IDEALS Evaluation 2011

A Report to UK Sport on Short-Term Overseas Projects and Cultural Intelligence: Developing Graduates for the 21st Century

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Acknowledgements

The production of this report would not have been possible without the contribution and support of staff at UK Sport, staff at participating universities, staff , team leaders, peer leaders and volunteers in Ghana, Namibia, Tanzania and Zambia and the 2011 IDEALS students, thank you all.

"Global leaders and managers must reframe the boundaries of their world…of space, time, scope, structure, geography and function; of functional, professional and technical skills from a past age; of thinking and classification relative to rational to intuitive, national versus foreign, we versus they; of cultural assumptions, values and beliefs about your relations with others, and your understanding of yourself" (Rhinesmith, 1996, cited in Moran *et al*, 2007: 27),

Being part of this project begins that journey.

Contents

1.   Background and Method

1.1.1 A number of previous monitoring and evaluation exercises have taken place since the IDEALS programme began in 2006, these have been conducted independently by White and Godshall (2006, 2007 and 2009) and in-house by Campbell (2008).   These previous reports have evaluated the models in operation in Zambia, Namibia, Tanzania and South Africa providing recommendations which have continued to develop and shape the programmes which operated during the summer of 2011.

1.1.2 This report was commissioned by UK Sport with a specific focus on the benefits to students participating on the project, this was set within a context of globalisation, the skills needed to enter the employment marketplace and the contribution undertaking a short-term overseas project could make to skills development.

1.1.3 As such the report specifically evaluates two of the IDEALS objectives, these are.
   - To **enhance global understanding by investing in the leaders of tomorrow in the UK** and Africa, and
   - To **raise skills throughout the UK** and Africa amongst PE teachers, sports development officers, sports administrators and volunteer sports leaders **by giving them international experience which will enhance their ability to carry out their roles in multicultural settings**

1.1.4 Additionally the report seeks to support the overall aim of IDEALS Advanced, for University students, which is
   - To offer academic and vocational students and new graduates the opportunity to **add value** to their training programme, **enhance their global awareness** and **develop their leadership skills** before embarking on their professional careers

1.1.5 In this study the researcher suggests that the international encounter element from participation in any of the IDEALS programme projects has the capacity to develop participant cultural intelligence across all or some of the dimension of cultural intelligence dimensions. The conceptual framework for the study is shown in figure 1, below

Figure 1: conceptual framework of IDEALS programme aligned with cultural intelligence dimensions of knowledge, mindfulness and behaviour.
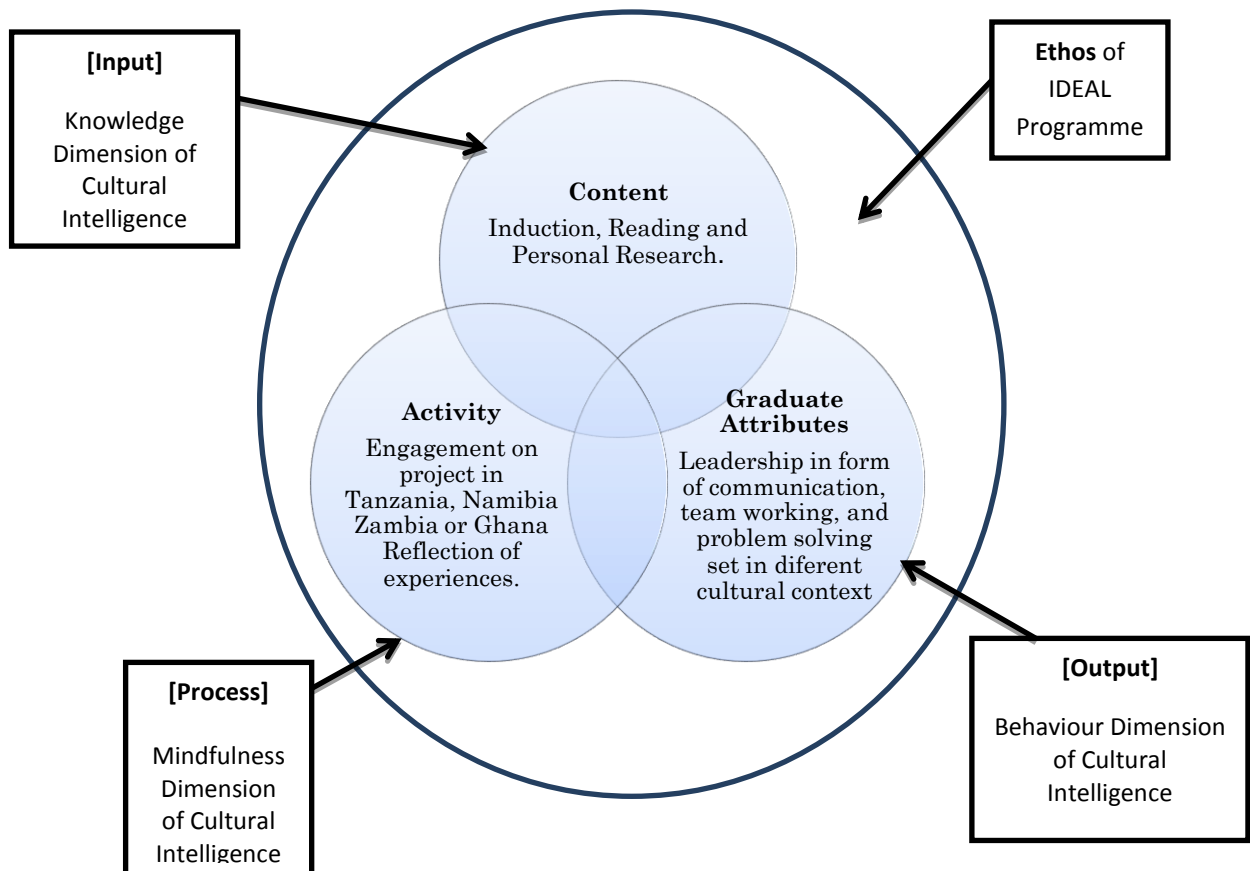
1.1.6 Since it is suggested by CIHE (2008) and AGR (2011) that graduates who have professional work experience overseas are more employable participation on the project has the potential to make a real difference in the journey from employability to employment. The study objectives were to understand:

- The views of employers on graduate skills needed to enter a competitive global marketplace;
- How students are selected for participation on the programme;
- How students are socialised for engagement on the programme;
- Whether sought after skills of leadership in the form of team-work, communication and problem solving were actually developed; and
- Whether students develop cultural intelligence in the form of acquired knowledge and skills needed to operate globally.

1.1.7 The overall outcomes of the study were to establish:
- Whether the abilities and capabilities associated with cultural intelligence of the students participating in the IDEALS programme improve?
- Whether there is an added-value dimension for the students future employment following participation in the IDEALS programme, and
- Whether there are examples of excellence of IDEALS participants that HEI's and UK Sport can use as case studies.

1.1.8 The component parts of the study were:
- A review of existing literature on employability and the growing demand for cultural awareness;
- Distribution of questionnaire surveys to all participating students;
- Informal observation and a series of interviews with both staff and participating students; and
- A content analysis of student end of project reports.

1.1.9 In all three questionnaires were distributed. The first questionnaire aimed to gather information on the international orientation of the participating students in terms of previous experience of working or living abroad, whether they spoke a second language and whether they had close friends from different cultural contexts, these were distributed February-April 2011.

1.1.10 Questionnaires two and three were a matched pair distributed initially February-April 2011 before pre-departure induction and again July 2011 – September 2011 at the conclusion of the overseas project; this questionnaire looked specifically at measuring change in cultural intelligence using a three-dimensional construct of knowledge, mindfulness and behaviour.

1.1.11 Informal direct observation and discussion took place during pre-departure training in February and April; additional informal observation took place towards the end of project in Namibia and post-arrival training in Zambia during July 2011.

1.1.12 A number of interviews with students and staff were held during the period April-July 2011 these focussed on student motivation to apply and recruitment and selection strategies respectively.

1.1.13 An analysis of the students' weekly and end of project reports was undertaken during the period September-November 2011; the weekly reports were analysed for content which suggested incremental or iterative development of/or application of any of the three dimensions of cultural intelligence. Analysis of the end of project reports was concentrated on responses to question 1 *"has the placement helped you to develop your leadership skills";* question 2 *"do you feel more globally aware as a result of the experience"*; question 5 *"do you think your work will help you in your future career"* and question 13 *"what has been the most significant learning experience for you".*

1.1.14 A set of key variables were used to aid analysis of the data, in addition to the standard demographics of gender, age and ethnicity, the following were used

- University they were attending; and

- The country they were undertaking their project in.

1.1.15 In the main the report does not differentiate on the basis of these variables since it may be possible to identify individual students, for example a lone male student from a particular university, since this would clearly contravene individual ethical consent obtained from the participating students, Appendix A. The survey questionnaire focussing on international orientation can be found at Appendix B and the survey questionnaire used for matched analysis at Appendix C.

1.1.16 It is important to note that participation in this study was voluntary.

1.1.17 The structure of the report is as follows:

Section 2	Executive Summary with key findings
Section 3	Overview of student participants
Section 4	Employability and IDEALS: what are employers looking for from today's graduates, how has globalisation changed this, is there a common definition and understanding of cultural awareness, does cultural intelligence provide a framework for recruitment, selection and applicant evidence;
Section 5	Recruitment and Selection:
Section 6	Pre-Departure and Post Arrival Socialisation
Section 7	Evidence of Development: skills developed and hopes for the future.
Section 8	Conclusions, recommendations, limitations and future research

2.   Executive Summary

2.1   Introduction

2.1.1   This report presents the findings of a research project which set out to explore the impact of participation in short-term overseas projects (IDEALS) for graduates operating in an increasingly globalised employment marketplace.

2.1.2   Using both an international orientation questionnaire and the three-dimensional construct of cultural intelligence as a framework for the research, the research measures the starting point of undergraduate participants in terms of their international experience and the start and finish point of their knowledge of other cultural contexts and their skills when working cross culturally.

2.1.3   In identifying barriers and benefits it is hoped that UK Sport and participating universities can use this report to further support the design, development and marketing of the project opportunities given the potential benefit of participation on future personal and career development.

2.1.4   The research study took the form of a literature review, distribution of questionnaires to all student participants, direct observation of pre-departure and post-arrival training, interviews with a sample of staff and students and an analysis of student weekly and end of project reports. Data was collected between February and October 2011.

2.2   Key Findings

2.2.1   Evidence suggests that in a global employment marketplace languages and overseas experience are used as differentiating factors in graduate recruitment and selection this places the IDEALS programme in a strong

position through its ability to offer an opportunity for a short-term overseas experience or real-time international encounter (Plum, 2008).

2.2.2   There is overwhelming evidence that participation by students on this programme offers an opportunity for both personal and professional development. From statistical data analysis of the questionnaire responses through to content analysis of student quotes in the end of project reports, highlights that participation on any of the IDEALS programme projects develops a range of sought after employability skills in the form of communication, team-working, innovation and creativity and problem solving. That these are gained in a different cultural context thus developing participant cultural intelligence adds a differentiating dimension to any student CV. This provides employers with graduates who possess sought after skills which are fit for purpose in the 21st century as such the programme represents a sound investment in the development of leaders for the future.

2.2.3   Despite the long associations with the project and the potential benefits associated with participation, recruitment continues to be an issue for some universities with only a limited pool of applicants available for selection. With international experience becoming a key differentiator in the graduate employment marketplace the emphasis at recruitment should be focussed as much on career and personal development as it is on professional development or philanthropy and the role of returning students as alumni is pivotal.

2.2.4   Selection strategies differ across the participating universities. In the main this consists of a structured or semi-structured interview but there is no coherence in relation to the questions posed; little evidence of an objective scoring matrix or of supporting selection methods.

2.2.5 Pre-departure and post-arrival training is an essential component of the induction process and this is generally dealt with well.

2.2.6 The quality of evidence in end of project reports suggests students do not necessarily make the connection between opportunity, employability and employment in terms of presenting skills and evidence to an employer.

2.3 Key Recommendations

2.3.1 That there is continued investment and development in IDEALS by both UK Sport and participating universities.

2.3.2 That participating universities align the IDEALS project with their University Internationalisation strategy, including where applicable Global Citizenship strategies, programmes or awards.

2.3.3 That UK Sport and participating universities draft a person specification which can be used by all as a framework for the recruitment and selection process.

2.3.4 That UK Sport reviews the current application form for consistency with selection criteria and adopt the use of competence based questions.

2.3.5 That the use of personality testing as part of the selection process be considered since this may provide additional objective information where numbers of suitable candidates are greater than number of places available.

2.3.6 That UK Sport and participating universities review the role of alumni in recruitment, selection and preparation of the following years participating students.

2.3.7   That UK Sport and participating universities review both the material and format of the material provided at the pre-departure induction for relevance and timeliness of distribution.

2.3.8   That UK Sport, team leaders and participating projects review the post-arrival induction to ensure that clear aims and objectives are established.

2.3.9   That UK Sport and/or participating universities make the links between participation and future employment more explicit to the students, this could be through a review of the questions on the end of project report.

3.   Overview of 2011 Students

3.1   Introduction

3.1.1 This section looks at the profile of the student participants in the 2011 projects both in general terms and in terms of their international orientation this will help to establish a picture of the students' backgrounds in terms of their cultural capital. The questionnaire used here looked at international attitude; international experience; comfort with differences and participation in cultural events and was adapted from the work of Caligiuri (1994) was distributed to all students, prior to or at the beginning of the pre-departure induction session.

3.2   General Overview

3.2.1   A total of 50 students were selected to participate in the 2011 IDEALS projects with an overall profile as shown in table 1 below:

Table 1: Overview of Participating Students 2011.

Gender	32% Male
	68% Female
Age	More than 85% were in the 21 and under age bracket
Ethnicity	Fewer than 10% of the students described themselves as White British
Countries and Participating Universities	Zambia (Wallace Group- 4 or 5 students from each participating university, per placement over 3 placements)*
	Tanzania (Sheffield Hallam University- 4 students)
	Namibia (Liverpool John Moores University – 6 students)
	Ghana (Edge Hill University- 6 students)

*Wallace group consists of Durham, UWIC, Bath, Loughborough, Stirling, St. Andrews and Northumbria Universities.

3.3 International Orientation

3.3.1 By the time the students had been selected for their allocated projects they had had varied international experiences.

3.3.2 Questions of particular relevance to this study in terms of establishing previous experience of and exposure to other national cultures are shown in table 2 below, these questions were highlighted since they might suggest an indication of motivation to participate and likelihood of adaptability to a host country context.

**Table 2:** Correlation of questions to study

Dimension	Question	Link
International Attitudes	IA4: Other countries fascinate me?	Suggests high levels of interest, motivation to participate.
Foreign Experience	FE2: I am fluent in another language FE3: I have travelled overseas (including study abroad)	Second language skills result in heightened cultural awareness. Previous travel increases cultural awareness.
Comfort with Differences	CD2: my friends ethnic backgrounds are..? CD4: my friends first language is …?	Where similar unlikely to have been exposed to wide variety of attitudes, values and behaviour. Where similar unlikely to have had communication difficulties.
Participation in Cultural events	CE1: I eat at a variety of 'ethnic restaurants' CE2: I listen to or watch world new programmes	Where frequent suggests likelihood of adaptability increased. Where frequent suggests greater awareness of other cultural contexts.

3.3.3 The results from the questions identified in table 2 above provide an interesting insight into the student group as a whole. Although all universities and placements were represented, only 28 out of 50

questionnaires were returned (56%) while in percentage terms this might be regarded as low, it relates favourably with those discussed by Sauders *et al* (2009) who report that typically return rates for self-administered questionnaire surveys are between 10% and 20% and as such the researcher felt that the data provided sufficient information to gain general awareness of the student group.

3.3.4   The data revealed an interesting overview of the participating students. All those responding suggested that they were fascinated by other countries, this is supported in the main by the breakdown of previous overseas travel shown in chart 1 below:

Chart 1: Breakdown of previous overseas travel
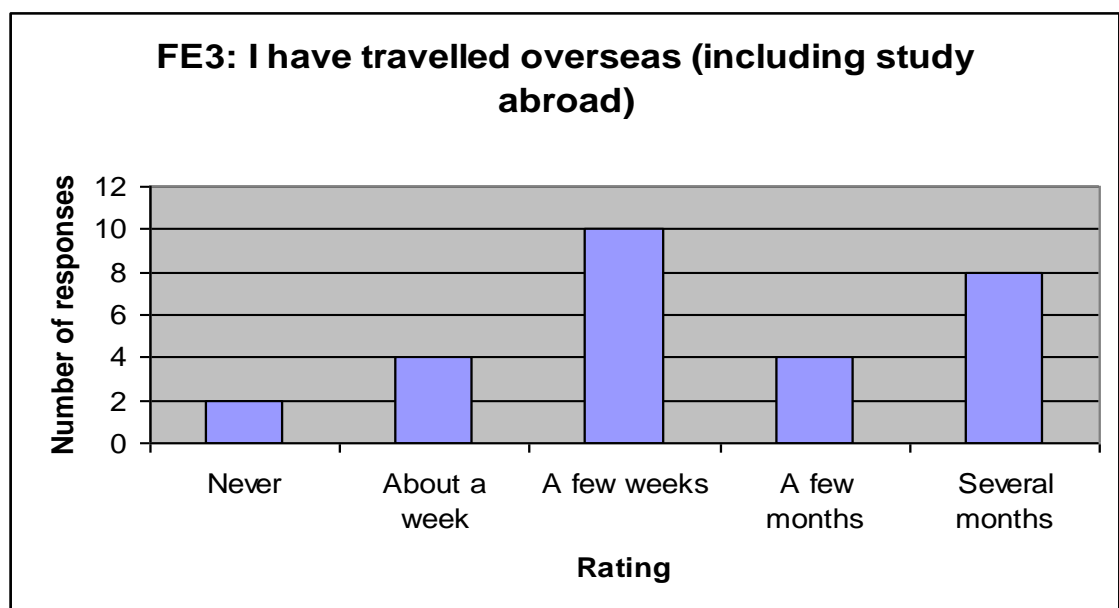
3.3.5   Whilst this painted an encouraging picture both in terms of motivation and potential to adjust quickly, thus maximising the impact of project participation, this question did not ask whether previous international exposure had been in a Sub-Saharan African Country, subsequent analysis of weekly and end of project reports suggested that fewer than 10% of the students had previous experience of operating within this (African) cultural

context, this further supports that "score shift" was directly correlated to participation on the programme.

3.4 Pre-Departure Cultural Intelligence

3.4.1 With previous travel statistics from the international orientation questionnaire highlighting the high percentage of students who had previously been overseas the researcher anticipated high levels of cultural intelligence to be reported in the self-analysis.

3.4.2 A total of 33 "matched" response questionnaires were received, that is to say students who completed and returned questionnaires both pre-departure and post-project, only these matched responses were used in this part of the analysis. This represents a response rate of 66%, the responses again included representation across all participating universities and all projects placements.

3.4.3 In line with other studies on cultural intelligence development (Van Dyne *et al*, 2008; Shannon and Begley, 2008; Powell, 2010) and to analyse the data an arithmetic total was calculated, this included all three dimensions which derived an overall cultural intelligence score for each of the students, the pre-departure scores for these 33 students can be seen in Chart 2 below, maximum score available was 105.

Chart 2: Pre-Departure Overall Cultural Intelligence Scores

Overall Cultural Intelligence Pre-Departure
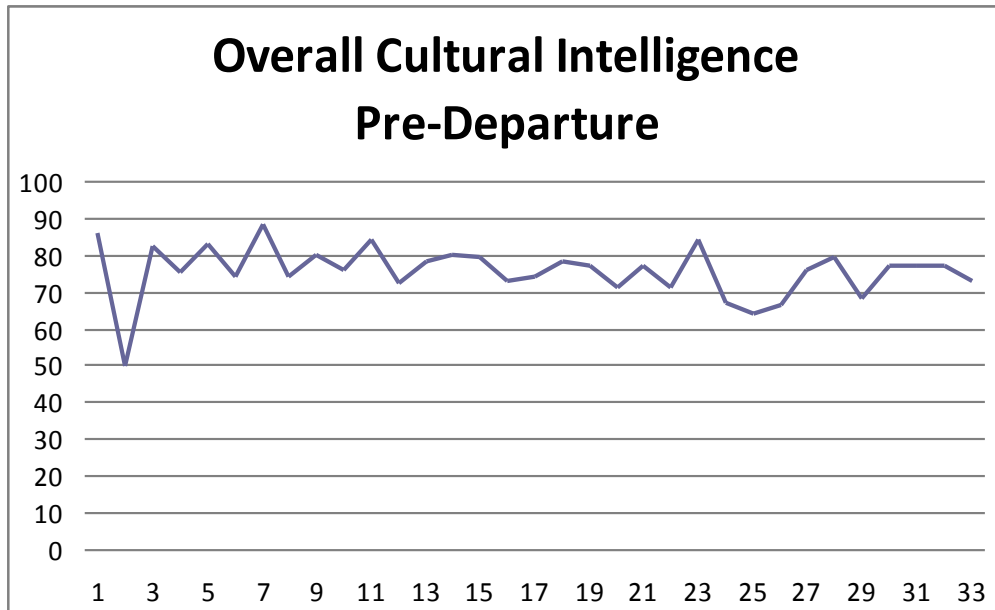
3.4.4 The data from this initial pre-departure analysis would become more meaningful when comparing it later against the post-project score since this would identify the extent of, if any, overall score shift. Chart 3 shown below provides a more detailed breakdown of this overall score by showing scores for the individual dimensions of cultural intelligence of behaviour (B); knowledge (K) and mindfulness (M).

Chart 3: Score by Individual Dimension of Cultural Intelligence
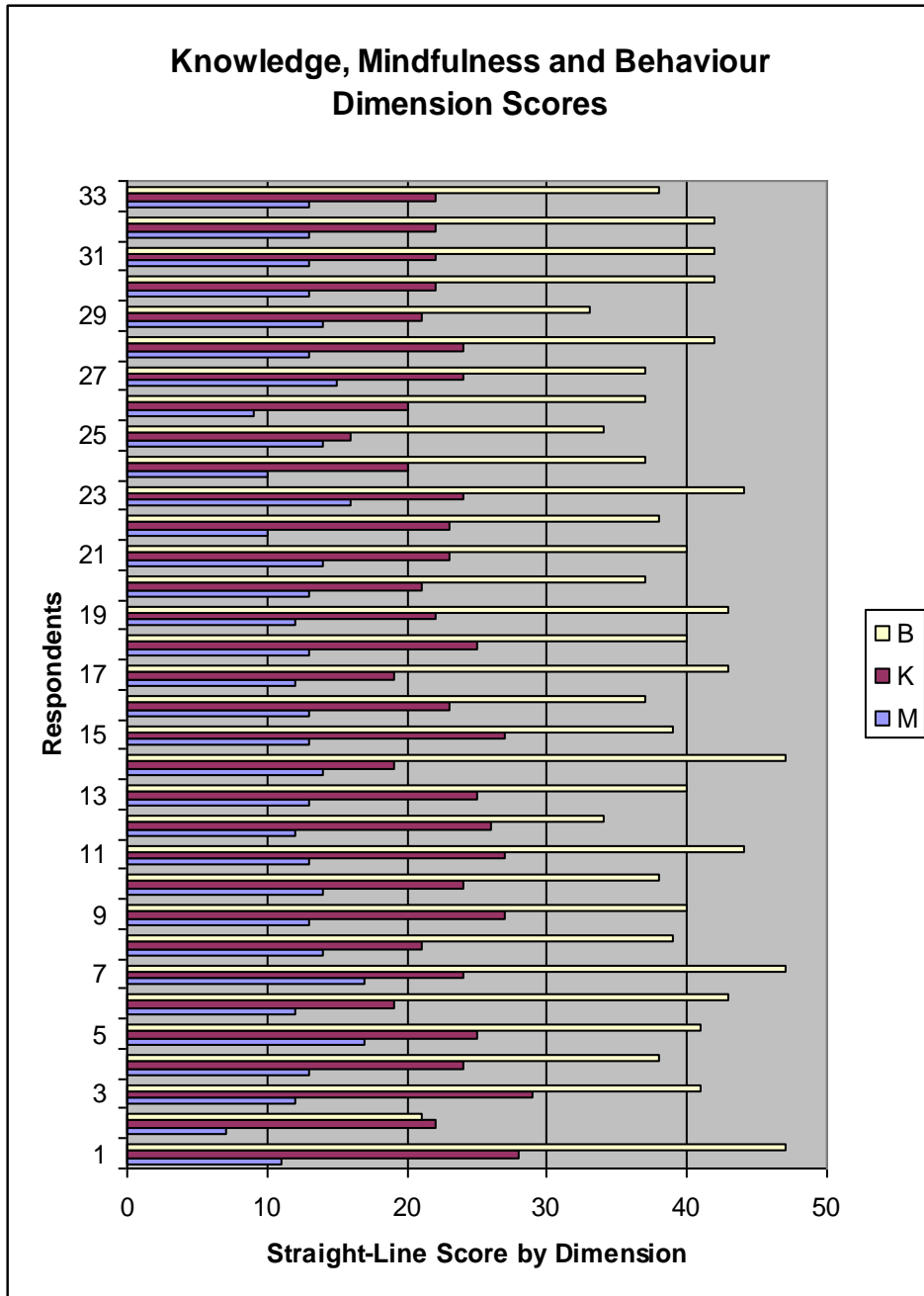
4.   Employability and IDEALS

4.1   Introduction

4.1.1   In this section the researcher will highlight the key messages emanating from the literature related to graduate employment with a particular emphasis on developing cultural awareness through participating in the IDEALS programme.

4.2   Review of Literature

4.2.1   It is estimated that only 10% of one hundred and ninety-one nations have populations with are ethnically or racially homogenous (Meyers, 1998, cited in Moran *et al*, 2007*)* demonstrating the extent by which global mobility as part of the phenomenon of globalisation has changed the make-up not only of society at large but also the organisations and businesses operating within those societies.

4.2.2   *"We don't look so much at what and where people have studied, but rather at their drive, initiative and cultural sensitivity"* (Green *et al*, 2003). Comments like these throughout the literature suggest that employers are more concerned with the behavioural soft-skills of their employee base than with the technical hard-skills associated with qualifications, with many employers, including graduate employers, still expressing dissatisfaction with the generic employability skills of graduates (Ferguson, 2007; CBI, 2008; CIHE, 2008; AGR, 2011).

4.2.3   The UK Commission for Employment and Skills (2009) identify soft-skills such as team working, communication, active listening and problem solving, as core requisites, they do however acknowledge that whilst these are not a substitute for subject knowledge they may make the difference between a graduate who is good at a subject and a graduate who is good at a job.

4.2.4   Work experience is becoming increasing important to employers with Done and Mulvey (2011, p.3) stating, *"employers now expect graduates to develop their skills before they start work"*. This suggests that a graduate with no previous work experience is at a significant disadvantage in the labour market with 60% of the employers surveyed stating that graduates without work experience were either 'not very likely' or 'not at all likely' to receive a job offer from them (AGR, 2011). The Association of Graduate recruiters reiterate this view stating that *"completing an internship, or placement remains the royal road to the improvement of soft skills for graduates"* (Prospects, 2011).

4.2.5   The continued march of globalisation means that intercultural encounters in all of their guises are becoming an increasingly common experience in a greater array of workplaces and work settings. For 21st century employers and prospective employees the key question is *"How well prepared are we to excel in an environment in which these multicultural scenarios continue to increase in frequency and importance?"* (Bucher: 2008:3).

4.2.6   *"The widely acknowledged Hofstede cultural dimensions"* (Deresky, 2008) within the business and management literature along with the increasing number of diversity and cultural awareness training programmes offered in organisations suggest evidence that 'culture' in all of its guises now infiltrates every level of desired business competencies but particularly those of communication and team working.

4.2.7   Although only a small percentage of UK companies, in 2008, ranked overseas experience and cultural capabilities as important graduate criteria (CBI, 2008) they did indicate that these capabilities will become increasingly important and along with language skills are used as differentiating factors during the final stages of the graduate selection processes.
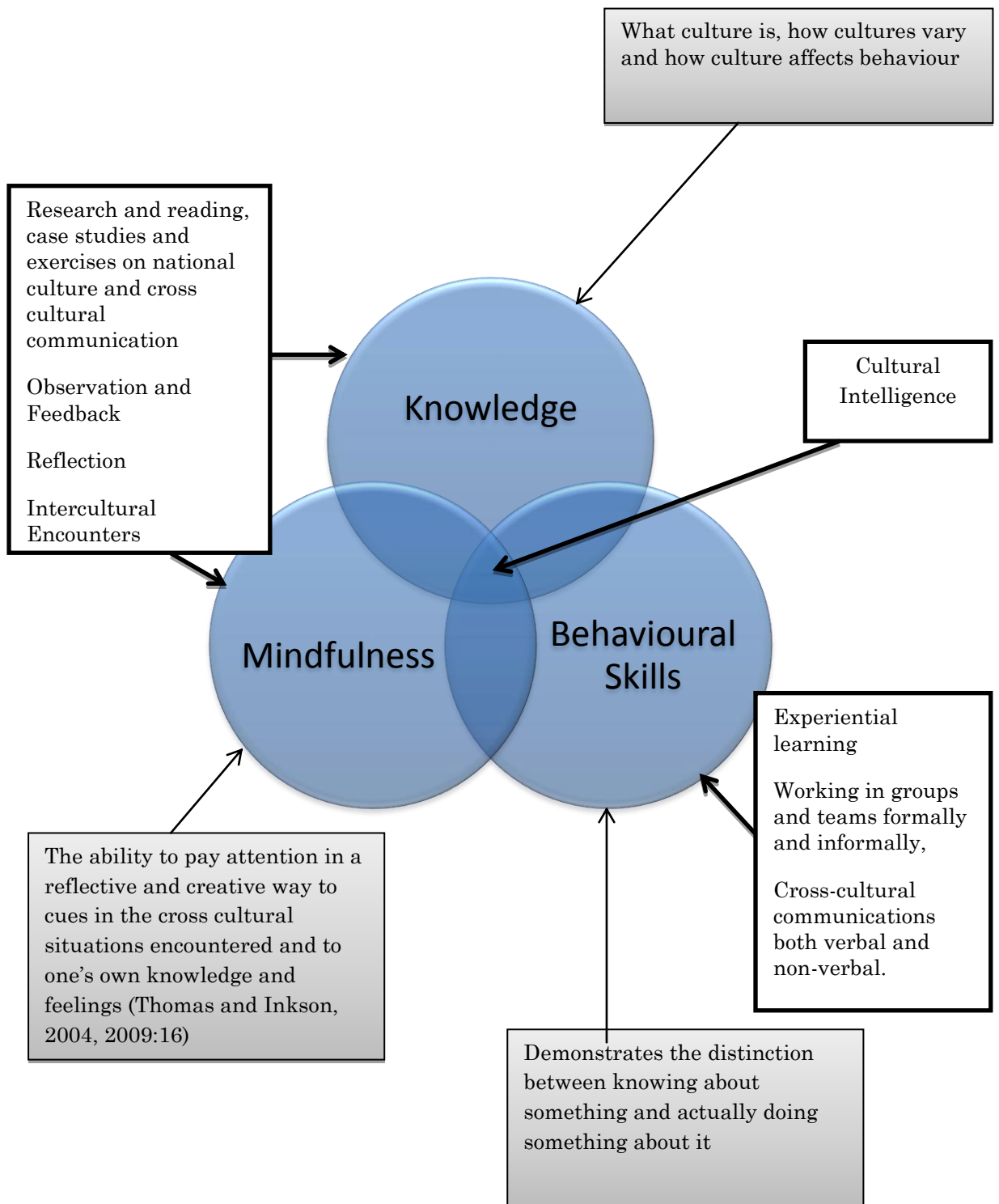
4.2.8 A more recent study undertaken by Jackson (2010) produced a comprehensive list of industry-relevant "competencies" this includes not only clear definitions, but also provide an indication of their relative importance in the recruitment and selection of graduates, included in this list is the competence for 'operating globally' which is consistently ranked in the top ten across a range of countries.

4.2.9 This literature suggests that operating globally can refer to working in an organization whether located in their home or host country where cultural diversity exists within the workforce and or the customer, supplier or stakeholder base in other words where day-to-day work brings employees into contact with a variety of people from cultural contexts which differ from their own however the evidence also suggests that home-country based international encounters are less likely to result in either attitude or behavioral change without associated training (Cooper, 2009).

4.2.10 Terms used by employers in the literature are cultural sensitivity (Green, 2003); cultural awareness (Birchall, 1995); intercultural competence (Pyne *et al,*2007) and global mindset (Levy *et al*, 2007) but definitions about what these mean are vague or non-existent, creating confusion for employers and applicants alike.

4.2.11 Cultural intelligence it is suggested by the researcher, offers both a definition and a conceptual framework appropriate for use when describing or explaining the abilities or capabilities sought by organisations when selecting or promoting employees who operate within these global contexts.

4.2.12 Designed as an individual construct, cultural intelligence was defined at that time as *"an individual's capability to function effectively in situations characterised by cultural diversity" (*Earley and Ang*,* 2003:5) relating to effective or appropriate interactional behaviour and knowledge of cultural

diversity.   Capability is associated with *"culturally relevant capabilities"* (Ang and Van Dyne, 2008:8).

4.2.13 Unlike personality which is described by Chen *et al* (2000) as relatively stable 'traitlike' individual difference, cultural intelligence is seen as a dynamic and malleable 'statelike' individual difference suggesting it can be developed through experience, education and training (Peterson, 2004; Ang *et al*, 2006; Ang and Van Dyne, 2008; Bucher, 2008).

4.2.14 Developing the individual dimensions of cultural intelligence requires active participation in intercultural activities (Plum, 2008) since it through these that individuals acquire and develop the knowledge and skills needed to perform well and adapt well when operating in global contexts placing the IDEALS project in a strong position in terms of contributing to development across all or some of these individual dimensions and thus increasing the prospects of graduate employability. The dimensions of cultural intelligence and IDEALS programme opportunities are conceptualised in figure 2 below:

Figure 2: Three-dimensional construct of cultural intelligence and highlighted development opportunities for IDEALS students.

What culture is, how cultures vary and how culture affects behaviour

Research and reading, case studies and exercises on national culture and cross cultural communication

Observation and Feedback

Reflection

Intercultural Encounters

Cultural Intelligence

Knowledge

Mindfulness

Behavioural Skills

Experiential learning

Working in groups and teams formally and informally,

Cross-cultural communications both verbal and non-verbal.

The ability to pay attention in a reflective and creative way to cues in the cross cultural situations encountered and to one's own knowledge and feelings (Thomas and Inkson, 2004, 2009:16)

Demonstrates the distinction between knowing about something and actually doing something about it

Adapted from Powell, 2010

5.   Recruitment and Selection

5.1   Introduction

5.1.1 Attracting, selecting and deploying people to positions where they can perform effectively is the goal of most organisations, that this recruitment and selection for a short-term project is no exception. Recruitment is that part of the process which deals with searching for potential applicants in sufficient numbers and quality so that the most appropriate people can fill the role(s) available. Selection on the other hand is that part of the process allocated to gathering information for the purposes of evaluating and deciding who should be appointed.

5.2   Student Recruitment and Selection.

5.2.1 The success of the IDEALS project depends upon being able to select a pool of students who are able to benefit from participation, in the form of enhanced employability skills, through learning from and contributing to the development of others, for example peer leaders and volunteers in order to assure project sustainability.

5.2.2 The approach to recruitment and selection has been well documented in previous reports (White and Godshall, 2009:9-11) and there is little evidence to suggest any radical change, some universities continue to adopt a "open" approach by advertising the project across the whole student population others adopting a "closed" approach by targeting sports students in general (Bath) or sports students on specific courses since the overseas project offers their students an opportunity to gain credit as part of the programme of study (LJMU and Sheffield Hallam).

5.2.3 No coherent set of selection criteria exists, since these can help applicants to make an informed decision, can be used to draft competence based questions for the application form and can be used at the basis of objective

measurement at selection it is recommended that the production of such be considered (Marchington and Wilkinson 2003, Torrington *et al,* 2009), an example of what this could look like is shown in table 3 below

Table 3: Suggested format for selection criteria

Knowledge Skills or Experience	Desirable or Essential	Evidenced on application and or interview
Current UG or PG student at this University	E	A
Studying a sport related subject	E/D	A
Experience of working within a diverse multicultural context.	D	A/I
Strong communication skills	E	A/I
Able to build and form relationships	E	A/I
High levels of self-efficacy	D	A/I
Adaptable and Creative	D	I
Available from xx/xx/xx to xx/xx/xx	E	A

5.2.4 Mapping the skills required for the project to key graduate skills such as teamwork and communication through from application to appointment and post-reporting will aid the student's journey from employability to employment by offering an opportunity to 'market' themselves initially, undergo development and further consider 'marketing themselves' when evidencing project benefits and contribution in the post-project report.

5.2.5 Questions used on the application form and in the interview should as far as possible be competence based rather than hypothetical for example on the application form you might want to consider a question such as *"describe a time when you have persevered against the odds and overcome obstacles to achieve a goal. Explain how you approached the situation, what difficulties you were faced with and what the outcomes were"?* Similarly interview questions such as *"the coaching environment is very different in Zambia – how will you adapt to large numbers, lack of equipment, age ranges and poor English skills"* may achieve more evidence based responses if asked as *"can you give me an example of when you had to*

adapt your coaching methods? Explain why this was necessary, what you did and what the results were?

5.2.6   Strong correlations between personality and ability to adapt to different cultural contexts were evidenced in the work of Ang *et al* (2006) as such additional information in the form of personality test reports may also aid selection decision making, particularly where high numbers of suitable candidates are available.

5.2.7   The Types Dynamic Indicator Test (TDTI) is a 16 point personality test which measures across the four Jung dimensions of extrovert/introvert; sensing/intuiting; thinking /feeling and judging/perceiving. The report assigns a profile based on responses suggesting how the individual might approach work and form relationships. A sample report is shown in Appendix 5. Access to this testing may be available through university careers services (online) an additional benefit is that it exposes students to the type of testing they might be required to undertake as part of graduate recruitment.

5.2.8   Selection decisions should and can again be made on the basis of the selection criteria using a pro-forma scoring matrix, the use of formal, objective measures such as this conforms to good practice evidencing a commitment to equality and diversity.

6.   Pre-Departure and Post-Arrival Socialisation

6.1 Introduction

6.1.1 Participation, by students, on one of the IDEALS programme projects provides important training and development opportunity:

- Focussing on technical skills, students as trainers and learners, part of the knowledge and competence transfer between the UK and the host country in terms of all aspects of sports development; and
- Focussing on employability skills, students gaining a broader perspective of operating within a different cultural context, challenges, barriers and solutions.

6.1.2 The way in which UK Sport, the universities and the host projects anticipate and provide suitable socialisation training is an important first step in assuring both project and personal success, this section will review the current provision based on observation and verbal feedback following events held in the UK and Zambia.

6.2 Pre-Departure

6.2.1 Two separate events were held in the UK as follows:-

- February 2011 at Sheffield Hallam University for students going to Ghana, Namibia and Tanzania;
- April 2011 at Durham University for students going to Zambia.

6.2.2 Induction can be described as a planned and systematic process, structured and implemented by the organisation, to help students settle into their projects and host-country quickly, happily and effectively.

6.2.3 The purpose of the induction could be regarded as imparting information about UK Sport, the projects, and the host-country in a form of 'academic exercise' and allowing students and project staff to meet, interact and

exchange information and experiences considered part of a 'social integration perspective'.

6.2.4 An important element of the pre-departure induction is the opportunity to address concerns and to highlight the both similarities and differences in cultural context. Whilst there is strong evidence to support the achievement of this, there is also a suggestion that the gap between pre-departure training and arrival in the host-country negates some of the benefits of its delivery at this time:

> *"I feel there is a large gap between induction and leaving the country. If some information or details was (sic) emailed in the intervening period I feel that this would ease any uncertainties to help to develop excitement and encourage people to adequately prepare for their placement"*

6.2.5 It is accepted that delayed preparation or additional training is neither desirable nor possible given the differences in academic timetable structures which exist amongst the participating universities however it may be possible to package the training and preparatory material more effectively prompting the students to continue to develop knowledge and awareness of expectations and potential challenges.

6.2.6 Review of the student folders distributed at pre-departure, in terms of content. Could some of this be distributed earlier or later back at home university? Does everyone need a copy of all contact numbers at this stage or could these be personalised for distribution on arrival, by project, credit card sized for ease of use? Would an A5 format be more manageable, more discrete, could you include a journal entry section at the rear which would encourage extensive use of reflective practice and provide extensive evidence for future job applications are just some of the questions that could be considered?

6.2.7 Additionally make greater use of incoming students, alumni, to record five minute podcast or vodcast briefings in a series of "how to" or FAQ's would provide outgoing students with an opportunity to listen to, or watch, "real-life" experiences at any time and any number of times allowing for an incremental development of knowledge, additionally this may provide an opportunity for the incoming students to continue to contribute since they appeared to make only a limited contribution at the scheduled sessions.

6.3 Post-Arrival Induction

6.3.1 Provides an additional opportunity to remind students of procedures, health and safety and cultural context already delivered in the UK at pre-departure induction and to introduce the peer leaders and volunteers that the students will be working with during their project placement. A high number of students commented on the post-arrival induction either in the weekly reports or end of projects reports, for example the following comments:

"the first week was a bit of a loss with the settling-in schedule";

"it was hard adapting this week, in terms of not being as involved practically due the nature of 'orientation' planning";

"I believe the induction could be squeezed into a smaller amount of days".

6.3.2 As with pre-departure induction it is acknowledged that what works for one student will not necessarily work for others, the purpose, structure and duration of post-arrival induction for all host-countries may benefit from further review and revision where appropriate.

# 7.   Evidencing Development – The Case for IDEALS

7.1   Introduction

7.1.1 *"Globalisation has transformed the occupational landscape for graduates, increasing the need to operate competently in an international and intercultural work environment, and for developing local problem assessment, interpretation and solving skills within a broad, international context.* Whalley (1997) cited in Edwards *et* al (2003:188). This comment highlights the potential value of non-curricula opportunities such as IDEALS as key contributors to the development of graduate skill-sets for the 21st century since it offers that in-country, immersion experience which supports the acquisition and development of this (Cooper, 2009).

7.1.2 In this section the researcher will present evidence of student development in relation to the acquisition and development of component leadership skills, underpinned by acquisition and development of cultural intelligence during project placement.

7.2   Post-project Cultural Intelligence

7.2.1 A comparison of pre-departure and post-project scores was prepared to establish whether or not any score shift had occurred, this can be seen in chart 4 below:

Chart 4: Comparison of pre-departure and post-project cultural intelligence scores

Comparison Pre-Departure and Post-Project CQ Scores
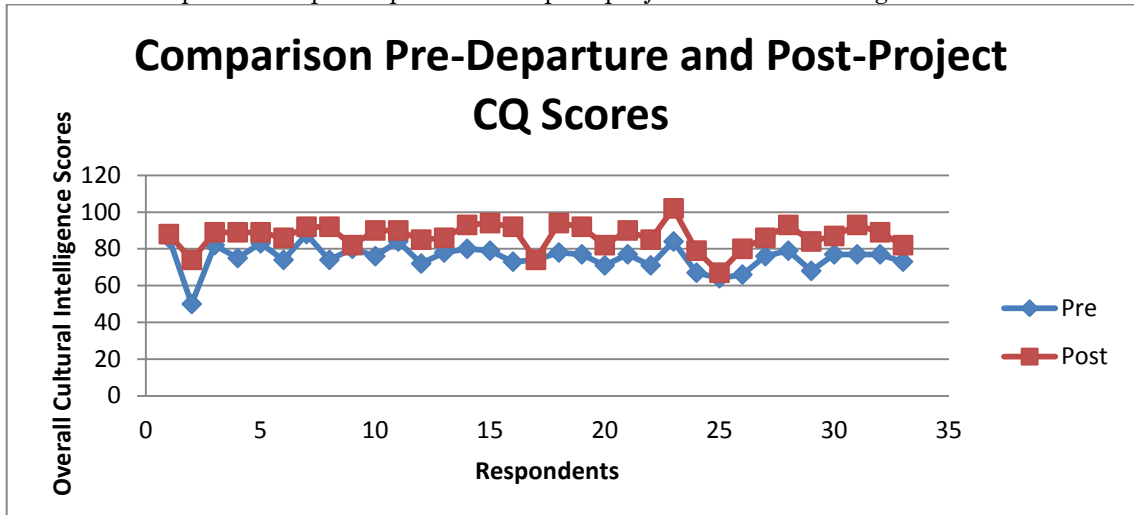
7.2.2 The data showed that 30 out of the 33 students had recorded a positive overall cultural intelligence score shift following participation on the programme, the question was whether this was statistically significant and the paired samples t-test was used to establish if this was indeed the case. The results are shown in table 4 below with full results shown in appendix 6.

Table 4: Results of paired samples t-test

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	predeparture - postproject	-11.51515	5.49500	.95656	-13.46360	-9.56671	-12.038	32	.000

Figure used to calculate eta squared statistic

Can conclude significance between distribution 1 and 2 of questionnaire

7.2.3 The results highlight that there is a statistically significant increase in overall cultural intelligence scores from the two distributions, pre-

departure, before the students were exposed to their international experience [M=75.45; SD=7.22] and post-project at the completion of the placement [M=86.96; SD=6.89, t(33)=12.03, p<05].

7.2.4 Whilst the results produced by the paired samples t-test suggest that the score "shift" is unlikely to have occurred by chance, it does not provide information about the "*magnitude of the interventions effect*" (Pallant, 2004:212), in other words did the shift occur as a result of the overseas placement or purely by chance?

7.2.5 To establish the effect size statistic it is useful to calculate the eta squared value, the following formula is used

$$\frac{T^2}{T^2+N-1}$$

using the findings in table 4 above the calculation is

$$\frac{(12.03)^2}{(12.03)^2 + 33-1}$$

translates as

$$\frac{144.72}{144.72+33-1}$$

$$= 0.81$$

The guidelines in the table 5 below can be used to interpret the eta squared value.

Table 5: Calculating eta square values

Value	Effect Size
.01	Small effect
.06	Moderate effect
.14	Large effect

With an eta square value calculated as 0.81, the researcher can conclude that there is a large effect, showing a substantial difference in the score of

cultural intelligence obtained before and after participation on the IDEALS programme and deduce that these results were unlikely to have occurred by chance these results provide the impetus for further content analysis of the comments from the student end of project reports.

7.3   Exploring Global Employability Skills

7.3.1   Developing the individual dimension of cultural intelligence does require active participation in intercultural activities in the form of intercultural encounters (Plum, 2008) since it is through these that students will acquire and develop the knowledge and skills needed to perform and adapt well when operating in global contexts.

7.3.2   This is not to say that all intercultural encounters provide a developmental opportunity, since situational variables underpinning the encounter can have a buffering effect, for example, in situations such as group projects where the task is clearly defined and well-structured and clear expectations given for outcomes, cultural intelligence may play only a minor role in achieving the overall task since any difficulties are mediated during the structuring phase. Similarly in situations where the cultural distance is perceived as "small", both the role and opportunities are reduced. Conversely in weaker situations, which are vague or open-ended there may be a much stronger reliance on the application and use of cultural intelligence in terms of guiding action or decision making.

7.3.3   Based on the statistical results, participation in the programme is felt to have offered significant opportunities for development across all three-dimensions of cultural intelligence, this is further supported by reviewing the comparison of cultural value scores based on the work of Hofstede (1980) which show the potential size of the cultural gap between home and host country values, see table 6 below, a more detailed explanation of the dimensions is shown in Appendix 7.

Table 6: Culture Comparison UK by Host Country

Country	Power Distance	Individualism v Collectivism	Masculinity v Femininity	Uncertainty Avoidance
UK	35	89	66	35
Ghana	80	15	40	65
Namibia	65	30	40	45
Tanzania	70	25	40	50
Zambia	60	35	40	50

7.3.4   A majority of students commented on the difference in culture from a general perspective to the perspective of life, living and societal attitudes, suggesting that this had improved global awareness; this could be considered as further evidence of the development across the knowledge dimension of cultural intelligence.

"it is impossible not to be changed by this experience in terms of awareness";

"I thoroughly enjoyed being in a new and different culture, learning to adapt and integrate into the community. I feel that I am more aware of cultural differences and the need to follow and respect cultural norms".

"From day 1 it was clear that both the people and the way of life are very different to our own. I quickly learnt to just embrace it and live it and I think this is why I managed to cope so well";

Understanding their culture was very significant. I had to hold back frustrations about lateness and bad communication, as I came to appreciate we come from very different worlds and I couldn't just walk in and expect them to confirm to what I believed was right. It made me understand what I was capable of and made me take a step back and understand that the UK isn't the only place on this earth!

"It was very difficult at the start due to having no electricity and being so far from where we work, having such limited cooking appliances and no hot water. But now all of these challenges feel quite unimportant and I have learnt to get by without them";

The village had no electricity so the day was governed by when the sun rises and sets; and

"When I was in the rural village I felt as though I got to see gender discrimination...watching my house mother prepare my dinner but never be allowed to come to the table and eat it made me understand".

7.3.5 Amongst the greatest challenges reported by the students were those related to communication. In any communication you cannot assume that your message will be easily understood; but getting your message across in a meeting taking place in a lingua franca, in this case English, which only some speak as a first language, full understanding is rarer. People or indeed children who nod their heads may suggest they understand but they may be doing so more for reasons of politeness than of comprehension.

7.3.6 As prospective future leaders and managers students need to be mindful of the very complex communication situation they are in and a number of student comments supported both the presence of challenges and their ability to adapt accordingly. Not only does this link to development across the behaviour dimension of cultural intelligence, this ability to communicate within a diverse cultural context is a key skill sought in graduate recruitment.

"Yes I believe that my communication skills have greatly improved over the eight week placement...I slowed the pace of instructions down...I found it useful to show more demonstrations to allow the pupils to visually understand what was expected of them";

I learnt that it was a two-way process – the children had to listen carefully to me whilst I was speaking. I had to remember to speak more slowly and clearly";

"I worded things differently to how I would if presenting to a class in England"; and

"Children can slightly struggle with the language barrier. So when coaching I had to make sure I pronounced all my words clearly, speak

slower and can't use any slang words. Also children seem to respond well if you learn a few words in their language as they can laugh if you don't pronounce it very well".

7.3.7 Planning, including adaptability and problem solving, whilst associated with and contributing to 'leadership' are independently seen as highly transferrable skills in the global employment marketplace. These three skills are also an integral part of the mindfulness dimension of cultural intelligence as such the student comments ad weight to the statistical analysis. Whilst much of the 'reflective' evidence presented in response to the question about leadership skills was felt to be weak, that is it was none specific, for example *"overall the placement has helped me to improve my leadership skills"* a few excellent examples were identified:

"One of the greatest leadership skills I have learnt is adaptability. For every session we had different numbers of kids turn up, different equipment and training would never start at the same time twice. This taught me to adapt each session from what was planned in order to make it beneficial for the kids";

"If activities weren't running as smoothly as we expected we sometimes had to think on the spot, use our initiative to change the activities to something more enjoyable";

The project immersed me in completely new and diverse situations that I had to adapt to. It stimulated me to re-think my traditional leadership methods and develop new skills that were more effective in the given situation"; and

"I have learned through this experience that the leader does not have to control everything within a team and must know his strengths and weaknesses within an organisation. I knew there were people who could do the coaching drills to the same standard, or better than myself and in time I accepted the fact that I could ask people for their help or guidance".

7.3.8 A number of students had also been able to make the connection between participation on the programme and future career, albeit the link with skills was often tenuous, for example *"these kind of skills are transferrable to practically any job"* without describing the skills *and "the whole*

experience has boosted my passion to teach Physical Education/Sports" but again no discussion of skills required and/or skills developed. The findings in response to question 5 on the end of placement report were perhaps unsurprising since it became evident during my discussions with students in Namibia that graduation and employment still felt a long way off; additionally they hadn't really thought about how the evidence from project participation might be a crucial differentiator at recruitment and selection; this resulted in some ad hoc career counselling, that said one outstanding example was identified.

"To gain a commission in the Royal Marines you need to develop excellent leadership skills, problem solving, communication and team work, which are all skills that I have improved a great deal by being on the project to the extent that I am now much more confident about the application process"

7.3.9 The general inability to convert the experience into evidence for recruitment and selection was further highlighted when the researcher offered to review the curriculum vitae of two team leaders on return from project, unlike the majority of the 2011 participating students they were already actively seeking work or graduate training programmes. In both cases the references to their experience in Africa was highly descriptive, "this is where I went and this is what I did"; in both cases students were advised to focus on skills used and developed and in particular to map these against the skills sought by the prospective employer…signpost why they should select you to progress to the next stage.

7.3.10 It is fair to say that the weekly reports provided a rich additional source of evidence of learning not normally referred to in the more formal end of project reports and it felt incomplete not to highlight a selection of those that raised a smile!

"On the way home from the seminar the vehicle we were in hit a man in the road, it was shocking to see the way they dealt with the situations, they just picked him up and put him in the van with us and carried on as normal";

"After being hit by a car and a bike this week I've learnt that crossing the road in Africa requires great skill and awareness, so I have set myself targets to improve these aspects for when I cross roads in the future";

"Took his phone and camera and had them stolen from his pocket by a girl he was dancing with! Luckily he realised quickly and for them back when he found her trying to bury them in the sand, we laugh about it now but he is lucky he got them back";

"I lost my ferry ticket for the way back but managed to blag my way on luckily, so I need to improve my organisational skills, look after things better and keep important documents safe. On the other hand, I've learnt that I have superb blagging skills"!; and

"One told me he wanted me to be his wife and he loved me after about an hour, bless him. Definitely different to the males of England. Not too sure what my parents would do with the 5 cows he is offering though"

7.3.11 This just goes to show that every encounter, planned or unplanned, unexpected and even accidental provides an opportunity for learning and a contribution to skill development!

Conclusion and Recommendations

8.1 Conclusions

8.1.1 It is evident that the IDEALS programme continues to flourish, accommodating the needs of employers in terms of developing the employability skills of future employees; of participating universities in accommodating a variety of needs and models and of participating agencies in a variety of host countries.

8.1.2 Variation in recruitment methods between universities underlines different programme models and university priorities, however despite attempts to increase interest in participation recruitment continues to be a challenge with the majority of universities selecting from a limited pool of suitably qualified, quality candidates.

8.1.3 Variation in criteria and methods used to select students for participation on the projects should be eliminated although it is accepted that criteria for media role and for some specific projects may need to be accommodated within this.

8.1.4 Students are well-informed and prepared for participation on the programme through a variety of supporting documentation and both formal and informal pre-departure and post-arrival induction.

8.1.5 There is overwhelming evidence, from statistical data analysis of the questionnaire responses and content analysis of student quotes in the end of project reports, that participation on any of the IDEALS programme projects develops a range of sought after employability skills in the form of communication, team-working, innovation and creativity and problem solving. That these are gained in a different cultural context thus developing participant cultural intelligence adds a differentiating dimension to any student CV. This provides employers with graduates who possess sought after skills which are fit for purpose in the 21st century as such the programme represents a sound investment in leaders for the future.

8.2 Recommendations

8.2.1 That there is continued investment and development in IDEALS by both UK Sport and participating universities.

8.2.2   That participating universities align the IDEALS project with their University Internationalisation strategy, including where applicable Global Citizenship strategies, programmes or awards.

8.2.3   That UK Sport and participating universities draft a person specification which can be used by all as a framework for the recruitment and selection process.

8.2.4   That UK Sport reviews the current application form for consistency with selection criteria and for the use of competence based questions.

8.2.5   That the use of personality testing as part of the selection process be considered since this may provide additional objective information where numbers of suitable candidates are greater than number of places available.

8.2.6   That UK Sport and participating universities review the role of alumni in recruitment, selection and preparation of the following years participating students.

8.2.7   That UK Sport and participating universities review both the material and format of the material provided at the pre-departure induction for relevance and timeliness of distribution.

8.2.8   That UK Sport, team leaders and participating projects review the post-arrival induction to ensure that clear aims and objectives are established.

8.2.9   That UK Sport and/or participating universities make the links between participation and future employment more explicit to the students, this could be through a review of the questions on the end of project report.

8.2.10 That UK Sport continues to expand to other universities and countries linked with other UK Sport International Development programmes.

8.3 Limitations

8.3.1 Any research study can be said to have advantages and disadvantages as a result of the decisions made by the researcher in relation to the data capture methods selected.

8.3.2 The decision to utilise self-adminstered questionnaires was based on the need to capture data from students who were geographically dispersed and the available time of the researcher; there was also a need to meet the demands of UK Sport for quantitative, objective measures to be included as part of the final report.

8.3.3 The researcher has previously commented on the response rates to questionnaires (see 3.3.3), notwithstanding the voluntary participation factor other factors may have contributed to a lower than expected return rate, they are:

- Lack of direct contact with students, whilst from both an ethical perspective and to retain high levels of objectivity, the researcher took care to distance themselves from distribution, it is accepted that those students who had not met or did not feel the study was important were less likely to respond, this was a particular issue as there were three questionnaires involved.
- The timing of the questionnaire distribution, initially at induction and again at the end of the project meant that students were inundated with information and responding to additional requests for information respectively, this may have resulted in the perception that this study was less important.
- The use of e-mail was made on the basis of efficiency, however, lack of information on appropriate e-mail addresses and incorrect

information in the early stages resulted in students being missed or being targeted twice. Additionally the use of university based e-mail addresses were of limited use once the academic year had come to an end.

- Reminder e-mails sent out on a regular basis (Easterby Smith *et al*, 2008) may have improved the response rate by maintaining interest in the study, this had to be balanced against any adverse effect that recurrent e-mailing may have had, since I was aware that UK Sport, staff members and team leaders were also sending out regular e-mails.

8.4   Future Research

8.4.1 The focus of this work has looked at the non-curricula impact of developing graduates for the global employment market (Shiel, 2006; Cooper 2009) establishing the important role of the UK Sport IDEALS programme projects in equipping them to get a job.

8.4.2 Future work could be based on a longitudinal study of volunteer students who can be tracked from return through to employment to comprehensively explore the benefits of participation in terms of that transition from employability to employment by considering:

- Whether students regard the experience as an asset in terms of contribution to attitude, knowledge and skills;
- Whether students continue to reflect upon their experiences and further develop skills and knowledge required for working in a global context;
- How these assets are presented to a prospective employer on a CV, Application Form or during the selection process.

In undertaking this work it may be useful for comparative purposes to track students who continue to be involved, for example through the

Perfect Day Foundation and those who do not appear to maintain involvement.

8.4.3 Alternatively, a comparative study analysing the skills and cultural intelligence development of IDEALS programme project participants against those of students participating on other similar programmes.

8.5   And Finally

8.5.1 Perhaps final conclusions associated with the contribution of the IDEALS programme are best left to some of the students who describe what participation has meant for them:

"I am starting to realise how much of an amazing experience it has been and how much I have developed personally and professionally. The independence has taught me to take on more responsibility for myself and the people I am with. I feel I am more capable of dealing with difficult situations and the things that may have really stressed me out before the placement";

" Definitely increased my global awareness…but more importantly the significance of sport being used as a tool for social inclusion and education";

Zambia IDEALS is a unique addition to a CV that will most likely be brought up in interviews and make me a more memorable and interesting job applicant"; and

"I just hope the project continues to grow and develop and that with each passing year it becomes more and more effective".

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10　Table of Appendices

Newcastle Business School

Informed Consent Form for research participants

Title of Study	Developing global employability skills the IDEAL way: Exploring the value and benefit of overseas study programmes with a particular emphasis on developing cultural intelligence.
Person conducting the research	Dr Lynne Powell
Address of the researcher for correspondence	Newcastle Business School CCE-1, Room 210 University of Northumbria at Newcastle NE1 8ST
Telephone	0191 227 4915
E-mail	lynne.powell@northumbria.ac.uk
Description of the broad nature of the research	The purpose of the study is to analyse the benefits of student participation in the IDEAL UK Sport programmes in Zambia, Namibia, Tanzania and Ghana with a particular emphasis on the development of global employability skills in the form of cultural intelligence.
Description of the involvement expected of participants including the broad nature of questions to be answered or events to be observed or activities to be undertaken, and the expected time commitment	The expected involvement of the research participants may be as follows:- **All** participating students to receive three questionnaires from the researcher. - 1st questionnaire looking at international orientation to be distributed soon after recruited to the UK Sports programme, this should take no more than 20 minutes. - 2nd questionnaire to be distributed prior to the participants allocated induction weekend, maximum 30 minutes. - 3rd questionnaire is a repeat of 2nd and will be distributed upon completion of project, again maximum 30 minutes to allow for a comparison of before and after scores.

	- **Volunteer students** (minimum 1 per project) to be interviewed before or after induction weekend and then again at conclusion of project. Maximum of 30 minutes per interview, these will be conducted face-to-face or via the telephone if more convenient. -**Volunteer students** (can be different to those above) for the researcher to shadow and observe for a three-day period (Zambia) and two-day period (Namibia), dates and projects to be negotiated once respondents identified. - Anonymity will be assured by changing the names of the participants, the organisations and the people they name in any transcripts where necessary, for example dissemination outside of UK Sport. - Confidentiality will be maintained in terms of storing data securely on computer and ensuring hard copies of transcripts, questionnaires and field notes are stored in a locked cabinet. - Data will be coded to prevent identification of individuals, organisations or projects and at the conclusion of the study, all hard-copy data will be destroyed as confidential waste. - Data emanating from this research study will be used as the basis for the final UK Sport Report (due November 2011), presentation for UK Sport and interested parties and may additionally be used for the production of case studies, conference presentations and a variety of research publications.
Additional Information about the research	The data collection timescale for this study is from November 2010 until September 2011.

Information obtained in this study, including this consent form, will be kept strictly confidential (i.e. will not be passed to others) and anonymous (i.e. individuals and organisations will not be identified *unless this is expressly excluded in the details given above*).

Data obtained through this research may be reproduced and published in a variety of forms and for a variety of audiences related to the broad nature of the research detailed above. It will not be used for purposes other than those outlined above without your permission.

Participation is entirely voluntary and participants may withdraw at any time.

<u>By signing this consent form, you are indicating that you fully understand the above information and agree to participate in this study on the basis of the above information.</u>

Participant's name *(please print)* ....

Participants signature   **Date**

This form can be signed via email if the accompanying email is attached with the signer's personal email address included. The form cannot be completed by phone, rather should be handled via post. Please keep one copy of this form for your own records

Frequently Asked Questions

Will anybody be able to guess which questionnaires I filled in?

On the 1st questionnaire biographical data is collected to facilitate matching responses to following questionnaires and to categorise results for the final report to UK Sport. On the following questionnaires only a name (or allocated code) will be required. Questionnaire responses will only be seen by me, the researcher, they will be analysed by me and only the results and findings will be reported, these will be anonymised.

What will happen to the data gathered in this research?

The main purpose of the research is to explore the benefits of participating in one of the UK Sport projects in terms of global employability skills, particularly cultural intelligence (also referred to in the literature as cultural awareness, cultural empathy, cultural sensitivity or cultural competence). Both the questionnaire data and individual interview transcripts will help UK Sport and participating Universities to design appropriate support strategies to maximise benefit and used to promote the key benefits of engaging in the Project to students and employers alike.

What if I don't want to/can't answer one of the questions?

I would obviously like you to complete all of the questions, however if there are some questions that you would prefer not to answer that is fine, I will still be able to use your responses to other questions. This applies to all questionnaires.

Will I be able to see the results?

A summary of the report will be available from January 2012, this is approximately two months after the final report is due to be delivered to UK Sport and the participating Universities. I will be happy to send you a copy of the summary if you would like to see it?

Thinking About Your International Orientation

A Self Assessment Questionnaire

The purpose of this questionnaire is to give you some insights into your own past and present international orientation.

The main use of the questionnaire is to support the UK Sport study, in this instance by trying to build a picture of the student participant's profiles and backgrounds in terms of cultural capital. Additionally the questionnaire might be used by you personally to think about what you might do to improve your international orientation before going on project and in the future.

Before you begin:

This section is aimed at collecting biographic data related to you as an appointed UK Sports project student. This information will be used for the following purposes:

1) **Matching responses** from the three questionnaires to be distributed. This means that it should be possible to measure change in self-perception which may or may not be attributed to participation in the project.
2) To **categorise results** in the final report for UK Sport.

It will not be possible to identify any individuals from the published results and you may find it useful to read the consent letter including the FAQs before you complete the questionnaire.

Part A: About You:

Name:

A1: What is your gender? (please tick)

☐ Male

☐ Female

A2: What is your age? (please tick **one** only)

☐ 21 and under   ☐ 22-25   ☐ 26-29   ☐ 30 - 39   ☐ 40 - 49   ☐ 50 and over

A3: Ethnic Origin: (please tick **one** only)

☐	White British	☐	Black or Black British – Caribbean
☐	White Irish	☐	Black or Black British - African
☐	Other White Background	☐	Other Black Background
☐	Asian or Asian British – Indian	☐	Asian or Asian British – Pakistani
☐	Asian or Asian British - Bangladeshi	☐	Other Asian Background
☐	Chinese	☐	Mixed – White and Black Caribbean
☐	Mixed – White and Black African	☐	Mixed – White and Asian
☐	Other Mixed Background	☐	Other Ethnic Background

A4: Which of the UK Sport projects are you participating in?

☐ Zambia

☐ Namibia

☐ Tanzania

☐ Ghana

A5: What is the title of your degree programme:

A6: Which university are you studying at:

A7: e-mail contact address:

Part B:

Dimension One: International Attitude(s)

Question One:

Foreign language skills should be taught as early as 'primary'(first) school?

1	=	Strongly Disagree
2	=	Disagree Somewhat
3	=	Not Sure
4	=	Agree Somewhat
5	=	Strongly Agree

Question Two:

Travelling the world is a priority in my life?

1	=	Strongly Disagree
2	=	Disagree Somewhat
3	=	Not Sure
4	=	Agree Somewhat
5	=	Strongly Agree

Question Three:

A year-long assignment (abroad) would be a great opportunity for me?

1	=	Strongly Disagree
2	=	Disagree Somewhat
3	=	Not Sure
4	=	Agree Somewhat
5	=	Strongly Agree

Question Four:

Other countries fascinate me?

1	=	Strongly Disagree
2	=	Disagree Somewhat
3	=	Not Sure
4	=	Agree Somewhat
5	=	Strongly Agree

Dimension Two: International Experience

QuestionOne:

I have studied a foreign language?

1	=	Never
2	=	for less than one year
3	=	for a year
4	=	for a few years
5	=	for more than seven years

Question Two:

I am fluent in another language

1	=	I don't know another language
2	=	I am limited to short simple phrases
3	=	I know basic grammar and speak with a limited vocabulary
4	=	I understand conversation on most topics
5	=	I am very fluent in another language

Question Three:

I have travelled overseas (including study abroad)

1	=	Never
2	=	About a week
3	=	A few weeks
4	=	A few months
5	=	Several months

Question Four:

I was overseas before the age of 18

1	=	Never
2	=	About a week
3	=	A few weeks
4	=	A few months
5	=	Several months or years

Dimension Three: Comfort With Differences

Question One:

My friends' career goals are

1	=	Quite similar
2	=	Mostly similar
3	=	Somewhat different
4	=	Quite different
5	=	Very different

Question Two:

My friends' ethnic backgrounds are

1	=	Quite similar
2	=	Mostly similar
3	=	Somewhat different
4	=	Quite different
5	=	Very different

Question Three:

My friends' religious affiliations are

1   =   Quite similar
2   =   Mostly similar
3   =   Somewhat different
4   =   Quite different
5   =   Very different

Question Four:

My friends first language is

1   =   Quite similar
2   =   Mostly similar
3   =   Somewhat different
4   =   Quite different
5   =   Very different

Dimension Four: Participation in cultural events

Question One:

I eat at a variety of 'ethnic' restaurants

1   =   Never
2   =   Seldom
3   =   Sometimes
4   =   Quite often
5   =   Frequently

Question Two:

I listen to or watch world news programmes

1   =   Never
2   =   Seldom
3   =   Sometimes
4   =   Quite often
5   =   Frequently

Question Three:

I attend 'ethnic' festivals

1	=	Never
2	=	Seldom
3	=	Sometimes
4	=	Quite often
5	=	Frequently

Question Four:

I visit art galleries/attend cultural events featuring artists from all over the world

1	=	Never
2	=	Seldom
3	=	Sometimes
4	=	Quite often
5	=	Frequently

Section – for personal development use.

Scoring:

1's .....   2's .....   3's .....   4's .....   5's .....

Scores of 4 and 5 on a question indicates a high orientation

Scores of 1 and 2 on a question indicates a low orientation

Questions for you to think about:

- On which **dimensions** do you need to improve your international orientation?
- **What could you do** to change your life in order to become more internationally orientated?
- What **constraints** could stop you doing this?
- What **kind of help** would you need from others to improve your orientation?

Dear Student

This questionnaire is the second of two to be distributed but please do not be concerned if you did not complete it the first time around.   Both questionnaires have a focus on the three dimensions of cultural intelligence, mindfulness, knowledge and behaviour, I am asking you to re- assess (or assess) your preferences, desires and habits when engaging in intercultural encounters.

You should read each statement carefully. Do not think for too long about what it says, if you cannot decide a response, skip that statement and come back to it later. There are **no** right or wrong answers.

The project is being conducted in accordance with the University of Northumbria's ethics policy; any data provided, will be used for only for research purposes and no personal details will be included in any published work – your anonymity is therefore assured.

Results from the project may have a number of potential outcomes, it may:

- Help UK Sport to promote the benefits of participation in such projects,

- Help your own universities to promote the benefits of participation on the project(s),

- Add to a growing body of literature in the field of cultural intelligence, in particular the benefits of intercultural encounters and overseas study missions,

- Offers you an insight into your personal and/or professional development needs in this area

The questionnaire should take no longer than **20 minutes** to complete.

Participation in the research is entirely voluntary; however, your assistance with the development of this work is greatly appreciated, should you have any queries or concerns about the research my contact details are shown below.

THANK YOU

 Dr. Lynne Powell

lynne.powell@northumbria.ac.uk

Section A

Name:

Section B: **Self-Assessment of Cultural Intelligence**

Think about your cultural intelligence in each of the following categories, **Mindfulness (**awareness); **Knowledge** (understanding); **Behaviour** (skills)

Cultural Intelligence Mindfulness (Awareness**)**
For each statement tick the box that best describes **whether you do the following**:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

		1	2	3	4	5
B1	I think about how my own culture influences the way I think and act					
B2	I look for opportunities to interact with people from different cultural backgrounds.					
B3	I plan carefully before I meet with someone who is from a different cultural background.					
B4	After one of these experiences (meeting) I reflect carefully and try to make sense of the interaction.					

Cultural Intelligence Knowledge (Understanding**)**
For each statement tick the box that best describes your current level of knowledge in relation to the following aspects of culture. (please tick one only per statement)

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

		1	2	3	4	5
B5	I know that language is constructed and used differently in other cultures.					
B6	I know that it might be appropriate to change my non-verbal behaviour when working in diverse groups.					
B7	I know the cultural values and religious beliefs of other cultures.					
B8	I know that gender roles may be perceived differently in other cultures.					
B9	I know that power and privilege can be viewed differently in other cultures.					
B10	I know the marriage systems of other cultures.					

Cultural Intelligence Behaviour (Skills**)**

For each statement tick the box that best describes **your adoption of the following behaviours**:

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

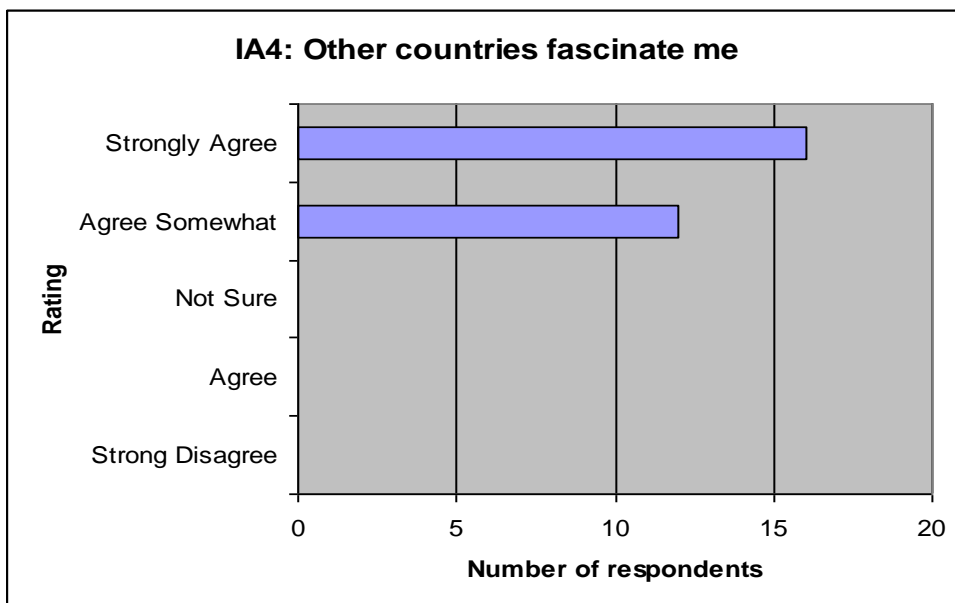|		1	2	3	4	5
B11	When working with multi-cultural groups or teams I have used the opportunity to check the accuracy of my knowledge about other cultures.					
B12	When working with multi-cultural groups or teams I have used the opportunity to develop my knowledge about other cultures					
B13	When interacting with people from other cultures I suggest the use of an acceptable 'common' language.					
B14	When interacting with people from diverse cultural backgrounds I check out their understanding of what is being said/has been agreed					
B15	When interacting with people from diverse cultural backgrounds I ask questions to make sure I understand what is being said.					
B16	I avoid the use of jargon or colloquialisms when interacting with individuals/groups from diverse cultural backgrounds					
B17	I adjust the speed and tone of my verbal communication when interacting with individuals/groups from diverse cultural backgrounds					
B18	I adjust my non-verbal behaviour, when necessary, when working with people from diverse cultural backgrounds					
B19	I do not impose my views, but listen to alternative opinions when working with people from diverse cultural backgrounds					
B20	I intervene if I observe cultural insensitivity or bias being shown when working with diverse groups/teams					
B21	I seek feedback from others regarding my behaviour when working in diverse groups/teams					

Once again **Thank You** for your assistance with this project and try to include examples to support your responses to similar questions in your final report.
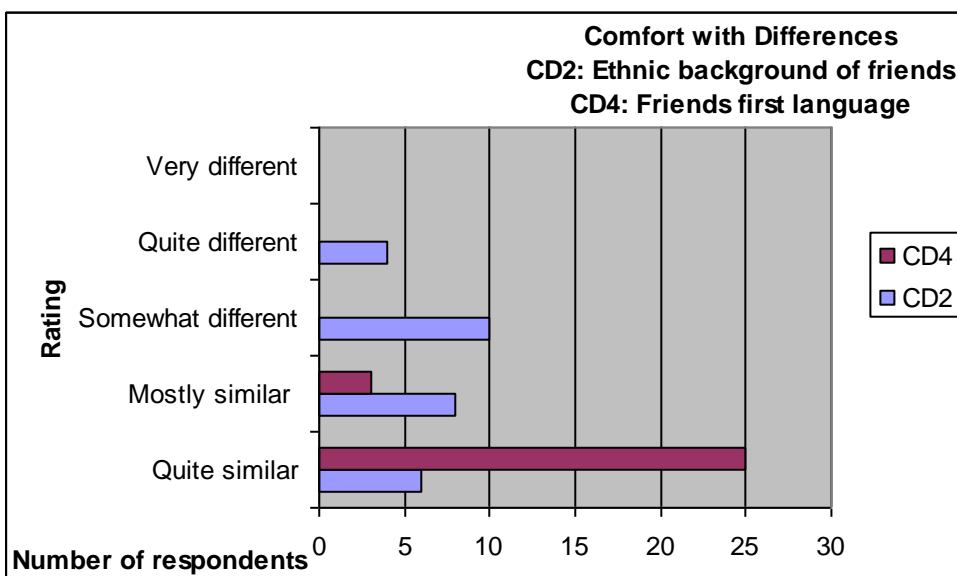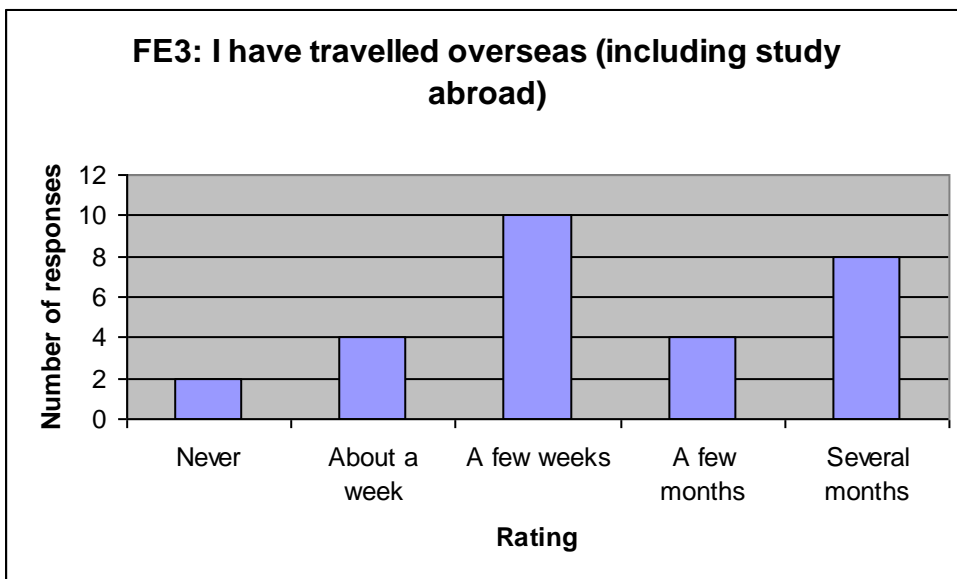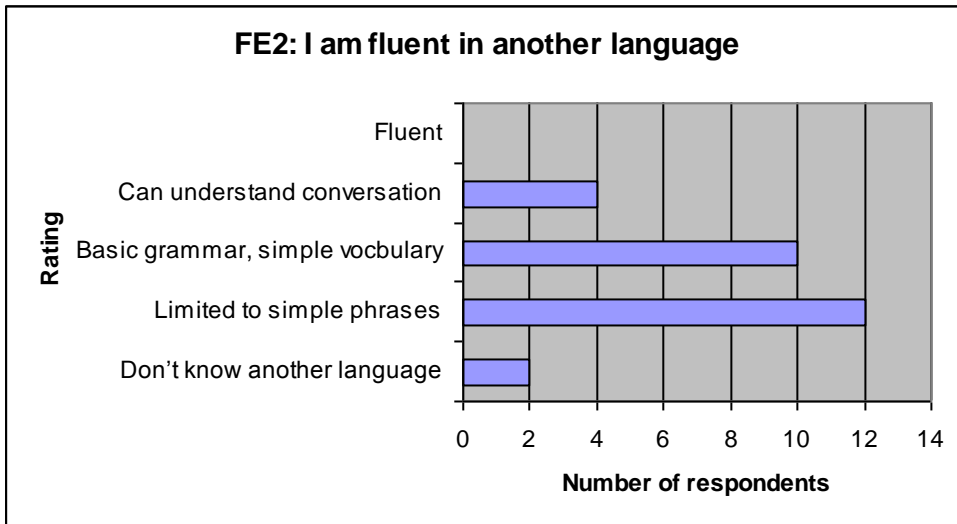
Breakdown of responses and charts, international orientation questionnaire.

Raw data

	Strong Disagree	Agree	Not Sure	Agree Somewhat	Strongly Agree
IA4	0	0	0	12	16

	Don't know another language	Limited to simple phrases	Basic grammar, simple vocabulary	Can understand conversation	Fluent
FE2	2	12	10	4	0

	Never	About a week	A few weeks	A few months	Several months
FE3	2	4	10	4	8

	Quite similar	Mostly similar	Somewhat different	Quite different	Very different
CD2	6	8	10	4	0
CD4	25	3			

	Never	Seldom	Sometimes	Quite often	Frequently
CE1	0	0	13	7	8
CE2	0	7	13	8	0

Associated Charts

IA4: Other countries fascinate me

FE2: I am fluent in another language

Horizontal bar chart.
- Rating (y-axis): Fluent, Can understand conversation, Basic grammar, simple vocbulary, Limited to simple phrases, Don't know another language
- Number of respondents (x-axis): 0 to 14
- Fluent: 0
- Can understand conversation: 4
- Basic grammar, simple vocbulary: 10
- Limited to simple phrases: 12
- Don't know another language: 2

FE3: I have travelled overseas (including study abroad)

Vertical bar chart.
- Number of responses (y-axis): 0 to 12
- Rating (x-axis): Never, About a week, A few weeks, A few months, Several months
- Never: 2
- About a week: 4
- A few weeks: 10
- A few months: 4
- Several months: 8

Comfort with Differences
CD2: Ethnic background of friends
CD4: Friends first language

Horizontal bar chart with CD4 and CD2 series.
- Rating (y-axis): Very different, Quite different, Somewhat different, Mostly similar, Quite similar
- Number of respondents (x-axis): 0 to 30
- CD2 Quite different: 4
- CD2 Somewhat different: 10
- CD4 Mostly similar: 3; CD2 Mostly similar: 8
- CD4 Quite similar: 25; CD2 Quite similar: 6

Participation in cultural events
CE1: I eat at a variety of ethnic restuarants
CE2: I listen to or watch world new programmes

team focus

The Type Dynamics Indicator - Version I

Type at Work Report

Simon Sample

Introduction

This report gives an indication of your style and preferences based on your responses to the Type Dynamics Indicator. The questionnaire is designed to identify some fundamental ways in which you differ from other people, and has implications for your career development by helping you understand more about the way you approach your work and your relationships. It is important, however, not to see your results in a limiting way, as there are many jobs you may find satisfying whatever your preferences. Sometimes people like doing things outside of their preferred style as this offers new challenges which introduce a sense of balance into their lives. This report can help you explore the implications that follow from the preferences you have indicated. If these are accurate, the report can give you ideas about your style, values, motivations and talents which, combined with your experience and circumstances, can help you to make better short- and long-term career decisions.

Your Profile

Below is a graphic representation of your profile. It shows that you have reported as an INFP – a style otherwise known as the Idealist.
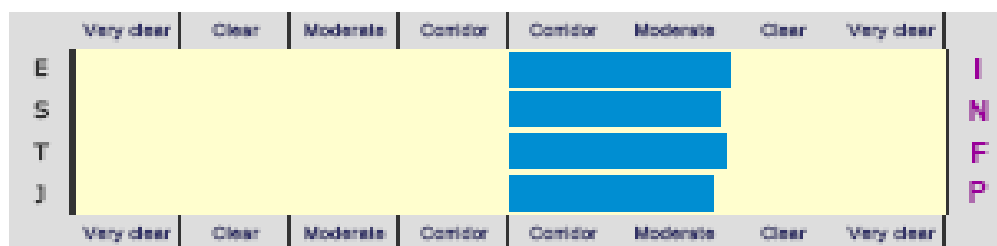
It is important to remember that this profile only represents the way you answered the questions. It is possible for this to change as you develop your ideas about what is most important, natural and rewarding for you. Scores which are Corridor are ones where you have been less clear and hence are more likely to have resulted in a misclassification. You can use the detailed description below to help you consider some of the implications of the reported style and its accuracy. If the profile does not seem accurate consider alternatives using the pen-portraits in section describing the 16 personality types towards the end of this report.

Detailed description of your preferred style

Your most likely preferred style, based on your responses to the questionnaire, has been given the name Idealist. The following section describes the meaning and implications of this style in detail under the following headings:

1. A brief summary of your preferences
2. Why do you work?
3. What kind of work do you want?
4. What is your style of working?
5. Who do you want to work with?
6. How might others see you?
7. Your main assets
8. Areas to consider developing
9. Career ideas to explore

As you read the report, make a note of what you agree with and where you disagree. Where you disagree it may be because your answers were not reflecting your real style and motivation or it may be that it has over-generalised from what is true of most people but which does not apply to you. Remember that the report is to stimulate your thinking rather than to limit your choices.

1. A brief summary of your preferences

You have indicated a preference for the Idealist style. This style is one that attempts to integrate all aspects of life - work, home and leisure. Idealists are uncomfortable with boundaries and react against being 'one person at work and another at home.' They see such incongruence as a form of dishonesty. Idealists need to feel personally committed to whatever they do and are constantly trying to find a fit with their deeper beliefs and values. To them, a job should be a calling and when it is not they feel they are wasting their time. To the outside world they can appear to be gentle and gracious which tougher types interpret as compliant or even bland. However, underneath there is often an intensely felt idealism and drive - associated with an eternal quest for realising their inner ideals. They care deeply about people and issues although they may not express these very often. When engaged with a cause they make enormous sacrifices, take a strong campaigning stand and often show creativity in promoting and achieving their ideals.

2. Why do you work?

The purpose of work: Idealists enjoy being thoroughly engaged with their work. It has to have purpose and meaning which aligns with their deeper beliefs and values. A job is never just as a job. They seek reasons to justify their time and commitment. If they do not achieve this they only give a fraction of what an Idealist has to offer. This may not be a problem since their level of skill and talent may mean that they can make a valuable contribution even without being fully committed or enthusiastic. However, in the longer term, it may mean that there will not be enough intrinsic satisfaction to keep them motivated. Idealists seem at their best in situations where there is real purpose and benefit and where there is a strong bond between the people involved. At their 'career best' they live and breathe their work, their projects or their causes with passion and commitment. This is not to say that such deep feelings are always obvious to others - in fact Idealists have a reluctance of being too public, demonstrative or expressive. This is why outsiders are prone to misjudge them, fail to understand their reasons, purpose and commitment and then be caught totally off-guard by sudden expressions of passion and commitment.

In summary

- To enable the expression of strong personal beliefs and values

- To bring benefits, to serve a "greater good"

- To feel their passions and beliefs are engaged

- To be consistent and integrated at work and elsewhere.

The work environment: Tough, abrasive and thrusting cultures are not for Idealists. They enjoy working where people are given quiet respect and where contributions are sought and encouraged. They dislike the idea of confidence, loudness and competitiveness being the measure of which contributions are heard and recognised. They prefer an environment where support and consideration is given and where people are given time to reflect and express what is most important and meaningful to them. They also want an environment where they can do things at their own pace and in their own style and this applies to both work and to interacting with others. This sometimes makes them difficult to manage - especially when part of a large team where many interdependent tasks require careful co-ordination. However, it must be borne in mind that an Idealist's need for independence co-exists with an equally strong preference for co-operation and working in harmony. This can make an Idealist complex to understand - especially as they are not always the most expressive of types. For these reasons, people can be quite surprised to see an Idealist tolerating or even enjoying certain kinds of job to which they don't seem suited. For example, they sometimes tolerate an environment where there are strict rules and procedures simply because they like the people involved and recognise the need to fit in with the structure to maintain harmony. In such situations you often find that the Idealist's commitment and persistence is because the role rewards them at a deeper level - perhaps because they feel they are contributing to something of great value.

In summary

- Provide a supportive environment with positive relationships

- Create a 'personal' atmosphere

- Allow time and space to contribute in their own, individual way.

3. What kind of work do you want?

Types of activity: Idealists need a job that allows them to believe they are fulfilling something important. They want freedom to put their own personal stamp on things - especially if it can involve their imagination and vision. They enjoy introducing new or creative ideas although they may not want to do this in a high profile way. Idealists have an automatic bent towards complexity and subtlety which makes them avoid jobs where there is too much emphasis on the concrete, immediate details or where the environment is too impersonal. For this reason they are less often found in areas such as science and engineering unless they can bring in some real personal value and meaning to what they do. They are also less likely to choose the cut and thrust of the business and sales world. Idealists more often choose socially oriented work, or work where there is concern for human development - particularly through one-to-one relationships. They also like a job where they have a chance to withdraw, reflect and re-engage. This means that jobs where there is great pressure driven by external demands - such as continually reacting to phone calls, customers, staff or other circumstances where they need to be responsive and reactive - can eventually become quite a strain.

In summary

- Opportunities for creativity and self-expression rather than following systems and procedures

- Concepts and complexity rather than facts and simplicity

- Opportunities for initiative, flexibility and intuition

- Time for independent reflection rather than group thinking

- Contributing to socially meaningful ends rather than purely commercial goals

- Opportunities for self initiation rather than reacting to others.

Types of contribution: Idealists bring ideas, vision and values to their work. They strongly resist people's tendency to simplify - which they often see as a tendency towards oversimplification and superficiality. If you want people to pause, reflect and see the bigger picture, an Idealist will be there to champion your cause. Their ability to work with all the complexity of people and situations and to introduce meaning and purpose beyond the present activities and details earns them the title "the world's natural philosophers" - but this can result in the criticism of being too abstract or woolly. However, this illustrates how Idealists are most suited to roles involving abstract concepts, creativity and purpose rather than action, detail and delivery.

In summary

- Seeing beyond the present and providing a vision, purpose or philosophy

- Recognising the full complexity and subtlety of people and situations

- Adapting, changing, reframing and making connections and patterns.

4. What is your style of working?

Managing time: Idealists are happiest when they manage their own time in their own way. They tend to dislike too much structure and thrive on being responsive and adaptable. A consequence is that they are not usually keen on planning ahead. Together with the fact that practicality is not their driving force means that they can sometimes appear disorganised. They tend to have many things on the go at once which, when they are effective means that they get a lot done, but they are in danger of splintering their effort and starting too many projects at once.

In summary

- Prefer to manage their own time and work at their own pace

- Prefer broad guidelines and loose anticipation to detailed forward planning

- Remain flexible and adapt schedules to changing demands

- Can multi-task and enjoy having several activities on the go.

Getting results: Normally, an Idealist will want greater opportunity for personal reflection than most and this can make them seem less action oriented than some types. They prefer to focus on long-term vision than on short-term results, which means that they can approach matters more strategically than many of their more activist colleagues - but only when they are deeply engaged and focussed. When this happens they can be extraordinarily effective at getting results. However, they are always in danger of drifting off on another tack, losing focus and leaving lots of unfinished projects behind them.

In summary

- Want time to reflect before taking decisions and leaping into action

- Focus on the long term goals rather than the immediate deliverable - but can show an extraordinary delivery focus, working all hours, when deeply committed to a project

- Initiate rather than finalise - which can leave projects unfinished.

Managing change: Idealists are continually questioning the status quo. This may not always be apparent since they are prone to doing this inside their own head and do not necessarily make it public. However, this means that Idealists can be a great asset - both in terms of generating carefully thought through ideas for change and in terms of supporting people in the change process. However, this pre-supposes that they believe in the changes themselves and this is most likely where they have been consulted and given the opportunity to make their own contribution to the process. When this does not happen they are likely to remain disengaged and on the periphery - an outsider looking in.

In summary

- Enjoy the idea of change and constantly questioning the status quo

- Consider the personal impact of change and help others to understand what is happening and why it is necessary

- Do not always engage with change and become "outsiders looking in".

5. Who do you want to work with?

Interaction needs: Idealists seek environments where people matter. They need a supportive climate and usually have a strong dislike of impersonal, thrusting and abrasive cultures. It is also very important for them to get the right balance of people contact and working alone. It is not sociability that attracts them as much as feeling that they have personal and meaningful contact with others. However, they can enjoy a noisy and social workplace as long as they don't feel pressured to join in and that they get the chance to withdraw and reflect. The underlying issue is always their need to feel a connection with people. They seek harmonious relationships and, when this happens, they contribute fully and remain motivated. If these conditions are not met they can be moody, distant and unable to give of their best.

In summary

- A personal environment where people matter

- People who are warm, patient and supportive

- Strong orientation towards creating positive and harmonious relationships

- People who share their deep seated values - can find it hard to get on with people who have different values

- Close, meaningful or intimate contact.

Relationship style: People tend to see Idealists as quiet, thoughtful and considerate. They are not the most socially exuberant or expressive but this must not be mistaken for a lack of interest in people. Most Idealists are very keen to have positive relationships with others but this generally means developing closer and more intimate contact. They like to have the time to get to know people well and can be very

dismissive of small talk and superficiality. This means that they like to get behind or beyond purely social interaction, which means that they can be good listeners with a keen interest in getting to know and understand people. On first meeting, an Idealist may come across as slightly distant and reserved but, once they connect with you, they are warm, patient and supportive often showing unusual perceptiveness and understanding. Those who take the time to get to know them and who share their fundamental values are likely to develop a deep friendship based on fierce loyalty and long-term commitment. However, Idealists are not the most expressive of types and this means that some people find them hard to get to know.

In summary

- Quiet, thoughtful and considerate - not prone to superficiality

- Can be reserved and distant at first - take time to get to know

- Not always explicit and expressive

- Show warmth, patience and support

- Listen carefully and often show perceptiveness and understanding.

6. How might others see you?

As a leader: Idealists do not generally thrust themselves into leadership positions. They see their role as enablers who will help others rather than direct them. However, those that make it into leadership positions usually get there because of their vision and inspiration. Their influencing style tends to be subtle and indirect which has the effect of facilitating rather than directing the process. An Idealist would be more likely than most to hear their followers quote Henry Miller who said "the real leader has no need to lead - he is content to point the way." They encourage people by appreciating what they have to offer and can be generous with praise as long as they don't forget to express it! People who follow Idealists do so because they identify with their strong value system and because they recognise their strong sense of honour and commitment - all of which builds trust and loyalty. Rather than working to create tight knitted co-operation, they encourage independent thought and action in a supportive climate.

In summary

- Subtle and indirect leading to a facilitative rather than directive style

- Inspire through vision, passion and commitment

- Encouraging and generous with praise - when they remember to express it

- Create independent followers who know the goal and have freedom to act.

As a manager: Leading comes more easily to an Idealist than does managing. Their flexible and inspirational style is combined with a dislike of systems and procedures. They may establish the goals but fail to monitor progress. They may generate ideas but fail to establish who needs to do what. Whilst this can work very well with independent and competent staff, it can also become a liability. Idealists are sometimes seen as a soft touch who will listen, help and support but who do not monitor and hold people to account.

In summary

- Manage with low supervision and high trust

- Make little use of systems and procedures

- Create the climate but do not monitor the activity

- Expect independence and commitment - sometimes seen as a soft touch.

As a decision-maker: Idealists make decisions on the basis of their own personal values. This can make them very committed to a decision once it is made but they also have a tendency to leave things open and wait until things are clearer. This can lead to a degree of procrastination. They can also get the reputation for being overly subjective. This becomes less of a problem when they have learnt to differentiate between situations where the yardstick "how do I feel about this personally" is less relevant.

In summary

- Decisions based on personal values - objective evidence is of secondary importance

- Can be quick to decide when the issue fits their values easily

- Prefer to collect plenty of evidence and to reflect - which may make them prone to procrastinate over some issues.

In resolving conflict: This can be the Idealist's "Achilles heel". Their desire for harmony makes them keen for people to sort out their differences. They will encourage and support people as much as they can. However, they are uncomfortable with direct confrontation. This means that one of their strategies can be to withdraw. This may make them feel better but it may do nothing to resolving the external issues. They need to beware that some circumstances require a more direct approach than is their usual style and they sometimes get the reputation of avoiding difficult issues and situations.

In summary

- Can be expert at managing conflict

- Use their understanding of issues from both sides to create common ground

- Motivated to find agreement and harmony

- Can avoid and withdraw from difficult situations.

7. Your main assets

At their best: Idealists are clear but flexible, willing to accept interruptions - but only from the right people. They can show a willingness to take initiative and to get things done as long as they can do it their way. The things they bring are:

- A deep sense of purpose and vision

- A desire to help others to realise and reach their potential

- A need to integrate people's work purpose and their personal values

- Innovative ideas and creative solutions

- Highlighting particular cause or the plight of others

- Inspiration for others to work towards a greater goal.

8. Areas to consider developing

At their worst: An Idealist's flexibility means that a schedule can be too easily overridden by the needs of the moment. They can be procrastinators who fail to think ahead and who only do the things that please them. The things to consider are:

- Learning to influence more effectively through greater expressiveness and sometimes with greater assertiveness

- Learning to recognise the need to attend to the day-to-day details and to resist the tendency to avoid plans and structure

- Teaming up with a respected colleague who takes a more concrete and analytical approach and learning to appreciate their value and contribution

- Choosing to get involved in certain more action oriented projects where it is appropriate to practice a more immediate and decisive style.

9. Career ideas to explore

Idealists like to have their heart in their work. When they achieve this, the organisation will get the full benefit of their energy, creativity and facilitative style. Otherwise, it will be 'just a job' – which may be perfectly acceptable since their skill and talent may still make a valuable contribution. However, Idealists usually give of their best when:

The Role – allows the opportunity for self-expression, creativity and the chance to put their own stamp on what they do

The Environment – is flexible, allows independence and a chance to reflect

The People - are supportive, friendly and considerate

The work purpose - appeals to their deeper values and fits some 'higher purpose'.

There are 16 types which means that, if they were all equally common, there would be about 6.25% of each type in the existing population. In fact, Idealists represent about 4% of the general population and only about 2% of managers in medium to large organisations. Such information can be useful when considering the types of occupations Idealists seem to choose. From the research it is possible to show which jobs Idealists seem to gravitate towards and which they gravitate away from. This can be a starting point in considering which jobs Idealists may feel attracted towards - and some of these findings have been summarised in the table below.

The left-hand column in the table shows occupations where there are **more** Idealists than you would expect by chance - and so we can infer that such occupations are more popular and satisfying. In the right-hand column are occupations where there are **fewer** Idealists than you would expect by chance - and so we can infer that such occupations are less popular and satisfying.

More Popular Occupations	Less Popular Occupations
Alternative Medicine Artists Counsellors or Psychologists	Accountancy and Book-keeping Administrative Roles

Healthcare Professions	Dentists
Librarians and Archivists	Engineers
Psychiatry	Farmers
Religious Occupations	Lawyers, Judges, Police
Social Scientists	Management
Social Workers	Mechanics
Teacher of self-expressive subjects	Transportation Workers
Writers, Editors and Journalists	

An examination of the above lists together with the descriptions earlier in this report can help an Idealist to consider the extent to which their current job/role or future anticipated job/role fits their style and motivation. However, it is important to remember that there are always exceptions to the rule. Some Idealists are perfectly happy in roles that, on the face of it, would not be their preferred environment. Sometimes the fact that they are different from the other people around them is a motivation in itself. This report is intended to stimulate ideas rather than prescribe solutions. Where an Idealist has a sense of dissatisfaction or is looking for ideas to explore, the above can serve as a useful stimulus for change, a prompt to explore occupations not previously considered or to ask searching questions about what the appeal of a particular occupation might be.

Summary of all the 16 types

Overleaf you will see a summary of each of the 16 personality styles. You can use this to compare your own preferred style with styles which other people may prefer and also, if you did the 'IW' version of the questionnaire, to compare your preferred style with your ideal style if the two are different.

Finally, if you have any questions about this report or would like a consultation to discuss your results further, then please email us at info@teamfocus.co.uk.

Inspector (ISTJ)	Protector (ISFJ)	Guide (INFJ)	Investigator (INTJ)
Inspectors are careful, thoughtful and systematic. Outwardly composed and matter-of-fact, they can be people of few words. However, they are dependable, loyal and precise, making sure that responsibilities are taken seriously and that work is completed steadily and systematically.	Protectors are patient, modest and diligent. They show great compassion and support for others – often by taking care of the day-to-day practical details. They are not particularly interested in logical or technical things, preferring a more personal touch and they enjoy being helpful, persistent, organised and thorough.	Guides are warm, imaginative and amiable. They can be guarded in expressing their own feelings but they show high levels of concern and support for others. They also like to get things organised and completed. In fact, when their values – often involving people and social improvement – are aligned with their work they can become extremely persistent but without losing the personal touch.	Investigators are innovative visionaries with a determination to achieve results. They can be highly independent, needing a great deal of autonomy. Their clear-sightedness and willingness to take decisions makes them conceptual, goal-focussed and visionary leaders. They come across as tough and incisive but perhaps lacking the personal touch.
Analyser (ISTP)	Supporter (ISFP)	Idealist (INFP)	Architect (INTP)
Analysers enjoy roles requiring action and expertise. Socially reserved but loving action, they can be highly energetic when their interest is aroused. They work towards tangible goals in a logical and practical way. They deal well with the unexpected but can become impulsive and detached.	Supporters are quiet, friendly people who do not need to force themselves, or their views, on others. Caring and sensitive, they accept people and life's realities as they are. They do not need to over-analyse but live for the present, being personable, adaptable and sometimes disorganised.	Idealists are drawn towards others who share their values and who feel deeply about certain issues. These issues guide them in their life and relationships. When all is going well they are seen as warm and gracious individuals who care deeply and who contribute interesting ideas and values.	Architects are great thinkers and problem solvers. Usually quiet and reflective, they like to be left to work things out at their own pace. They can be complex, theoretical, curious and prone to seeking underlying principles and fundamental understanding.
Trouble-Shooter (ESTP)	Energiser (ESFP)	Improviser (ENFP)	Catalyst (ENTP)
Trouble-Shooters are sociable, confident and adaptable pragmatists. They love action and happily use their experience to make things happen. Often charming, straightforward and energetic they live on the edge, treating life as an adventure.	Energisers are drawn towards others, living their life by engaging, interacting and bringing optimism, hope, warmth and fun to the situations they encounter. They seek people and action, are always ready to join in themselves and usually create a buzz which encourages others to get involved.	Improvisers are personable, imaginative and sociable types. Willing to turn their hand to anything, they enjoy exploring ideas and building relationships. Their style is generally enthusiastic, engaging and persuasive, tending to be spontaneous and flexible rather than structured and detailed.	Catalysts are energetic change agents who are always looking for a new angle. Often pioneers and promoters of change, they look for active environments where they can discuss and debate new ideas. When with people they inject energy, innovation and fun into their activities.
Co-ordinator (ESTJ)	Harmoniser (ESFJ)	Adviser (ENFJ)	Executive (ENTJ)
Co-ordinators are systematic and delivery-focussed. They like to take charge and get results. Their style will generally be steady and organised and they are often described as tough, but efficient, leaders. Practical, rational and efficient they may neglect people's feelings and may not champion change.	Harmonisers are sociable, friendly and persevering. They bring compassion and a focus on others which creates a warm and supportive environment. Generally organised and able to attend to practical issues, they are nurturing, loyal and sympathetic, whilst keeping a clear focus on getting things done.	Advisers are enthusiastic, personable and responsive types who place the highest value on building relationships and showing commitment to people. Generally comfortable in groups, they can be good with words, happy to express their feelings and strong in the promotion of their values.	Executives are direct, goal-focussed people who seek to influence and get results. They value good reasoning and intellectual challenges. They seek to achieve results and can be tough, visionary leaders who make things happen

Notes on interpreting this report

Your most likely preferred style, based on the questionnaire, has been given the name Idealist. This is an Introvert, Intuitive, Feeling, and Perceptive type (INFP). To understand more about this letter classification, you can read 'The Essential Guide to Type' available from Team Focus Ltd (email: teamfocus@teamfocus.co.uk).

This report has explained the meaning and implications of this style in detail, but, do bear in mind that, whilst the Idealist may be your most natural, characteristic or preferred style, it does not mean it is the only style you use. Everyone has a need to play a variety of roles which demand different styles and we all show some variety and flexibility in doing so. Consider a sports analogy where a 100-metre runner is asked to run a Marathon. Of course they can do so and there is no doubt that practice and training will make it easier. However, a natural sprinter will probably never achieve as highly if they switch to long-distance events. The parallel is between finding your most natural sporting event and finding your most natural personal style. The prize is to be able to maximise your potential.

Whilst this questionnaire did not claim to measure any innately preferred style, it did ask you to identify what comes most naturally to you. Hopefully the report will reflect things that you can identify with. However, if the results do not seem to fit, then it may be useful to consider why you answered the way you did and what pressures you may have which influence your stated preferences – perhaps work demands and aspirations, perhaps historical or parental values and wishes – all of which complicate the way in which we are or try to be. Also bear in mind that the questionnaire does not measure your range and flexibility. You may see yourself as exercising a wide variety of styles. This questionnaire is simply trying to identify the one which is most natural or more fundamental in creating your identity. It is intended as a starting point to help you think more carefully about who you are and what will bring you the most satisfaction in your life and your career.

Whatever your results remember that there is neither good nor bad in what comes out. The results are simply reflecting how you see yourself and drawing implications which may help you gain some insights and provide you with some suggestions. It is usually useful to discuss your results with someone who can help you clarify what you do, why you do it, how you might come across to others and what might be the most natural and enjoyable way to be. This is especially useful if they are trained in understanding the depth behind this questionnaire since this can add much greater understanding to the results presented here. You may find that this helps beyond just the question of your career and could help you to consider other areas such as your relationships, your leisure and how you spend your time at home.

Exploring how you feel about work

To help you think about work and your career development, you can write down below the name of either your current or a previous job and then the name of a future job you are considering. Then, list below these all the things you like about each.

My current/previous job is called	My next/future job I would describe as
What I like is:	What I would like is:

Now rate the overall level of satisfaction you feel or imagine you would feel for each of the following.

• **In my current/previous work experiences I have been satisfied**

Not at all	1	2	3	4	5	6	7	8	9	10	Fully

Write down what prevents the above score from being lower!

• **In my next work experiences I expect to be satisfied**

Not at all	1	2	3	4	5	6	7	8	9	10	Fully

Write down what prevents the above score from being lower!

This may give you an idea of how much you want change and how much you feel it is or is not possible within the current role you have. On the next pages you will be given details of how your questionnaire answers suggest certain preferences, needs and styles. This may help you to consider the issue of change in more detail.

Results from paired sample t-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	predeparture	75.4545	33	7.22881	1.25837
	postproject	86.9697	33	6.89422	1.20013

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	predeparture & postproject	33	.698	.000

Paired Samples Test

		Paired Differences						df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Upper	Lower	t	Std. Deviation	Std. Error Mean
Pair 1	predeparture - postproject	-11.51515	5.49500	.95656	-13.46360	-9.56671	-12.038	32	.000

Hofstede's Cultural Dimensions

Further information available at http://geert-hofstede.com/dimensions.html

Power Distance

This dimension expresses the degree to which the less powerful members of a society accept and expect that power is distributed unequally. The fundamental issue here is how a society handles inequalities among people. People in societies exhibiting a large degree of power distance accept a hierarchical order in which everybody has a place and which needs no further justification. In societies with low power distance, people strive to equalise the distribution of power and demand justification for inequalities of power.

Individualism v Collectivism

The high side of this dimension, called Individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of themselves and their immediate families only. Its opposite, Collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty. A society's position on this dimension is reflected in whether people's self-image is defined in terms of "I" or "we."

Masculinity v Femininity

The masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness and material reward for success. Society at large is more competitive. Its opposite, femininity, stands for a preference for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented.

Uncertainty avoidance

The uncertainty avoidance dimension expresses the degree to which the members of a society feel uncomfortable with uncertainty and ambiguity. The fundamental issue here is how a society deals with the fact that the future can never be known: should we try to control the future or just let it happen? Countries exhibiting strong UAI maintain rigid codes of belief and behaviour and are intolerant of unorthodox behaviour and ideas. Weak UAI societies maintain a more relaxed attitude in which practice counts more than principles.

Long-term v short term orientation

The long-term orientation dimension can be interpreted as dealing with society's search for virtue. Societies with a short-term orientation generally have a strong concern with establishing the absolute Truth. They are normative in their thinking. They exhibit great respect for traditions, a relatively small propensity to save for the future, and a focus on achieving quick results. In societies with a long-term orientation, people believe that truth depends very much on situation, context and time. They show an ability to adapt traditions to changed conditions, a strong propensity to save and invest, thriftiness, and perseverance in achieving results.