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

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1_2   Intercultural Awareness Profiler [IAP]

Intercultural Adaptability Profile【IAP - IGB/THT】

Questionnaires & Sample Report Form

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］

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.

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3_2 Intercultural Effectiveness Scale ［IES］

THE INTERCULTURAL EFFECTIVENESS SCALE

feedback report

Client: Sample

Results for:
ID:

mst date: 2/25/2011
mst 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 trainer.

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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—cultures.

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.

Page 2

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IES FEEDBACK REPORT

Personal & Confidential

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】

A Customized Report for: *Sample*
Date: April 07, 2013

Workplace Big Five Profile™ 4.0
Norm Group: **Global**

| - - (7%) | - (24%) | = (38%) | + (24%) | ++ (7%) |

N: NEED FOR STABILITY
THE DEGREE TO WHICH WE RESPOND TO STRESS
52

RESILIENT (N-)   **RESPONSIVE (N=)**   REACTIVE (N+)

RESPONSIVE: Normally tends to be calm, secure, and steady. Some surprises, pressures, difficult situations, and stressful circumstances can lead to some worry, anger, discouragement, or other stressful responses. Has a moderate threshold for handling workplace stress. May need a moment to get over a crisis before resuming regular activities or moving into a problem-solving mode.

E: EXTRAVERSION
THE DEGREE TO WHICH WE TOLERATE SENSORY STIMULATION FROM PEOPLE/SITUATIONS
55

INTROVERT (E-)   **AMBIVERT (E=)**   EXTRAVERT (E+)

AMBIVERT: Tends to shift easily from working with other people to working alone. Finds too much of either kind of work dissatisfying. Has a moderate threshold for sensory stimulation from the work environment. To extraverts, may come across as an introvert or may appear as an extravert to introverted co-workers because of operating from the mid-range.

O: ORIGINALITY
THE DEGREE TO WHICH WE ARE OPEN TO NEW EXPERIENCES / NEW WAYS OF DOING THINGS
52

PRESERVER (O-)   **MODERATE (O=)**   EXPLORER (O+)

MODERATE: Tends to be middle of the road and somewhat down-to-earth, but will consider new ways of doing something if convincing evidence is available. Not usually known for creativity or curiosity, but they can surface. May adopt and then expand upon a good idea from someone else. Appreciates both innovation and efficiency, but neither one to the extreme.

A: ACCOMMODATION
THE DEGREE TO WHICH WE DEFER TO OTHERS
49

CHALLENGER (A-)   **NEGOTIATOR (A=)**   ADAPTER (A+)

NEGOTIATOR: Tends to shift between competitive and cooperative situations fairly easily, usually pushing for a "win-win" strategy. Has a clear sense of personal identity, neither dependent nor independent. Works well either as a team member or as an independent. At worst, might be regarded as "sitting on the fence" between opposite views while trying to help both sides compromise.

C: CONSOLIDATION
THE DEGREE TO WHICH WE PUSH TOWARDS GOALS
52

FLEXIBLE (C-)   **BALANCED (C=)**   FOCUSED (C+)

BALANCED: Tends to keep both work demands and personal needs in good balance. Mind typically operates like both a parallel processor and like a serial processor, both switching tracks and proceeding linearly. Probably more ambitious than a Flexible, yet probably more prone to enjoy leisure than a Focused. Occasionally, able to interrupt focus on goals with some spontaneous diversions.

| - - | - | = | + | ++ |
| 0 35 | 45 | | 55 | 65 100 |

4_3 WorkPlace Big Five Profile 4.0™

【NARRATOR REPORT 】

A Customized Report for: *Sample*
Date: April 07, 2013

Workplace Big Five Profile™ 4.0
Norm Group: **Global**

E: EXTRAVERSION

You typically avoid quiet situations as well as noisy ones, preferring instead to be around a moderate level of activity.

E1: WARMTH

Your associates are likely to experience you as a smiler, one who is animated throughout the day, and who generally expresses warmth and enthusiasm for the task at hand.

E2: SOCIABILITY

With respect to your orientation toward other people, you tend to avoid both solitude and crowds, preferring instead to be around a small to moderate group of people, such as family, friends, or work associates. Extremely solitary situations would be uncomfortable, as well as large assemblies of people such as trade shows and conventions.

E3: ACTIVITY MODE

You move at a brisker pace that most other people, not feeling comfortable walking slowly or gesturing in a languid manner. You are most at ease when physically active, not sitting or standing in one place for long stretches.

E4: TAKING CHARGE

As a general rule, you feel comfortable taking on the responsibility for directing or coordinating the work of others, and many of your associates will know you as a 'take charge' kind of person. Leadership is a mantle that is natural for you.

E5: TRUST OF OTHERS

Trust in relationships should neither lead to gullibility (through excessive trust) nor to cynicism (through deficient trust). Your balanced approach to trust shows you taking people at their word, but being aware of evidence to the contrary.

E6: TACT

You are typically good at handling people, and one way you do this is by putting appropriate 'spin' on matters that might otherwise be hurtful or combative.

pg 2

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 unchartered 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.

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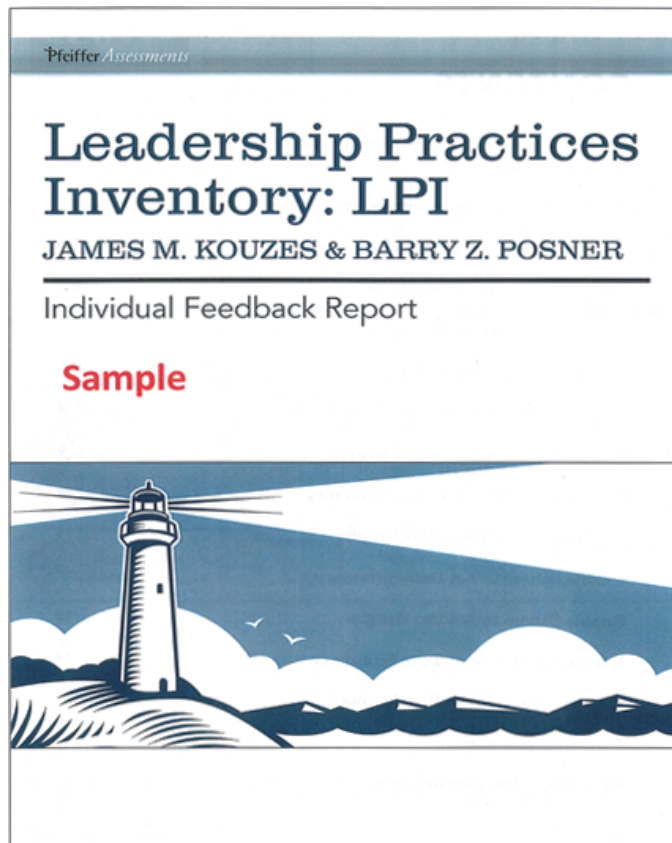# 5_2   Leadership Practices Inventory LPI

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.
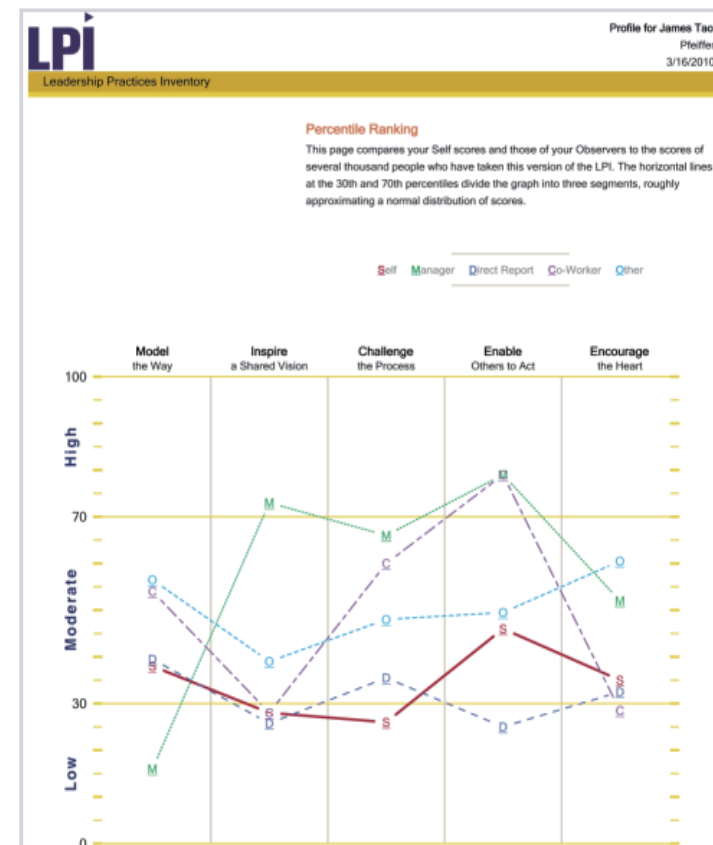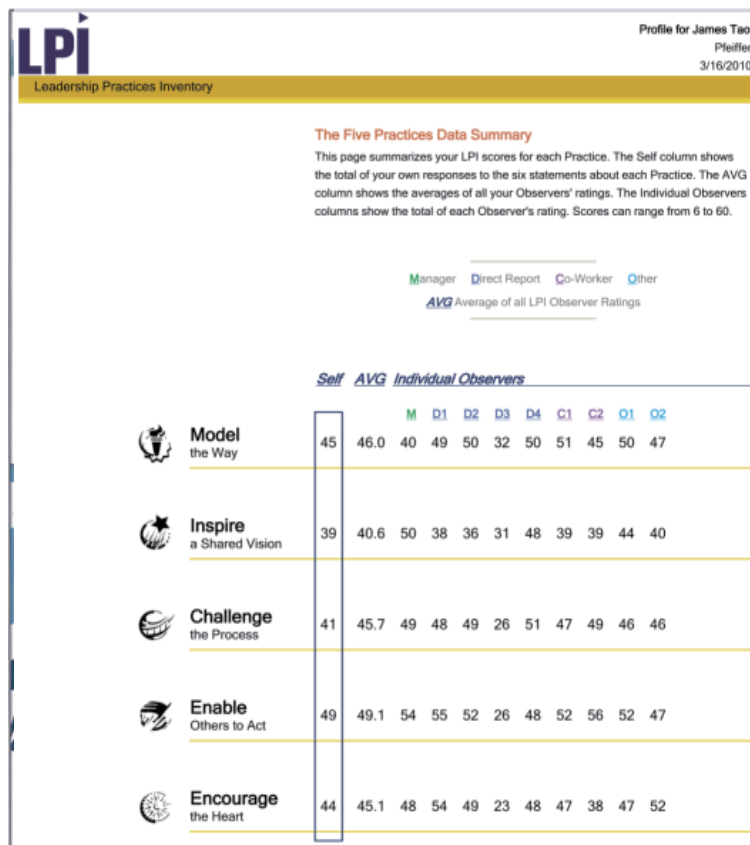
5_3 Leadership Practices Inventory LPI

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
Model the Way	53	45.8	51	51	55	50	25	47	42	45	46
Inspire a Shared Vision	45	45.2	47	49	48	54	31	45	42	42	49
Challenge the Process	54	49.0	49	54	58	54	29	48	51	44	56
Enable Others to Act	53	49.0	50	49	56	54	32	48	47	51	54
Encourage the Heart	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)