



Global Competence Aptitude Assessment[®]

Interpretive Profile Report



The GCAA[®] is the intellectual property of Global Leadership Excellence, LLC

I. Introduction

Developing Globally Competent Leaders

Today's economy is characterized by increasing uncertainty, accelerating interdependence and an expanding diversity of stakeholders. In this global context finding solutions, meeting challenges and seizing opportunities requires workers' readiness to transcend traditional boundaries. They need to align people, processes and practices across not only geographies but also across languages and cultural differences.

There is ample evidence of individual and organizational ineffectiveness from an apparent lack of global readiness. This deficiency means that developing global competence is a strategic priority.

The Global Competence Aptitude Assessment (GCAA)[®] is based on extensive original worldwide research on global competence that was conducted in part by surveying a Delphi panel of experts. These thought leaders included human resources managers from Fortune 500 companies, United Nations officials, global business leaders, government officials, educators and intercultural consultants across several continents. Based on these findings, we define global competence as:

"Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments."

The GCAA[®] is validated to identify an individual's likelihood to succeed in a global context. Using eight distinct scales it serves as an indicator of the level of both Internal and External Readiness. This comprehensive framework provides a sound benchmark that can be the basis of your plan for future personal growth.

How to use your GCAA[®] profile?

The GCAA[®] enables you to have a grounded and empirically supported understanding of your present global competence aptitude and it determines the greatest areas of opportunity for your development. The GCAA[®] profiles global competence along eight different dimensions, and your scores provide insight into your relative strengths and the development areas that may benefit from your further attention. The methods for increasing global competence are varied and dependent on the particular skill areas that need improvement.

GCAA[®] results reflect your current aptitude and provide detailed insight regarding developmental opportunities for enhancing your global competence.

II. Background

The Global Competence Model™



The Global Competence Model™ above is a visual representation of the knowledge, skills, and attitudes necessary for global competence. Beginning at the core is one's knowing oneself and how one fits into his or her own culture (Self-Awareness). The darker green layer reflects how one approaches people and situations. The green sections of the model relate to the personal trait and attitudinal drivers of Global Competence, called Internal Readiness Aptitudes.

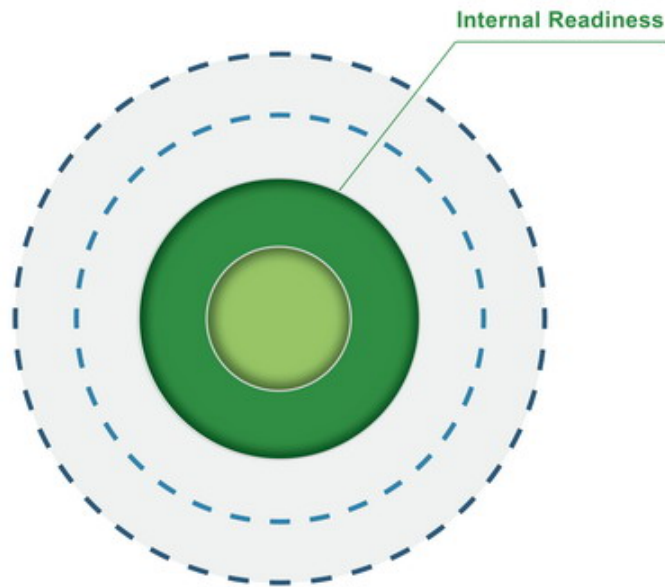
The blue sections, which highlight one's acquired knowledge through education or life experience, represent the External Readiness Aptitudes. The lighter blue ring represents the additional skills typically acquired through formal and continuous education in subjects such as history, geography, and world cultures. The darker blue ring reflects the people skills one develops over life experience, and one's ability to apply the knowledge gained to personal interactions. This culmination of skills is shown as one modifies outward behavior (Intercultural Capability) and interacts collaboratively and effectively in cross-cultural situations (Collaboration Across Cultures).

The Global Competence Model™ illustrates how one gains these capacities over time, often adding new layers of ability. As one moves visually outward from the core to the outer rim of the model, the level of sophistication in one's abilities increases. For one to be globally competent, it is necessary to have strength in both the Internal Readiness and External Readiness Aptitudes. Developing global competence is a life's journey and it takes time to hone each of the above skills.

II. Background

Understanding the Global Competence Model™

Internal Readiness describes those personal characteristics and attitudes that enable individuals to effectively understand and interact across cultural boundaries. Internal Readiness breaks down into four key dimensions:



Self-Awareness

Having a realistic view of one's own personality, and the ability to interact with others frankly and confidently, recognizing one's fit into one's own social context.

Risk Taking

Making, accepting, and learning from mistakes; advocating unconventional or unpopular positions, endeavoring something new and/or tackling challenging problems without obvious solutions; willing to try something unfamiliar, aspiring that it may lead to personal growth or enrichment.

Open-Mindedness

Being receptive to alternative possibilities, being willing to think again despite having formed an opinion, and attempting to avoid those conditions and offset those factors which limit, constrain and/or distort; having a curiosity to acquire new information from a variety of sources and perspectives.

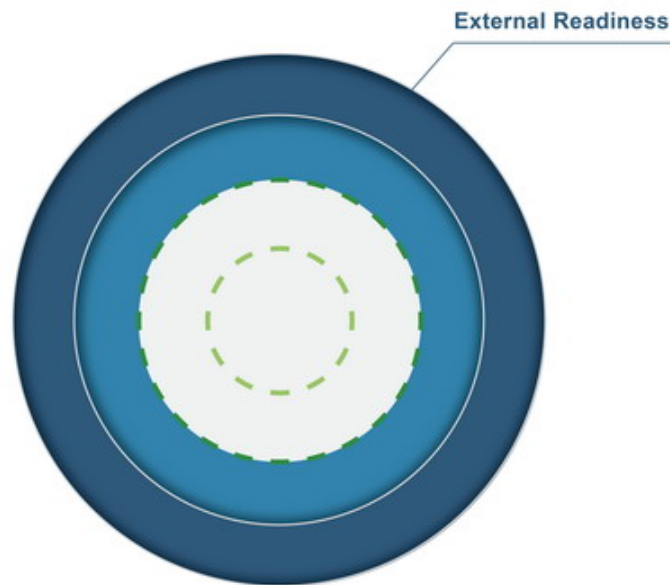
Attentiveness to Diversity

Having insight, understanding, sensitivity and thoughtfulness about the potential and realized ways in which people differ, including innate and acquired characteristics.

II. Background

Understanding the Global Competence Model™

External Readiness describes the global knowledge and people skills acquired throughout one's life and work experience that enable individuals to effectively navigate the complexities of today's interdependent world. External Readiness breaks down into four key dimensions:



Global Awareness

Having breadth of knowledge about nations and regions of the world, including their geographies, languages, religions, currencies, and cultures, as well as the world's growing interconnectedness.

Historical Perspective

Familiarity with the events of a period in time or in the life or development of a people, an institution, or a place that have critically shaped beliefs, attitudes, and behaviors.

Intercultural Capability

The ability to interact effectively and appropriately in cross-cultural situations; the capacity to adjust one's approach or behavior so as to be open and flexible to other cultures.

Collaboration Across Cultures

Being able to work cooperatively and inclusively with a win-win approach that yields benefits for all stakeholders within and across perceived or actual cultural barriers.

III. Your GCAA® Results

Reading Your GCAA® Profile

Your GCAA® results are displayed in a profile, which consists of scores for overall Internal Readiness and overall External Readiness. Each scale has a numeric value between 0 and 100. Individuals who earn the "High Aptitude" rating for both Internal Readiness and External Readiness are considered "globally competent."

Internal Readiness

78

Your score indicates that you have a Developing Aptitude for the Internal Readiness dimensions of global competence. You have a functional cross-cultural outlook to support global competence, which has yet to be fully developed. You have a growing potential to succeed in diverse cultural and social situations.

External Readiness

46

Your score indicates that you have a presently Underdeveloped Aptitude for the External Readiness dimensions of global competence. With concerted additional preparation, you may have the potential to become an effective, skilled contributor in the global workforce. Based on your score, you are just beginning to gain the appropriate skills and abilities for global competence. You are not yet fully equipped to handle intercultural circumstances as they relate to personal and professional endeavors. However, if you further expand your cross-cultural navigational skills and general world knowledge, you have the opportunity to greatly improve your success rate in both personal and professional endeavors.

Your score signifies that you currently have a limited readiness for undertaking jobs or experiences that include significant and challenging worldwide exposure. Additionally you are not yet prepared to effectively serve in business, social, or educational capacities outside your own culture. However, you can significantly improve your probability of thriving in the global workforce, as desired and recommended. By utilizing appropriate resources and gaining further knowledge and experiences, you could dramatically increase your capabilities and your potential to succeed in global and cross-cultural assignments.

Following are the detailed findings of your GCAA® profile. The overall readiness scores are presented again along with the scores and interpretation for each of their associated specific readiness dimensions.

III. Your GCAA® Results

Reading Your GCAA® Profile:

Overall Internal Readiness

78

Self-Awareness

75

You may have a fairly refined sense of self-awareness, and are frequently able to accurately evaluate and see yourself as others see you. With these abilities, you are often successful when interacting within and outside familiar surroundings.

Risk Taking

74

You are often willing to take risks in exploring the unfamiliar. You sometimes recognize that success may require several attempts and potential failures along the way, and that much can be gained when moving beyond the status quo to achieve a desired goal. However, you may have some hesitation in expressing innovative options, especially if they are not popular.

Open-Mindedness

82

You often search for and/or engage with a wide variety of information. You may spend time in your daily life seeking new information from various sources. You likely have a moderate desire to experience a variety of stimuli, in a somewhat open and direct fashion before drawing conclusions.

Attentiveness to Diversity

81

You have an emerging ability to recognize that varying backgrounds, experiences, and points of view contribute greatly to breadth of understanding and success. You may see diversity as a uniting factor, and you frequently consider unfamiliar situations or cross-cultural interactions as opportunities to gain new knowledge and understanding.

You often, and with positive intent, attempt to understand the social and behavioral norms of others. You have an emerging ability to discern both pronounced and more subtle cultural idiosyncrasies (customs, norms, and mores). In addition, you are reasonably skilled in your ability to recognize nuances between relatively similar cultures. Increasing your sensitivity and respectfulness can positively support your approach to diversity among people and situations.

Globally competent individuals have Self-Awareness, Risk Taking tendencies, Open-Mindedness, and Attentiveness to Diversity. These Internal Readiness aptitudes provide a strong foundation for personal growth, integrity and potential accomplishment in a variety of situations.

III. Your GCAA[®] Results

Reading Your GCAA[®] Profile:

Overall External Readiness

46

Historical Perspective

22

You likely have a limited foundational understanding of world history. You may not yet recognize how historical factors have played major roles in the establishment of national boundaries, transnational alliances, trade, global governance, and in the spread of language and religion, as well as in other areas of society. Acquiring such knowledge can greatly improve your overall understanding and effectiveness in international situations. As history is the basis of culture, learning more about major global historical events can provide the framework to better understand people from varied cultural backgrounds and their diverse perspectives.

Global Awareness

41

You likely have a present underdeveloped awareness of the growing interconnectedness of the world. While you may have knowledge about one or more of the world's regions, you will increase your success by broadening your awareness to other areas around the globe. Your present limited knowledge base may hinder your understanding of the intricacies of nations' and regions' geographies, languages, religions, currencies, cultures, and other associated details. It is not likely that you currently recognize how occurrences in one geographic sector may lead to reverberations regionally or globally. Improving your knowledge in this area can help you understand synergies throughout the global economy and society.

Intercultural Capability

58

You likely have not yet developed the ability to purposefully fine tune your style or approach when encountering circumstances outside your own cultural norms. Your cross-cultural interactions would improve greatly if you were to more regularly adjust your behavior in order to be open and flexible to other cultures. You would benefit by regularly empathizing with the cultural needs of others, then responding with greater consideration and respect towards those sensitivities by adjusting your approach as necessary. Developing this skill over time will improve your relations with people of diverse backgrounds and foster positive interactions.

Collaboration Across Cultures

57

It is not likely that you are presently communicating and interacting effectively with people from diverse backgrounds, possibly due to a limited understanding of various cultures, societal norms and expectations. Additionally, since you are not as prone to gather input from a variety of perspectives and consciously consider how your actions may affect the team dynamic, it is challenging to bridge cultural differences. When you use an inclusive approach with regularity, you will elevate others' perceptions of you, which increases their present and future interest in deepening relationships, providing personal assistance, and partnering on projects. Such actions will dramatically improve your cross-cultural effectiveness.

Globally competent individuals have a Historical Perspective, Global Awareness and Intercultural Capability, and engage in Collaboration Across Cultures. These External Readiness aptitudes provide the basis for potential accomplishment in a variety of cross-cultural situations.

IV. Developmental Resources

At any global competence aptitude level, Global Leadership Excellence, LLC recommends on-going training and development such as global knowledge enrichment, high-level cross-cultural communication classes, participation in diversity simulations, as well as regular exposure to people from a variety of cultures, language bases, differences in perspective, and religions. We are providing general and specific recommendations for enhancing the various dimensions of global competence. Depending on your circumstance or available resources, you may tailor your development to incorporate one or more of the following:

Self-Study

There are resources, across various forms of media, to further your understanding and knowledge of a particular topic.

Activities

There are practical activities that you can engage in alone or with a group to enhance your personal traits, attitudes, global knowledge, and/or people skills. As some activities support multiple dimensions of global competence, each suggestion is listed wherever appropriate throughout this Developmental Resources section.

Training

Online and instructor-led training solutions are excellent vehicles to support global competence development as targeted by the GCAA®. Some programs may be available to you through open enrollment seminars or provided through your organization, institution, or training and consulting firms.

Please note that our partner, Global Competence Consulting Co., LLC, offers a portfolio of targeted training sessions specifically designed to support GCAA® results. For information about these offerings, or other recommended programs, please contact:

Global Competence Consulting
www.globallyready.com
+1 610.717.4220

Coaching

A coach can assist in developing very specific global competence capabilities. This option is more costly, however, it may be very effective when global competence is critical to success. For recommendations of endorsed coaches, please contact:

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IV. Developmental Resources

Resources to Promote Overall Global Competence



Following are some recommendations for activities and self-study. No singular activity, book or website is likely to increase all aspects of global competence. Therefore, developing a plan that combines relevant aspects of the following suggestions will enhance your overall global competence aptitude over time.

Activities

- Engage with people who are from different backgrounds, traditions, and heritages whenever you have such an opportunity. Ask about their perspectives, experiences and ways of life. When doing so, be careful not to judge but to listen attentively and to learn.
- Observe and/or participate in a religious gathering, ceremony, worship service, or event for a faith outside your own.
- When having the opportunity and the financial means, travel to other countries and regions that have a different cultural heritage than the one with which you most identify. The greater the difference in cultures, the greater the growth that you will likely experience. Immerse yourself in the local culture as much as possible, rather than focusing entirely on experiences that cater specifically to tourists.

IV. Developmental Resources

Internal Readiness

Self-Study

- Hereford, Z. (2007). *Nine essential life skills: A guide for personal development and self-realization*. Tecumseh, ON: Mandz Publishing. This is a guidebook for growing self-realization and attitudes. ISBN 978-0978267803.

Activities

- Take advantage of special traveling museum exhibits that may be on display in a city near you. Such exhibit collections often tour the world.
- Dine at a restaurant that maintains the culture and cuisine of the nation it represents. If possible, choose a restaurant whose proprietor and/or chef is a recent emigrant from the represented country, or is using authentic recipes that originated from the country or region that is being represented.
- Visit ethnic grocery, handicraft, or packaged goods stores to increase your appreciation of ingredients and products from different cultures and areas of the world.
- Attend cultural festivals in your community or in a neighboring region.

IV. Developmental Resources

Self-Awareness

Self-awareness is at the core of global competence. Enhancing it is a continuous effort to learn more about one's personal strengths and developmental areas, as well as the fit into one's own surroundings. An individual needs to have a strong sense of personal identity and to recognize the accepted modes of conduct and values in the present environment. One may personally disagree with some of these community norms, however, it is important to be cognizant of acceptable behaviors in familiar surroundings.

From a global perspective, what others see and observe may reflect a specific cultural perspective as well. Each person has a personal and cultural framework that is both physical and emotional, and it involves recognition of how closely one fits into the local community or the greater society.

Self-Study

- Hereford, Z. (n.d.) Know yourself. Retrieved from <http://www.essentiallifefskills.net/knowyourself.html>. This website offers suggestions for self-reflection and online activities.
- Davis, K. (n.d.) Interactive Johari Window. Retrieved from <http://kevan.org/johari>. This website provides an opportunity to compare a self-appraisal with a 360° feedback appraisal.

Activities

- Explore your personal and cultural framework. Begin by identifying your heritage, and your living and working environments. Continue by identifying a variety of aspects of your life, such as your likes, dislikes, strengths, weaknesses, preferences, values, etc. Then consider how these aspects align with those of others in your environment and the greater community. Identify how elements of your preferences and values may be similar to or different from the expectations of others and the society around you.
- Start a journal. Writing about your experiences on a daily or weekly basis will help you examine your actions, perceptions and experiences. Such an activity cultivates an observer perspective, which is a more detached vantage point for self-evaluation.

IV. Developmental Resources

Risk Taking

What feels risky to one person may not feel the same to someone else, since risk is defined by a set of personal and subjective perspectives and experiences. To be globally competent one needs to learn about other cultures by experiencing them firsthand or by interacting with individuals from different cultural backgrounds. A person who is afraid to move beyond the familiar or the status quo is rejecting the opportunity to acquire new information or perspective, thereby stifling growth. Therefore, developing a tendency for risk taking requires taking steps to gradually enlarge one's comfort zone – however small or large it may be at the moment.

Self-Study

- Carson, B. & Lewis, G. 2008. Take the risk: Learning to identify, choose, and live with acceptable risk. Grand Rapids, MI: Zondervan. This book provides a framework for assessing risk. ISBN 978-0310259732.
- Hereford, Z. (n.d.) Expand Your Comfort Zone. Retrieved from <http://www.essentiallifekills.net/comfortzone.html>. This interactive webpage discusses the benefits of risk taking and offers suggestions for growth.
- Senge, P.M. (2006). The fifth discipline: The art & practice of the learning organization. New York, NY: Doubleday. This book discusses the 21st century need to continually innovate in order to sustain relevance. ISBN 978-0385517256.

Activities

- Explore your cultural framework, first by identifying your heritage, living and working environments. Then identify a variety of aspects of your life, such as likes, dislikes, tastes, hobbies, etc. Next determine experiences that you can safely undertake to expand your cross-cultural horizons. At least once a month, purposefully engage in one of these experiences and spend time reflecting on the new situation you encountered. Follow by challenging yourself to move further and further outside your present cultural framework.
- Change a pattern or routine and try something different or unfamiliar to expand beyond your current comfort zone. Start with understanding your present limits. Make a list of things that feel risky to you and that you have never done before. For some, this may mean eating unfamiliar foods, going to an ethnic festival or celebration that you have never attended, or taking a trip to a location that may seem adventurous. You can embark on these activities in a group or team, which may reduce your sense of risk while still providing a new exposure opportunity.
- Practice tactfully presenting your position on a subject, even if others may disagree.

IV. Developmental Resources

Open-Mindedness

Developing open-mindedness requires becoming less judgmental and resisting strong opinions about issues and people, as well as such opinions of oneself. Frequently, stereotypical notions reflect dominant attitudes in one's social and cultural environment. One can start to address stereotypes by challenging views and also engaging in open-minded inquiry, which can broaden an appreciation for different perspectives, preferences, cultures, ways of life, and experiences.

Self-Study

- Adams, M. (2009). *Change your questions, change your life: Ten powerful tools for life and work*. San Francisco: Berrett-Koehler Publishers. This book teaches the reader how to choose questions that change attitudes from judging to learning. ISBN 978-1576756003.
- Hare, W. (2011) Open-minded inquiry. Retrieved from <http://www.criticalthinking.org/articles/Open-minded-inquiry.cfm>. This is a brief guide to the ideal of open-minded inquiry by way of a survey of related notions.
- Hereford, Z. (n.d.) Have an open mind. Retrieved from <http://www.essentiallifefskills.net/openmind.html>. This webpage provides interactive support.

Activities

- Listen to music from other countries or regions.
- Join online communities to connect with people from different cultures or with groups whose mission is to share information about other nations or cultures.
- Ask for personal feedback from culturally diverse stakeholders. Feedback can come from anyone who knows you well – parents, managers, mentors, colleagues, co-workers, teammates, and objective friends, etc. – to provide an honest external perspective. Listen openly and non-defensively and be grateful for even seemingly negative comments, which can be the most constructive.
- Examine your unconscious personal biases and erroneous judgments, and then ponder how these attitudes developed. Learn about your implicit associations and biases at <https://implicit.harvard.edu/implicit> by completing a few implicit association tests.
- Increase your use of open-ended questions (e.g. "What?" or "How?") to foster a deeper understanding, rather than closed-ended questions (e.g. those that need only "yes" or "no" answers). Be cautious with using "Why?" questions as they may seem critical to others. Paraphrase and probe further with empathy and respect (i.e. practice open-minded inquiry via the Self-Study resources above).
- Practice empathic listening skills to truly attempt to appreciate and understand the other person's perspective or situation.

IV. Developmental Resources

Attentiveness to Diversity

Enhancing one's attentiveness to diversity is an effort in life-long learning. Diversity includes a wide spectrum of differences that we experience on a daily basis. Such difference may include innate characteristics, such as age, race, gender, ethnicity, mental and physical abilities, or sexual orientation, as well as acquired characteristics such as education, income, religion, work experience, language skills, geographic location, or family status. These differences are highly nuanced and may stem from various sources. Respect for all the ways in which people differ, including personalities and preferences, is critical for effective interactions in one's own culture, as well as in cross-cultural settings.

Self-Study

- Bucher, R.D. & Bucher, P.L. (2009). Diversity consciousness: Opening our minds to people, cultures and opportunities (3rd ed.). Upper Saddle River, NJ: Prentice Hall. This is a good introduction to diversity. ISBN 978-0135014639.
- Gardenswartz, L., Rowe, A., Digh, P., & Bennett, M.F. (2003). The global diversity desk reference: Managing an international workforce. San Francisco, CA: Pfeiffer. This is a comprehensive guide through the key issues in global diversity. ISBN 978-0787967734.
- Schmitz, J. and Curl, N. (2006). The guide for inclusive leaders. Princeton, NJ: Princeton Training Press. This booklet is a good resource for leaders who seek to leverage the power of diversity and create more inclusive environments. ISBN 978-1882390334.

Activities

- Dine at a restaurant that maintains the culture and cuisine of the nation it represents. If possible, select a restaurant whose proprietor and/or chef is a recent emigrant from the represented country, or is using authentic recipes.
- Listen to music from other countries or regions.
- Join online communities to connect with people from different nations or cultures or with groups whose mission is to share such information.
- Examine your unconscious personal biases, erroneous judgments and ponder how these attitudes developed. Learn about your personal implicit associations and biases at <https://implicit.harvard.edu/implicit/>.
- Consider a mentoring or reverse mentoring program with someone from a different background than you so you can learn more about differences.
- Challenge a peer who may stereotype others, and encourage him/her to respect differences in others.
- Practice pausing to delay your verbal responses, and refine the ability to follow-up with open-ended questions instead of judgment.

IV. Developmental Resources

External Readiness

Self-Study

- Dicken, P. (2011) *Global shift: Mapping the changing contours of the world economy* (6th ed.). New York: Guilford Press. This is a very comprehensive resource for understanding the complexities of globalization, the key economic factors and industry trends, as well as major dilemmas and challenges. ISBN 978-1609180065.
- Dumetz, J. (Ed.) (2012) *Cross-cultural management textbook: Lessons from the world leading experts*. CreateSpace Independent Publishing. This book is a great resource to learn about the most salient theories and practical applications in the area of cross-cultural management. ISBN 978-1479159680.
- Lambert, J., Myers, S., & Simons, G. (Eds.). (2000). *Global competence: Fifty training activities for succeeding in international business*. Amherst, MA: Human Resource Development Press. ISBN 978-0874255874.
- Lustig, M. W. & Koester, J. (2009) *Intercultural competence: Interpersonal communication across cultures* (6th ed.). Upper Saddle River, NJ: Pearson Education. This resource strikes a balance between skills and theory, and "provides readers the background and confidence to succeed in today's multi-cultural environment," by covering "multiculturalism as well as global cultural issues." ISBN 978-0205453528.

Activities

- View films and documentaries that help explain the history or culture of a people or period of time.
- Join online communities to connect with people from different cultures or with groups whose mission is to share information about other nations or cultures.

IV. Developmental Resources

Historical Perspective

Developing historical perspective means learning to appreciate past influences that have shaped people and environments. While this does not mean painstakingly memorizing names, facts, or figures, it does entail learning about the experiences and events that shaped peoples' collective consciousness's, sensitivities, and frames of reference. However, as much as historical textbooks are helpful, it is challenging for them to be truly "objective" or fully explore and interpret historical events to the necessary degree. A few references are offered below, although it is important to recognize that no one source may fully represent the perspectives of all peoples engaged in a particular conflict or during a specified period of time.

Self-Study

- Woolf, A. (2008). *A short history of the world: The story of mankind from prehistory to the modern day*. New York, NY: Metro Books. This reference is ideal for quick reference as well as in-depth reading. ISBN 978-1841939889.
- Library of Congress (n.d.) Retrieved from <http://www.loc.gov/teachers/additionalresources/relatedresources/world/primary.html>. This site is an extensive compilation of sources for world history.
- History Channel (2013) Retrieved from <http://www.history.com>. This website is a multimedia collection of resources.
- HistoryWorld (n.d.) Retrieved from <http://www.historyworld.net>. This site is highly accessible and relevant due to its interactive narratives and timelines.
- Annenberg Foundation (2013) Bridging world history. Retrieved from http://www.learner.org/courses/worldhistory/whatis_online.html. This site is a collection of multimedia resources to foster world history understanding.

Activities

- Visit a history or cultural museum nearby or when traveling elsewhere to understand the ethnicities of the people who settled in the locale.
- Travel to a community outside your own to learn about the history of the area and events that shaped the lives of its inhabitants. Take the opportunity to learn about the backgrounds of the various people, their religious and cultural practices, their languages, cuisine, etc. and how immigrants changed the culture of the local community and surrounding area.
- Take advantage of special traveling museum exhibits that may be on display in a city near you. Such exhibit collections often tour the world.
- View films and documentaries that help explain the history or culture of a people or period of time.

IV. Developmental Resources

Global Awareness

Honing global awareness means developing breadth of knowledge regarding the growing interconnectedness of nations and regions, and the issues and trends that exist across the world. While the sheer breadth of the information to learn can be daunting, each person needs to find an individual starting point from which to develop and grow this awareness. The best way to begin is with an issue or concern about which one feels passionate. Following an issue, then recognizing the intersection with other issues, and subsequently pursuing those areas will, over time, advance understanding of the complex forces that shape the global society.

Self-Study

- United Nations. (n.d.) Retrieved from <http://www.un.org>. This website offers a wealth of resources about current issues around the world.
- U.S. Peace Corps, World Wise Schools. (n.d.) Retrieved from <http://www.peacecorps.gov/wws>. This website has lessons about geography, cultures and countries worldwide, cross-cultural publications, etc.

Activities

- Visit a history or cultural museum nearby or when traveling elsewhere to understand the ethnicities of the people who have settled in the locale, and how the environment and the issues of the day affect their way of life.
- Travel to a community outside your own and spend time learning about the area. Take the opportunity to learn about the backgrounds of the various people, their religious and cultural practices, their languages, cuisine, etc. and how immigrants changed the dynamics of the area.
- View films and documentaries that help explain the integrated geography of the earth and its people, or provide insight towards culture or periods of time.
- Take advantage of special traveling museum exhibits that may be on display in a city near you. Such exhibit collections often tour the world.
- Dine at a restaurant that maintains the culture and cuisine of the nation it represents. If possible, select a restaurant whose proprietor and/or chef is a recent emigrant from the represented country, or is using authentic recipes.
- Visit ethnic grocery, handicraft, or packaged goods stores to increase your appreciation of ingredients and products from different cultures and areas of the world.
- Listen to music from other countries or regions.
- Attend cultural festivals in your community or in a neighboring region.
- Read newspapers and/or news magazines from various countries. Many large national newspapers and magazines offer full or limited English and other foreign language editions on the Internet.

IV. Developmental Resources

Intercultural Capability

Developing the ability to interact effectively and appropriately in intercultural situations requires practice, reflection and feedback. Developing this aptitude entails first learning about and paying attention to various aspects and dimensions of cultural differences. Next it is important to subtly modify one's communication or interaction approach to be sensitive to the needs of the other(s). The ultimate goal is treating others as they prefer to be treated, which supports the development of strong relationships.

Self-Study

- Hall, E.T. (1981) *Beyond culture*. New York, NY: Doubleday. This classic book discusses culture and its impact on behavior, thereby providing support for cross-cultural communications. ISBN 978-0385124744.
- Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). *Cultures and Organizations: Software of the Mind* (3rd ed.). New York, NY: McGraw-Hill Companies. This reference examines what drives people apart and provides insight on cultural adjustment. ISBN 978-0071664189.
- Lustig, M.W. & Koester, J. (2009) *Intercultural competence: Interpersonal communication across cultures* (6th ed.) Upper Saddle River, NJ: Pearson. This reference discusses issues relating to intercultural communication. ISBN 978-0205453528.

Activities

- Join online communities to connect with people from different cultures or with groups whose mission is to share information about other nations or cultures.
- Ask for personal feedback from culturally diverse stakeholders. Feedback can come from anyone who knows you well – parents, managers, mentors, colleagues, co-workers, teammates, and objective friends, etc. – to provide an honest external perspective. Listen openly and non-defensively and be grateful for even seemingly negative comments, which can be the most constructive as they can identify areas where you can improve. Work to address the developmental areas suggested by others so that you can advance your people skills.
- Consider the impact of, and possibly act upon, policies and procedures that affect the global audience in your organization.
- Endeavor to use the Platinum Rule (i.e. treating others as they wish to be treated) as often as possible in your daily interactions, and aspire to conducting all your interactions according to this principle.

IV. Developmental Resources

Collaboration Across Cultures

To enhance the ability to function, collaborate, and work effectively across cultural boundaries requires modifying behaviors, and sustaining approaches, practices and strategies that yield a “multi-cultural,” “inclusive,” or “team” culture. This aptitude requires a keen understanding of intercultural dynamics and the teamwork skills to respect, transcend, and utilize specific cultural contexts, perspectives, traditions, and practices when multiple people interact.

Self-Study

- Chadwick, P. & Moberg, P. (2013). Foolproof International Communication. Gothenburg, Sweden: Japco Publishing House. This is a great resource for improving international communication with exercises, examples and relevant guidelines. ISBN 978-9163711169.
- Cooperrider, D.L. & Whitney, D. Appreciative inquiry: A positive revolution in change. San Francisco: Berrett-Koehler Publishers. This book is a wonderful resource for acquiring an important skill in learning and building bridges in a diverse and complex environment. ISBN 978-1576753569.
- Hofstede, Geert. (1997). Culture’s consequences: International differences in work-related values. Beverly Hills, CA: Sage. This is a seminal work that discusses culture across four dimensions: individualism, power distance, uncertainty avoidance and masculinity. ISBN 978-0803914445.
- Trompenaars, A. & Hampden-Turner, C. (2012). Riding the waves of culture: Understanding diversity in global business (3rd ed.). New York, NY: McGraw-Hill Companies. This resource discusses the skills, sensitivity, and awareness necessary for managing effectively across cultures. ISBN 978-0071773089.

Activities

- Surround yourself with people of different backgrounds, perspectives, and capabilities. Whenever possible, work on projects with diverse team members in order to gain experience in working cohesively to bridge differences in preferred work and communication styles.
- Join online communities to connect with people from different cultures or with groups whose mission is to share information about other nations or cultures.
- Consider a mentoring or reverse mentoring program with someone from a different background than you in order to become more aware of differences in personal style, communication preferences, etc.
- Consider the impact of, and possibly act upon, policies and procedures that affect the global audience in your organization.