

# 1 Intercultural Awareness Profiler IAP

The IAP is the leading international cross-cultural assessment tool.

Designed by Fons Trompenaars, the IAP is unique as it measures both an individual's cultural values on 7 key cultural dimensions, and also the organization's corporate culture.

## 【The 7 cultural dimensions】

1. Universalism & particularism.
2. Individualism & communitarianism.
3. Specific & diffuse.
4. Neutral & affective.
5. Achievement & ascription.
6. Sequential time & synchronous time.
7. Internal direction & outer direction.

## 【The IAP can be used】

- as a means of identifying the similarities and differences between the candidate's values and the receiving hosts' values.
- as a means of gaining a deep and nuanced understanding of the critical, cultural value dimensions most relevant to the successful implementation of the participant's mission in their new culture
- a means of determining assignee training and development needs, and identifying strategies/recommendations in order to bridge cultural differences.
- as an input into the overseas candidate selection process

# 1\_2 Intercultural Awareness Profiler [IAP]

## Intercultural Adaptability Profile [IAP - IGB/THT] Questionnaires & Sample Report Form

**Trompenaars Hampden-Turner**  
Culture for Business

**SECTION 1: SCENARIO QUESTIONS**

The first three questions consist of three little scenarios that might actually occur in your life. After every story you are asked to select ONE answer from the alternatives given. Again, there are no right or wrong answers. When answering the questions, try not to be influenced by any previous answers you have given.

**Question 106, part 1**

You are riding in a car driven by a close friend, and he hits a pedestrian. You know he was going at least 40 mph in an area of the city where the maximum is 30 mph. His lawyer says that if you testify under oath that his speed was only 30 mph, it may save your friend from serious consequences. There are no other witnesses.

What right does your friend have to expect you to protect here?

a. As a friend he has a definite right to expect me to testify that he was only going 30 mph.  
b. As a friend he has some right to expect me to testify that he was only going 30 mph.  
c. As a friend he has no right to expect me to testify that he was only going 30 mph.

Your answer =

**Question 106, part 2**

You are riding in a car driven by a close friend, and he hits a pedestrian. You know he was going at least 40 mph in an area of the city where the maximum is 30 mph. His lawyer says that if you testify under oath that his speed was only 30 mph, it may save your friend from serious consequences. There are no other witnesses.

Would you testify that he was only going 30 mph?

a. Yes.  
b. No.

Your answer =

**Question 208, part 1**

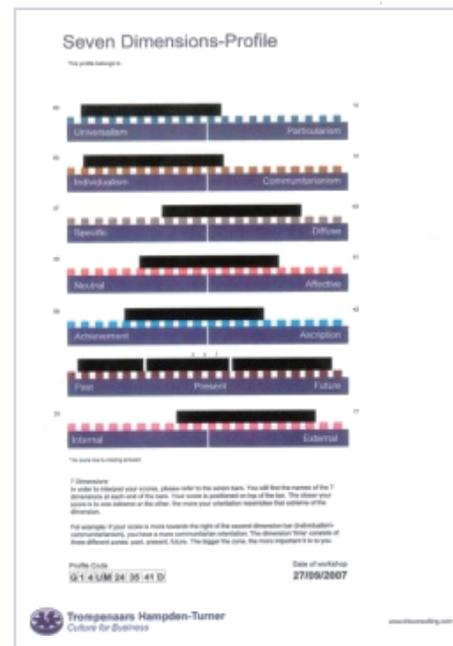
You are a journalist who writes a weekly review on newly opened restaurants. A close friend of yours has sunk all his savings into a new restaurant. You have eaten there and you really think the restaurant is **no good**.

What right does your friend have to expect you to go easy on his restaurant in your review?

a. As a friend he has a definite right to expect me to go easy on his restaurant in my review.  
b. As a friend he has some right to expect me to go easy on his restaurant in my review.  
c. As a friend he has no right to expect me to go easy on his restaurant in my review.

Your answer =

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**Feedback**

This profile belongs to:

Your personal profile

These are the following dimensions that only 10% of the 41,280 managers in our database scored higher than you. You have only slightly higher scores than 90% of our database. You are in the top 10% of our database. You are in the top 10% of our database. You are in the top 10% of our database.

Individualism

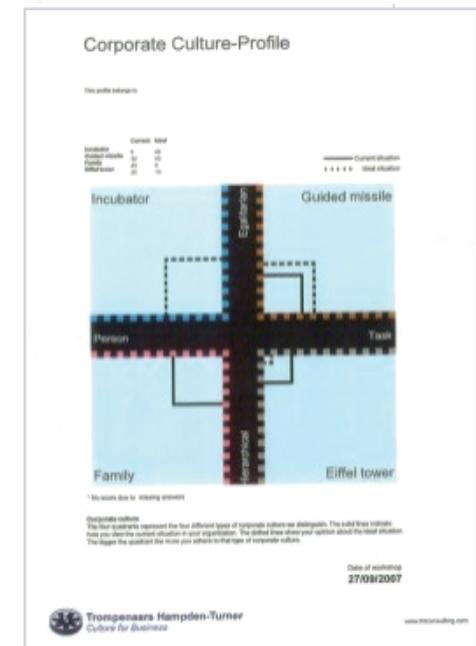
As you score very high on this dimension, you have a very significantly higher score than 90% of our database. You are in the top 10% of our database. You are in the top 10% of our database. You are in the top 10% of our database.

Specific-Diffuse

Your score on this dimension indicates that you have a significantly higher score than 90% of our database. You are in the top 10% of our database. You are in the top 10% of our database. You are in the top 10% of our database.

**Trompenaars Hampden-Turner**  
Culture for Business

www.trompenaars.com



# 2

## Global Competency Inventory [GCI]

Operating globally requires that managers and leaders have the necessary competencies to achieve organization goals and maintain global competitiveness. Through their cutting-edge research into global competencies, our partners, the Kozai Group, have developed a comprehensive battery of tools for measuring global competencies, the GCI. The GCI is a set of self-scoring and 360-degree questionnaires aimed at determining the current competency levels among current and future employees involved in global work. The tool assesses 17 global competencies in three clusters: Cognitive-Perceptual Management; Relational Management; and Self Management. The GCI can be used:

- as a means of assessing and comparing global competencies across industries, organization, cultures, and levels within the organization
- as a means of selecting managerial level employees
- as a means of determining current global competency levels
- as a means of determining competency development needs
- as an input into the overseas candidate selection process
- as a means of assessing candidate-job fit
- as a means of measuring GCs gained during an overseas assignment.

# 2\_2 Global Competency Inventory [GCI]

### Perception Management

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

**Demonstrated level of effectiveness**

	Low					Moderate					High					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
A. Perception Management: Considers the processes by which perceptions and judgments are made, as well as your ability to accurately make sense of ambiguous situations and to be inclusive of differences.																O
1. Nonjudgmentalism: Your willingness to withhold or suspend negative judgments about situations or people.																O
2. Inquisitiveness: Your disposition to look at new and different experiences as opportunities for variety, change, and learning.																O
3. Tolerance of Ambiguity: Your capacity to be comfortable with ambiguity and uncertainty.																O
4. Cosmopolitanism: Your natural interest in and curiosity about foreign countries, cultures, and geography, as well as current world and international events.																O
5. Category Inclusiveness: Your tendency to be accepting and inclusive when differences might otherwise be used to segregate.																O

More detailed descriptions of the Perception Management dimensions follow.

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**GCI Feedback Report**  
*Personal & Confidential*

### Relationship Management

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

**Demonstrated level of effectiveness**

	Low					Moderate					High					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
B. Relationship Management: Considers your level of self-awareness, the ability to attend to yourself and others, and the application of sound interpersonal skills to deal with people from different cultures or ethnic groups.																O
6. Relationship Interest: Your awareness of and interest in other people, especially those who are different from you or who come from other cultures.																O
7. Interpersonal Engagement: Your willingness to take the initiative to meet and engage others in interactions, including strangers from other cultures.																O
8. Emotional Sensitivity: Your capacity to read the emotions and understand the feelings and concerns of others, as well as respond with empathy to the circumstances they face.																O
9. Self-Awareness: Your awareness of yourself, your values, beliefs, capabilities, and limitations as well as an understanding of how your beliefs, capabilities, and limitations impact others.																O
10. Social Flexibility: Your capacity to regulate and adapt your behavior to fit in and build positive relationships with others.																O

More detailed descriptions of the Relationship Management dimensions follow.

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### Self-Management

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

**Demonstrated level of effectiveness**

	Low					Moderate					High					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
C. Self-Management: Consists of personal traits shown to be essential for effective coping when faced with the challenges and personal demands of international situations.																O
11. Optimism: Your positive mental outlook towards people and situations generally, and living or working in a foreign culture.																O
12. Self-Confidence: Your belief in your ability to succeed by hard work and effort.																O
13. Self-Identity: Your ability to maintain your own values and beliefs while still being accepting of those who are different.																O
14. Emotional Resilience: Your emotional strength and ability to cope well with setbacks, obstacles, or frustrations.																O
15. Non-Stress Tendency: Your innate disposition to remain with calmness and serenity to the stresses you face.																O
16. Stress Management: Your level of active effort to manage stressors in your life.																O
17. Interest Flexibility: Your willingness to explore new interests or hobbies and to try things that differ from your normal routine.																O

More detailed descriptions of the Self-Management dimensions follow on the next page.

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### Overall Global Competency Index

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

**Demonstrated level of effectiveness**

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

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# 3

## Intercultural Effectiveness Scale [IES]

The IES is a Cross-cultural assessment tool aimed at junior staff. It measures the participants' ability to successfully work with culturally diversified groups in the global work environment.

**The Intercultural Effectiveness Scale (IES)** was developed specifically to evaluate the competencies critical to interacting effectively with people who are from cultures other than our own. The IES focuses on three dimensions of intercultural effectiveness. The first dimension is **Continuous Learning**. This dimension assesses our interest in learning and general curiosity as well as our interest in better understanding ourselves. To appreciate and understand those who are different from us, we need to be willing and motivated to learn about them and their culture. In addition, to set a good foundation for interacting effectively with them, we also need to understand ourselves well, including our values, beliefs and behavioral tendencies.

The second dimension is **Interpersonal Engagement**. It evaluates our interest in understanding various peoples and places in the world and developing actual relationships with people who are different from us. Developing positive relationships with people who are not like us depends in large part on our interest in learning about and from them. The more we learn about the world around us, the various peoples, their backgrounds, the issues they face, and so forth, the more we are able to interact with people who are different from us.

The final dimension is **Hardiness**. Interacting with people who differ from us culturally entails psychological effort. This effort, in turn, always produces varying levels of stress, uncertainty, anxiety and sometimes fear. To interact effectively with those who are different from us requires an ability to cope with these psychological and emotional stresses. Coping can be accomplished by having a natural resilience to stress and also by better understanding the nature of the differences. Understanding differences increases our confidence, enables us to find more common ground, and decreases the psychological effort involved when interacting with people who differ from us.

# 3\_2 Intercultural Effectiveness Scale [IES]

**THE INTERCULTURAL EFFECTIVENESS SCALE**

feedback report

Client: **Sample**

Results for:  
ID:

met date: 3/25/2011  
met form: version 3.00

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 teacher.

**IG**  
KODAI  
GROUP

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**IES FEEDBACK REPORT**  
*Personal & Confidential*

Overview: Working with People Different from You

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

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

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

The Intercultural Effectiveness Scale (IES) focuses on how you get along with people whose cultural background differs from yours. The IES measures three factors of intercultural competency:

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

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

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**IES FEEDBACK REPORT**  
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**I. Your Intercultural Effectiveness Score**

	Demonstrated Level of Effectiveness					
	Low		Moderate		High	
	1	2	3	4	5	6
Continuous Learning			○			
Self-Awareness			○			
Exploration				○		
Interpersonal Engagement			○			
Global Mindset		○				
Relationship Interest				○		
Hardiness				○		
Positive Regard					○	
Emotional Resilience		○				
Overall IES Score			○			

Table 1

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

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# 4

## WorkPlace Big Five Profile 4.0™

The CentACS Workplace personality tool is a personality assessment tool based on the Big Five Model of personality. The Big Five Model is the dominant model for studying personality and consists of five critical dimensions which account for major individual differences in personality: Need for Stability, Extraversion, Originality, Accommodation, and Conscientiousness

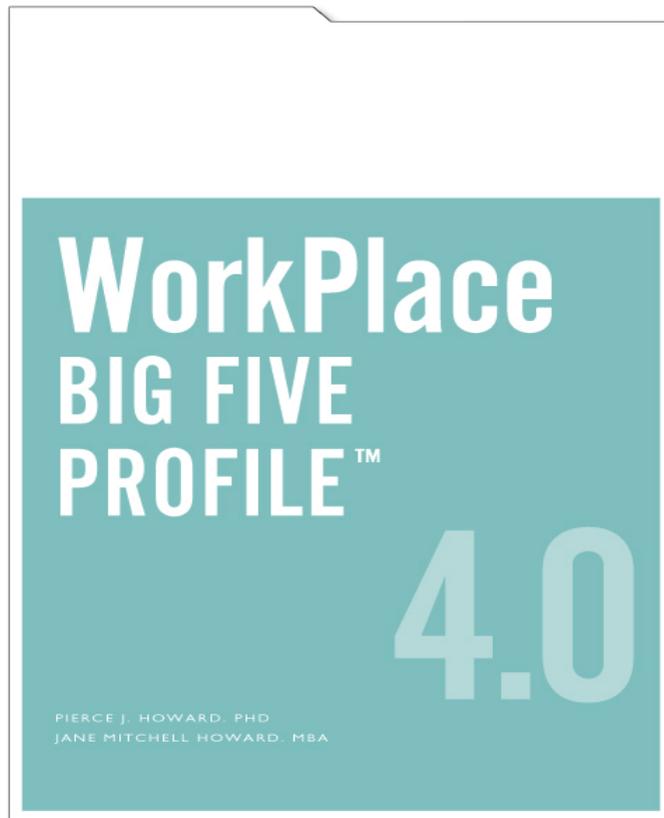
The Big Five is one of the few personality models that is valid across cultures, and research has shown clear links between overseas assignment success and certain Big Five clusters of traits. The Workplace Big Five Profile enables executives to understand how ingrained behavior patterns affect his or her management style, and also builds an awareness of automatic behavioral tendencies.

It can also be used:

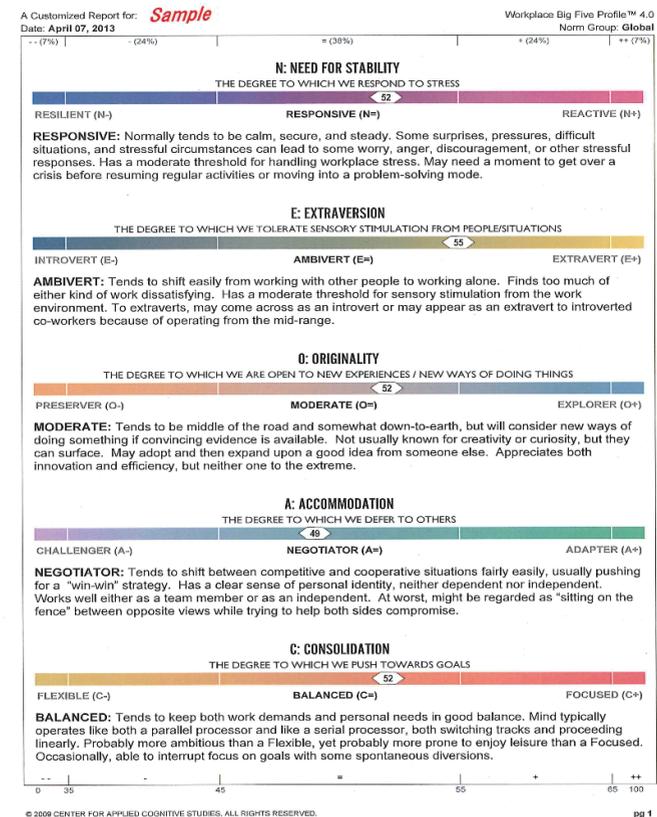
- as a means of determining assignee training and development needs
- as an input into the overseas candidate selection process
- as a means of assessing candidate-job fit
- for self-analysis purposes

# 4.2 WorkPlace Big Five Profile 4.0™

【Trait Report】

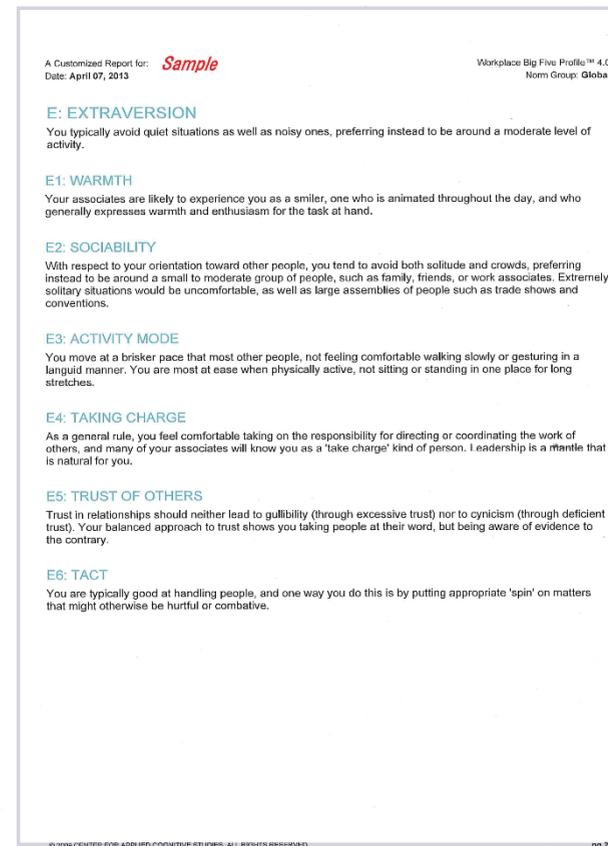
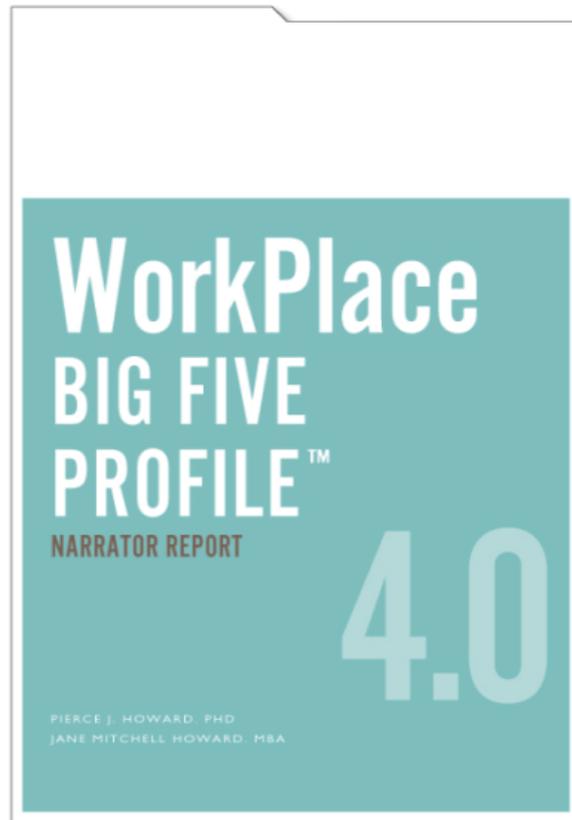


【CONTENT】



# 4.3 WorkPlace Big Five Profile 4.0™

## 【NARRATOR REPORT】



# 5 Leadership Practices Inventory LPI

The LPI is a 360 degree leadership tool which measures people on five key leadership practices.

In 1982, Professors Jim Kouzes and Barry Posner set out to discover how exactly ordinary people achieve great things. To do this, they focused on people at their “personal best” at leading others. They reviewed more than 12,000 “personal best” case studies, analyzed more than a million survey questionnaires, and interviewed more than five hundred individuals. From this research, Kouzes and Posner were able to identify certain practices common to extraordinary leadership achievements. At their best, leaders at all levels exhibit five distinct practices which vary very little from industry to industry, profession to profession, and culture to culture. The five practices are: Model the way, Inspire a shared vision, Challenge the process, Enable others to act and Encourage the Heart.

**Model the way.** Effective leaders are good role models. They are clear about what they believe in, their values, and about their guiding principles. However, eloquent speeches about values are not enough. Leaders need to stand up for what they believe in. They need to practice what they preach. They show others by setting an example. Leaders know that although their position that gives them authority, it is their behavior that earns them the respect of their people. It is the consistency of words and deed that gives a leader credibility and in many ways, credibility is the foundation of leadership. People will not believe the message unless they believe in the messenger. However, in order to stand up for your beliefs, you have to first know what you stand for. To model a way, you first need a clearly articulated set of beliefs & values to model.

**Inspire a shared vision.** While the future is uncertain, leaders look forward to the future. They are like explorers going into uncharted territory. Explorers depended on their compasses to set direction. Leaders depend on their dreams. Leaders passionately believe that they can make a difference. They envision the future by imagining exciting and ennobling possibilities. But visions seen only by the leader are insufficient to mobilize and energize. Leaders need to enlist others in their dreams. They need to gain commitment from others and forge a common sense of purpose. They breathe life into ideal and unique visions of the future through vivid language, metaphors, and images.

# 5\_2 Leadership Practices Inventory LPI

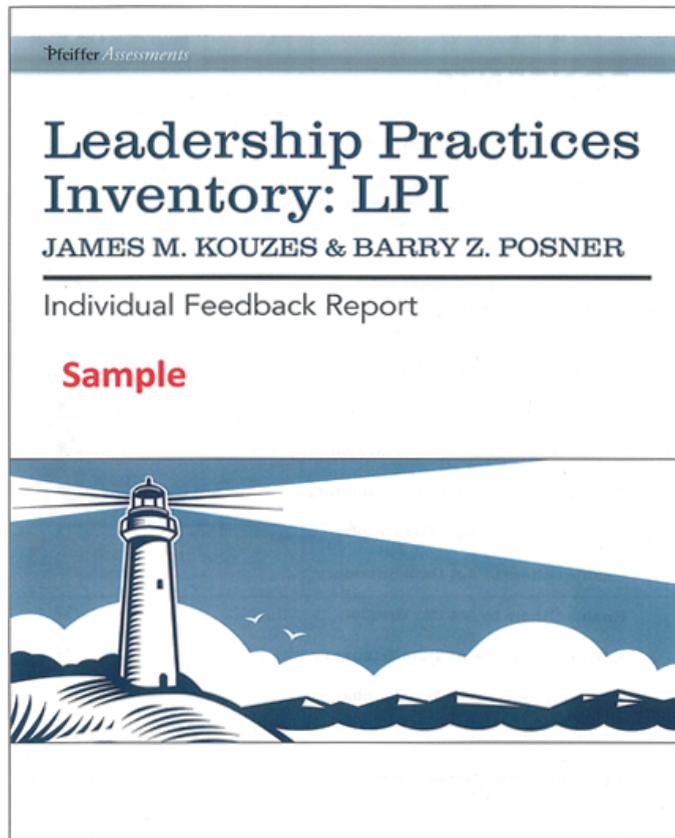
**Challenge the Process.** The work of leaders is change. The status quo is unacceptable to them. Leaders search for opportunities by seeking innovative ways to change, grow, innovate, and improve. Leaders venture out into the unknown. They are great learners. They know that change involves risk and risk has uncertain consequences, so they treat the inevitable mistakes and failures as learning opportunities. They are willing to take risks in order to find new and better ways of doing things. They constantly generate small wins and learning from mistakes. Extraordinary things don't get done in huge leaps forward. They get things done one step at a time.

**Enable others to act.** Leaders know they can't do it alone. To make a dream a reality requires team effort and this requires trust and strong relationships. Leaders foster collaboration by promoting cooperative goals, involving others in plans, and building trust. Leaders promote a sense of team camaraderie and cohesion. They understand that mutual respect is what sustains extraordinary efforts. Leaders also strengthen others by sharing power and information, and by giving others credit. They assign challenging tasks to their staff but support them with the tools and help they need to be successful and help clear obstacles in their path.

**Encourage the heart.** Achieving excellent results in organizations is hard work. The climb to the top of the mountain can be arduous and steep. People may become exhausted, frustrated, and disenchanted. They may be tempted to give up. Leaders encourage the heart of their members to carry on. To enhance hope and determination, leaders recognize contributions by showing genuine appreciation for individual excellence. They express pride in the accomplishments of their team, celebrate victories, and make people feel like everyday heroes.

# 5\_3 Leadership Practices Inventory LPI

Sample of LPI Report



**LPI 360**  
LEADERSHIP PRACTICES INVENTORY

### The Five Practices Data Summary

This page summarizes your LPI responses for each leadership practice. The Self column shows the total of your own responses to the six behavioral statements about each practice. The Individual Observers columns show the total of each Observer's six responses for the practice. The AVG column shows the average of all your Observers' total responses. Total responses for each practice can range from 6 to 60, which represents adding up the response score (ranging from 1=Almost Never to 10=Almost Always) for each of the six behavioral statements related to that practice.

	SELF	AVG	INDIVIDUAL OBSERVERS								
			M1	D1	D2	D3	D4	C1	C2	C3	O
<b>Model the Way</b>	53	45.8	51	51	55	50	25	47	42	45	46
<b>Inspire a Shared Vision</b>	45	45.2	47	49	48	54	31	45	42	42	49
<b>Challenge the Process</b>	54	49.0	49	54	58	54	29	48	51	44	56
<b>Enable Others to Act</b>	53	49.0	50	49	56	54	32	48	47	51	54
<b>Encourage the Heart</b>	39	40.6	47	36	35	47	26	49	38	39	48

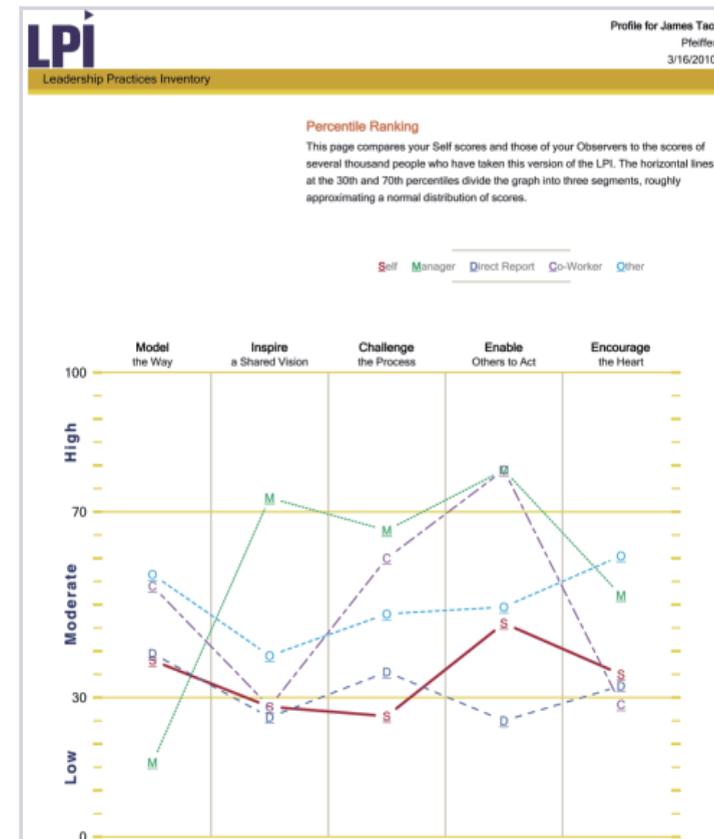
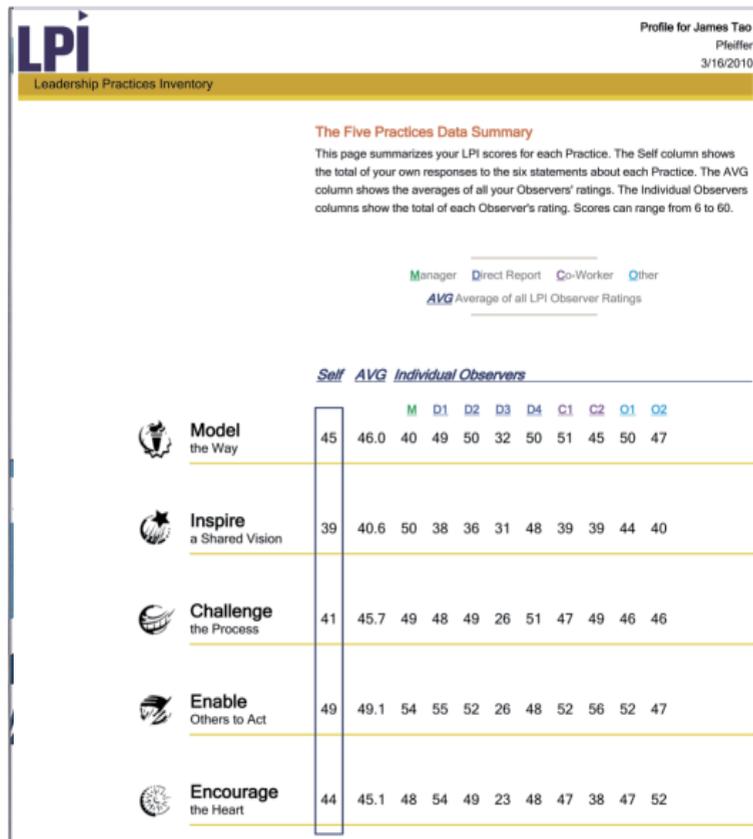
M-Manager D-Direct Report C-Co-Worker O-Other AVG-Average of all Observer Responses

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**LPI FEEDBACK REPORT** PAGE 2

# 5\_4 Leadership Practices Inventory LPI

Sample of LPI Report



# 6 Diversity Icebreaker

The Diversity Icebreaker measures participants on three key personality factors: Human relationship orientation, Task orientation and Creativity orientation.

As its name implies, this assessment tool is used at the beginning of training sessions to help break the ice. Based on their responses to the DI, participants are sorted into three groups and given different colors.

# 6\_2 DIVERSITY ICEBREAKERS (HUMAN FACTORS)



**Human Factors AS**  
相違を越えた共同作業

この自己採点アンケートは、自分についての認識を高め、かつチーム内のコミュニケーションおよび共同作業を改善する目的で開発されたものです。アンケートを完了後、最後のページを離ると、このように自分の選択結果をマークする方法を確認する事が出来ます。

それぞれ横の3列の中に合計6つのチェックを、自分の考えに近い内容には多くのチェックを入れる方式で挿入してください。長い時間考える必要はありません。自分の思い通りにマークしてください。

13

14

現実的に取り組むことが出来ます	他の人へ自分の考えを押し付ける傾向があります	新しい可能性を素早く見極めます
一定水準以上の仕事をこなします	多々の事業がどのように関連しているかを明確に把握します	多くの人々に出会うのが好きです

調査目的のため:  
 青 年 姓 別 職 業 組 織 名  
 Copyright: Bjørn Z. Ekelund, Human Factors AS, Norway, 2006, www.human-factors.no Tlf: +47 22 42 30 30  
 JAP v.3/ March 2012



**Human Factors AS**  
Working Across Differences

This self-scoring questionnaire was developed in order to promote awareness and improve communication and collaboration in teams. After you have finished filling out the questionnaire, you can rip off the front page and find guidance for identifying your preferences.

Divide 6 ticks across each horizontal line, such that you rank the statements as to how well they fit you. Don't spend too much

13

14

I like to work on practical things	I tell my thoughts to others	I see new possibilities quite quickly
I do a decent job	I see quite clearly how things are related	I like to meet lots of people

For research purposes: Age:      Gender:      Occupation:      Country of origin:  
 Copyright: Human Factors AS, Norway, 2006, www.human-factors.no Tel: +47 22 42 30 30  
 UK v.6/ January 2012

SAMPLE