

# The International Profiler

## Technical Issues

### Background

The International Profiler is a questionnaire and feedback process based on 10 competencies and 22 related dimensions relevant to working in international roles. The competencies and dimensions have been developed on the basis of current research in the field of cross-cultural studies, combined with the practical experience of experts in the field and people working in international and multi-cultural settings. The research findings on which these dimensions have been constructed are listed in a separate document available from WorldWork. The International Profiler has been designed as a 'culture general' development tool; in other words it looks at the qualities required to operate successfully in an unfamiliar cultural setting whatever that may be and not in a specific culture. It is intended for use as a development tool and is not suitable for selection purposes.

### The Questionnaire

The questionnaire has 80 questions each consisting of a stem and three questions, and the person completing the questionnaire is first asked to choose the question which best describes them or their behaviour, and then to select the second question in the same way. The first choice is then scored with a 5 or a 4 depending on how accurate they think it is, and in the same way the second is scored with a 3 or 4. The third choice is left un-scored. There are approximately 10 questions that load onto each of the 22 dimensions.

The questionnaire and short feedback report are currently available in English, French, Italian and German. Polish and Chinese translations are currently being prepared.

During the design phase the pilot version of the questionnaire was trialled with about 100 people from a range of different cultural backgrounds. The data from this was used to carry out an item analysis and to eliminate questions that were not contributing to the dimensions. Resulting from this a second version of the questionnaire was designed and is now in use.

### Norm Base

As at February 2009 the norm base consists of information from approximately 4220 International Profiler questionnaires. 109 different nationalities are represented in the norm base, with the largest groups being Germans (20%), British (17%), and Italians (10%). A detailed analysis of the national make-up of the database is shown in Appendix A.

An analysis of the norm base according to the age of the people represented is shown in Appendix B.

Respondents filling in the questionnaire are not required to give their gender, but 89% of have done so. Of these that did, 65% were male and 35 were female.

## Reliability

The 'Reliability' of a questionnaire is a quantification of how consistently it measures the constructs it seeks to evaluate. The table in Appendix C reports the results of two Reliability studies that have been carried out. The first study was made using an internal consistency measure of Reliability (namely the Cronbach's alpha test) based on the whole database as at February 2009. The second study was carried out with a group of University students at MIB School of Management in Trieste, Italy. The students completed the International profiler questionnaire before coming up to the School of Management, and then completed it again, without having any feedback in between, approximately four to six weeks later as part of their course. The two sets of scores were then correlated together using a two tailed test to arrive at the Pearson's correlation coefficient. The results of the two studies are shown in Appendix C.

Ideally reliability coefficients should be around .7 or higher. When evaluating the alpha coefficients for the International Profiler it is important to consider the following effects on reliability coefficients.

1. The International Profiler Questionnaire is of a semi-ipsative and forced choice construction. This means that respondents are being asked to choose between scales when they complete the questionnaire. Internal consistency is essentially about the reliability with which respondents will endorse an item as being like them. In a non-forced choice questionnaire (e.g. a Likert scale where a respondent is asked to respond on a 1-5 scale) the respondent could choose 5 every time an item relating to the scale occurs. This will result in a high internal consistency co-efficient. However, in a forced choice questionnaire the respondent's choice will be affected by the items it is compared with. Thus respondents may choose 8 out of ten items relating to a scale, neglecting to choose two of the items because other items describe them better. This can have the effect of lowering the reported reliability of the scales. It is for this reason that many forced choice questionnaires do not report internal consistency coefficients at all, preferring test-retest coefficients instead.
2. The test-retest study is a more appropriate test of reliability for a questionnaire of the type used for the International Profiler. However, the testing conditions were less than ideal as the first time the students completed the test was before they came up to the University and the second time was once they were engaged in their course work which involved some study of cross-cultural issues. Ideally, there should be no changes between the first and second times that respondents complete the questionnaire, but this change of circumstances may have resulted in lower correlation coefficients.
3. In normative personality questionnaire construction it is generally accepted that internal consistency coefficients should exceed .7. Personality questionnaires are expected to meet this standard because they are supposed to represent traits which are stable over different situations. The International Profiler, however, focuses on behaviour, not personality. In this instance behaviour will be affected by the interplay of underlying personality traits and consequently it is expected that there will be more variation due to situational contexts than with personality measures. Once again this can have the effect of lowering reliability coefficients.

4. Reliability is also affected by the domain of behaviour measured by a scale. Scales with a narrow range of behaviour will tend to have higher reliabilities than scales with a greater breadth of behaviour. It is for this reason that some questionnaires have many items which are the same and which are repeated as this can have the effect of raising the reliability coefficients. By contrast, the International Profiler was designed as tool to be used in coaching and similar situations where a broader scale, containing more than one simple construct is an advantage. Such broader scales provide a better basis for a coaching discussion in which the meaning of the individual's scores are explored in depth and related to his or her particular context.

Given these caveats these results are more than adequate for a questionnaire of this construction and purpose, particularly when consideration is given to the advantages of a forced choice over a non forced choice design. However, it is clear that some of the dimensions measured by the International Profiler are more reliable than others, and people qualified to provide feedback need to bear this in mind when discussing the results with respondents.

## **Validity**

At the time of writing, a validation study is currently being carried out with an internationally mixed group of students who attended a course at Durham University in December 2008. A group of 80 students completed the International Profiler and the 15FQ+ Personality Questionnaire and the data is being analysed to estimate the extent to which personality differences account for differences in the International Profiler results. The results of this study will be available in the early summer of 2009. WorldWork Ltd. is always seeking opportunities to carry out full validity tests, and will be pleased to work with any organisation willing to provide the necessary facilities to enable this to take place.

More than 4,200 people have completed the questionnaire, and feedback has been provided to all of those people. From the experience of providing this we can say that the instrument has good face validity and people typically 'own' the information contained in the feedback profile, and recognise its relevance to working internationally.

## **Inter-Dimensional Correlations**

Appendix D shows the correlations between the 22 different dimensions represented in the International Profiler. This analysis was carried out using the whole database as at February 2009, and the correlations use the Pearson's correlation coefficient based on a two tailed test.

In an ideal test, all the dimensions should be independent and no dimension should be closely correlated with any other. Correlations above .3 have been highlighted in red to show where there is a level of correlation between the dimensions. For example, the highest level of inter-dimensional correlation is between the two dimensions Inner Purpose and Focus on Goals. This indicates that the two dimensions are not independent, which suggests that there may be a degree of redundancy in the questions that relate to these two dimensions.

## Analysis of the International Profiler Norm Base by Nationality

Nationality	No. of Completed Profilers	Percentage of Total Profilers Completed
German	859	20.14%
British	710	16.64%
Italian	439	10.29%
Unknown	349	8.18%
Other	336	7.88%
American	333	7.81%
French	182	4.27%
Chinese	153	3.59%
Mexican	129	3.02%
Indian	102	2.39%
Austrian	51	1.20%
Dutch	50	1.17%
Australian	45	1.05%
Irish	42	0.98%
Spanish	42	0.98%
Swedish	42	0.98%
Rumanian	39	0.91%
Swiss	37	0.87%
Portuguese	35	0.82%
Belgian	34	0.80%
Canadian	32	0.75%
Polish	32	0.75%
Brazilian	29	0.68%
Danish	29	0.68%
Russian	27	0.63%
Hungarian	23	0.54%
South African	23	0.54%
Serb and Montenegrin	22	0.52%
Czech	21	0.49%
Turkish	19	0.45%
<b>Total No of Completed Profilers</b>	<b>4266</b>	<b>100.00%</b>
<b>Total No. of Countries Represented</b>	<b>109</b>	

## Analysis of the International Profiler Norm Base by Age

Age Range*	Nos.	Percentage
Under 20	6	0.2%
20 - 29	957	26.6%
30 - 39	1335	37.1%
40 - 49	938	26.1%
50 - 59	331	9.2%
60 +	30	0.8%
<b>Total</b>	<b>3597</b>	<b>100.0%</b>

N.B. In the early days of the International Profiler, it was not required to give information about date of birth or age and a substantial number of people did not choose to give this information, or gave it in a form which was incorrect. The above calculations are therefore based only on the individuals for whom we have appropriate data.

(\* Note: The Age Range is based on the age at the date of completion of the International Profiler questionnaire)

## International Profiler - Reliability

	<b>Internal Consistency</b>	<b>Test/ Re-test</b>
<b>Dimension</b>	<b>Alpha</b>	<b>Pearson</b>
New Thinking	.55	.62
Welcoming Strangers	.66	.69
Acceptance	.55	.49
Flexible Behaviour	.51	.62
Flexible Judgments	.26	.21
Learning Languages	.75	.74
Inner Purpose	.62	.64
Focus on Goals	.69	.60
Resilience	.34	.53
Coping	.57	.80
Spirit of Adventure	.60	.72
Attuned	.60	.58
Reflected Awareness	.42	.41
Active Listening	.52	.64
Clarity of Communication	.49	.50
Exposing Intentions	.51	.58
Information Gathering	.57	.63
Valuing Differences	.42	.47
Rapport	.35	.69
Range of Styles	.34	.65
Sensitivity to Context	.48	.46
Creating New Alternatives	.49	.68
<b>N</b>	<b>4221</b>	<b>28</b>

Cross Correlations of the International Profiler Dimensions

	New Thinking	Welcoming Strangers	Acceptance	Flexible Behaviour	Flexible Judgment	Learning Languages	Inner Purpose	Focus on Goals	Resilience	Coping	Spirit of Adventure	Attuned	Reflected Awareness	Active Listening	Clarity of Communication	Exposing Intentions	Information Gathering	Valuing Differences	Rapport	Range of Styles	Sensitivity to Context	Creating New Alternatives	
New Thinking	1.000																						
Welcoming Strangers	.027 .085	1.000																					
Acceptance	.065** .000	<b>.382**</b> .000	1.000																				
Flexible Behaviour	-.044** .004	-.075** .000	.060** .000	1.000																			
Flexible Judgment	.159** .000	-.001 .940	.115** .000	-.034* .026	1.000																		
Learning Languages	.006 .711	.171** .000	.074** .000	-.105** .000	-.054** .000	1.000																	
Inner Purpose	-.203** .000	<b>-.323**</b> .000	<b>-.469**</b> .000	-.196** .000	-.268** .000	-.054** .000	1.000																
Focus on Goals	-.125** .000	<b>-.438**</b> .000	<b>-.420**</b> .000	-.154** .000	-.152** .000	-.207** .000	<b>.513**</b> .000	1.000															
Resilience	-.035 .021	-.091** .000	-.092** .000	-.047** .002	-.053** .001	.003 .840	.074** .000	.130** .000	1.000														
Coping	-.133** .000	<b>-.342**</b> .000	-.255** .000	.060** .000	-.107** .000	-.119** .000	.153** .000	.243** .000	.251** .000	1.000													
Spirit of Adventure	<b>.313**</b> .000	.147** .000	-.036 .018	.092** .000	.004 .804	.010 .501	-.101** .000	-.065** .000	.016 .307	-.131** .000	1.000												
Attuned	-.280** .000	.118** .000	.109** .000	.051** .001	-.029 .056	-.182** .000	-.055** .000	-.203** .000	-.088** .000	-.087** .000	-.103** .000	1.000											
Reflected Awareness	-.170** .000	-.011 .472	.011 .476	-.037* .017	-.020 .196	-.123** .000	-.056** .000	-.052** .001	.026 .091	-.056** .000	-.240** .000	.133** .000	1.000										
Active Listening	.070** .000	.073** .000	.163** .000	-.131** .000	.269** .000	-.051** .001	-.195** .000	-.215** .000	-.164** .000	-.182** .000	-.080** .000	.095** .000	.047** .002	1.000									
Clarity of Communication	-.014 .376	-.201** .000	-.219** .000	-.071** .000	-.086** .000	.008 .591	.209** .000	.251** .000	.019 .227	.140** .000	-.048** .002	-.293** .000	-.031* .045	-.012 .420	1.000								
Exposing Intentions	-.012 .453	-.292** .000	-.241** .000	-.022 .155	-.034* .030	-.133** .000	.173** .000	.294** .000	.046** .003	.131** .000	-.158** .000	-.270** .000	.067** .000	-.051** .001	<b>.378**</b> .000	1.000							
Information Gathering	.046** .003	.158** .000	.143** .000	-.069** .000	.035 .023	.164** .000	-.039 .011	-.152** .000	-.077** .000	-.187** .000	.028 .068	.027 .078	-.144** .000	.026 .095	-.101** .000	-.265** .000	1.000						
Valuing Differences	.114** .000	.166** .000	.257** .000	.067** .000	.156** .000	-.003 .851	-.189** .000	-.216** .000	-.083** .000	-.116** .000	.106** .000	.197** .000	-.083** .000	.060** .000	<b>-.325**</b> .000	<b>-.346**</b> .000	.033 .034	1.000					
Rapport	-.290** .000	.126** .000	.098** .000	-.051** .001	-.050** .001	-.037* .018	.080** .000	-.019 .214	.019 .227	-.002 .875	-.190** .000	.093** .000	.217** .000	-.024 .127	.046** .003	-.007 .659	-.013 .391	-.180** .000	1.000				
Range of Styles	-.043** .005	.237** .000	.152** .000	.292** .000	-.112** .000	-.017 .283	-.139** .000	-.200** .000	-.023 .133	-.113** .000	.064** .000	.182** .000	.031* .045	-.036 .018	-.182** .000	-.177** .000	-.024 .117	.143** .000	-.051** .001	1.000			
Sensitivity to Context	-.123** .000	-.156** .000	-.159** .000	.037* .017	-.104** .000	-.216** .000	.173** .000	-.174** .000	.028 .068	.172** .000	-.041** .008	.080** .000	-.008 .586	-.098** .000	.037* .017	.123** .000	-.265** .000	-.093** .000	-.008 .621	-.134** .000	1.000		
Creating New Alternatives	.155** .000	.150** .000	.111** .000	.064** .000	.080** .000	-.063** .000	-.063** .000	-.089** .000	-.083** .000	-.169** .000	.158** .000	.003 .843	-.145** .000	.109** .000	-.259** .000	-.239** .000	.029 .060	<b>.371**</b> .000	-.176** .000	.182** .000	-.020 .193	1.000	

N.B. Correlations of .3 and above are highlighted in red

Pearson Correlation Coefficients

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

N = 4220