Assessing & Teaching for Global Competencies:

Essential Leadership Tools for Local & Global Resilience

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Learning Objectives

Global Competencies

- What are they?
- How to teach them
- How to measure them?
- Tools

Northeastern
What is a Competency?

The quality of being adequately or well-qualified physically & intellectually.

http://www.visualthesaurus.com/
What are Global Competencies?

- Over 50
- Overlap
- Multi-dimensional
## Overlapping Competencies

<table>
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<tr>
<th>Intercultural Competencies</th>
<th>Global Business Competencies</th>
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<tr>
<td><strong>Cross-Cultural Relationships</strong></td>
<td><strong>Global Business Expertise</strong></td>
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<td><strong>Cognitive Orientation</strong></td>
<td><strong>Global Organizing Expertise</strong></td>
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<td><strong>Traits and Values</strong></td>
<td><strong>Visioning</strong></td>
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(Jokinen, 2005; Mendenhall, 2001; Mendenhall & Osland, 2002; Osland, Bird, Mendenhall, & Osland, 2006; Osland, 2008)
Building Blocks of Global Competency

The Pyramid Model
(Bird & Osland, 2003; Osland, 2008)

Global Knowledge

Threshold Traits
Integrity  Humility  Inquisitiveness  Resilience

Attitudes & Orientations
Global Mindset  Cognitive Complexity  Cosmopolitanism

Interpersonal Skills
Mindful Communication  Building Trust & Relationships  Multicultural Teaming

System Skills
Leading Change  Fostering innovation  Making Complex Ethical Decisions  Architecting Building Community & Social Capital

Building Blocks of Global Competency

Fostering innovation  Making Complex Ethical Decisions  Architecting Building Community & Social Capital

Building Competencies
The Global Leadership Context

High Performing Global Managers

Business Knowledge

Intercultural Competencies

Organizing Expertise
Intercultural Competency

- Ability to Learn and Understand Effectively
- Ability to Develop and Manage Relationships Effectively
- Ability to Manage Self Effectively in Challenging Situations
What We Know About Developing GLC

- Personal Transformation
- Learning, expanding and unlearning
- Unpredictable non-linear
- Experiential Learning, Reflection
- The Four Ts: Training – Teams - Travel – Transfer (Study Abroad)
What else ... re: Dev’ling GLC?

- “Letting-go and Taking-on”
- Crucible experiences
- Cross-cultural mentors
- Non-work cross-cultural experiences
The Challenge

- More than global or cultural knowledge?
- Attitudes & behavior = high-performing adaptive global leaders?
Challenges of Devel’ing GL Competence

Education Training & Development

Are we really changing attitudes, behavior & performance?

Individual

Would they get to the outcome on their own?

Outcomes

What GL/IC competencies are we trying to build?
Complexity

Degree of Emotional Affect

Intensity of Experience

Developmental Relevance

Personal Characteristics/Background

Global Dispositions/Competencies
Family Background
Cultural Exposure
International Education
Global Knowledge
Global/MC Teamwork
Global Job Scope
Global Training
Coaching/mentoring

Transformational Process

CAIR

GL Outcome Measures

High
Cognitive Processes
Global Knowledge
Intercultural Competence

Low
Expertise
Developmental Methodologies
(Oddou & Mendenhall, 2008)

High Potential For Development

Non-buffered expatriate assignments
Planned field experiences
Strategic international business travel
Global virtual teams
Global task forces
Global project teams
International exposure trips

High quality personal coaching
Sophisticated simulations
Global assessment centers

Business seminars
Films/books
Lecture
Self-study
Cultural briefings

Number and Valence of Feedback Sources

Low
High

Degree of Experiential Rigor

High

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Choosing Process Models

Example - The Effectiveness Cycle

Perceive, analyze, decode the situation

Possess the behavioral flexibility and discipline to act appropriately

Accurately identify effective managerial action

Decoding Test

(Bird & Osland, 2004)
The Cultural Detective Model

Three Intercultural Capacities:

1. **Subjective Culture**
   Know yourself, individually and as a cultural being. Be able to explain yourself to others.

2. **Cultural Literacy**
   Understand others’ positive intentions, the values and beliefs that motivate their behavior.

3. **Cultural Bridge**
   Reach out interpersonally to leverage differences for synergy and creativity. Create systems and processes to sustain intercultural productivity.
Four Step Code-Switching Learning Process  (Molinsky, 2009)

- Step 1: Diagnosis (appropriate content, style, context differences)

- Step 2: Practice (3 switches in real situations; final switch observed by a native)

- Step 3: Reflection (Describe thoughts, feelings, coping strategies immediately after switching; diary)

- Step 4: Feedback (performance evaluation, self evaluation, learning conversation)
Measuring Expertise – Behavioral Assessment

- Skill component rubrics
- Self evaluation and guided reflection
- Peer evaluation of behavior
- Expert evaluation and coaching
- Videotaping and coding behavior
- Outcome measures – appropriate and effective behavior in each module that builds/maintains relationships
Intercultural Knowledge & Competence Rubric

- **Knowledge**
  - Cultural self-awareness
  - Knowledge of cultural worldview frameworks

- **Skills**
  - Empathy
  - Verbal and nonverbal communication

- **Attitudes**
  - Curiosity
  - Openness
Choosing the Right Assessments

- **Program assessment** (GCI or IES)
- **Course assessment** (Global knowledge test)
- **Module assessment** (Clayoquot and Aracruz stakeholder dialogue simulations)

How to choose an assessment instrument?
# The Intercultural Effectiveness Scale

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Continuous Learning

- Exploration
- Self-Awareness
Interpersonal Engagement

- Global Mindset
- Relationship Interest
Hardiness

- Positive Regard
- Resilience
Case Study

German accepts an international assignment
Your Questions