PROCESS OF INTERPRETING THE GCI

CONTEXT AND LEVEL OF INTERPRETATION

First, there is no substitute for understanding an individual's personal circumstances in order to enrich the interpretation. Knowing what their work culture is like, their responsibilities in their firm, the expectations others have of them, and their personal goals are extremely helpful for understanding their results.

For example, although an individual might have results in Column 1 or 2 of Tolerance of Ambiguity, which would normally indicate a weakness, it is possible that in their work environment it would not be a weakness. The individual might be in a very stable industry, with a very stable environment, with a set of coworkers that rarely change positions, etc. In that case, it might be better to focus on another dimension that is also low and is more relevant to the individual's work context.

There are three levels of analysis and interpretation possible:

1. Overall Global Competency Index

2. Factor results

3. Dimension results

OVERALL GLOBAL COMPETENCY INDEX

Starting with the Overall Global Competency Index will give a general view of an individual's likelihood of being successful in working with people very different from them.

FACTOR RESULTS

The Factor Results are the next level and give a more specific picture of what's going on - the strength of their overall ability to:

- learn easily and accurately

- develop and maintain effective relationships

- maintain a healthy state of emotions while being challenged

Summarizing their tendencies in these three areas gives a more specific breakdown of where their strengths and weaknesses might be in relation to these three bulleted issues.

DIMENSION RESULTS

Ninety-percent of the time is usually spent at the individual dimension level of analysis, helping people to understand each dimension and what their results mean relative to the overall factor (learning easily and accurately, developing and maintaining effective relationships, etc.) as well as showing how the individual dimensions can affect one another.

A suggested process is the following:

1) Analyze and interpret each dimension sequentially, or you can start with what might be key dimensions for each factor: e.g., Inquisitiveness for Perception Management; Relationship Interest and Interpersonal Engagement for Relationship Management; etc.

2) Explain the relationship between the dimension results and the purpose of the factor (how being non-judgmental affects learning easily and accurately, etc.) and comment on the individual's

personal result on that dimension and how that might affect his or her ability to learn the quantity and quality of information necessary to navigate and work effectively with others. For example, a low result would mean the individual is likely to emphasize the negative aspects of people and filter their observations with that negative lens. The result will be lopsided learning (an incomplete picture), and the more negative the learning is, the more likely it is to influence the individual's interest in learning about the new people and place at all. Remember, though, to always try to contextualize the dimension to individual's circumstances.

3) Then you might look at Inquisitiveness if you haven't already done so, and use it as a general measure of an individual's interest in learning at all. Inquisitiveness measures a person's proactive inclination toward seizing opportunities to learn and maximizing the learning of an opportunity. This, of course, directly affects the amount and accuracy of a person's learning. Again, some individual's situations will require more learning than others to be successful, so their results should be interpreted accordingly.

4) As you move through the dimensions, you should be sure to analyzethe interactions among dimensions. A face is not just a compilation of two ears, a nose, a mouth, etc. It is the size, shape, and positioning of those relative to the others that really creates our impression of someone's face. It's the same with the dimensions. Their relative strengths and weaknesses will have an effect on one another. For example, a low Inquisitiveness result reinforces the idea that the person will be satisfied with (i.e., not be interested in explaining further) the negative conclusions they tend to draw if they also have a low Non- judgmentalness result. If the person had a high Inquisitiveness result but low Non-judgmentalness result, although he or she might seize upon opportunities to learn, that individual will more likely emphasize the negative aspects he or she observes and might selectively filter out things that would contradict the individual's tendency to see through Theory X lenses.

5) Tolerance of Ambiguity is next on the list of dimensions. Once again, it should be viewed because it might affect the individual's learning strategy. It really looks at the degree individuals are likely to allow themselves to be exposed to new people, places, and ways of being and doing. Low Tolerance of Ambiguity results are likely to avoid new and different experiences when possible and, therefore, circumvent their learning. In some contexts, this might not be a weakness, but if and when individuals work with people significantly different from them and possibly work in locations different from what they're used to, they must be able to manage the ambiguity and learn what the new contexts offer.

So we want to continue to build the "face" or picture we are helping the client to understand. So far, if I have someone with a low Non- judgmentalness result, a low Inquisitiveness result, and a low Tolerance of Ambiguity result; I need to understand and convey the relationship these dimensions have to one another and how the relationship will affect the person's propensity to learn effectively. For example, a low Inquisitiveness result means the person is not going to actively seek learning opportunities and will stay satisfied with current knowledge and simple explanations. The fact that the person does not tolerate ambiguity well means whenever possible, the person will avoid situations the person is not familiar with, therefore limiting the person's learning. In other words, the person will be more likely to maintain his or her current knowledge base than to develop a more sophisticated picture of the person's new colleagues and work and living context.

A low Non-judgmentalness result indicates that what the person does learn will tend to emphasize the negative aspects of the culture instead of having a more balanced picture. In the end, based on these three results, it could be said that the person will learn mostly what is required of the person, be comfortable with a minimal amount of learning that will allow the person to perform adequately, and tend to amass more negatives about the people and place than positives.

6) Next you might go to Cosmopolitanism, which is a specific measure of interest (both conceptual and demonstrated) in learning about foreign things. So you might look at the Inquisitiveness result as a general orientation toward learning and look at Cosmopolitanism as a very specific orientation toward learning foreign things. If, to change the scenario, an individual has a low Cosmopolitanism result but a high Inquisitiveness and Tolerance of Ambiguity result, that might indicate that the person will be motivated to learn and be willing to enter into new situations. This should result in a good amount of learning. However, the accuracy of the learning might be affected, and the amount of learning could also be limited by the fact that the person does not seem to be particularly interested in foreign things and people. This will limit the sophistication of what is learned and therefore the ability of the person to work effectively with others.

7) Then as you move to Relationship Management, you can build the picture of their ability to develop and manage relationships effectively in a similar way as you did their Perception Management factor to learn effectively. However, it is important to maintain the interactive element not only within factors and across dimensions, but across factors as well. In other words, showing how the Relationship Management dimensions and Perception Management dimensions likely affect each other. You might then look at the Cosmopolitanism result to help confirm or disconfirm that perception. A low Cosmopolitanism result perhaps indicates their tendency will be the former (not be interested in connecting with the others). A high Cosmopolitan result indicates the opposite. Similarly, the Interpersonal Engagement result will have an influence on the building of relationships as well as on their learning. A low Interpersonal Engagement result suggests they will be more strategic in the Perception Management of their relationships (e.g., functional relationships—work and living related, not social or enjoyment-based) or very passive in their relationship building (i.e., their relationships will be more determined by others approaching them than vice-versa). Therefore, their learning will be affected in both quality and quantity because they will learn from a select group of individuals (functional or more assertive ones) that don't represent the general workforce or population.

CONCLUSION

We recommend the following in order to help your client interpret his or her GCI results effectively:

- Know as much about the person and their context as possible to better understand how to interpret the dimensions and to know which dimensions might be more important to focus on.

- Know very well what each dimension is about and what the overall factor is about. Understand clearly the connection between the dimension and its' factor.

- Consider focusing on certain dimensions as the one(s) the others tend to revolve around: in Perception Management, Inquisitiveness; in Relationship Management, Relationship Interest and Interpersonal Engagement; in Self Management, perhaps Self- Identity and Optimism. There is some subjectivity in determining which might be essential. Research has not clearly delineated these relationships.

- Look for the interactions among dimensions within a factor.

- Look for interactions among dimensions across factors.

Remember, it's a process of getting a basic picture down (two eyes, two ears, a nose, mouth, etc.) and then filling in the details (the size and color of eyes, type of nose, position of nose relative to the mouth, etc.).