Sources of the International Profiler Competency Set

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10 COMPETENCIES & 22 DIMENSIONS	DESCRIPTION	SOURCES
1. OPENNESS	1.1 **New thinking** - receptive to new ideas, and typically seeks to extend understanding into new and unfamiliar fields. Likes to work internationally as they are exposed to ideas and approaches with which they are unfamiliar.	Concepts of uncertainty orientation leading to integration of new and old ideas and changes in belief systems - Sorrentino & Short (1986) [17]; cognitive complexity – Jacques (1990) [21]; Rapidly learn and unlearn new perspectives and approaches in Schneider S. & Barsoux J. (1997) pp170.
1. OPENNESS	1.2 **Welcoming strangers** - keen to initiate contact and build relationships with new people, including those who have different experiences, perceptions, and values to themselves. Often takes a particular interest in strangers from different and unfamiliar cultural backgrounds.	Approach-Avoidance Tendencies in Bridging Differences – William B. Gudykunst (1991) [10], correlation with reduction in intercultural stress if social integration is high in Redmond & Bunyi (1991) [33], 'interaction management' and 'immediacy' is ease at engaging others in Hammer (1989) [35], 'openness to others' in Kealey (1996) [36].
1. OPENNESS	1.3 **Acceptance** - not only tolerates but also positively accepts behaviour that is very different from their own. In an international context they rarely feel threatened by, or intolerant of, working practices that conflict with their own sense of best practice.	Aspects of the concept of separating description, interpretation and evaluation in an intercultural encounter – sources include Berlo (1960) [6] and Milton and Janet Bennett (1979) [7]; concept of wider category width leading to less enthnocentricism Milton Rokeach (1951) [16], ethnocentricism associated with less culture general understanding Wiseman, Hammer & Nishida (1989) [31], tolerance and openness towards local culture and conditions, local mentality and customs in Hawes & Kealey (1981) [39], relates to 4th stage – acceptance - in the DMIS developed by Milton Bennett (1993) [38], 'openness' in Kelly & Myers (1999) [40].

2. FLEXIBILITY	**2.1 Flexible behaviour** – adapts easily to a range of different social and cultural situations. Have either learned or are willing to learn a wider range of behaviour patterns. Ready to experiment with different ways of behaving to find those that are most acceptable and most successful.	Aspects of behavioural adaptability to be perceived as competent in other cultures in Wiemann & Bradac (1989); behavioural flexibility in Gudykunst (1991) [10]; modifications in self-presentations in Lennox & Wolfe (1984) [12]; self-monitoring in Spitzberg & Cupach (1984) [13], 'flexibility' in Kealey (1996) [36], 'flexibility' in Kelly & Myers (1999) [40].
2. FLEXIBILITY	**2.2 Flexible judgements** - avoid coming to quick and definitive conclusions about the new people and situations that they encounter. Can also use each experience of people from a different culture to question assumptions and modify stereotypes about how such people operate.	Aspects of the concept of separating description, interpretation and evaluation in an intercultural encounter – sources include Berlo (1960) [6] and Milton and Janet Bennett (1979) [7], adaptation to individuals rather than cultures in Ratiu (1983) [28].
2. FLEXIBILITY	**2.3 Learning languages** - motivated to learn and use the specific languages of important business contacts, over and beyond the lingua franca in which they conduct their everyday business activities. Ready to draw on key expressions and words from the languages of these international contacts to build trust and show respect.	As a facet of flexibility in Gudykunst (1991) [10]; Triandis (1983); "conversational currency" in Schneider S. & Barsoux J. (1997) pp164; Language skills and aptitude for learning languages in Elizabeth Marx (1999).
3. PERSONAL AUTONOMY	**3.1 Inner purpose** – to hold strong personal values and beliefs that provide consistency or balance when dealing with unfamiliar circumstances, or when facing pressures that question judgement or challenge sense of worth. Such values also give importance and credibility to the tasks that they have to perform.	Need for 'patience' and strong sense of self in Schneider S. & Barsoux J. (1997) pp166, forging own ethical position and understanding its justification in Hickson & Pugh (1995) [29], high locus of control correlated with reduction in distress in a host national culture in Ward & Kennedy (1992) [34], 'inner security' in Kealey (1996) [36], 'personal autonomy' in Kelly & Myers (1999) [40].

3. PERSONAL AUTONOMY	3.2 **Focus on goals** - set specific goals and tasks in international projects, combined with a high degree of persistence in achieving them regardless of pressures to compromise, and distractions on the way. Believe they have a strong element of control over their own destiny, and can make things happen in the world around them.	Acting independently but without losing sight of the company procedures as well as motivation (ambition/drive) in Phillips (1992) [41].
4. EMOTIONAL STRENGTH	4.1 **Resilience** - usually tough enough to risk making mistakes as a way of learning. Able to overcome any embarrassment, criticism or negative feedback they may encounter. Have an optimistic approach to life and tend to 'bounce back' when things go wrong.	'Perseverence' and 'emotional maturity' in Kealey (1996) [36], 'emotional resilience' in Kelly & Myers (1999), 'emotional maturity' and 'persistence' in Phillips (1992) [41].
4. EMOTIONAL STRENGTH	4.2 **Coping** - able to deal with change and high levels of pressure even in unfamiliar situations. They remain calm under pressure, and have well-developed means of coping even without their normal support networks. Have the personal resources necessary to deal effectively with the stress from culture shock.	Tolerating and coping with uncertainty, sense of humour in Schneider S. & Barsoux J. (1997) pp164; stress resistance and coping style in Elizabeth Marx (1999) [22], temporary withdrawal into stability zones by 'most' international managers in Ratiu (1983) [28],], 'social relaxation' is stress management during interaction with others in Hammer (1989) [35], stress tolerance in Kealey (1996) [36], acknowledge stress factors and deal with them in Phillips (1992) [41].
4. EMOTIONAL STRENGTH	4.3 **Spirit of adventure** - ready to seek out variety, change and stimulation in life, and avoid safe and predictable environments. Push themselves into uncomfortable and ambiguous situations, often unsure whether they have the skills required to be successful.	Tolerance for ambiguity leading to more effective task achievement in other cultures in Ruben & Kealey (1979) [19] (also relates to Information Gathering in that objective rather than 'confirming' information in sought).

5. PERCEPTIVENESS	5.1 **Attuned** - highly focused on picking up meaning from indirect signals such as intonation, eye contact and body language. Adept at observing these signals of meaning and reading them correctly in different contexts - almost like learning a new language.	Decreasing unconscious interpretations using cognitive theory in Aaron Beck (1988) [15], knowledge of local non-verbal modes of communication in Hawes & Kealey (1981) [39], 'perceptual acuity' in Kelly & Myers (1999) [40].
5. PERCEPTIVENESS	5.2 **Reflected awareness** - very conscious of how they come across to others; in an inter-cultural context particularly sensitive to how their own 'normal' patterns of communication and behaviour are interpreted in the minds of international partners.	Linked to concept of "mindfulness" in Gudykunst (1991) [1] and Ting Toomey (1999) [18], although this skill also permeates other dimensions (Active Listening, Clarity of Communication, Acceptance, Attuned and Exposing Intentions).
6. LISTENING ORIENTATION	6.1 **Active listening** – check and clarify, rather than assume understanding of others, by paraphrasing and exploring the words that they use and the meaning they attach to them.	Concepts of dialogic listening in John Stewart and Milt Thomas (1990) [3] and 'mindfulness' in Langer, 'negotiation of meaning' in Varonis & Gass (1985) [5],], 'other orientation' or 'reflecting skills' is degree of attentiveness, interest in and adaptability to others in intercultural encounters in Hammer (1989) [35].
7. TRANSPARENCY	7.1 **Clarity of communication** - conscious of the need for a 'low-risk' style that minimises the potential for misunderstandings in an international context. Able to adapt to 'how a message is delivered' (rather than just 'what is said') to be more clearly understood by an international audience.	Identified as leading to more effective cross-cultural task achievement in Ruben & Kealey (1979) [19] by Nishida (1985) [30], communication competence and communication behaviour positively correlated with intercultural effectiveness in Cui & Van den Berg (1991) [32], 'expressiveness' is ability to express opinions and ideas in an intercultural encounter in Hammer (1989) [35].

7. TRANSPARENCY	**7.2 Exposing intentions** – able to build and maintain trust in an international context by signalling positive intentions, and putting needs into a clear and explicit context.	Concepts of explicit metacommunication in Gudykunst (1991) [1] – related in turn to [2] Virginia Satir and Watzlawick, Beavin & Jackson (1967) [8].
8. CULTURAL KNOWLEDGE	**8.1 Information gathering** - take time and interest to learn about unfamiliar cultures, and deepen their understanding of those they already know. Employ various information-gathering strategies for understanding the specific context they require.	Passive, active and interactive information gathering strategies in C. Berger (1979) [11], asking questions for descriptions/meanings rather than explanations/reasons in Ratiu (1983) [28], factual knoweldge about the local culture in Hawes & Kealey (1981) [39].
8. CULTURAL KNOWLEDGE	**8.2 Valuing differences** - like to work with colleagues and partners from diverse backgrounds, and are sensitive to how people see the world differently. Keen not only to explore and understand others' values and beliefs, but also communicate respect for them.	Sources include Milton Bennett's work on empathy [7] in entering other perspectives; cultural curiosity and empathy in Schneider S. & Barsoux J. (1997) pp164, cultural empathy, communication competence and communication behaviour positively correlated with intercultural effectiveness in Cui & Van den Berg (1991) [32], relates to 5th stage – adaptability - in the DMIS developed by Milton Bennett (1993) [38].
9. INFLUENCING	**9.1 Rapport** - exhibit warmth and attentiveness when building relationships in a variety of contexts. Put a premium on choosing verbal and non-verbal behaviours that are comfortable for international counterparts, thus building a sense of 'we'. Able in the longer-term to meet the criteria for trust required by their international partners.	Interpersonal/relationship skills in Schneider S. & Barsoux J. (1997) pp163, relativity of trust criteria in Doney [26], cultural empathy, communication competence and communication behaviour positively correlated with intercultural effectiveness in Cui & Van den Berg (1991) [32], affective competence in projecting and receiving positive emotional responses in Chen & Starosta (1996).

9. INFLENCING	9.2 **Range of styles** – have a variety of means for influencing people across a range of international contexts. This gives greater capacity to 'lead' an international partner in a style with which he or she feels comfortable.	Importance of differing leadership styles across cultures in Adler (1991) pp. 149 [24], Hofstede (1991) [25], 'piloting skills' to elicit information in a culturally appropriate way in Hammer (1996).
9. INFLENCING	9.3 **Sensitivity to context** - good at understanding where political power lies in organisations and keen to figure out how best to play to this. Put energy into understanding the different cultural contexts in which messages are sent and decisions are made.	Importance of differing decision-making processes across cultures in Adler (1991) pp. 160 [24], 'political astuteness' in Kealey (1996) [36].
10 SYNERGY	10.1 **Creating new alternatives -** sensitive to the need for a careful and systematic approach to facilitating group and team work to ensure that different cultural perspectives are not suppressed, but are properly understood and used in the problem solving process.	Reconciliation of value systems in Hampden-Turner & Trompenaars (2000) [23], creative combination with cultural synergy in Adler (1991) [25], Moran & Harris (1981) [27], attitudes of collaboration and cooperation in Hawes & Kealey (1981) [39], relates to 6th stage – integration - in the DMIS developed by Milton Bennett (1993) [38], part of intellectual skills of lateral creative thought to make alternative solutions in Phillips (1992) [41].

WorldWork

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