

**RESEARCH STUDIES THAT EMPLOYED THE GLOBAL COMPETENCIES
INVENTORY (GCI)
(In Chronological Order)**

2009

Managing the learning and transfer of global management competence: Antecedents and outcomes of Japanese repatriation effectiveness. (2009). Furuya, Norihito, Stevens, M.J., Bird, A., Oddou, G., & Mendenhall, M.E. *Journal of International Business Studies*, 40 (2): 200-215.

Abstract

This study examines predictors that lead to effective individual learning of global management competencies on expatriate assignments and the transfer (i.e., the application of those competencies) in new assignments upon repatriation. A structural equation model based on data from 305 Japanese repatriates identifies linkages from organizational support, intercultural personality characteristics, self-adjustment, and repatriation policies to outcomes of global competency learning and transfer, which in turn lead to heightened job motivation and performance.

2010

Defining the content domain of intercultural competence for global leaders. (2010). Bird, Allan, M Mendenhall, MJ Stevens, G Oddou. *Journal of Managerial Psychology*, 25(8): 810-828.

Abstract

Research on expatriation and global leadership has been characterized by wide variations in defining what constitutes intercultural competence. Greater progress can be achieved if a comprehensive definition of the intercultural competence domain can be established, particularly with regard to the specific context of global leadership. This paper aims to focus on the issues.

The tolerance for ambiguity scale: Towards a more refined measure for international management research. (2010). Herman, Jeffery, L., Stevens, M.J., Bird, A., Mendenhall, M.E., & Oddou, G. *International Journal of Intercultural Relations*, 34 (1): 58-65.

Abstract

Research on global leadership, expatriate adjustment and performance, and adaptive performance suggests that tolerance for ambiguity is positively related to performance in the global work environment and in cross-cultural settings. A critique of existing measures of the construct of tolerance for ambiguity is presented, followed by a report of the development of a new measure of tolerance for ambiguity—the Tolerance for Ambiguity Scale (TAS). Findings demonstrate improved factor structure and internal consistency for the TAS compared to the measure of tolerance for ambiguity that is most commonly reported in the extant literature. Utility of the scale is discussed in terms of future research directions as well as implementation in practice.

2011

Analysis of cross-cultural leadership competencies for United States military leaders: A study of United States military security assistance officers in Cairo, Egypt (2011). Braziel, C. (Order No. 3466604). Available from ProQuest Dissertations & Theses A&I. (885137338). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/885137338?accountid=14767>

Abstract

This study examined the essential cross-cultural leadership competencies military leaders need in order to be successful in their roles as Security Assistance Officers (SAO). The adequacy or inadequacy of the SAOs' cross-cultural leadership competencies were investigated to determine how the presence or absence of these competencies affect host nation personnel at the United States Embassy in Cairo, Egypt. This study utilized a mixed-method approach in order to gain a better understanding of the cross-cultural leadership competencies of military leaders. For the quantitative portion of this study, the Global Competencies Inventory (GCI) was administered in order to assess SAOs' perceptions of their own cross-cultural leadership competencies. An in-depth, open-ended, conversational-style, guided interview was administered to the Foreign Service Nationals (FSN) to gain deeper understanding of the most effective and least cross-cultural leadership competencies exhibited by SAOs. The quantitative data were collected via the GCI on-line survey. Thirty-two SAOs responded for a 70% response rate. Interviews were conducted with six FSNs who responded to the quantitative portion of the study. Parametric statistical tests were used to analyze the quantitative data, and themes and patterns were identified in the qualitative data. This study determined the SAOs possess an adequate level of overall cross-cultural leadership competency with a few caveats. Areas of weakness included tolerance of ambiguity, social flexibility, self-awareness, and emotional sensitivity competencies. The SAOs scored exceptionally high in the self-management overarching dimension, and the self-identity and self-confidence competencies. In addition, this study revealed that favoritism, family, humor, and fairness were newly discovered themes associated with the SAOs' cross-cultural leadership that positively and negatively affected the FSNs. Researchers are encouraged to replicate this study using a larger representative sample across the various U.S. embassies in the Middle East.

2012

An examination of how personality factors influence the adaptability of U.S. national leaders in expatriate contexts. (2012). Linville, M. W. (Order No. 3509858). Available from ABI/INFORM Collection; ProQuest Dissertations & Theses A&I. (1021197465). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1021197465?accountid=14767>

Abstract

As the global marketplace continues to drive changes in how organizations manufacture, market, and sell their goods and services, the need for executives and leaders to function successfully in cross-cultural contexts has dramatically risen. The competencies that must be possessed and exercised by expatriate leaders, however, differ from those required to lead in one's own culture. With a broad array of variables influencing the extent to which expatriate leaders are able to adapt and succeed in a new cultural context, considerable need exists for research into how to select such individuals for expatriate service as well as how to better prepare them to accomplish organizational goals. This quantitative study investigated relationships between expatriate leader personality traits and cross-cultural adaptability. Inasmuch as adaptability is considered to represent a key component of expatriate success in meeting organizational goals, the results of this research are expected to provide useful insights into how personality may be associated with cross-cultural adaptation. This purposive study researched a sample population of 57 expatriates who had served in a cross-cultural leadership role for at least one year. Using the Keirsey Temperament Sorter to categorize respondents into one of four personality clusters and the Global Competencies Inventory to measure cross-cultural adaptability, the results revealed significance between personality and certain relationship management and perception management competencies. One personality type in particular, SJ (sensing, judging), demonstrated significance in several cross-cultural adaptability competencies. The implications for organizations that select and mobilize leaders for cross-cultural leadership roles are not insignificant. Organizations would be well served to consider and evaluate personality traits not only in their prospective cross-cultural leader candidates, but in the spouses and families of those candidates, as well.

The crucible international assignment experience of combat deployment. (2012).

Huerta, G. E. A. (Order No. AAI3506542). Available from *Sociological Abstracts*.

(1322723892; 201315655). Retrieved from

<https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1322723892?accountid=14767>

Abstract

The International Human Resource Management (IHRM) literature strongly suggests that the study of crucible international assignment experiences (IAEs) and their effects on organizational performance is still in an early phase of theoretical development and research. This study extends developments of IAEs to study a crucible experience in a military organizational setting. A review of theory developments related to the crucible experiences of combat deployment indicates the need to study the risks involved in the IAE and the subsequent efforts to overcome them. This study found that Post-Traumatic Growth and Global Management Competency can mediate the negative effect of the Risk Factors of IAE on Retention Intention. Additionally, this study supported a moderating role of Repatriation Adjustment on the effect of deployment Risk Factors on Post-Traumatic Growth, Global Management Competency, and Retention Intention. This study advances theory developments on crucible overseas experiences relating the effect of international experiences, repatriation, and retention during a critical time of war.

Additionally, this research provides opportunities to evaluate and potentially improve expatriate exposure to trauma and risk, repatriation, and retention practices in International Human Resource Management. Copies of dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; e-mail: dissspub@umi.com

Evaluating and improving the state of global competency within the Appoquinimink school district. (2012). Dallas, J. K. (Order No. 3526408). Available from ProQuest Dissertations & Theses A&I. (1080822603). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1080822603?accountid=14767>

Abstract

The Appoquinimink School District renewed its commitment to its stakeholders in 2006 by refocusing district attention toward providing "a world-class education where each of our students gains the knowledge, understanding, skills and attitudes needed to contribute and flourish in a global society" (ASD Strategic Plan, 2008). As a result of this new focus, district initiatives were put in place to begin to provide the knowledge, understanding, skills, and attitudes that began to lay the foundation of this world-class education. However, research in the field of global competency and a close, detailed look at how the district was effecting change within the field of global competency revealed a disconnect between what the expectations of the district were and what students were able to accomplish. This Executive Position Paper and Leadership Portfolio, which focuses on addressing and improving global competency within the Appoquinimink School District (ASD), addresses the disconnect between the districts' global competency expectations and results of the collection and analysis of student and teacher global competency data. The paper then goes on to present best demonstrated practices in the field of global competency from institutions currently demonstrating success and concludes with recommendations to the district intended to inform future practice and policy decisions that have a more direct impact on the global competency levels of the students and teachers within ASD.

2013

Intercultural competencies as antecedents of responsible global leadership. (2013). Miska, Christof, Stahl, G.K., & Mendenhall, M.E. *European Journal of International Management*, 7(5): 550-569.

Abstract

To date, little is known about the intercultural competencies that enable global leaders to effectively address CSR-related demands of global stakeholder communities. In order to explore this gap in the literature we empirically investigate several intercultural competencies and their influence on Responsible Global Leadership (RGL). In delineating the antecedents of RGL we studied three CSR decision-making approaches: the globally standardised, the locally adapted, and the transnational. We found that different competency configurations were related to each of the three approaches and that intercultural competencies are most critical for the utilisation of the transnational

approach. Our study contributes to the CSR literature by delineating some of the antecedents of RGL, and to global leadership research by establishing the scope of intercultural competencies within the domains of CSR and stakeholder management.

Nurturing global talent. (2013). Turnbull, Sarah, and Liza Howe-Walsh. *HR Bulletin-Research and Practice*, 8(2): 3-6. Available at: <http://eprints.port.ac.uk/14506/Abstract>

The development of global talent is seen by many organisations to be central to their success in today's global marketplace. Organisations realise that to remain competitive they need people that are able to operate effectively in complex global environments. Individuals need to work within multiple cultures and in different geographical and cultural settings. Global talent need to be able to manage and lead under conditions of uncertainty, be willing to embrace new challenges and be culturally sensitive. Most organisations realise that such talent is developed through careful training and engagement. Global talent needs to be nurtured. Organisations need to attract, develop and retain individuals that are able to be assigned global roles working with cross-border responsibilities and with multi-cultural teams. More importantly, they need employees that can lead teams and effect change within such complex environments. Developing such 'global leaders' is seen by many organisations to be a strategic priority (Howe-Walsh and Turnbull, 2012). This article discusses the importance of identifying and developing individual employee's global competencies and the competency based assessment techniques many organisations are employing to help nurture their global talent.

The Kozai Group's Global Competency Inventory as a predictor of oral performance in foreign languages. (2013). Keeley, Timothy D. 産業経営研究所報 第45号2013年3月, *Journal of Industry and Management*, 45: 13-34.

Abstract

Kozai Group's Global Competency Inventory (GCI) was created in order to predict the ability of expatriates to function in foreign cultures. In particular it measures 16 competencies possessed by people who exhibit success in living and working in cross-culturally complex situations. This paper reports the results of a study in which it was investigated if high scores on the GCI corresponded with high oral/aural performance in a foreign language (in this study the focus was on the performance of Chinese students in speaking Japanese). Of the 16 competencies comprising the GCI a total of 14 competencies were highly associated with superior oral/aural performance in Japanese among the Chinese students. These results confirm the author's main hypothesis that the same affective factors or psychological traits such as personality traits and attitudes that facilitate effective cultural adaptation also facilitate foreign language acquisition.

2014

Measuring global leader intercultural competency: Development and validation of the Global Competencies Inventory (GCI). (2014). Stevens, Michael J., Bird, A., Mendenhall, M.E., & Oddou, G. *Advances in Global Leadership*, 8: 115-154.

Abstract

Based on a review of multiple literatures, a comprehensive content domain of essential intercultural competencies for effective global leaders is presented. This domain is then used to guide the development of the Global Competencies Inventory (GCI), a 160-item self-report measure that assesses the degree to which individuals possess the intercultural competencies that are associated with global leader effectiveness. Using sample sizes ranging from several hundred to nearly 9,000 subjects, evidence from several studies is presented showing the GCI to have convergent validity, predictive validity, and freedom from demographic and ethnic subgroup biases. Implications for theory and future research are also discussed.

Psychological traits affecting both cultural adaptation and foreign language acquisition. (2014). Keeley, Timothy D. In L. Jackson, D. Meiring, F. van de Vijver, & E. Idemudia (eds.). *Toward sustainable development through nurturing diversity: Selected papers from the Twenty-First Congress of the International Association for Cross-Cultural Psychology*. Melbourne, FL: International Association for Cross-Cultural Psychology: 10-24.

Abstract

This empirical study goes a long way in determining the psychometric variables that predict individual differences in terms of the degree of success in both cultural adaptation and foreign language acquisition (FLA). Ever since Schumann (1978) introduced his Acculturation Model, the most well-known attempt to link cultural adaptation with FLA, a number of empirical studies have sought to determine these psychometric variables with mixed results due to the wide variation in the research methodologies applied in terms of learning targets, achievement measures, types of treatment, etc. (Dörnyei, 2005). This study overcomes the weaknesses of many previous studies. The experiment involved 86 Chinese students studying at a major private Japanese university in Japan. The 16 psychometric scales of the Kozai Group's Global Competency Inventory (GCI), a validated psychometric instrument for measuring psychological traits affecting success in cultural adaptation, were employed as independent variables. The dependent variable was "Japanese Ability" in terms of oral/aural performance measured by six native Japanese raters reviewing video-recorded individual structured interviews conducted in Japanese with the Chinese students by a Japanese native speaker. Out of the 16 GCI psychometric scales, 14 demonstrated highly significant associations with the "Japanese Ability" of the Chinese students participating in the study. The results are very promising in elucidating the psychological traits modulating both cultural adaptation and foreign language acquisition.

The importance of self-identity and ego permeability in foreign culture adaptation and foreign language acquisition. (2014). Keeley, Timothy D.

『経営学論集』第25巻第1号,65-104頁,2014年7月 Kyushu Sangyo University
Keieigaku Ronshu (Business Review) 25, (1): 65-104.

Abstract

This paper focuses on the role that self-identity and ego permeability play in determining an individual's ability to function effectively in foreign cultures and gain fluency in foreign languages. In a quantitative study, I examined the relationship between cultural adaptation and foreign language acquisition in terms of the psychological traits that are deemed to influence success/failure in both these endeavors (Keeley, 2013). The study was carried out with 86 Chinese students studying in Japanese (as the language of instruction) at Kyushu Sangyo University in Fukuoka, Japan. The main quantitative instrument used to measure psychological traits that facilitate cultural adaptation was Kozai Group's Global Competency Inventory (GCI). Some additional psychometric scales focusing more on foreign language acquisition were also employed. The 16 items of the GCI as well as the additional psychometric scales served as independent variables while the students' relative rankings in Japanese oral/aural performance served as the dependent variable. Among the 16 competencies that comprise the GCI, Self-Identity proved to have one of the strongest associations with the Chinese students' oral/aural ability in Japanese. Likewise, Language Ego Permeability (a non-GCI scale) was also strongly associated with their oral/aural ability in Japanese. The aim of this paper is to provide an in-depth look at Self-Identity and Language Ego Permeability in relation to cultural adaptation and foreign language acquisition.

The Self Confidence Dimension in Cultural Adaptation and Foreign Language Acquisition: A Basis for Success in International Business. (2014). Keeley, Timothy D. 九州産業大学経営学会経営学論集, 25 (2): 1-24.

Abstract

A previous quantitative and qualitative study carried out by the author demonstrated that many of the personality traits that facilitate adaptation or adjustment also facilitate gaining fluency in foreign languages (Keeley, 2014; Keeley, 2013). This study employed the Kozai Group's Global Competency Inventory (GCI), a validated instrument for expatriate selection focusing on the psychological factors demonstrated to facilitate functioning in cross-cultural environments. In this paper it is argued that both cross-cultural adjustment and foreign language ability are both important human resource success factors in international business, especially during extended sojourns abroad. Self-confidence is one of the psychological traits measured by the GCI that exhibited very high correlation with the development of oral fluency in foreign languages. This trait is examined in detail in terms of how it facilitates cross-cultural adjustment and foreign language fluency, two critical human resource factors in global business.

Trust and cultural awareness investigating intercultural effectiveness obstacles in appreciative inquiry. (2014). Cook, Laura A. Dissertation, Walden University (Order No. 3615932). Available from ProQuest Dissertations & Theses A&I. (1525811482).

Retrieved from

<https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1525811482?accountid=14767>

Abstract

A lack of cultural awareness in appreciative inquiry research is highlighted as an obstacle to building and maintaining trust in intercultural alliances. This study addressed the potential that trust, religion, ethnicity, age, and gender are variables of influence on cultural awareness, impacting the way people see and perceive others in the intercultural domain. A cognitive perspective was integrated with trust theory as a framework for this study. The purpose of this research was to explore the relationships between cultural awareness and trust, ethnicity, and religion, as assessed by the NEO-PI-3 Trust Facet, the Intercultural Effectiveness Scale, and a demographic survey. A quantitative nonexperimental approach was employed to survey 89 male and female adult participants across ethnic backgrounds and religions. Pearson correlations and multiple linear regression were used to test the hypothesis. Results indicated a strong, significant, positive relationship between cultural awareness and trust. Trust, gender, and age were found to uniquely and significantly contribute to the prediction of variance in cultural awareness. Additional exploratory analyses and Pearson correlations yielded unique significant findings. This research contributes to positive social change by inviting leaders to value and encourage trust, intercultural development, and cultural awareness of facilitators who seek to build lasting trust with diverse populations. Leaders embracing the importance of trust and cultural awareness in strategic intercultural alliances could positively impact the effectiveness of transformational change efforts such as appreciative inquiry locally, nationally, and globally for many organizations in the social, corporate, educational, and political realms. Copies of dissertations may be obtained by addressing your request to ProQuest, 789 E. Eisenhower Parkway, P.O. Box 1346, Ann Arbor, MI 48106-1346. Telephone 1-800-521-3042; e-mail: dispub@umi.com

2015

Global leadership effectiveness: The predictive value of cognitively oriented global leadership competencies. (2015). Lange, S. (Order No. 1593186). Available from ProQuest Dissertations & Theses A&I. (1709274413). Retrieved from <https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1709274413?accountid=14767>

Abstract

Global leadership is becoming increasingly important in multinational companies as well as in non-profit and public sectors. The purpose of this study was to investigate what makes a global leader effective, by identifying key predictors of global leadership effectiveness. The predictors investigated in this study included a combined measure of overall intercultural global leadership competency and selected cognitively oriented competencies: nonjudgmentalness, inquisitiveness, tolerance of ambiguity and cosmopolitanism. The sample consisted of 171 undergraduate and graduate students from a large university. Linear and multiple regression analyses were conducted to identify the ability of the competencies to predict effectiveness. Inquisitiveness was the only cognitive competency found to successfully predict global leadership effectiveness. While no effect was found for overall intercultural global leadership competency, exploratory analyses revealed two other individual competencies as predictors: self-confidence and self-identity. The results of the study suggest that inquisitiveness is a

key competency indicating cognitive flexibility that enable individuals to adapt to the situation at hand. Furthermore, self-identity and self-confidence likely enables individuals to participate and display leadership skills in novel and challenging situations

Investigating shared norms in multicultural teams: Exploring how team member scripts and cognitive adjustment strategies impact the norm formation process.

(Order No. 10112850). (2015). McGurrin, D. P. Available from ProQuest Dissertations & Theses A&I. (1799294430). Retrieved from

<https://proxy.lib.utc.edu/login?url=http://search.proquest.com.proxy.lib.utc.edu/docview/1799294430?accountid=14767>

Abstract

The purpose of this study was to understand how shared norms are developed in the early phase of multicultural team (MCT) formation. The development of shared norms is recognized as critical to MCTs' contributions to organizations, and they are a result of the cognitive adjustment of the team members in recognition of their differences (Brandl & Neyer, 2009; Earley & Mosakowski, 2000; Schneider & Shiffrin, 1977). Unfortunately, despite seeding the study team with members scoring high on a validated intercultural sensitivity instrument to maximize the potential for shared norm development, the data collected and analyzed for this study suggested that the team was not able to move through the important process of shared norm formation. Instead, the team created rather typical team norms that masked deep differences and diminished the team's ability to leverage its diversity. Consequently, the purpose of the study was amended during the data collection phase (when it became obvious that shared norms were not being developed) to focus on how team norms were being developed in the MCT during the study. It is important to understand how MCTs develop norms because multicultural teams have been found to contribute a variety of benefits to organizations (Earley & Mosakowski, 2000; Stahl, Maznevski, Voight, & Jonsen, 2010). At the same time, research has indicated that MCTs typically struggle to establish the type of norms necessary to manage their cultural differences. (Begley & Boyd, 2003; Canney Davison & Ekelund, 2004; Earley & Gibson, 2002; Earley & Mosakowski, 2000; Govindarajan & Gupta, 2001; Maznevski & Chudoba, 2000; Maznevski & DiStefano, 2000). To discern between the two types of norms—those that enhance cultural diversity and those that mask or diminish it—the study uses the phrase shared norms to represent the types of norms needed to manage cultural diversity, and uses the phrase team norms to represent the types of norms typically developed (as will be illustrated below) that mask or diminish cultural diversity. Previous research has attempted to understand the challenges facing these teams as they begin to establish the types of norms that enhance performance and leverage the team's cultural diversity (e.g., shared norms). For example, research findings suggest the struggle to establish shared norms may be the result of time and performance pressures (Kelly & McGrath, 1985; Massey, Montoya-Weiss & Hung, 2003). Other research has found that team members from dominant cultures may impose their preferences on others (Begley & Boyd, 2003; Smolicz, 1984), or that team members possess a lack of training and skill in working across cultures (Brandl & Neyer, 2009). However, there is insufficient research on how MCTs develop norms to test these theories (Taggar & Ellis, 2007). To address this gap, the study was designed to expand

our understanding of MCTs by describing the development of norms during early team formation. In order to maximize the possibility that the team in the study could create the type of shared norms required to manage cultural differences (as identified by the meta-analysis of Stahl, Maznevski, Voight, & Jonsen, 2010) team members were selected purposively, based on previous research on norm development and divergent thinking enablers (see chapters 1 and 2 for details). Despite the failure of the MCT to form shared norms, the study illuminates the intricate details of the norm development process of this MCT. Observations and interviews document the dominant influence of one team member on the norm development process, as well as illuminate the adaptation of the other team members to the preferences of the dominant member. The rich description and analysis of the norm development process contributes to our theoretical understanding of MCT norm formation in two ways. First, study findings suggest three categories of scripts influence team member actions during norm development. Second, the study generated an innovative norm development model that combines a temporal sequence and patterns of member actions and reactions during the norm development process. The findings of this study also suggest areas for further research. Can a taxonomy of script categories be created? Can the overlaps between team and norm development research fill gaps in our understanding of both? Finally, the conceptual framework used to guide the study suggests possible moderators of shared norm formation for future studies on MCT norm development.

The role of optimism in cross-cultural adaptation and developing foreign language fluency. (2015). Keeley, Timothy D. 『経営学論集』 第26巻第1号,17-39頁,2015年7月 *Kyushu Sangyo University Keieigaku Ronshu (Business Review)*, 26 (1): 17-39.

Abstract

A previous quantitative and qualitative study carried out by the author demonstrated that many of the personality traits that facilitate adaptation or adjustment also facilitate gaining fluency in foreign languages (Keeley, 2014; Keeley, 2013; Keeley, 2012). This study employed the Kozai Group's Global Competency Inventory (GCI), a validated instrument for expatriate selection focusing on the psychological factors demonstrated to facilitate functioning in cross-cultural environments. Optimism is one of the GCI competencies that demonstrated a strong relationship with the development of oral fluency in foreign languages. The objective of this paper is to explore optimism in detail and how it facilitates cross-cultural adjustment and foreign language fluency.

2016

Evaluating the predictive validity of the Global Competencies Inventory for determining global leadership outcomes. (2016). Le, Emily T. Master's Thesis, San Jose State University, Paper. 4693. Available at http://scholarworks.sjsu.edu/etd_theses

Abstract

Due to trends in globalization, there has been an accelerated growth in the number of global organizations. This has caused the demand for global leaders to far exceed the number of qualified individuals, leading organizations to search for ways to identify individuals who will be successful global leaders. The purpose of this study was to

evaluate the predictive value of one of the few validated tools for measuring global leadership, the Global Competencies Inventory (GCI). The sample consisted of 433 undergraduate and graduate students at a large public university, who were measured across three major global leadership dimensions. Correlations were analyzed for relationships between predictor variables and performance and behavioral outcomes. In order to test for moderation, linear and multiple hierarchical regression analyses were conducted. Self-management and relationship-management scores affected overall evaluations received by peers. Social desirability was negatively correlated with the overall score given by peers. Individuals with intercultural exposure through work experience scored higher in relationship-management, perception-management and overall global leadership competencies. The results of this study suggest that having a strong sense of self and good relationship skills, along with less of a desire to be viewed favorably by others, help individuals actively participate and contribute to situations that demand global leadership skills.

Creating an instrument to measure and develop global leadership competencies and cognition. (2016). Tremel, Karen M. Thesis, School of International Studies and Intercultural Relations, University of the Pacific, Stockton California.

Abstract

Given economic and societal shifts towards globalization, the need to develop effective global leaders is well documented. This thesis explored the development of a prototype instrument for use in global leadership classes or training to assess and/or develop the competencies and decision-making abilities associated with effective global leadership. The format of the instrument was a hybrid of situational judgment tests (SJTs) and culture assimilators and its content was drawn from a real life critical incident as recounted by an expert global leader during an interview using cognitive task analysis techniques. The interview was part of qualitative research that investigated expert cognition displayed by exceptional global leaders. The thesis included a literature review of global leadership research to identify the general competencies, intercultural competencies, and cognitive proficiency of effective global leaders that would serve as a foundation for the domains to be assessed and developed. SJTs and culture assimilators were discussed as format examples for constructing the instrument. The process of creating and refining the tool was then reviewed, which included developing the questions and answers, conducting pre-tests, gathering feedback from subject matter experts, and conducting a content analysis to ensure global leadership and intercultural competencies were addressed. Data collected during the course of development were presented and discussed. Step-by-step instructions (that included potential improvements to the process experimented with to date) were included to guide others in future development. An abridged sample of the instrument was provided.