



THE INTERCULTURAL EFFECTIVENESS SCALE

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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.

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Overview: Working with People Different from You

Culture is the entire set of values, attitudes, beliefs, prejudices, and social rules that govern the behavior of a group of people. Because these can vary so widely from culture to culture, it is often challenging to understand and work with people from other cultures. The same challenge exists among diverse demographic groups: different generations, ethnic groups, socio-economic classes, religious affiliations, genders, political parties, and so forth. Although this assessment is called the “Intercultural Effectiveness Scale,” the dimensions it assesses are applicable to any difference related to beliefs, values, assumptions, and behaviors that are not shared between two people or two groups of people.

In fact, no two people are alike, but often it seems easier to get along and therefore work more effectively with people whom we perceive as similar to us in some obvious (skin color, facial features) or important way (similar interests, values, experiences, etc.). That’s only natural—what we share in common gives us a foundation for building a relationship. In today’s world, however, most of us work with people who differ from us in a variety of ways. Although it is sometimes challenging to work with them, it helps if we first begin with a clear understanding of ourselves. If we understand how our tendencies might help or hinder our ability to work well with those who are different from us, we have a starting point that helps us know how we might improve.

The Intercultural Effectiveness Scale (IES) focuses on six key areas that influence whether we are likely to get along with people whose cultural or demographic background differs from ours. Those six dimensions relate to three major competency areas:

- How we learn about other people and the accuracy of that learning: Continuous Learning
- How we develop and manage relationships with people who are different from us: Interpersonal Engagement
- How we manage the challenges and stress involved in interacting with people representing cultural and demographic differences: Hardiness

Each of these major competency areas is comprised of two dimensions that you have been assessed on, and they are labeled in the grid on the next page.

I. Your Intercultural Effectiveness Scores

	Low		Moderate			High	
	1	2	3	4	5	6	7
Continuous Learning	■						
Self-Awareness	■						
Exploration	■						
Interpersonal Engagement	■						
World Orientation	■						
Relationship Development	■						
Hardiness	■						
Positive Regard	■						
Emotional Resilience	■						
Overall Intercultural Effectiveness Scale	■						

Interpreting Your IES Results

Your results on each competency area and its related dimensions place you into one of three categories: low, moderate, or high. These categories indicate your relative position within a large sample comprised of a cross-section of tens of thousands of people who have already completed the IES.

The following pages will help you understand your placement on each of the IES competency areas and their dimensions relative to all the other people who have taken the instrument.

Keep in mind that your results reflect your perceptions of yourself at the time you answered the IES questions for each dimension. The survey items are tested for their reliability and stability, so small differences in your mood or circumstances will not really affect your results. However, large swings in mood or lack of careful attention when answering the survey questions could result in misrepresentations in your profile.

Who Is the Comparison Group?

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

The Elements of Intercultural Effectiveness

1. Continuous Learning (CL)

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

Self-Awareness (SA)

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

Higher scorers constantly evaluate their personal growth and reflect on what they can learn from their experiences. Lower scorers tend to be less interested in self-discovery and find it difficult to discern how they affect other people; they tend not to be self-motivated to understand this process or to really discover what their strengths and weaknesses are.

Exploration (EX)

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

Higher scorers in Exploration are extremely inquisitive, curious, and open to new ideas and experiences; they are active learners, often initiating their own learning. Lower scorers tend to have a strong preference for maintaining current habits, traditions, and ways of thinking; they usually are not that curious about the world around them and learn mostly because the situation they find themselves in requires them to do so to meet someone's expectations.

2. Interpersonal Engagement (IE)

Are you passionately interested in other cultures or in people who are different from you? Do you believe it is important to develop relationships with these people? The development of positive interpersonal relations is essential for effective performance in an intercultural or diverse environment. Two dimensions make up the factor of Interpersonal Engagement: World Orientation and Relationship Development.

World Orientation (WO)

This dimension measures the degree to which you are interested in other cultures and the people who live in them. This proactive learning can take place from books, the Internet, movies, foreign media outlets, courses in school, television documentaries, newspapers, and so on. Having a strong World Orientation provides a foundation from which you can learn to interact more effectively with people who do not share your beliefs, customs, values and attitudes.

Higher scorers in World Orientation consistently expose themselves to information about other cultures, and this expands their ability to find common ground with different kinds of people. Lower scorers tend to be content with familiar things and people, and exert little effort to learn about other cultures; as a result, this decreases their opportunities to engage others, understand important differences, and find common ground.

Relationship Development (RD)

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

Higher scorers in Relationship Development are very interested in initiating new relationships and then maintaining those friendships; they find this process stimulating and would be willing to learn and use a foreign language in order to develop relationships with people from other cultures or demographic groups. Lower scorers tend to put little effort into developing new friendships and prefer to focus on maintaining existing relationships; they perceive developing new relationships as requiring too much effort and risk exposing oneself to potentially awkward situations.

3. Hardiness (H)

Do you have the ability to effectively manage your thoughts and emotions in intercultural and diverse situations? Can you be open-minded and nonjudgmental about ideas and behaviors that are new to you? Can you learn from failures and setbacks and then put them in the past? These are crucial elements of the Hardiness factor. Being able to manage your emotions with resilience has a direct influence on both your learning and your ability to develop healthy relationships. Hardiness consists of two dimensions, Positive Regard and Emotional Resilience.

Positive Regard (PR)

This dimension measures the degree to which you naturally assume people are trustworthy, hardworking and generally good. This is important because it guards against unnecessary negative stereotyping of those who differ from you culturally or demographically. It also helps you to avoid getting upset, stressed, frustrated, or angry when you encounter situations, people, behaviors, and ideas that are different from what you expect.

Higher scorers in Positive Regard seldom resort to negative stereotypes about people; they assume the best about others and are more accepting of different behaviors, and in turn, people, including those from other cultures or demographic groups, are more likely to respond positively toward them. Lower scorers have a tendency to hold negative assumptions and stereotypes about people and are less likely to give them the benefit of the doubt; as a result, this limits their attraction to individuals from other cultures and groups and their ability to relate to them.

Emotional Resilience (ER)

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

Higher scorers in Emotional Resilience cope well with challenging emotional situations and, as a result, their recovery from psychologically or emotionally difficult experiences usually takes little time; this means they have more energy to continue learning about the foreign culture or diverse groups and develop and maintain effective relationships with them. Lower scorers tend to find it difficult to handle psychologically and emotionally challenging experiences well, and their recovery from such experiences tends to be energy depleting and time consuming; as a result, this tends to limit their ability to remain open to others, lessens their interest in learning about and from those who share different beliefs and values, and reduces their motivation to develop relationships with them.

How the Dimensions Work Together

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

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

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

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

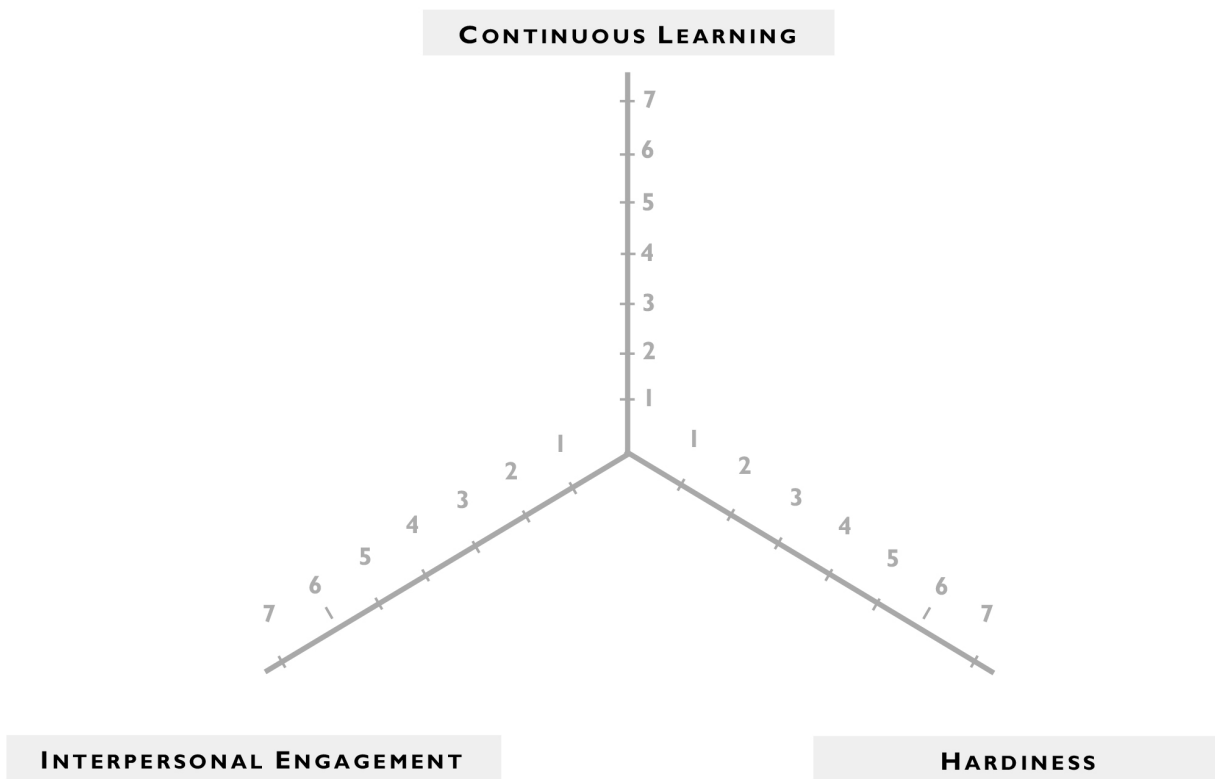
Knowledge gives us a sense of confidence, which is important to be fully engaged in a new environment. Other people become an additional source of information and give us a feeling of connectedness and enjoyment. Our learning and emotional experience, therefore, is incomplete without developing and maintaining healthy relationships (Relationship Development).

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

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

Entering Your Scores on the Profile Graph

1. Refer back to your profile on page 4 and note the number (ranging from 1–7) at the top of each column for your scores on Continuous Learning, Interpersonal Engagement, and Hardiness.
2. On the diagram below, place a dot at that point along each of the scales. For example, if your score in Continuous Learning was in the column labeled "4", make a dot next to the 4 on the Continuous Learning scale
3. Connect the three dots to form a triangle—your IES profile. The following pages provide interpretations of the various possible IES profiles.



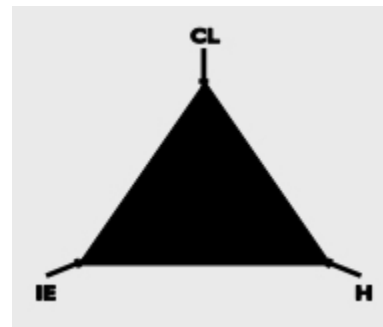
Your IES Profile

Find the triangle on the following pages that best matches your IES profile from the previous page. Note that these profiles are based on extreme ranges—the highest and lowest results possible on the three factors of Continuous Learning, Interpersonal Engagement, and Hardiness (most people will fall somewhere between the extremes).

Globalist (High CL / High IE / High H)

Globalists Enjoy Learning about foreign places and people, easily initiate relationships with those who are different from them, and find such experiences rewarding

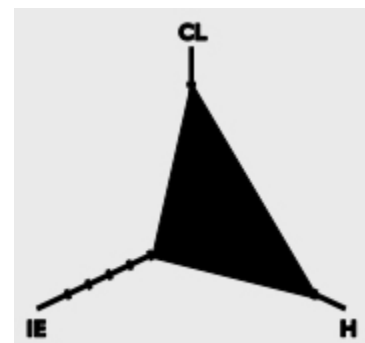
People with this profile are quite attentive to their social environment and very interested in learning—about themselves and others. Globalists tend to ask a lot of questions, observe, and read to satisfy their curiosity. They are likely to be very interested in and more positive about people and things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



Detective (High CL / Low IE / High H)

Detectives Are Interested In Learning about people more than they care about actually engaging people and developing quality relationships with them. They are also quite resilient in the face of challenges.

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

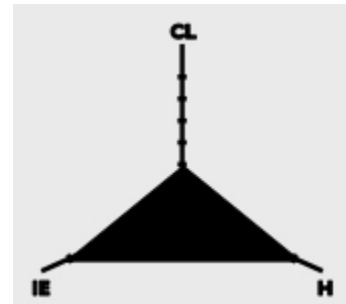


Networker (Low CL / High IE / High H)

Networkers Focus On Developing Links with people more than on understanding why they are different from them. They are also quite resilient.

People with this profile tend to be satisfied with their current level of knowledge and with their own personal development. Reading, observing, and traveling to places to learn new things are of less interest to Networkers than developing new relationships.

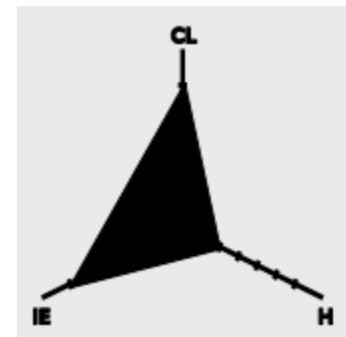
Maintaining the status quo comes more naturally to them than initiating new discoveries. Networkers interest in social interactions tends to be more for the enjoyment of the relationship than for learning things about diverse people (such as their culture, their personal histories, etc.), although that may happen as a by-product of their interactions with them. They may easily connect with people who are different from them; however, because Networkers tend not to explore differences, or the reasons for those differences, their relationships will likely remain more superficial. Their acceptance of others—regardless of apparent differences—puts others at ease and helps the development of networks and friendships. Networkers are also resilient to challenges they confront in new situations, though they tend to avoid challenges that require learning and adapting to new environments.



Explorer (High CL / High IE / Low H)

Explorers Enjoy Developing Friendships with and learning about people who differ from them, but it is also emotionally challenging for them to do so.

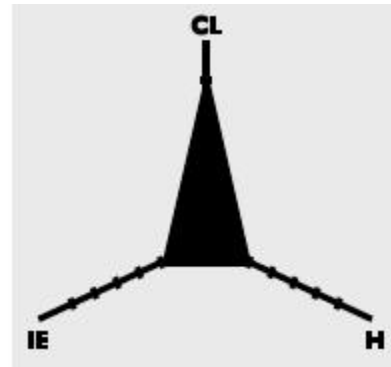
This profile describes people who are quite attentive to their social environment and quite interested in learning more about themselves and others. Developing relationships with those who are different is exciting to Explorers because it leads to more knowledge and self-understanding. However, while this self-knowledge and interest in other cultures serves as a foundation to build and manage their interpersonal relationships more effectively, it can be undermined by the Explorers tendency to assume more negative things about people whom they see as different. This tendency can discourage others from wanting to develop deep, lasting, cooperative relationships with Explorers. Further, Explorers are driven to search the world around them and find it intellectually exciting, but are usually less able to withstand the accompanying emotional and psychological challenges that confrontations with differences bring. They may need “timeouts” to retreat and rejuvenate before continuing their explorations.



Intellectual (High CL / Low IE / Low H)

Intellectuals Are Interested In Analyzing Others Behavior more than they are in forming relationships. They generally avoid challenges because of the stress it creates.

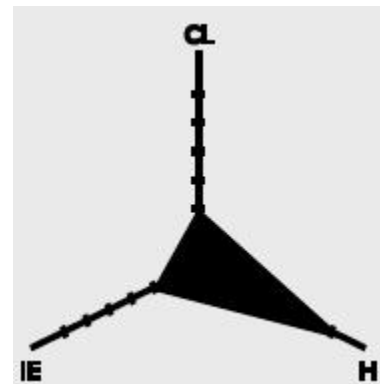
This profile describes people who naturally seek learning opportunities. Intellectuals enjoy acquiring new information and do so by reading, asking questions, and observing. They also enjoy reflecting on their lives and experiences in order to gain self-knowledge. However, Intellectuals are usually more interested in people and places familiar to them than in those that are different. They tend to have negative assumptions about people and this colors their interactions, often discouraging others from cooperating with them. In fact, interaction with others is typically more for learning new information than for the relationship itself, and this can be visible to the other members of a team. Intellectuals difficulties in working with others and their inability to deal well with the differences that come with a new environment often lead to dissatisfaction and significant personal challenges. They may well need “timeouts” to rejuvenate and seek to interact with people or things with which they are already familiar.



Individualists (Low CL / Low IE / High H)

Individualists Are Confident in their abilities to undertake challenges, but are less interested in understanding people or exploring differences.

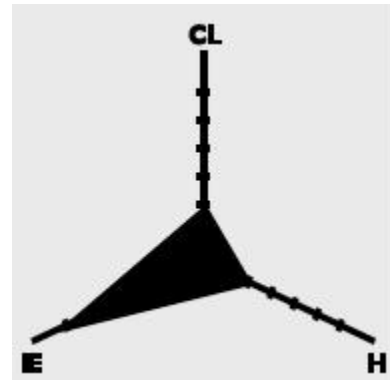
This profile describes people who are fairly satisfied with their current level of knowledge and with their own personal development. Reading, observing, and traveling to places to learn new things are of less interest. Individualists prefer things that are familiar to them, so meeting new people and developing new relationships will likely occur out of necessity more than personal motivation. Because they are not particularly interested in expanding their personal learning and understanding, and differences in culture and languages don't excite them, they don't see the development of new relationships as a way to learn useful information. In addition, even though Individualists do not particularly feel a need to develop or maintain new relationships with those who are different from them, their tendency to be open and accepting of differences can still attract others to them. This can lead to a network of relationships that may be helpful to them. Finally, Individualists have a natural resilience to challenges and are able to deflect many of the normal stresses that others will feel. They tend to reflect a steadiness that others can depend on.



Extrovert (Low CL / High IE / Low H)

Extroverts Enjoy Being With People and creating new relationships. They are less interested in understanding differences and may find some diverse settings challenging.

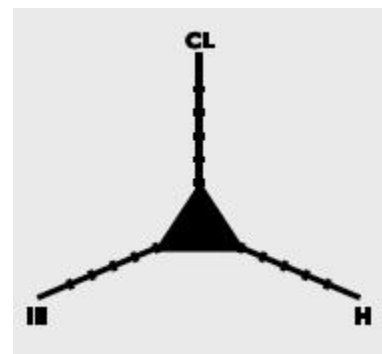
Individuals with this profile are very people-focused in general and typically will have a number of social skills that help them develop and maintain good relationships. They find it interesting to meet people who are different from them and this can help them develop positive relationships across a diverse set of people. Although they are not always motivated to seek new experiences that can lead to understanding themselves and other things better, they do find it interesting to learn about a variety of people and places unfamiliar to them. Sometimes, however, their lack of resilience can make such experiences more challenging because they can take an emotional toll. This, combined with a tendency to label people, can negatively affect some of their relationships and “color” their interpretations of other cultures and ethnicities.



Traditionalist (Low CL / Low IE / Low H)

Traditionalists Are Satisfied with the status quo, preferring familiar people and places, and are apprehensive when placed in new situations where they need to learn or develop new associations.

People with this profile are satisfied with their current level of knowledge and are likely not to pursue opportunities for their own personal development. Differences in others ethnicity or culture are not of particular interest. Putting themselves in new situations and learning new things or developing new relationships is usually more a result of external requirements than internal motivation. Traditionalists relationships will tend to be made up of family members or others who have been in close proximity to them over time and where there is clear functionality. Rather than expend effort to develop social networks, Traditionalists are more likely to spend time with a small group of friends or engage in solitary activities they enjoy—watching TV, taking a walk, and so on. Because they have generally surrounded themselves with the familiar and do not often trust or easily accept others outside their close circle, Traditionalists usually have not developed the interpersonal skills or the emotional stamina necessary to interact with and understand people who are different from them. Going outside their realm of familiarity can cause a great deal of stress.

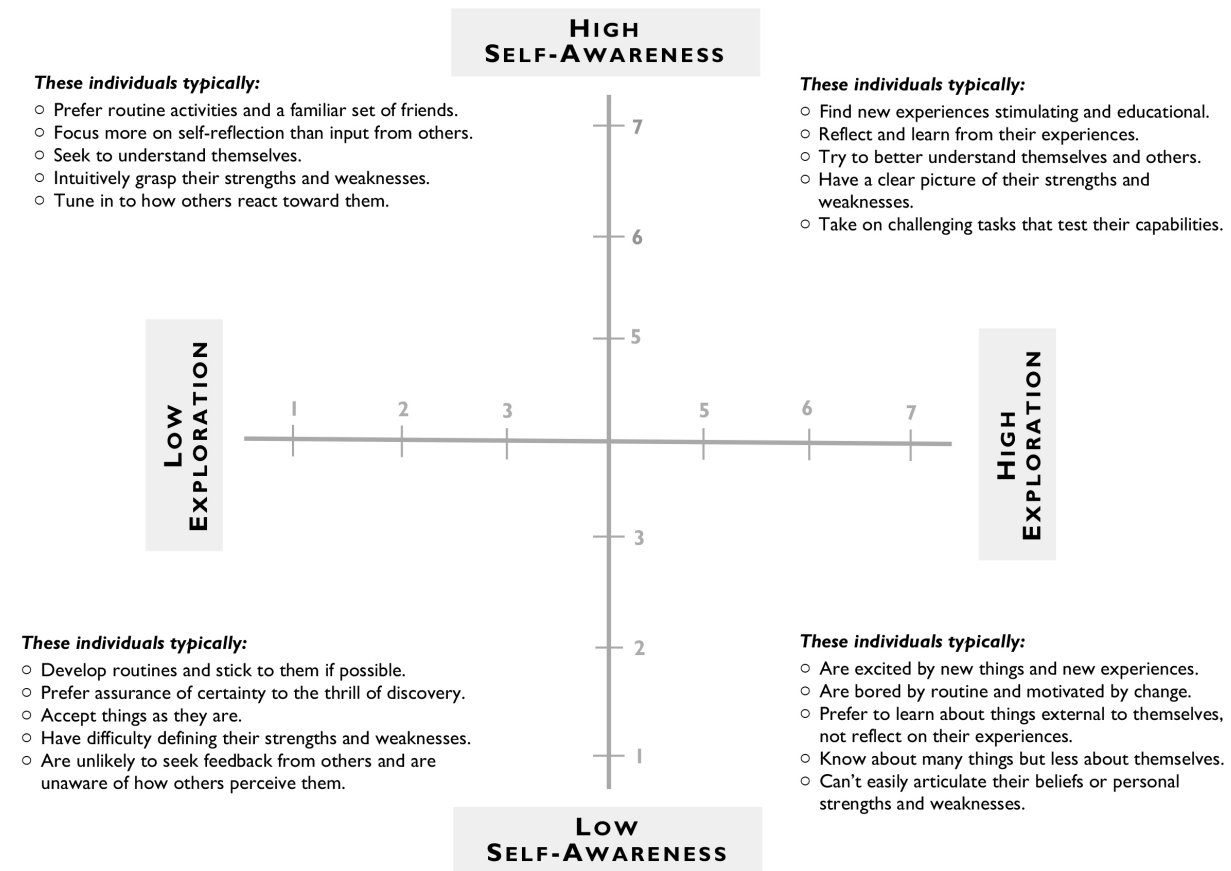


II. Your Current and Potential Competency

Awareness of our personal tendencies in these six areas is usually a prerequisite for change. On the following pages, the general tendencies of different competency categories are paired with strategies for development.

Continuous Learning: General Tendencies

Continuous Learning consists of Self-Awareness and Exploration. Refer to page 4 and enter your scores for these dimensions on the horizontal and vertical scales below. The intersection of your two scores will fall into one of the four quadrants below. Read the description of the profile in your quadrant and, on the next page, see suggested sample strategies for leveraging high results, compensating for low results, and developing each dimension.



Effective Continuous Learning: Strategies

Leveraging High Self-Awareness

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

Compensating for Low Self-Awareness

- Listen and think carefully before reacting; monitor others reaction to what you say and do.
- Request feedback from trusted others on how you should act in specific situations.

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

- Take self-assessment surveys for feedback on your strengths and weaknesses, traits, and behavioral styles.
- Keep a self-reflection journal in which you analyze your behavior and how it seems to affect others.

Leveraging High Exploration

- Volunteer for new assignments, responsibilities or other experiences.
- Seek work that requires creativity, adapting to new circumstances and continuous learning.

Compensating for Low Exploration

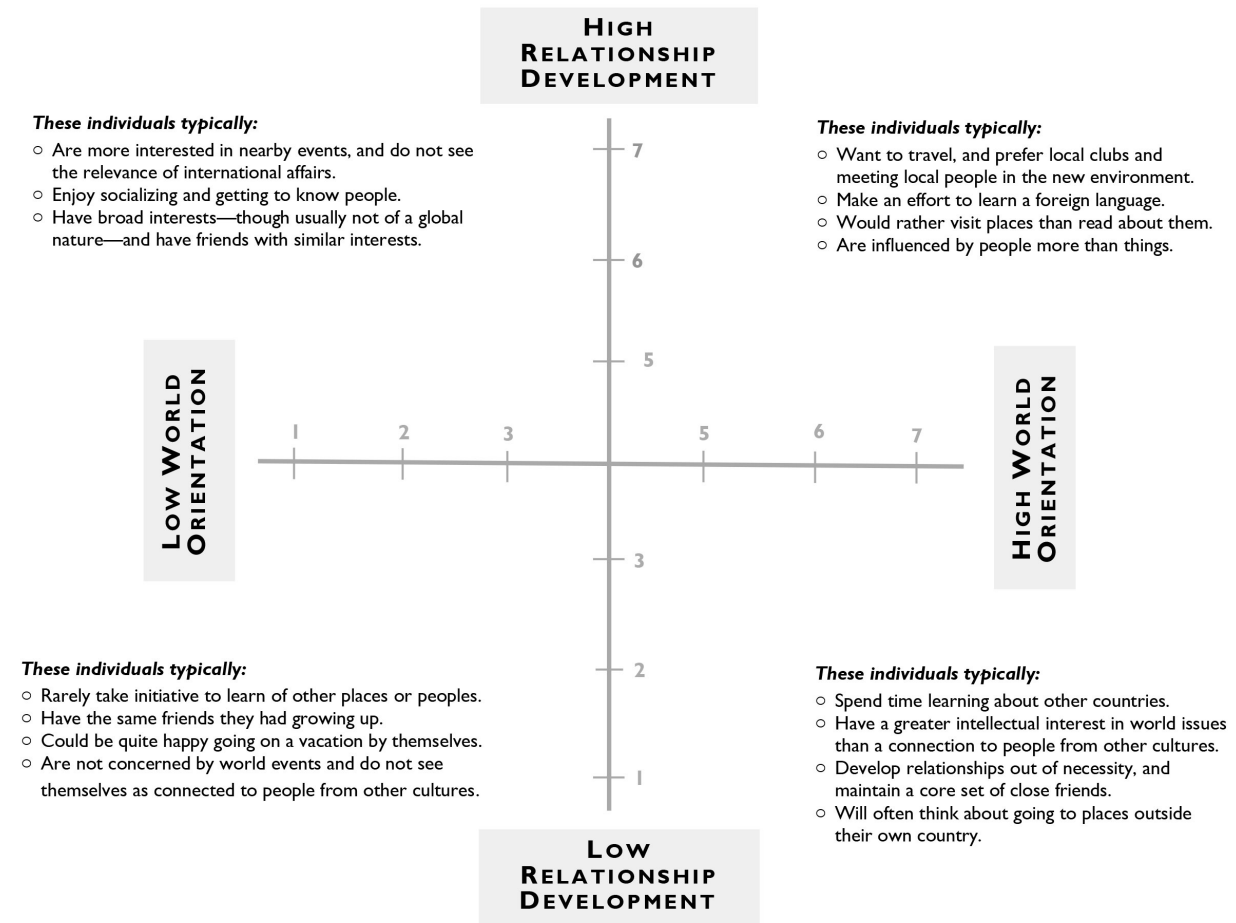
- Seek new information or different practices about an issue you're dealing with before making decisions or taking action.
- Ask for explanations about an issue from a wide variety of people whose perspectives differ from yours.

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

- Seek out people who are different from you, ask their viewpoint about an issue, and listen to them without judgment.
- Get in the practice of questioning your habits and accustomed way of thinking; ask “why?” (e.g., “Why do I always . . . ?” “Why is it so important to me that I . . . ?”)
- Go exploring where you live and see how many interesting things you can find (e.g., take a different way to and from work; shop at a different grocery store; go into a different ethnic neighborhood and take notes about what things look like, what’s different and similar, how people behave, etc.).

Interpersonal Engagement: General Tendencies

Interpersonal Engagement consists of Relationship Development and World Orientation. Refer to page 4 and enter your scores for these dimensions on the horizontal and vertical scales below. The intersection of your two scores will fall into one of the four quadrants below. Read the description of the profile in your quadrant and, on the next page, see suggested example strategies for leveraging high results, compensating for low results, and developing each dimension.



Effective Interpersonal Engagement Strategies

Leveraging High World Orientation

- Use your knowledge about different cultures and diverse practices to develop creative, synergistic ideas on assignments you're given.
- Work on multicultural teams and projects.

Compensating for Low World Orientation

- Hire people with international experience and listen to their ideas.
- Acknowledge that your views may be limited and ask for perspectives from people you see as different from you.

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

- Watch foreign movies and news programs.
- For vacation, travel to a foreign country or to a different geographical area.
- Seek opportunities to work overseas.

Leveraging High Relationship Development

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

Compensating for Low Relationship Development

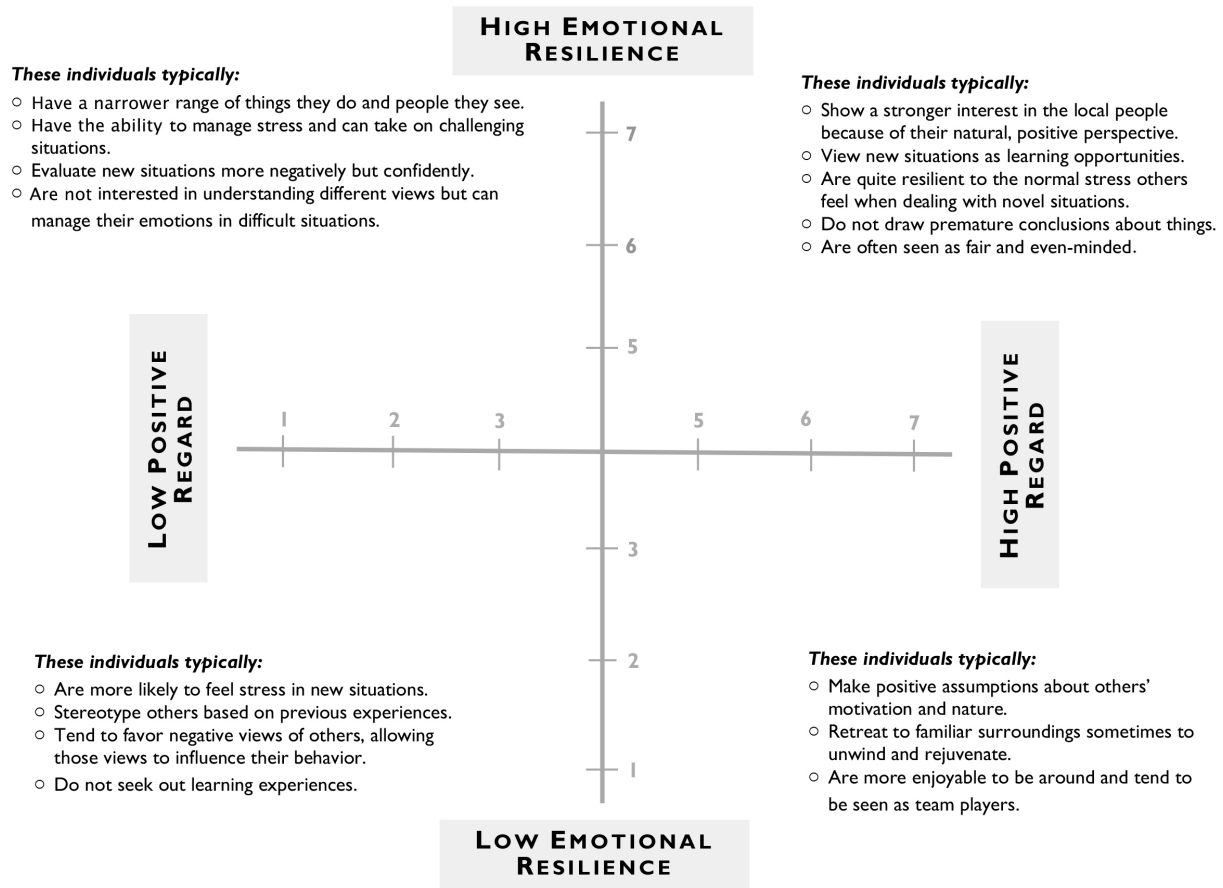
- Surround yourself with those who have well-developed relationship skills.
- Hire a translator who is also good at relationships.

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

- Seek out new friends from other cultures or ethnic groups.
- Commit to devoting a set amount of time to resurrecting past good relationships and maintaining existing ones.

Hardiness: General Tendencies

Hardiness consists of Positive Regard and Emotional Resilience. Refer to page 4 and enter your scores for these dimensions on the horizontal and vertical scales below. The intersection of your two scores will fall into one of the four quadrants below. Read the description of the profile in your quadrant and, on the next page, see suggested example strategies for leveraging high results, compensating for low results, and developing each dimension.



Effective Hardiness Strategies

Leveraging High Emotional Resilience

- Take on challenging, stressful jobs that others might shy away from.
- Draw upon your stamina to deal with conflict situations.

Compensating for Low Emotional Resilience

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

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

- Work with a coach, learn to recognize your stress triggers.
- Develop coping mechanisms that work for you.

Leveraging High Positive Regard

- When appropriate, show others how their negative views might not be representative of the whole person or situation. Solidify your reputation as a fairminded individual.
- Provide others with objective feedback that takes more factors into consideration, including the positive.

Compensating for Low Positive Regard

- In new situations, remind yourself that you need to refrain from making quick judgments. Take your time to notice additional things beyond your initial impressions.
- Remember there is a reason for the behavior of others, even if you do not understand it. Seek to find those reasons.

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

- Learn to distinguish when stereotypes are helpful and not helpful.
- Look for reasons that explain complex human behavior.

Creating a Personal Development Plan

You can increase your intercultural effectiveness by creating and carrying out a personal development plan. Your IES scores provide you with the basis for a solid plan, which may consist of the following elements.

<p>Assessment: Determine which of the IES dimensions is your weakest, most urgent to change, and/or most important for your career. Which one are you most motivated to develop?</p>	<p>Let's say you decide Relationship Development is the dimension that you want to improve.</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>"Develop an above average level of communication with the people I will be living and working with in Germany." "Develop friendships with the locals in my three months there."</p>
<p>Tactics: These are the concrete "howto's" that help you achieve your general plan. Tactics need to be measurable. 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 study the language 15 minutes in the morning and 15 minutes in the evening every day, and I will practice a new vocabulary word with three different Germans every day." "I will say 'Yes' to my German colleagues when invited to hang out."</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 help by holding you accountable in a positive way, and decide when and how you will report to them.</p>	<p>Who: "I will report my language study and interaction to my cousin back home." How and When: "I will send my report by email every Sunday evening."</p>

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

Your Personal Development Plan

ELEMENT	YOUR PLAN
<p>Assessment: Determine which of the IES dimensions is your weakest, most urgent to change, and/or most important for your career. Which one are you most motivated to develop?</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 “howto’s” that help you achieve your general plan. Tactics need to be measurable. 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 help by holding you accountable in a positive way, and decide when and how you will report to them.</p>	

General Suggestions for Developing Intercultural Capacity

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

III. Other Useful Resources

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

Suggested Readings

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

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

Caligiuri, P. (2012). *Cultural agility: Building a pipeline of successful global professionals*. San Francisco: Jossey-Bass.

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

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

Mendenhall, M.E., Osland, J., Bird, A., Oddou, G., Maznevski, M., Stevens, M.J., & Stahl, G.K. (2013). *Global leadership: Research, practice, and development (2nd edition)*. London: Routledge.

Meyer, E. (2014). *The culture map: Breaking through the invisible boundaries of global business*. New York: Public Affairs.

Molinsky, A. (2013). *Global dexterity: How to adapt your behavior across cultures without losing yourself in the process*. Cambridge, MA: Harvard Business Review Press.

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

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

Sparrow, T. & Knight, A. (2006). *Applied EI*. Chichester, UK: John Wiley & Sons.

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

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

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

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

Additional IES Resources

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