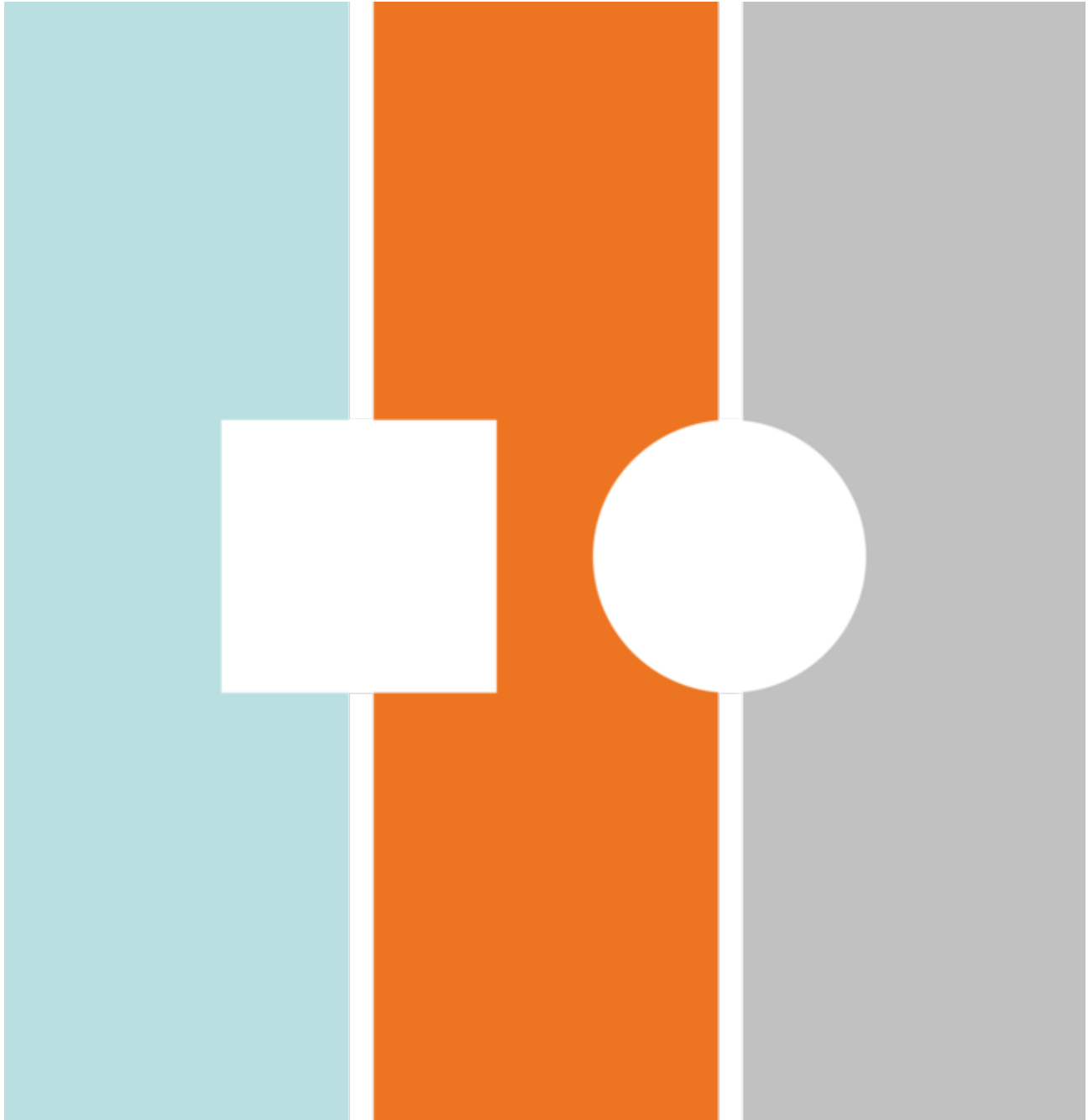


CQ Report

CQ 360 FEEDBACK REPORT

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July 2022



Contents

This CQ 360 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.

| | |
|----------------------|----|
| What is CQ? | 3 |
| CQ Profile | 4 |
| CQ Drive | 5 |
| CQ Knowledge | 6 |
| CQ Strategy | 7 |
| CQ Action | 8 |
| CQ Profile Summary | 9 |
| Development Plan | 10 |
| Research Basis of CQ | 16 |
| Cultural Values | 17 |

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 is going on around us because we have a wealth of information, most of which 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

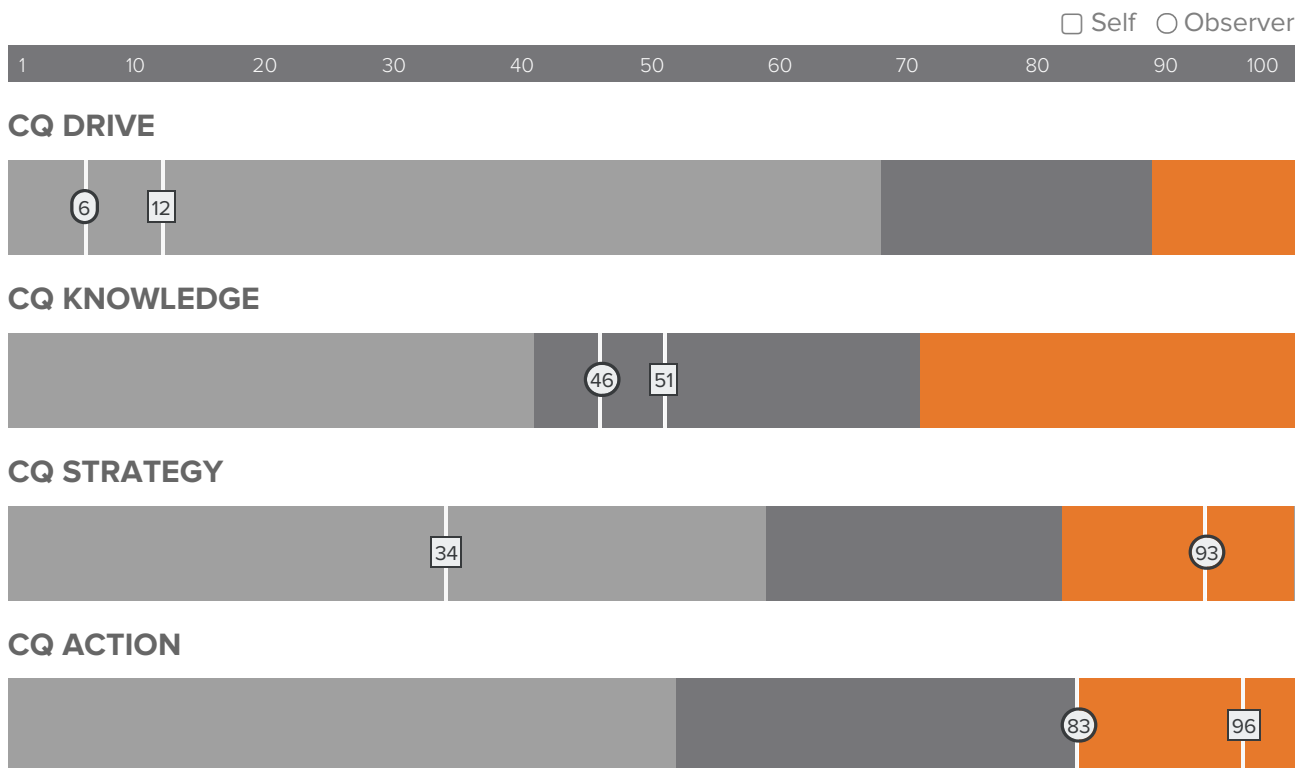
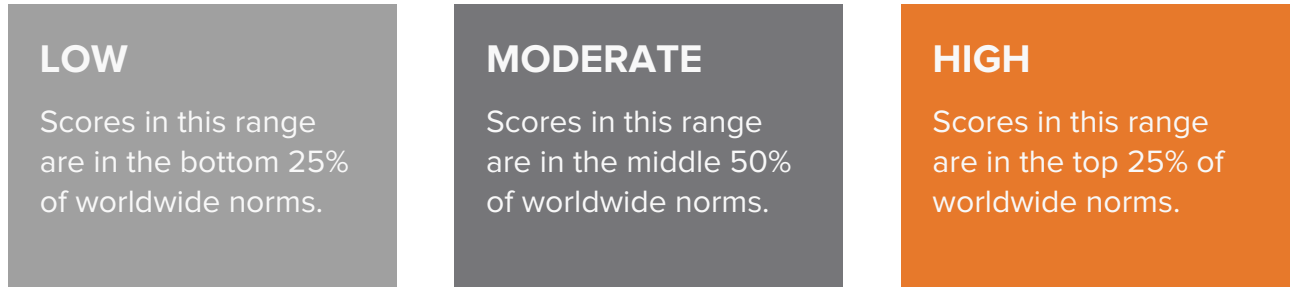
There are four primary CQ capabilities:



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).

4 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.



CQ DRIVE SUBDIMENSIONS

- **Intrinsic Interest:** Deriving enjoyment from culturally diverse experiences
- **Extrinsic Interest:** Gaining benefits from culturally diverse experiences
- **Self-Efficacy:** Having the confidence to be effective in culturally diverse situations

- Self
- Observer
- Range
- Major Gap

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.



OVERALL



INTRINSIC INTEREST



EXTRINSIC INTEREST



SELF-EFFICACY



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.



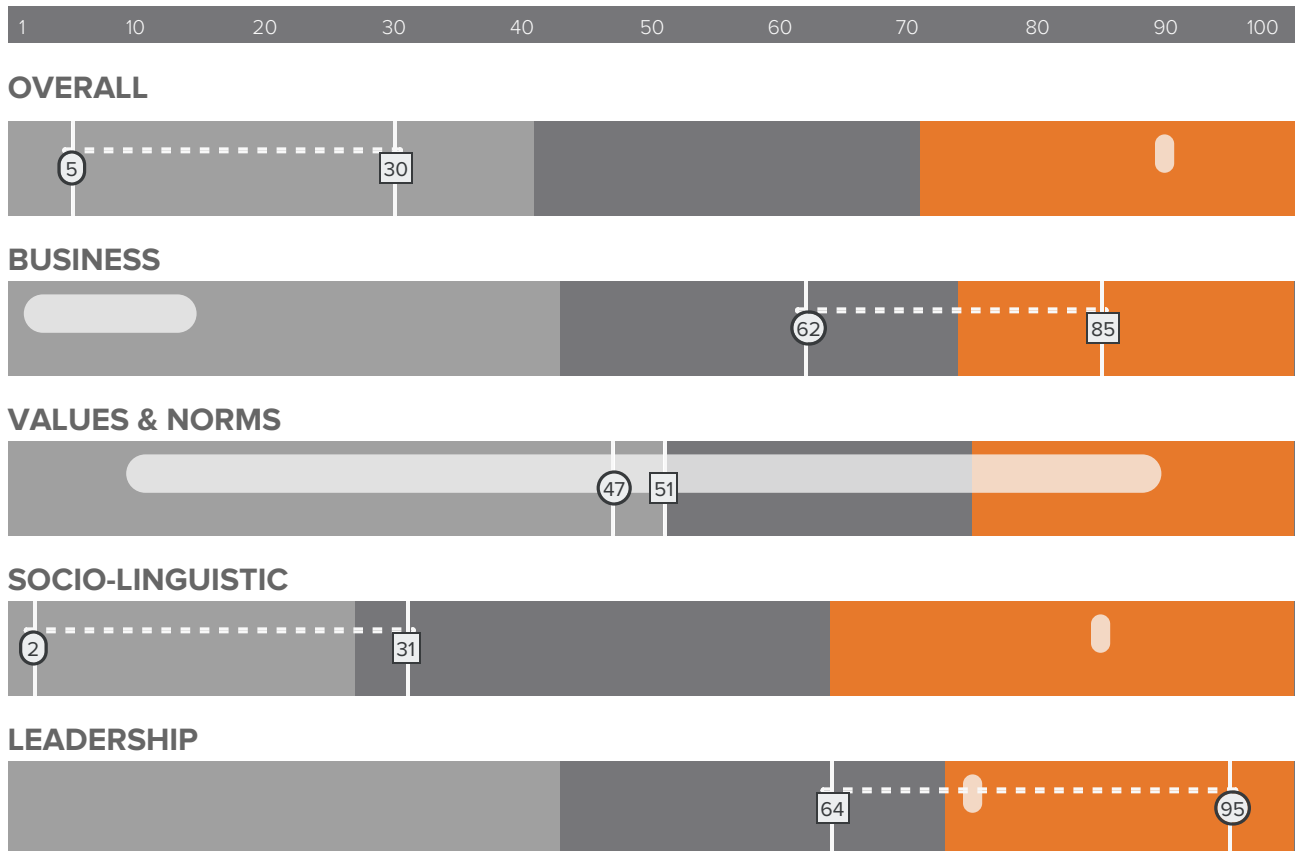
CQ KNOWLEDGE SUBDIMENSIONS

- **Business:** Knowledge about economic and legal systems
- **Values & Norms:** Knowledge about values, social interaction norms, and religious beliefs
- **Socio-Linguistic:** Knowledge about language and communication norms
- **Leadership:** Knowledge about managing people and relationships across cultures (Context Specific)

- Self
- Observer
- Range
- Major Gap

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.



CQ Strategy

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



CQ STRATEGY SUBDIMENSIONS

- **Planning:** Strategizing before a culturally diverse encounter
- **Awareness:** Sensing the perspectives of self and others during interactions
- **Checking:** Checking assumptions and adjusting mental maps when experiences differ from expectations

- Self
- Observer
- Range
- Major Gap

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.



OVERALL



PLANNING



AWARENESS



CHECKING



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.

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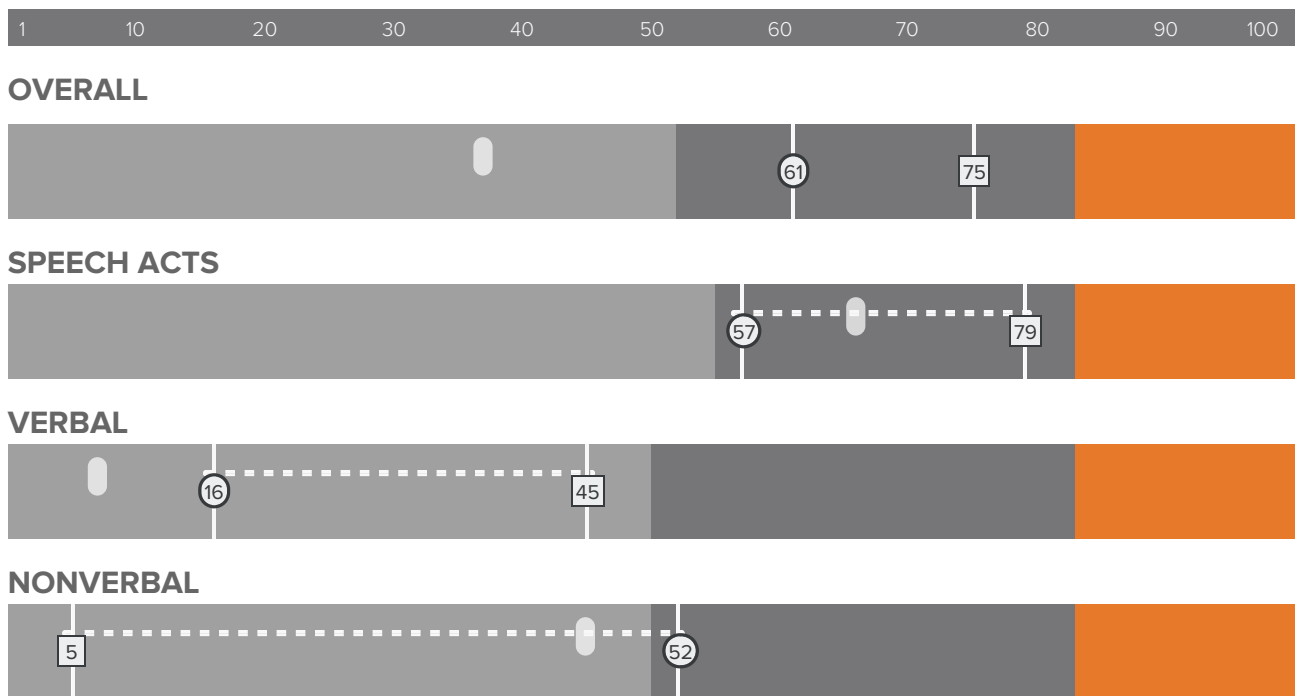
CQ ACTION SUBDIMENSIONS

- **Speech Acts:** Modifying the manner and content of communications (e.g., direct, indirect)
- **Verbal:** Modifying verbal behaviors (e.g., accent, tone)
- **Nonverbal:** Modifying nonverbal behaviors (e.g., gestures, facial expressions)

- Self
- Observer
- Range
- Major Gap

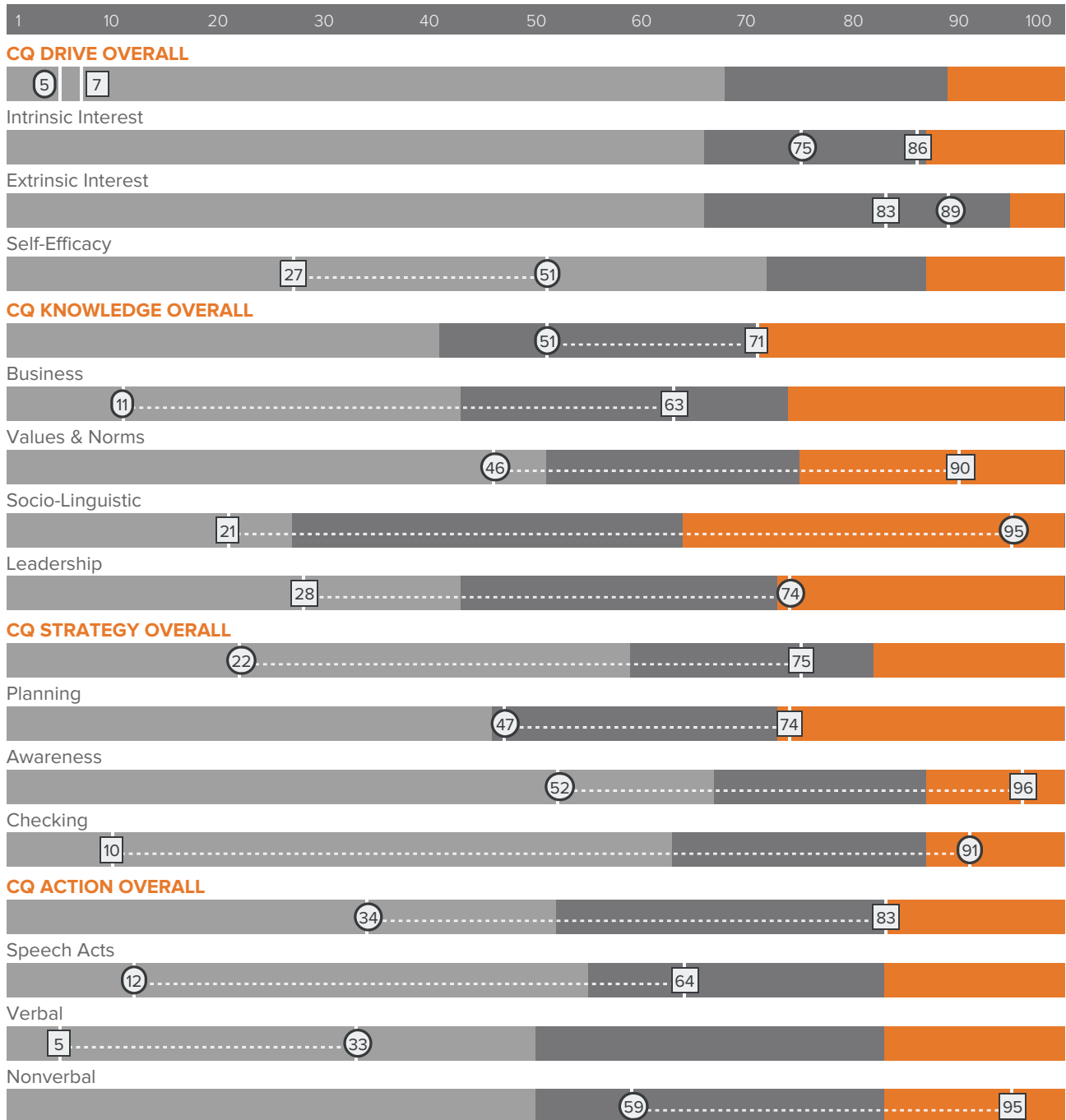
WHAT DOES HIGH CQ ACTION LOOK LIKE?

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.



CQ Profile Summary

□ Self ○ Observer ... Major Gap



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-rated and observer rated scores in comparison to the worldwide median, not simply based on the highest numerical scores.

Your top two self-rated CQ capabilities are:

CQ STRATEGY AND CQ KNOWLEDGE

Your top two observer rated CQ capabilities are:

CQ DRIVE AND CQ KNOWLEDGE

HIGHEST SELF-RATED SUBDIMENSIONS:

Socio-Linguistic ✓

Knowledge about language and communication norms.

Speech Acts

Modifying the manner and content of communications (e.g., direct, indirect).

Extrinsic Interest

Gaining benefits from culturally diverse experiences.

HIGHEST OBSERVER RATED SUBDIMENSIONS:

Socio-Linguistic ✓

Knowledge about language and communication norms.

Leadership

Knowledge about managing people and relationships across cultures.

Values & Norms

Knowledge about values, social interaction norms, and religious beliefs.



indicates that you and your observers agreed on your subdimension strengths.

YOUR WEAKEST CQ CAPABILITIES

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

Your bottom two self-rated CQ capabilities are:

CQ KNOWLEDGE AND CQ STRATEGY

Your bottom two observer rated CQ capabilities are:

CQ KNOWLEDGE AND CQ ACTION

LOWEST SELF-RATED SUBDIMENSIONS:

Self-Efficacy

Having the confidence to be effective in culturally diverse situations.

Verbal ✓

Modifying verbal behaviors (e.g., accent, tone).

Extrinsic Interest

Gaining benefits from culturally diverse experiences.

LOWEST OBSERVER RATED SUBDIMENSIONS:

Verbal ✓

Modifying verbal behaviors (e.g., accent, tone).

Intrinsic Interest

Deriving enjoyment from culturally diverse experiences.

Socio-Linguistic

Knowledge about language and communication norms.



indicates that you and your observers agreed on which subdimensions need improvement.

REFLECT

Write down one example of how you have used your **CQ Strategy or CQ Knowledge** in the last 6 months.

Overall, how do your highest self-rated CQ scores compare with your highest observer rated CQ scores?

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

Overall, how do your lowest self-rated CQ scores compare with your lowest observer rated CQ scores?

SELF VS. OBSERVER RATINGS

The following subdimensions represent the three largest gaps between your self-ratings and average observer ratings. This may be a positive gap (where self is greater than (>) observer) or this could be a negative gap (where self is less than (<) observer).

AWARENESS: SELF > OBSERVER

Sensing the perspectives of self and others.

VALUES & NORMS: SELF < OBSERVER

Knowledge about values, social interaction norms, and religious beliefs.

VERBAL: SELF > OBSERVER

Modifying verbal behaviors (e.g., accent, tone).

Describe these three largest gaps in your own words.

Are your self-rated or observer rated 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, effectively leading a diverse team, accurately analyzing risk and opportunity in culturally diverse segments, etc.)

STRENGTH - CQ STRATEGY OR CQ KNOWLEDGE

| USING YOUR <u>CQ Strategy or CQ Knowledge</u> | | |
|---|--|-------------|
| | Specific Action Steps | Target Date |
| | List specific actions you can take to apply one of your top two self-rated CQ strengths. | |
| Next 4 Weeks | 1. | |
| | 2. | |
| Next 8 Weeks | 1. | |
| | 2. | |

AREA FOR IMPROVEMENT - CQ KNOWLEDGE OR CQ STRATEGY

| IMPROVING YOUR <u>CQ Knowledge or CQ Strategy</u> | | |
|---|--|-------------|
| | Specific Action Steps | Target Date |
| | List specific actions you can take to enhance one of your weaker two self-rated CQ capabilities so that it does not interfere with your multicultural effectiveness. | |
| Next 4 Weeks | 1. | |
| | 2. | |
| Next 8 Weeks | 1. | |
| | 2. | |

ACCOUNTABILITY

Who will you share this plan with 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.

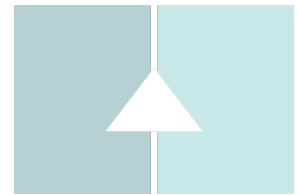
The Cultural Intelligence Scale has excellent psychometric properties.

- 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 scales.
- Reliabilities of the four factors and subdimensions 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](https://www.culturalQ.com/research) for more information.

Cultural Values



Below are definitions of the ten cultural value orientations.

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 will 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 are 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, 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 are likely to find a significant presence of the cultural clusters.

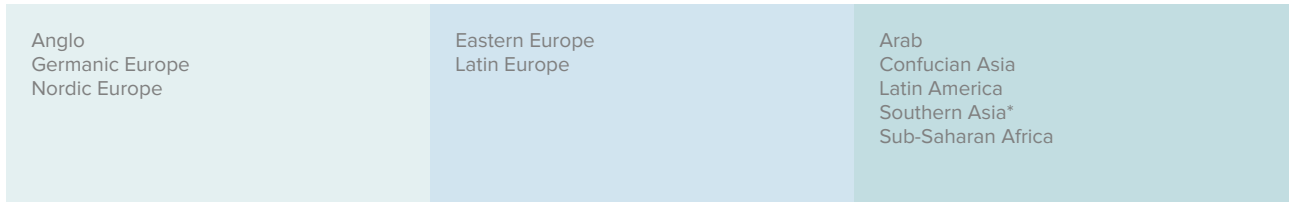
▲ Based on self-rating * Significant variation within cluster

INDIVIDUALISM

COLLECTIVISM

Emphasis on individual goals and individual rights

Emphasis on group goals and personal relationships

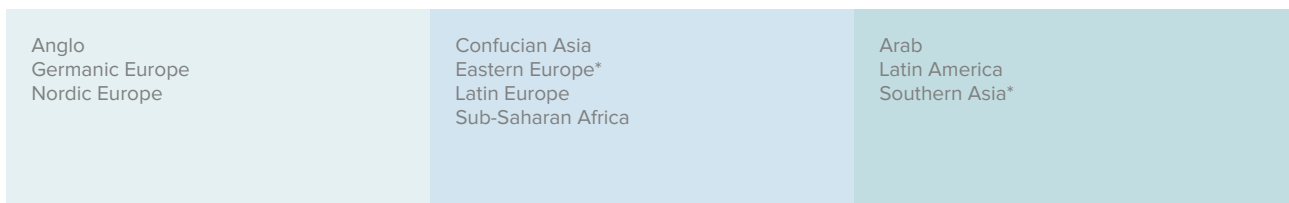


LOW POWER DISTANCE

HIGH POWER DISTANCE

Emphasis on equality; shared decision-making

Emphasis on differences in status; superiors make decisions

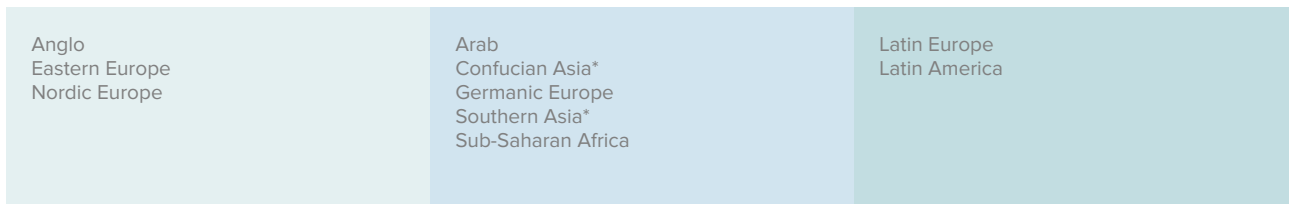


LOW UNCERTAINTY AVOIDANCE

HIGH UNCERTAINTY AVOIDANCE

Emphasis on flexibility and adaptability

Emphasis on planning and predictability

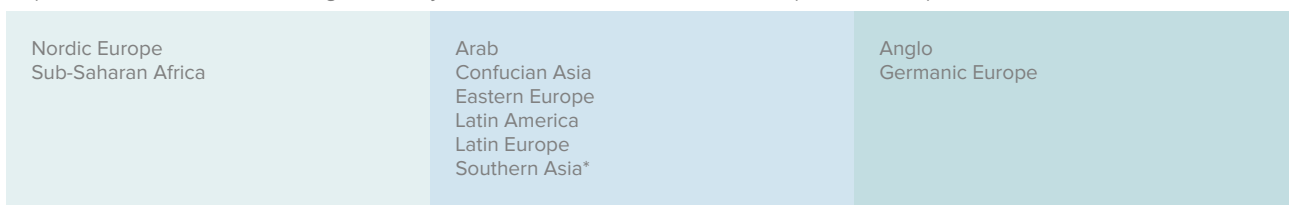


COOPERATIVE

COMPETITIVE

Emphasis on collaboration, nurturing, and family

Emphasis on competition, assertiveness, and achievement



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



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

POLYCHRONIC / NON-LINEAR

Emphasis on multitasking; interruptions ok; work and personal

combined

Arab
Latin America
Latin Europe*
Sub-Saharan Africa



