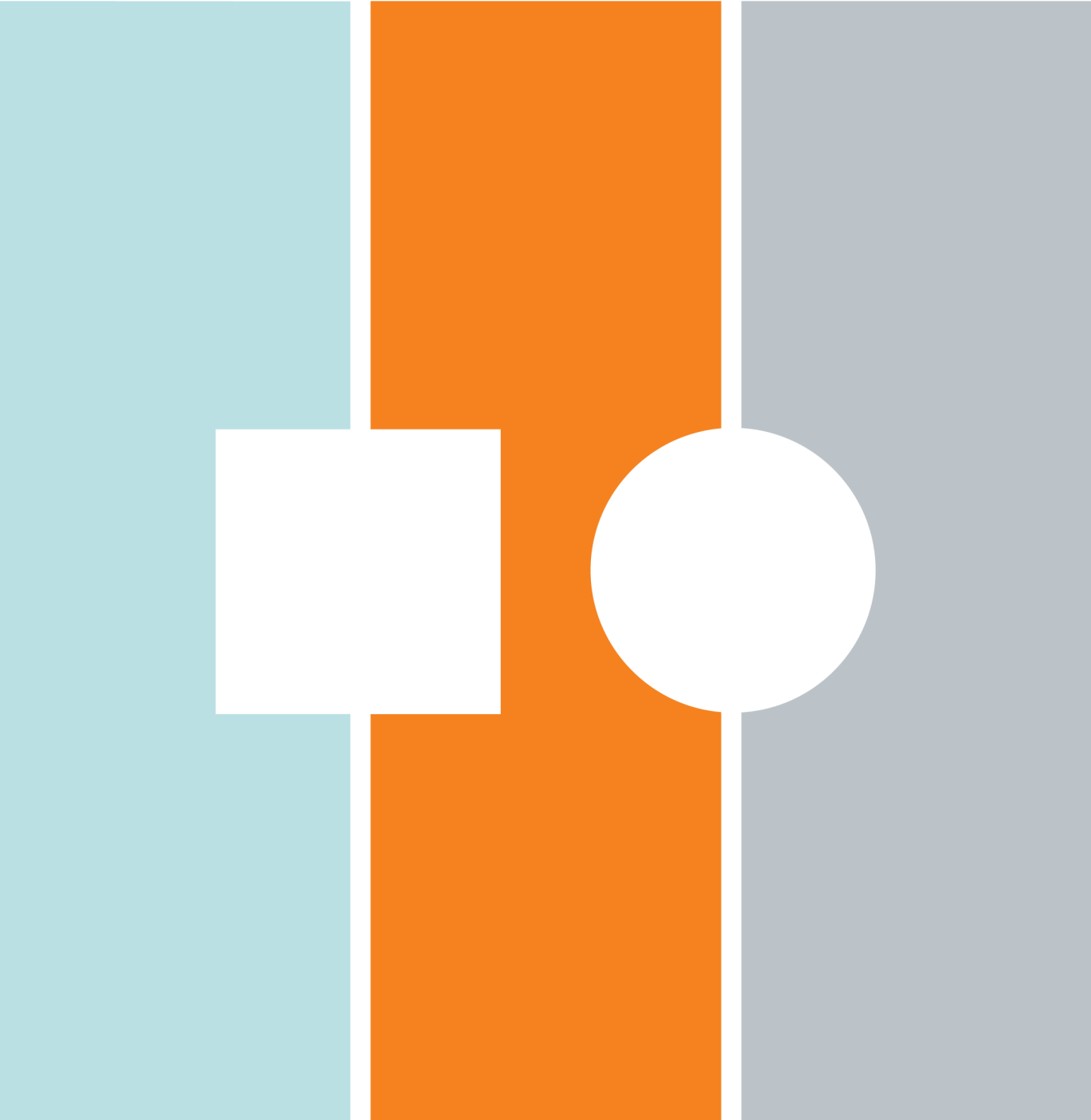


CQ 360 Report

MY CULTURAL INTELLIGENCE SCORES, PEER OBSERVATIONS & BEHAVIORAL PREFERENCES

PREPARED FOR: Jaime Smith

August 2025



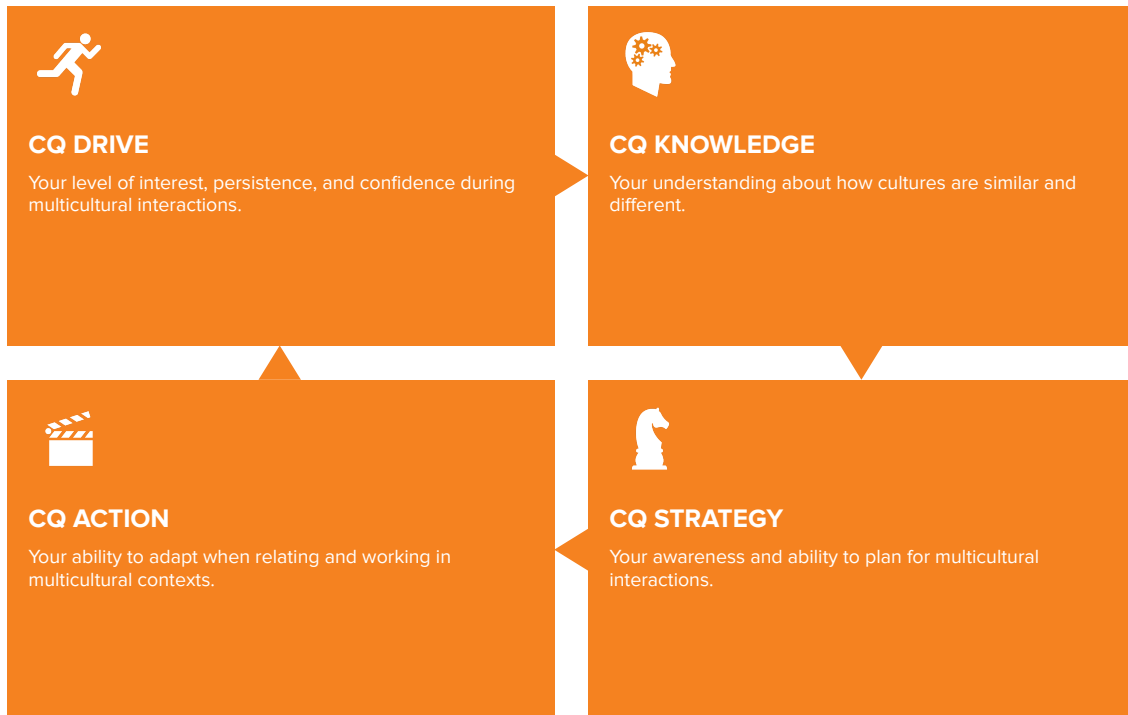
1. What is CQ?

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 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:



2. CQ Profile

This page indicates the location of your scores in terms of percentiles. The graphs allow you to determine the relative strength of your CQ capabilities. Note your self-ratings (in the squares) and your observer ratings (in the circles).

0 people completed the observer survey for you.



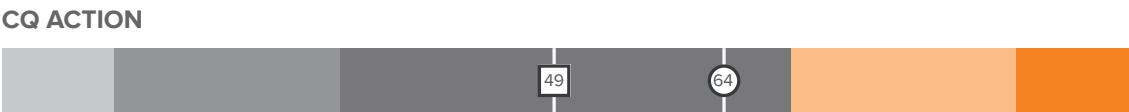
Very Low: Scores in the light gray band are very low (1st - 10th percentile).

Low: Scores in the medium gray band are low (11th - 30th percentile).

Moderate: Scores in the dark gray band are moderate (31st - 70th percentile).

High: Scores in the light orange band are high (71st - 90th percentile).

Very High: Scores in the dark orange band are very high (91st - 100th percentile).



3. 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 multicultural interactions.

CQ DRIVE SUB-DIMENSIONS

- **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

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.



4. 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.

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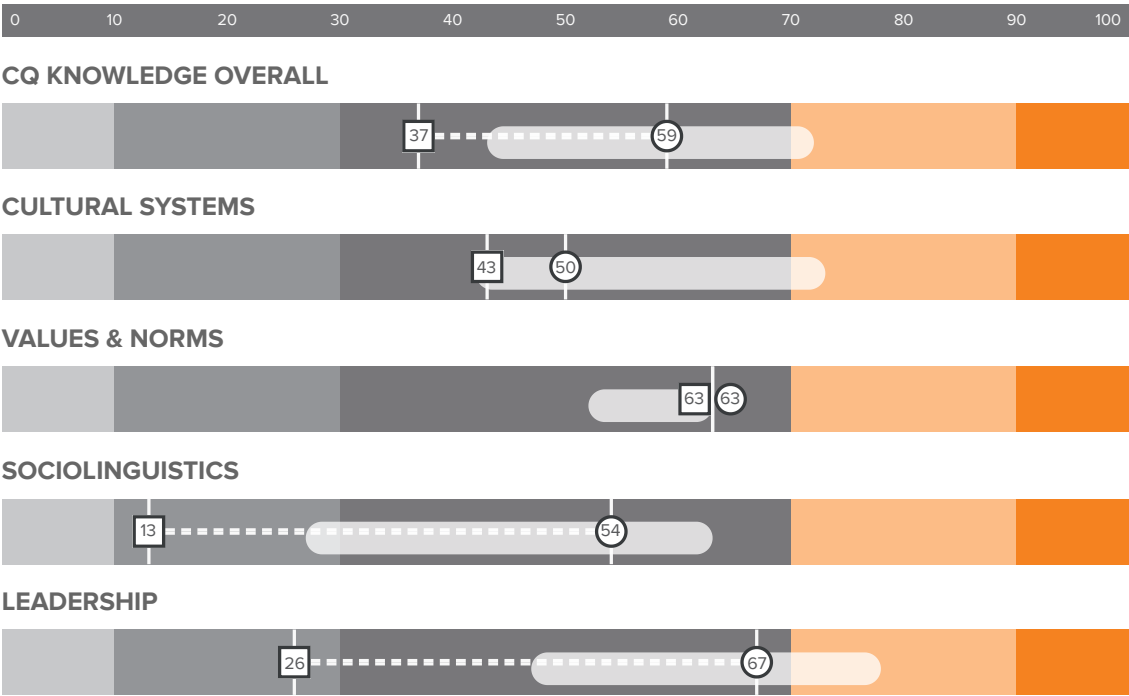
- Self
- Observer
- Range
- Major Gap

CQ KNOWLEDGE SUB-DIMENSIONS

- Cultural Systems:** Knowledge about economic and legal systems
- Values & Norms:** Knowledge about values, social interaction norms, and religious beliefs
- Sociolinguistics:** Knowledge about language and communication norms
- Leadership:** Knowledge about managing people and relationships across cultures (context specific)

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.



5. 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.

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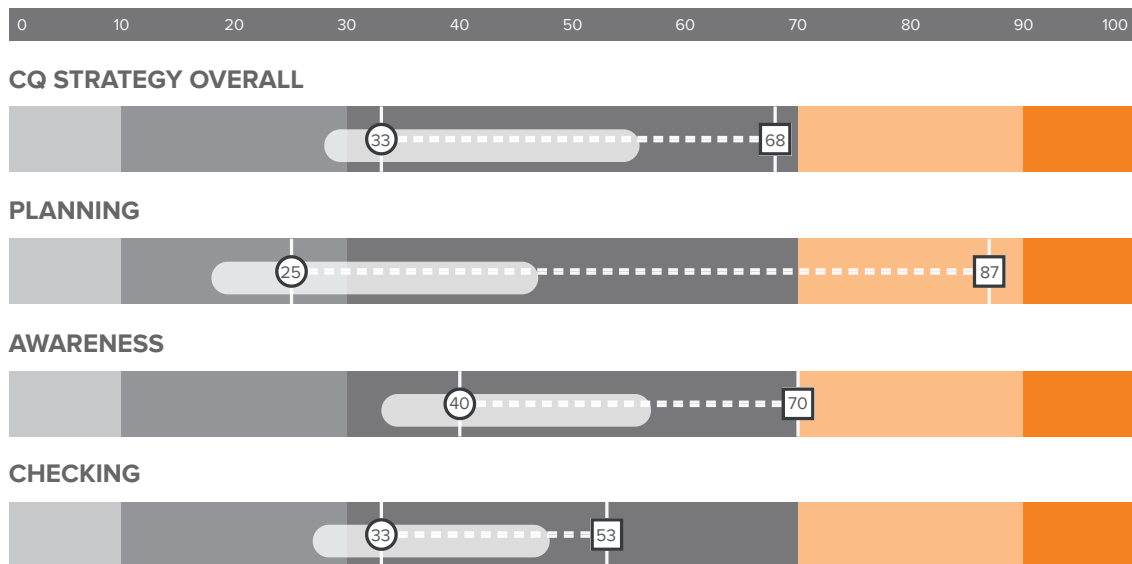
CQ STRATEGY SUB-DIMENSIONS

- **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.



6. CQ Action

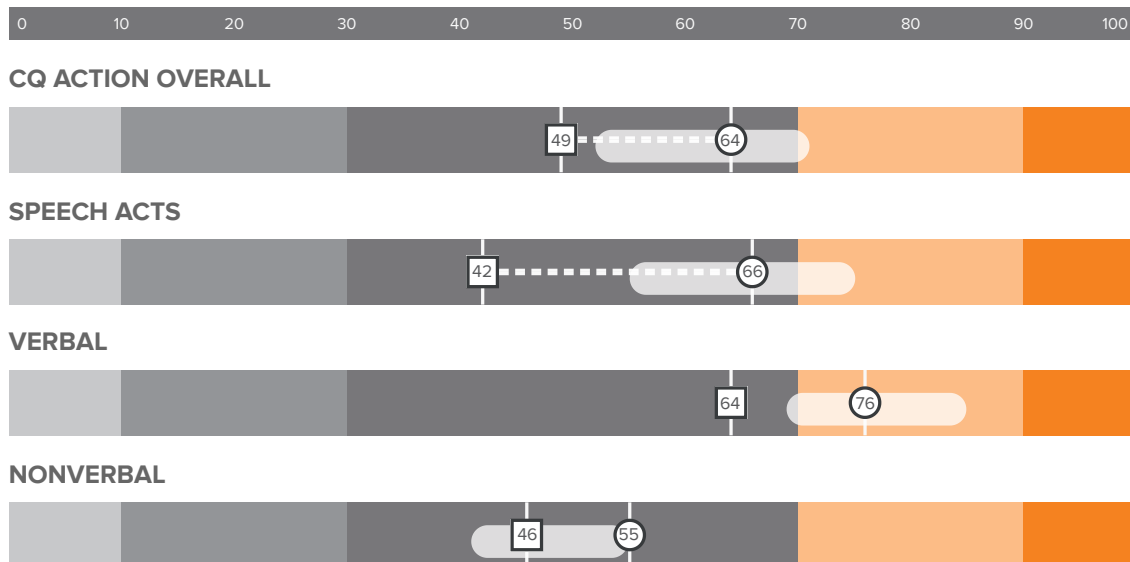
CQ Action is the extent to which you act appropriately in multicultural situations. It includes your flexibility in verbal and nonverbal behaviors and your ability to adapt to different cultural norms.

CQ ACTION SUB-DIMENSIONS

- **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)

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.



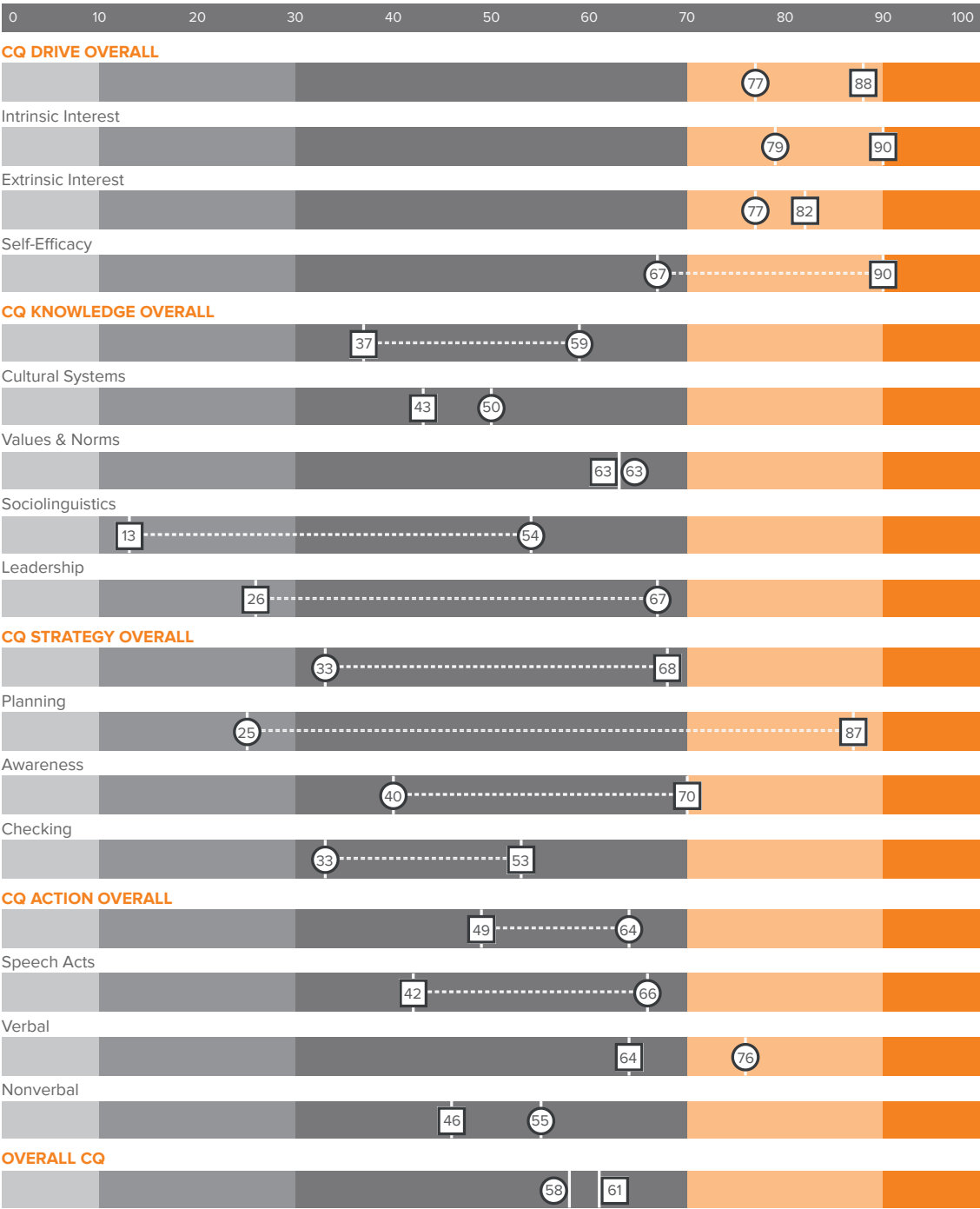
L **M** **H**

☐ Self
☐ Observer
Range
Major Gap

7. CQ Profile Summary

This page summarizes your CQ scores in terms of percentiles.

- Self
- Observer
- Major Gap



8. 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 multicultural challenges are you currently facing?

(e.g., working with someone who has different behavioral preferences, 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 the ones with the highest percentiles.

Your top two self-rated CQ capabilities are:

CQ DRIVE AND CQ STRATEGY

Your top two observer-rated CQ capabilities are:

CQ DRIVE AND CQ ACTION

HIGHEST SELF-RATED SUB-DIMENSIONS:

Intrinsic Interest ✓

Deriving enjoyment from culturally diverse experiences.

Self-Efficacy

Having the confidence to be effective in culturally diverse situations.

Planning

Strategizing before a culturally diverse encounter.

HIGHEST OBSERVER-RATED SUB-DIMENSIONS:

Intrinsic Interest ✓

Deriving enjoyment from culturally diverse experiences.

Extrinsic Interest

Gaining benefits from culturally diverse experiences.

Verbal

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



indicates that you and your observers agreed on your sub-dimension strengths.

YOUR WEAKEST CQ CAPABILITIES

Your weakest CQ capabilities are the ones with the lowest percentiles.

Your bottom two self-rated CQ capabilities are:

CQ KNOWLEDGE AND CQ ACTION

Your bottom two observer-rated CQ capabilities are:

CQ STRATEGY AND CQ KNOWLEDGE

LOWEST SELF-RATED SUB-DIMENSIONS:

Sociolinguistics

Knowledge about language and communication norms.

Leadership

Knowledge about managing people and relationships across cultures.

Speech Acts

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

LOWEST OBSERVER-RATED SUB-DIMENSIONS:

Planning

Strategizing before a culturally diverse encounter.

Checking

Checking assumptions and adjusting mental maps when experiences differ from expectations.

Awareness

Sensing the perspectives of self and others.



indicates that you and your observers agreed on which sub-dimensions need improvement.

REFLECT

Write down one example of how you have used your **CQ Drive or CQ Strategy** 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 Action** 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 sub-dimensions 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).

Planning: Self $>$ Observer
Strategizing before a culturally diverse encounter.

Sociolinguistics: Self $<$ Observer
Knowledge about language and communication norms.

Leadership: Self $<$ Observer
Knowledge about managing people and relationships across cultures.

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 DRIVE OR CQ STRATEGY

USING YOUR <u>CQ Drive or CQ Strategy</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 ACTION

IMPROVING YOUR <u>CQ Knowledge or CQ Action</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.)

9. 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 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.

10. Culture Matters

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

The first step toward developing your CQ is awareness of your own behavioral preferences and the potential biases you may have toward other cultures.

WHAT IS CULTURE?

Culture is a shared pattern of beliefs, values, assumptions, and behaviors that distinguishes one group from another. Or more simply put, it is the "way we do things around here."

Culture includes national and ethnic cultures, but it also includes cultures organized around one's profession, age group, gender, function, etc.

WHAT IS CULTURAL IDENTITY?

Cultural identity is your sense of belonging to a specific group (e.g., nationality, ethnicity, gender, age, profession, etc.). Most people have multiple cultural identities because they belong to multiple groups. Take a minute to think about your cultural identities. Which identities are especially important to you?

REFLECTIONS ON YOUR CULTURAL IDENTITY

BEHAVIORAL PREFERENCE DIFFERENCES

The sources of behavioral preferences (e.g., nationality, age, function, etc.) are less important than the differences in behavior that emerge from the preferences. Your behavioral preferences influence how you interact, communicate, plan, and execute tasks. This feedback report includes information on ten behavioral preferences.

Individualism	Emphasis on individual goals and individual rights
Collectivism	Emphasis on group goals and personal relationships
Lower 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 Time Orientation	Emphasis on immediate outcomes (success now)
Long-Term Time Orientation	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 having contemplative time and relationship building
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
Non-Expressive/Neutral	Emphasis on non-emotional communication; hiding feelings
Expressive/Affective	Emphasis on expressive communication; sharing feelings
Monochronic	Emphasis on one thing at a time; punctuality
Polychronic	Emphasis on multitasking; interruptions ok

11. Your Behavioral Preferences

People have individual behavioral preferences. Sometimes behavioral preferences reflect one's national culture(s) but not always. The charts on the next few pages show your behavioral preferences (sometimes referred to as cultural value orientations). The summaries provide descriptions of different ways of approaching life, relationships, and work.

Cultural Intelligence (CQ) begins when you start to understand your behavioral preferences.

NOTE: Your feedback on behavioral preferences has no intrinsic meaning. It is not "better" to be toward the left, right, or in the middle. Instead, these are descriptions of preferences.

The triangle (▲) indicates your feedback based upon your responses to the survey you took. Note whether your feedback is in the first third (oriented toward the left side of the continuum), the middle third (preferring neither extreme), or the last third (oriented toward the right side of the continuum).



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 TIME ORIENTATION

Emphasis on immediate outcomes (success now)



LONG-TERM TIME ORIENTATION

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 having contemplative time and relationship building



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



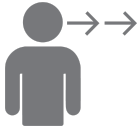


NON-EXPRESSIVE/NEUTRAL

Emphasis on non-emotional communication;
hiding feelings

EXPRESSIVE/AFFECTIVE

Emphasis on expressive communication;
sharing feelings



MONOCHRONIC

Emphasis on one thing at a time; punctuality

POLYCHRONIC

Emphasis on multitasking; interruptions ok



12. Action Plan

PERSONAL PREFERENCES

Which of your behavioral preferences are especially important to you personally?

Which of your behavioral preferences are most similar to those of other people you interact with frequently?

Which of your behavioral preferences are most different from those of the people you interact with frequently?

POTENTIAL BIASES

Which behavioral preference difference creates the most frustration for you? Why?

What is one strategy you can use to address this frustration?

IMPROVED EFFECTIVENESS

Your Behavioral Preferences Profile reveals your preferences. Your capability to work effectively across these cultural differences is assessed in the CQ Assessment. However, research demonstrates that the awareness gained from understanding the behavioral preferences of yourself and others is a critical step in improving your Cultural Intelligence. Understanding behavioral preferences helps you identify the role of cultural differences as you work and relate across cultures and also prepares you to develop additional skills.

Identify two differences in behavioral preferences where you would like to increase your flexibility (e.g., if you prefer very direct communication, you may want to work on being better at understanding indirect communicators.)

• Individualism and Collectivism • Power Distance • Uncertainty Avoidance • Cooperative and Competitive • Time Orientation	• Context (Direct and Indirect) • Being and Doing • Universalism and Particularism • Expressiveness (Neutral and Affective) • Monochronic and Polychronic
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List two things you can do in the next month to improve your flexibility on these two preferences:

List two things you can do in the next three months to improve your flexibility on these two preferences:

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width, providing a guide for handwriting or typing. The background is a clean, solid white color.

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