate. Often, people who lack self-confidence actually perform just fine but don't believe they do or are insecure about whether they will. Reflect on why this might be and if it's true of you. Keep a journal of what you learn from this to improve your self-confidence.
- b. Read about self-confidence and identify as many qualities as you can about people who are self-confident. Research also how people from different cultures express their self-confidence. Compare yourself to the qualities of self-confident people you identified in your readings, and to the cultures that differ in how people show self-confidence. What can you learn from those comparisons to help you become more self-confident?
- c. Think of people you know who are very self-confident but also humble. Talk to them and ask them how they can be both. Humility is not the opposite of self-confidence but some people believe that acting self-confident is boastful and therefore not humble. Develop some ideas on how you can be self-confident while also being humble. Write your thoughts in a journal.

12. Self-Identity.

- a. Write down what you think are the primary 3 or 4 core values that guide your life. Then reflect on your actual behaviors throughout every day for a week. See if the two are consistent and if not, reflect on what that might mean for your actual values and beliefs or for what it might mean about changing how you behave. Keep a journal about what you have learned from the experience.
- b. 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 some trusted friends to identify the values they think 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. If such an incongruity exists, write yourself a letter that reflects on the implications.
- c. Pick four people you think know you well and who will be honest with you. Ask each one what they believe your primary values and beliefs are. Compare and contrast their responses together and with your own thoughts. What conclusions can you draw from this exercise about what your actual values and beliefs seem to be, versus what others perceive them to be?

13. Emotional Resilience and Nonstress Tendency.

Remember, Emotional Resilience is how well and how quickly we bounce back from emotional setbacks. Nonstress Tendency refers to the degree to which we even feel the negative emotions of a setback and perceive events as stressful. They are different, yet the ways to improve them can often overlap, so we will treat both in this section. The first two suggestions relate more to Emotional Resilience, while the second two suggestions are more about Nonstress Tendency.

- a. Keep a log of when you face something emotionally challenging or stressful. Note how you react to it and the effects of that reaction. Ask yourself what other reactions could have been possible and what kept you from a more effective way of reacting? Write your thoughts in a journal.
- b. 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 to failures and ask them to explain how they handle them. Devise an action plan that you can use when confronted with a setback in the future and test whether it works.
- c. Write down what you believe are your main goals in life. This should provide a "big picture" view of what is important to you. Then think about the emotionally challenging times you have had and relate those situations to your "big picture" view. Did the event challenge your main objectives or did the event that caused a persistent negative emotional reaction in you have little to do with your main goals in life? Consider whether you are able to put into perspective those negative events that trigger strong negative emotions. The next time you have such an event, compare it to what's really important to you and see if it merits the time and attention you give the event. Note in a journal what you have learned from this experience.

- d. 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 for changing the way you think about them—this 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 negative outcome that never came to pass (or if it happened, it only had a small impact on things). How could you have engaged in cognitive reappraisal instead?

14. Stress Management.

- a. Do some research on common strategies people use to reduce stress. Determine what coping mechanisms you currently utilize, evaluate how well they reduce your stress, and explore whether you would be more effective utilizing some additional common methods. Experiment with stressreduction methods until you find a combination that works best for you.
- b. Take a course or study online about stress-reduction methods. Find one that would likely work for you. Use it for one month to determine if it helps you avoid feeling stressed because you are more able to achieve your desired results with better time management. Write about your experience in your journal and detail what you have learned.
- c. Similar to 13c above, write down what your priorities are in your life right now. How would you rank order them—that is, which priority is the most important, next most, and so on? Now, over a week’s period of time, look at how you use your time each day. Determine if there’s a good match between your top priorities and how you use your time. Do you need to be more realistic about your priorities or do you need to alter the way you use your time? Explore ways to better realign your use of time and monitor your stress level over at least one month. Write about what you learn and make modifications as necessary.

Global Competencies Inventory (GCI)

	DIMENSION	LOW LEVELS	STANDARD DEFINITION	HIGH LEVELS	EXCESSIVE USE
PERCEPTION MANAGEMENT	Nonjudgmentalness	Tends to be more pessimistic toward others and their motivation or intent about situations or people; reluctant to change those conclusions.	Willingness to withhold or suspend negative judgments about situations or people.	Waits to understand the situation or person before making a judgment; in the meantime, assumes positive attributions.	Waits too long before making any judgments; may come across as conflict-averse.
	Inquisitiveness	Prefers to maintain current habits, traditions, and ways of thinking; exhibits little or no interest in actively exploring other ways or ideas.	Disposition to look at new and different experiences as opportunities for variety, change, and learning.	Open and curious about new things; energetically pursues an understanding of new ideas, possibilities, and experiences.	Continually bounces from one new interest to the next without achieving depth or getting traction on any pursuit.
	Tolerance of Ambiguity	Dislikes or avoids ambiguity and uncertainty; reacts negatively (irritably, angrily, with frustration) when it's unclear what is happening.	Exhibits the capacity to be comfortable with ambiguity and uncertainty.	Tolerates ambiguity and uncertainty well and even welcomes it in almost all situations.	Displays such extreme comfort with ambiguity that he/she never attempts to exert structure or control; may come across as overly passive.
	Cosmopolitanism	Avoids foreign things; will be very insular when it comes to international events.	Natural interest in and curiosity about foreign countries, cultures, and geography, as well as current world and international events.	Intense interest in traveling abroad and learning about foreign places; strives to stay current on world and international events.	Takes more interest in global affairs than what is happening at home; may flaunt cosmopolitanism in a way that denigrates others.
	Interest Flexibility	Uncomfortable replacing old and familiar activities with new ones; reacts with annoyance when daily routines are disturbed or removed.	Willingness to explore new interests or hobbies and to try things that differ from one's normal routine.	Comfortable replacing familiar activities with different ones in new situations; easily changes daily routines and adapts to new circumstances.	Changes habits and interests so readily that others cannot depend on routines; may be seen as catering to the whims of others rather than pursuing own interests.
RELATIONSHIP MANAGEMENT	Relationship Interest	Not self-motivated to know or learn about people who are different, especially those from other cultures or ethnic groups.	Awareness of and interest in other people, especially those who are different or who come from other cultures.	Naturally interested in learning about and getting to know people who are different, especially those from other cultures or ethnic groups.	Displays more interest in learning about people from other cultures than getting to know the needs and expectations of key stakeholders.
	Interpersonal Engagement	Not really proactive in interacting with or developing friendships with people who are different from oneself.	Willingness to take the initiative to meet and engage others in interactions, including strangers from other cultures.	Very proactive about developing and maintaining friendships with people who are different and engaging them in interesting conversations.	Spends a disproportionate amount of time interacting with people from other cultures while ignoring people from own culture; "goes native."
	Emotional Sensitivity	Little awareness of how others are feeling or what they are thinking; rarely attempts to consider the situations or challenges that others may face.	Capacity to read the emotions and understand the feelings and concerns of others, as well as respond with empathy to the circumstances they face.	Aware of and sensitive to the emotions and feelings of others; highly attentive to how people feel and likely to respond with empathy.	Expresses excessive empathy; may come across as insincere, intrusive, or overly personal, especially with people that they do not know well.

	Self-Awareness	Unconcerned about knowing oneself or how own behavior affects others; uninterested in reflecting on or trying to understand their own experiences for what can be learned from them.	Awareness of oneself, own values, beliefs, capabilities, and limitations, as well as an understanding of how own beliefs, capabilities, and limitations impact others.	Aware of own values, strengths, limitations, and behaviors along with their impact on others; continually evaluates oneself and own impact.	Over-analyzes own behavior to the extent of becoming almost paralyzed and afraid to act; may behave in a stilted or cautious manner rather than naturally and genuinely.
	Social Flexibility	Dislikes adjusting own social behavior or has a hard time moving away from usual behavior even though situations may require such adjustments.	Capacity to regulate and adapt one's behavior to fit in and build positive relationships with others.	Versatile at adapting own behavior to fit into varying social situations and foster a positive social and interpersonal environment.	Operates in such a versatile manner that it can be difficult for others to recognize their core values and beliefs; may be seen as chameleon-like or shifty.
SELF-MANAGEMENT	Optimism	Has a general pessimistic perspective on life; believes such views are "realistic" but when compared to others' they are clearly negative.	Positive mental outlook towards people and situations generally, and living or working in a foreign culture.	Maintains a naturally highly positive outlook toward people, events, and outcomes; can seem "unrealistic" from the perspective of some.	Conveys such enthusiastic optimism about people and situations that judgment may be naively unrealistic; may minimize real obstacles and be unable to deliver results.
	Self-Confidence	Believes that he/she is unlikely to be successful in own efforts even with study and hard work.	Belief in own ability to succeed by hard work and effort.	Feels able to do anything if he/she can study it out, work hard, and apply oneself.	Extreme self-reliance may prevent them from being vulnerable or asking for help; may appear arrogant.
	Self-Identity	Unsure of own beliefs or has weak commitment to them; quick to compromise own values in order to fit in or avoid a conflict.	Ability to maintain own values and beliefs while still being accepting of those who are different.	Aware of core personal values and never violates them, yet open and comfortable around those who have different beliefs and values.	Overly strong self-identity may get expressed as high standards that discourage others; may be perceived as arrogant.
	Emotional Resilience	Finds it difficult to handle psychologically and emotionally challenging experiences; takes a long time to recover from such experiences.	Emotional strength and ability to cope well with setbacks, mistakes, or frustrations.	Responds with emotional resilience to potentially challenging and frustrating situations; recovers quickly from difficult or challenging experiences.	Extreme resilience may be taken advantage of by others who continue making excessive or abusive demands; continual rebounding may take an inner toll.
	Non-Stress Tendency	Reacts to stressors with heightened anxiety and tension.	Innate disposition to respond with calmness and serenity to the stressors one faces.	Calmly responds to various stressors faced in life; keeps cool and is rarely if ever flustered.	Excessive calm may come across as being icy or unfeeling; may not show enough empathy to others.
	Stress Management	Rarely uses stress reduction strategies or inadequately employs a narrow range of such techniques.	Level of active effort to manage stressors in own life.	Actively uses a variety of effective stress reduction strategies and techniques on a regular, daily basis.	Spends too much time managing stress rather than addressing and eliminating the causes.

Useful Resources*

There are many good books and articles on global dimensions 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.

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*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.