

## Key components of the profile

A major goal of the Centre for Intercultural Learning in initiating this project was to develop a comprehensive inventory of the knowledge, skills, and attitudes possessed by a person who is interculturally effective. The aim was to make this inventory user-friendly – in a format that could be applied easily to performance appraisal, selection and training.

A careful and painstaking process was undertaken to ensure that the inventory was as complete as possible. This included a “think tank” meeting of a dozen experienced individuals, a literature review of previous attempts to define the qualities possessed by interculturally effective people, and consultations with a dozen experts in this field from North and South, Western and non-Western countries, and from several organizational fields. The result is inevitably idealistic in that any real-life individual possessing all these qualities would be super-human!

While wanting the inventory to be comprehensive, we also wanted to avoid an overwhelming mass of detail. For this reason, a three-level classification has been used. Depending on need, users can focus on:

- general-level major competencies;
- more focused core competencies; or
- quite detailed behavioural indicators.

These three main levels of competencies (including personal attributes, knowledge, attitudes, skills and experience) form an interrelated hierarchy of essential qualities, related qualities, and more directly observable behaviours.

### Major Competencies

Nine essential qualities possessed by an interculturally effective person are listed. Identifying such a small number should help in providing focus and coherence in formulating pre-departure training programs, personnel selection criteria, and areas for personnel evaluation. On the other hand, these major competencies are quite abstract and could benefit from further detail. This is the role of the next classification: