

CQ Report

CQ 360 FEEDBACK REPORT (TEAM)

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Contents

This CQ Multi-Rater Feedback Report identifies your strengths and developmental opportunities for functioning effectively in multicultural settings. Most people find it beneficial to read the feedback report now and then re-read it in a few days. This will allow you to think deeply about the feedback and how you can use this information.

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What is CQ?

Cultural Intelligence (CQ) is a person's capability to function effectively in a variety of cultural contexts - both internationally and domestically.

In our own cultures, we usually have an idea of what's going on around us because we have a wealth of information, most of which is subconscious, that helps us make sense of what we experience and observe. When we interact with individuals who have a different cultural background, the same cues may mean something entirely different.

CQ CAPABILITIES

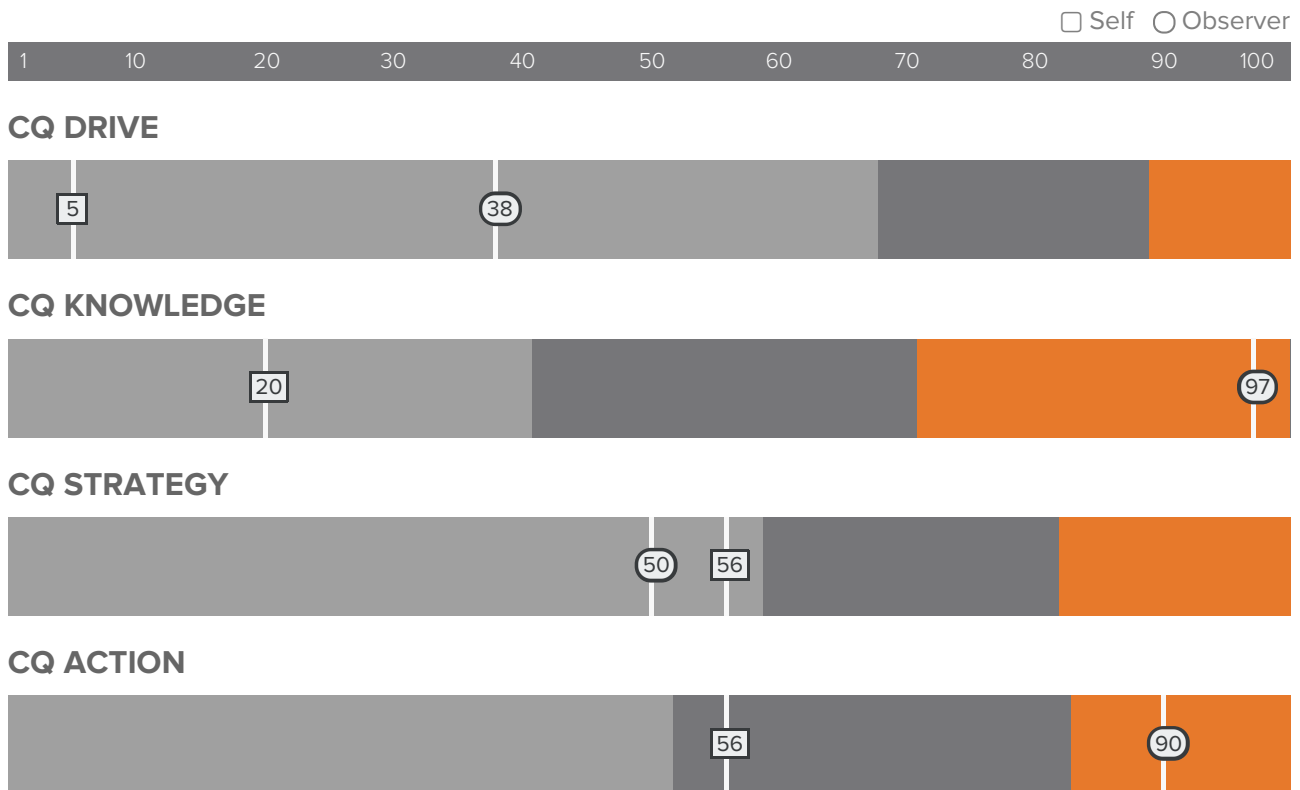
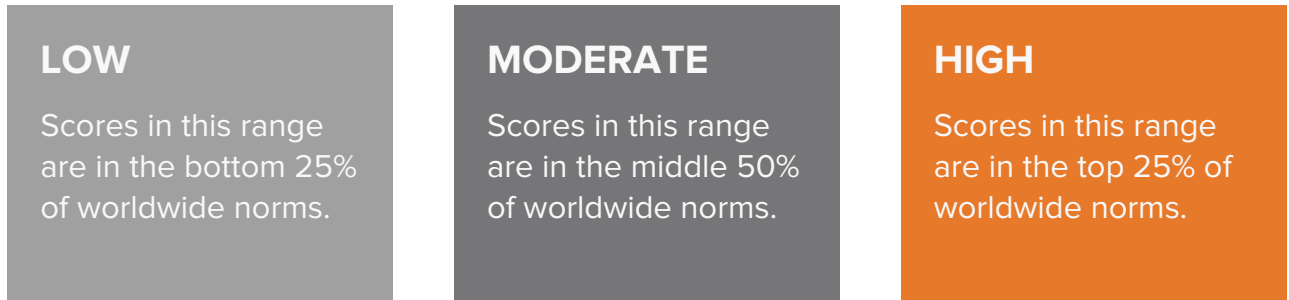
There are four primary CQ capabilities.



CQ Profile

This page summarizes your scores for the four primary CQ capabilities. The graphs indicate the worldwide norms and show typical differences in the scores across the four capabilities. Note your self-ratings (in the squares) and your observer-ratings (in the circles).

5 people completed the observer survey for you.



CQ Drive

CQ Drive is the extent to which you are energized and persistent in your approach to multicultural situations. It includes your self-confidence in your abilities as well as your sense of the benefits you will gain from intercultural interactions.

WHAT DOES HIGH CQ DRIVE LOOK LIKE?

Individuals with high CQ Drive are motivated to learn and adapt to new and diverse cultural settings. Their confidence in their adaptive abilities influences the way they perform in multicultural situations.



- Self
- Observer
- Range
- Major Gap



OVERALL



How does your self-rating compare with the worldwide norms (low, moderate, high)?

How does your self-rating compare to your observer average rating?

If the gap between your self-rating and your observer average is noted as a major gap (with a dotted line), which rating is higher, your self-rating or your observer average rating? What might this mean?

Notice the range of your observer ratings (indicated by the shaded oval). To what extent do your observers agree with each other? What might explain this pattern?

CQ Knowledge

CQ Knowledge is the degree to which you understand how culture influences how people think and behave and your level of familiarity with how cultures are similar and different.



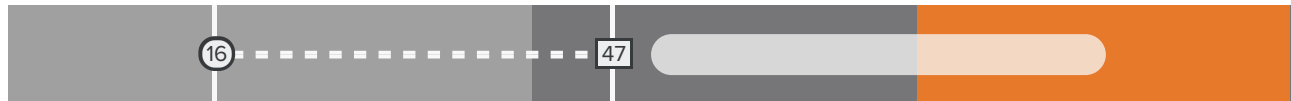
WHAT DOES HIGH CQ KNOWLEDGE LOOK LIKE?

Individuals with high CQ Knowledge have a rich, well-organized understanding of culture and how it affects the way people think and behave. They possess a repertoire of knowledge of how cultures are similar and how they are different. They understand how culture shapes behavior.

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- Observer
- Range
- Major Gap



OVERALL



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CQ Strategy

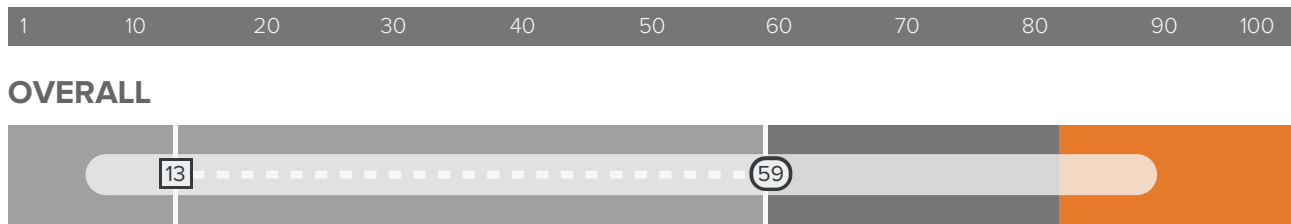
CQ Strategy is the extent to which you are aware of what’s going on in multicultural situations and the extent to which you check and plan accordingly.

L M H

WHAT DOES HIGH CQ STRATEGY LOOK LIKE?

Individuals with high CQ Strategy think about multicultural interactions before and after they occur. They plan ahead, check their assumptions and expectations during interactions, and reflect on experiences later. This refines their mental maps and enhances strategies for effective interactions.

- Self
- Observer
- Range
- Major Gap



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CQ Action

CQ Action is the extent to which you act appropriately in multicultural situations. It includes your flexibility in verbal and nonverbal behaviors and your ability to adapt to different cultural norms.



WHAT DOES HIGH CQ ACTION LOOK LIKE?

Individuals with high CQ Action translate their CQ Drive, CQ Knowledge, and CQ Strategy capabilities into action. They possess a broad repertoire of verbal behaviors, nonverbal behaviors, and speech acts, which they apply to fit a specific context. They know when to adapt and when not to adapt.

- Self
- Observer
- Range
- Major Gap



OVERALL



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Development Plan

Your CQ is not fixed. With some simple but intentional goals and strategies, you can enhance your CQ. The next few pages give you a chance to reflect on your CQ capabilities, your multicultural challenges and opportunities, and your CQ feedback. Then you will have a chance to develop an action plan.

YOUR CQ

Describe your self-rated CQ scores in your own words.

Describe your observer-rated CQ scores in your own words.

PRESENT CHALLENGES

What intercultural challenges are you currently facing?

(e.g. working with someone who has different cultural values, cultural misunderstandings, etc.)

FUTURE OPPORTUNITIES

What multicultural or global opportunities do you want to pursue?

(e.g. global leadership, teaching a diverse population of students, multicultural management, etc.)

YOUR STRONGEST CQ CAPABILITIES

Your strongest CQ capabilities are based on your self and observer scores in comparison to the worldwide median, not simply based on the highest numerical scores.

Your strongest self-rating in the four CQ capabilities is

CQ KNOWLEDGE

Your strongest observer-rating in the four CQ capabilities is

CQ DRIVE

Overall, how do your highest self-ratings compare with your highest observer-ratings?

Write down one example of how you have used your **CQ Drive** strength in the last 6 months.

YOUR WEAKEST CQ CAPABILITIES

Your weakest CQ capabilities are based on your self and observer scores in comparison to the worldwide median, not simply based on the lowest numerical scores.

Your weakest self-rating in the four CQ capabilities is

CQ DRIVE

Your weakest observer-rating in the four CQ capabilities is

CQ STRATEGY

Overall, how do your lowest self-ratings compare with your lowest observer-ratings?

Write down one example of how your **CQ Strategy** may have caused problems for you in the past 6 months.

REFLECT

Are your self or observer scores generally higher? What does this suggest?

What can you learn from this information and these comparisons?

ACTION STEPS

List one, specific multicultural skill you would like to improve over the next year. Consider the challenges and opportunities you described earlier in this section. (Examples include teaching a diverse population of students, efficiently implementing global solutions, accurately analyzing risk and opportunity in culturally diverse segments, etc.)

STRENGTH - CQ DRIVE

USING YOUR <u>CQ Drive</u>		
	Specific Action Steps	Target Date
	List specific, challenging action steps you can take to use your strongest observer-rated CQ capability.	
Next 4 Weeks	1.	
	2.	
Next 8 Weeks	1.	
	2.	

AREA FOR IMPROVEMENT - CQ STRATEGY

IMPROVING YOUR <u>CQ Strategy</u>		
	Specific Action Steps	Target Date
	List specific, challenging action steps you can take to enhance your weakest observer-rated CQ capability so that it does not interfere with developing the multicultural skill you identified at the top of this page.	
Next 4 Weeks	1.	
	2.	
Next 8 Weeks	1.	
	2.	

ACCOUNTABILITY

With whom will you share this plan in the next 2 weeks?

How can this person help you accomplish your goals? (e.g. following up with you; checking on your progress; etc.)

Research Basis of CQ

THE RESEARCH BASIS FOR ASSESSING CULTURAL INTELLIGENCE

Cultural Intelligence is conceptualized as a multi-dimensional construct based on application of Robert Sternberg's integrative theoretical framework of different "loci" of intelligence. The dimensions of Cultural Intelligence represent qualitatively different aspects of the overall capability to function and manage effectively in culturally diverse settings.

CULTURAL INTELLIGENCE IS ...

Cultural Intelligence is a malleable capability that can be enhanced by multicultural experiences, training and self-awareness programs, travel and education.

Cultural Intelligence is distinct from stable individual differences such as personality, which describe what a person typically does across time and across situations.

Cultural Intelligence is also different from emotional intelligence because it focuses specifically on capabilities in multicultural contexts.

Cultural Intelligence has predictive validity over and above demographic characteristics, personality, general mental ability, emotional intelligence, cross-cultural adaptability inventory, rhetorical sensitivity, cross-cultural experience, and social desirability.

The Cultural Intelligence Scale has excellent psychometric properties.

Published scholarly research demonstrates the factor structure of the scale is stable across samples, across time, and across cultures.

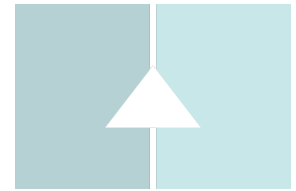
In addition, self-rated scores are positively correlated with observer-rated scores, and multi-trait multi-method analysis supports the convergent and discriminant validity of the scale.

Reliabilities of the four factors and sub-dimensions exceed the standard cut-off of .70.

Most important, research demonstrates that cultural intelligence predicts adjustment, well-being, cultural judgment and decision-making, and task performance in culturally diverse settings.

Visit culturalQ.com/research for more information.

Cultural Values



TERMS

Individualism	Emphasis on individual goals and individual rights
Collectivism	Emphasis on group goals and personal relationships
Low Power Distance	Emphasis on equality; shared decision-making
High Power Distance	Emphasis on differences in status; superiors make decisions
Low Uncertainty Avoidance	Emphasis on flexibility and adaptability
High Uncertainty Avoidance	Emphasis on planning and predictability
Cooperative	Emphasis on collaboration, nurturing, and family
Competitive	Emphasis on competition, assertiveness, and achievement
Short Term	Emphasis on immediate outcomes (success now)
Long Term	Emphasis on long term planning (success later)
Low Context / Direct	Emphasis on explicit communication (words)
High Context / Indirect	Emphasis on indirect communication (tone, context)
Being	Emphasis on quality of life
Doing	Emphasis on being busy and meeting goals
Universalism	Emphasis on rules; standards that apply to everyone
Particularism	Emphasis on specifics; unique standards based on relationships
Neutral / Non-Expressive	Emphasis on non-emotional communication; hiding feelings
Affective / Expressive	Emphasis on expressive communication; sharing feelings
Monochronic / Linear	Emphasis on one thing at a time; punctuality; work and personal life separate
Polychronic / Non-Linear	Emphasis on multitasking; interruptions ok; work and personal combined

CULTURAL VALUE ORIENTATIONS

Individuals have personal preferences or individual cultural value orientations. Sometimes individual orientations reflect one's nationality or ethnicity but not always. In this section of the report, you'll see your personal orientation on ten cultural value dimensions (defined above) compared to the tendencies of ten cultural clusters (defined below).

CULTURAL CLUSTERS

The cultural values orientations defined above can be grouped into cultural clusters where you're likely to find a significant presence of a specific cluster of cultural values. These clusters represent the 10 largest cultural groupings in the world.

Anglo	Australia, Canada, New Zealand, U.K., U.S., etc.
Arab	Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco, Saudi Arabia, U.A.E., etc.
Confucian Asia	China, Hong Kong, Japan, Singapore, South Korea, Taiwan, etc.
Eastern Europe	Albania, Czech Republic, Greece, Hungary, Mongolia, Poland, Russia, etc.
Germanic Europe	Austria, Belgium, Germany, Netherlands, etc.
Latin America	Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Mexico, etc.
Latin Europe	France, French-speaking Canada, Italy, Portugal, Spain, etc.
Nordic Europe	Denmark, Finland, Iceland, Norway, Sweden, etc.
Sub-Saharan Africa	Ghana, Kenya, Namibia, Nigeria, Zambia, Zimbabwe, etc.
Southern Asia	India, Indonesia, Malaysia, Philippines, Thailand, etc.

NOTE: The countries are NOT the clusters themselves. They are simply places where you're likely to find a significant presence of the cultural clusters.

▲ Based on self-rating * Significant variation within cluster

INDIVIDUALISM

Emphasis on individual goals and individual rights

COLLECTIVISM

Emphasis on group goals and personal relationships

Anglo Germanic Europe Nordic Europe	Eastern Europe Latin Europe	Arab Confucian Asia Latin America Southern Asia* Sub-Saharan Africa
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LOW POWER DISTANCE

Emphasis on equality; shared decision-making

HIGH POWER DISTANCE

Emphasis on differences in status; superiors make decisions

Anglo Germanic Europe Nordic Europe	Confucian Asia Eastern Europe* Latin Europe Sub-Saharan Africa	Arab Latin America Southern Asia*
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LOW UNCERTAINTY AVOIDANCE

Emphasis on flexibility and adaptability

HIGH UNCERTAINTY AVOIDANCE

Emphasis on planning and predictability

Anglo Eastern Europe Nordic Europe	Arab Confucian Asia* Germanic Europe Southern Asia* Sub-Saharan Africa	Latin Europe Latin America
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COOPERATIVE

Emphasis on collaboration, nurturing, and family

COMPETITIVE

Emphasis on competition, assertiveness, and achievement

Nordic Europe Sub-Saharan Africa	Arab Confucian Asia Eastern Europe Latin America Latin Europe Southern Asia*	Anglo Germanic Europe
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SHORT TERM

Emphasis on immediate outcomes (success now)

Anglo
Arab
Eastern Europe
Nordic Europe
Sub-Saharan Africa

Germanic Europe
Latin America
Latin Europe
Southern Asia*

Confucian Asia



LONG TERM

Emphasis on long term planning (success later)

LOW CONTEXT / DIRECT

Emphasis on explicit communication (words)

Anglo
Germanic Europe
Nordic Europe

Eastern Europe
Latin America
Latin Europe

Arab
Confucian Asia
Southern Asia*
Sub-Saharan Africa



HIGH CONTEXT / INDIRECT

Emphasis on indirect communication (tone, context)

BEING

Emphasis on quality of life

Arab
Latin America
Nordic Europe
Sub-Saharan Africa

Confucian Asia*
Eastern Europe
Latin Europe
Southern Asia*

Anglo
Germanic Europe



DOING

Emphasis on being busy and meeting goals

UNIVERSALISM

Emphasis on rules; standards that apply to everyone

Anglo
Germanic Europe
Nordic Europe

Eastern Europe
Latin Europe

Arab
Confucian Asia*
Latin America
Southern Asia
Sub-Saharan Africa



PARTICULARISM

Emphasis on specifics; unique standards based on relationships

NEUTRAL / NON-EXPRESSIVE

Emphasis on non-emotional communication; hiding feelings

Confucian Asia Eastern Europe Germanic Europe Nordic Europe	Anglo* Southern Asia	Arab Latin America Latin Europe Sub-Saharan Africa
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AFFECTIVE / EXPRESSIVE

Emphasis on expressive communication; sharing feelings

MONOCHRONIC / LINEAR

Emphasis on one thing at a time; punctuality; work and personal life separate

Anglo Germanic Europe Nordic Europe	Confucian Asia* Eastern Europe Southern Asia	Arab Latin America Latin Europe* Sub-Saharan Africa
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POLYCHRONIC / NON-LINEAR

Emphasis on multitasking; interruptions ok; work and personal combined

