

# GPI

Global Perspective Inventory

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## **Theoretical Foundations and Scale Descriptions**

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## Introduction

The Global Perspective Inventory (GPI) is a web-based assessment of individual experiences and the development of a global perspective. Braskamp (2014) provided the following definition of global perspective:

A global perspective is the capacity and predisposition for a person to think with complexity taking into account multiple perspectives, to form a unique sense of self that is value based and authentic, and to relate to others with respect and openness especially with those who are not like her. (slide 3)

The GPI emphasizes cognitive, intrapersonal, and interpersonal dimensions, which provide a holistic approach to assessing learning and development. The GPI is beneficial for those involved with program assessment and institutional improvement initiatives.

Nearly 200 colleges, universities, and educational organizations in the U.S. and abroad have used the GPI to assess intercultural competence, global learning, and study abroad experiences. Although the GPI is predominantly used to assess college students' educational experiences, the core 35 items can be used in any context.

In designing the GPI, Braskamp, Braskamp, Merrill, and Engberg (2012) stressed the importance of using aggregated GPI scores to improve students' educational experiences. This report draws heavily from the 2014 GPI Manual (Braskamp, Braskamp, & Engberg, 2014). The GPI is an appropriate assessment for aggregate data to inform self-studies, program assessment or evaluation, institutional effectiveness, and accreditation. The GPI is not intended or recommended for individual student-level assessment.

## Theoretical Foundations

The GPI is grounded in holistic human development, which encompasses two theoretical perspectives: cultural development and intercultural communication. These perspectives informed the development and refinement of the six GPI scales related to how people think, feel, and relate as they learn and develop throughout life.

Holistic Human Development	
<b>Cultural Development</b>	<b>Intercultural Communication</b>
Cognitive (thinking)	Cognitive (thinking)
Intrapersonal (feeling)	Affective (feeling)
Interpersonal (relating)	Behavioral (relating)

### Cultural Development

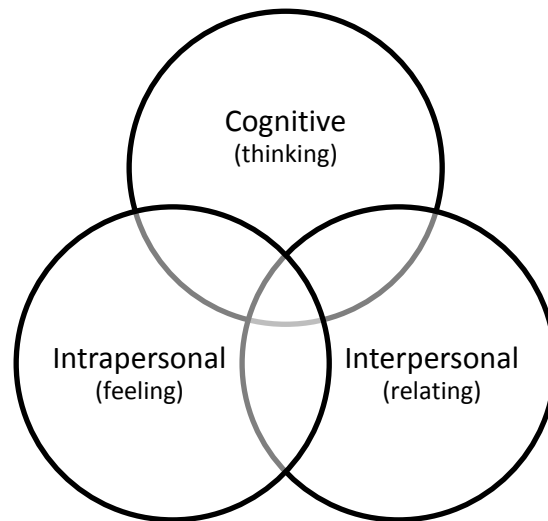
Robert Kegan (1994) argued that as people grow they engage in meaning making as a form of human development. Meaning making is a process in which people try to make sense of their experiences. This process involves not only thinking, but also being aware of feelings and relating with others to socially construct meaning and make sense of experiences. Kegan identified and labeled these three domains of human development as cognitive (i.e., thinking), intrapersonal (i.e., feeling), and interpersonal (i.e., relating). Nearly a decade later, Patricia King and Marcia Baxter Magolda (2005) refined these domains as a means to describe college students' social-cultural development. In the context of a global society, King and Baxter Magolda called this cultural developmental view intercultural maturity.

### Intercultural Communication

Intercultural communication scholars (Chen & Storosta, 1996) recognize the cognitive, affective, and behavioral domains (i.e., thinking, feeling, and relating) as important aspects for success when communicating in intercultural contexts. Optimally-functioning communicators are competent and sensitive within these domains. People do not develop their cognitive skills—or learn to think and communicate in complex situations—in isolation. While developing cognitive and communicative skills, people are simultaneously developing emotional maturity, their sense of self and identity, and their ability to relate to others.

## Developmental Domains

The three developmental domains—cognitive, intrapersonal, and interpersonal—are depicted as interconnecting circles in the figure below to stress their interrelationship. Several authors have integrated these three domains to form a holistic perspective on human development, as illustrated in the table on the next page.



**Cognitive domain.** Cognitive development focuses on knowledge and epistemology (i.e., understanding what is true and important to know). It includes viewing knowledge and knowing (i.e., epistemology) with greater complexity and taking into account multiple cultural perspectives. Through the cognitive development process, one’s reliance on authorities to have absolute truth gives way to relativism when making commitments within the context of uncertainty.

**Intrapersonal domain.** Intrapersonal development focuses on becoming more aware of and integrating personal values and self-identity into one’s personhood. Intrapersonal development culminates in a sense of self-direction and purpose in life; becoming more self-aware of strengths, values, and personal characteristics; and viewing development in terms of one’s self-identity. As one develops a confident self-identity, one incorporates different—and often conflicting—ideas about them self within an increasingly multicultural world.

**Interpersonal domain.** Interpersonal development is centered on one’s willingness to interact with others who have different social norms and or come from different cultural backgrounds. It also focuses on the willingness to accept of others and be comfortable when relating to others. Interpersonal development includes being able to view others differently, seeing one’s own uniqueness, and relating to others moving from dependency to independence to interdependence, which is a paradoxical merger.

<b>Theory or Model</b>	<b>Thinking</b>	<b>Feeling</b>	<b>Relating</b>	<b>Author(s)</b>
Orders of Consciousness	Cognitive	Intrapersonal	Interpersonal	Kegan (1994)
Intercultural Maturity	Cognitive	Intrapersonal	Interpersonal	King and Baxter Magolda (2005)
Intercultural Communication Competence	Cognitive/ Awareness	Affective/ Sensitivity	Behavior/ Adroitness	Chen and Storosta (1996)
Individual Diversity Development	Cognitive	Affective	Behavior	Chavez, Guido-DiBrito, and Mallory (2003)
Faith Development	Forms of Knowing	Forms of Dependence	Forms of Community	Parks (2000)
Transformative Learning	Head	Heart	Hands	Orr (1992) Sipos, Battisti and Grimm (2008)
Holistic Human Development	How do I know?	Who am I?	How do I relate to others?	Braskamp (2008)
Relational Leadership	Knowing	Being	Doing	Komives, Lucas, and McMahon (2007)

## Scale Descriptions

The GPI was designed so that anyone—regardless of age, race, culture, or national origin—can complete the survey. Despite common use by colleges and universities, the GPI scales do not exclusively focus on learning and development as a result of a specific collegiate experience (e.g., education/study abroad). The scales provide a starting point for understanding how students think (cognitive), how they view themselves (intrapersonal), and how they relate to others who are different (interpersonal).

The GPI scales are calculated from the core 35 items, which ask respondents to reply on a five-point Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Three of the core 35 items are not associated with a scale. Eight of the core items are reverse coded to 1 (*strongly agree*) to 5 (*strongly disagree*) prior to calculating the GPI scales. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

The GPI consists of six scales spanning the cognitive, intrapersonal, and interpersonal dimensions. Each dimension includes two scales. For each dimension, one scale reflects cultural development theory and the other reflects intercultural communication theory.

<b>Theory</b>	<b>Cognitive Scales</b>	<b>Intrapersonal Scales</b>	<b>Interpersonal Scales</b>
Cultural development	<i>Knowing:</i> complexity of thinking	<i>Identity:</i> self-acceptance and purpose	<i>Social Responsibility:</i> interdependence and social concern
Intercultural communication	<i>Knowledge:</i> knowledge of multicultural issues	<i>Affect:</i> respect and acceptance of cultural difference	<i>Social Interactions:</i> engaging with difference and cultural sensitivity

## **Cognitive Scales**

Cognitive development is centered on one's knowledge and understanding of what is true and important to know. It includes viewing knowledge and knowing with greater complexity and taking into account multiple cultural perspectives. Reliance on external authorities to have absolute truth gives way to commitment in relativism when making commitments within the context of uncertainty. The two scales are Knowing and Knowledge. Items with an <sup>(r)</sup> are recoded.

**Knowing scale.** This seven-item scale reflects cultural development theory and assesses recognizing the importance of cultural context in judging what is important to know and value.

1. When I notice cultural differences, my culture tends to have the better approach.<sup>(r)</sup>
2. Some people have culture and others do not.<sup>(r)</sup>
3. In different settings what is right and wrong is simple to determine.<sup>(r)</sup>
4. I take into account different perspectives before drawing conclusions about the world around me.
5. I consider different cultural perspectives when evaluating global problems.
6. I rely primarily on authorities to determine what is true in the world.<sup>(r)</sup>
7. I rarely question what I have been taught about the world around me.<sup>(r)</sup>

**Knowledge scale.** This five-item scale reflects intercultural communication theory and assesses one's understanding and awareness of various cultures and their impact on society.

1. I am informed of current issues that impact international relations.
2. I understand the reasons and causes of conflict among nations of different cultures.
3. I understand how various cultures of this world interact socially.
4. I know how to analyze the basic characteristics of a culture.
5. I can discuss cultural differences from an informed perspective.



### **Intrapersonal Scales**

Intrapersonal development focuses on one becoming more aware of and integrating one's personal values and self-identity into one's personhood. It reflects one's sense of self-direction and purpose in one's life, becoming more self-aware of one's strengths, values, and personal characteristics and sense of self, and viewing one's development in terms of one's self-identity. It incorporates different and often conflicting ideas about who one is living in an increasingly multicultural world. The two scales are Identity and Affect.

**Identity scale.** This six-item scale reflects cultural development theory and assesses being aware of and accepting one's identity and sense of purpose.

1. I have a definite purpose in my life.
2. I can explain my own personal values to people who are different from me.
3. I know who I am as a person.
4. I am willing to defend my views when they differ from others.
5. I put my beliefs into action by standing up for my principles.
6. I am developing a meaningful philosophy of life.

**Affect scale.** This five-item scale reflects intercultural communication theory and assesses respecting and accepting cultural differences and being emotional aware.

1. I am sensitive to those who are discriminated against.
2. I do not feel threatened emotionally when presented with multiple perspectives.
3. I am accepting of people with different religious and spiritual traditions.
4. I enjoy when my friends from other cultures teach me about our cultural differences.
5. I am open to people who strive to live lives very different from my own life style.

### **Interpersonal Scales**

Interpersonal development is centered on one's willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. It includes being able to view others differently; and relating to others in terms of moving from dependency to independence to interdependence, which is considered as the most mature perspective in effectively living in a global society. The two scales are Social Responsibility and Social Interactions. Items with an <sup>(r)</sup> are recoded.

**Social Responsibility scale.** This five-item scale reflects cultural development theory and assesses being interdependent and having social concern for others.

1. I think of my life in terms of giving back to society.
2. I work for the rights of others.
3. I put the needs of others above my own personal wants.
4. I consciously behave in terms of making a difference.
5. Volunteering is not an important priority in my life.<sup>(r)</sup>

**Social Interactions scale.** This four-item scale reflects intercultural communication theory and assesses engaging with others who are different and being culturally sensitive.

1. Most of my friends are from my own ethnic background.<sup>(r)</sup>
2. I frequently interact with people from a race/ethnic group different from my own.
3. I intentionally involve people from many cultural backgrounds in my life.
4. I frequently interact with people from a country different from my own.

### **About the GPI and Global Perspective Institute, Inc.**

The GPI was originally housed at The Global Perspective Institute Inc., which was established in 2008 to study and promote global holistic human development, especially among college students. The GPI was hosted by Central College in Pella, IA under the direction of Larry Braskamp until 2015 when Iowa State University began hosting the GPI under the direction of Robert Reason.

The GPI is now housed at the Research Institute for Studies in Education (RISE), a unit of the School of Education. RISE was formed in 1974 to conduct comprehensive, integrated research and evaluation studies that enhance PK-20 education locally, nationally, and globally. RISE promotes the integration of evaluation, research, and policy through partnerships with schools, colleges and universities, federal and state education agencies, and private agencies and foundations.

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