

# CSA-S

## STUDENT

## FEEDBACK REPORT

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PREPARED FOR

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## ABOUT THIS REPORT

This report is based on your answers to the CSA questionnaire. It includes information about your study abroad experience, how you see yourself and how you view your situation as you face the challenges of intercultural work, study, and living. The goal of this report is to provide a snapshot of your current experience, one that can help you to better understand yourself and achieve your own personal objectives.

## DESCRIPTIVE INFORMATION

You describe yourself as a 20-year-old female from Korea who has been studying abroad in the United States of America for 12 months. You have a total of one year of cross-cultural experience. You have completed High School and now attend College/University.

## YOUR REPORT CONTAINS

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## YOUR APPROACH TO THE QUESTIONNAIRE

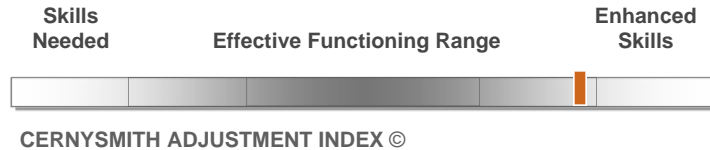
There are certain ways in which most people respond to the CSA. For example, most people report an awareness of strengths and challenges in various areas of intercultural adjustment and coping. Substantial departures from general tendencies can affect the accuracy of the information presented in this report. Your style of responding may also reveal some helpful things about your personal experiences and situations. Therefore, your responses are first screened for indications of unique trends.

You responded to the questionnaire in a manner that showed positive awareness of strengths. This could mean that things are genuinely going quite well for you during this season or you have a style of being untroubled by stresses. A review of your typed in items may be supportive in identifying goals for personal and professional growth.

### CSA RESULTS

Your **CERNYSMITH ADJUSTMENT INDEX (CSAI)** is a highly reliable measure of current personal, social and cultural competencies interfacing with intercultural stressors. It provides the best overall indicator of adjustment and well-being.

Overall intercultural challenges outweigh current coping skills, feeling stressed, possibly discouraged



Positive overall intercultural adjustment and coping skills, adequate resources, positive adaptation to culture

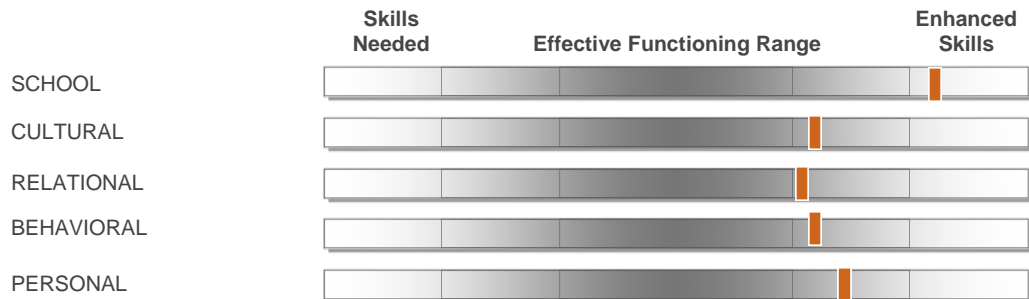
### CSA INTERCULTURAL SKILLS (ICS) DIAGRAM

CSA research has identified 20 adjustment and performance scales grouped into 5 ICS domains. The Focus on Global Engagement illustrates a progression of ICS domains. The Personal and Behavioral domains measure foundational personal skills (success managing oneself). The Relational, Cultural, and Organizational domains measure social and cultural skills (success interacting with others) as well as environmental stresses.

Your answers to the questionnaire found that all domains demonstrate resourcefulness with the SCHOOL domain being the most resourceful.

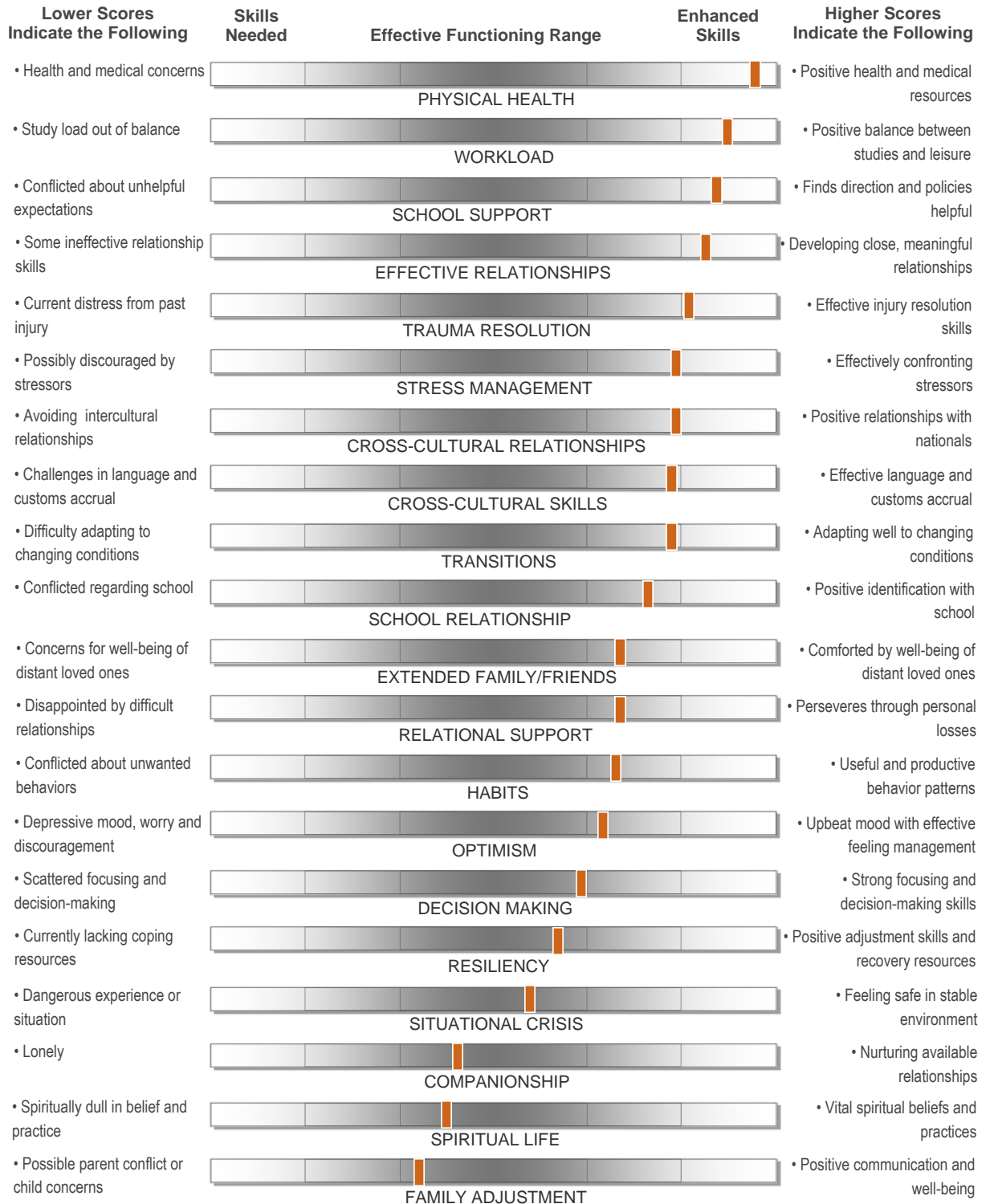


### ICS DOMAIN RESULTS



### SCALE ANALYSIS

The following chart orders your content scale results in a high to low format with brief descriptive comments. This allows you to identify strengths and challenges as your scale results are compared with an international norming group of 1133 expatriate workers, students, and family members who were living in 130 host countries and were from 46 different passport countries. For a detailed report with descriptors please refer to pages 8-10.



## STRENGTHS

### DESCRIPTORS AND SAMPLE BEHAVIORS FOR YOUR THREE STRENGTH SCALES

PHYSICAL HEALTH <i>Health and medical resources</i>	WORKLOAD <i>Managing work/correspondence</i>	SCHOOL SUPPORT <i>Helpful expectations and policies</i>
<ul style="list-style-type: none"> <li>● Maintain good physical health with regular checkups</li> <li>● Maintain network of best available medical support</li> <li>● Care for your body with exercise, rest, and nutrition</li> <li>● Know your physical limitations and respect them</li> </ul>	<ul style="list-style-type: none"> <li>● Balance workload and other responsibilities</li> <li>● Prioritize email correspondence</li> <li>● Develop accountability structures for occupational effectiveness</li> <li>● Be conscientious in meeting organizational and personal goals</li> </ul>	<ul style="list-style-type: none"> <li>● Build rapport by attending to relationships as well as studies</li> <li>● Ask for help when needed</li> <li>● Base conclusions on accurate, documented data</li> <li>● Provide suggestions when requesting change</li> </ul>

### ENHANCING YOUR STRENGTHS

As you consider your three strength scales, what specific actions can you identify to further enhance them?

#### PHYSICAL HEALTH

*Health and medical resources*

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#### WORKLOAD

*Managing work/correspondence*

.....

.....

#### SCHOOL SUPPORT

*Helpful expectations and policies*

.....

.....

### POSITIVE RESOURCE LIST

In the questionnaire you identified the following neutral or positive features of your expatriate experience:

*Self care, adequate housing, harmony with significant other, managing hospitality, guilt-free, lack of parental concerns, sensitive teachers, positive family adjustment, adequate academic direction, optimistic, hopeful, appropriate school expectations, school support, religious disciplines, feeling safe, healthy workload, coping skills, agreeing with leadership, enjoying available food, adequate pay, organizational fit, comfortable with surroundings, adequate medical resources, maintaining weight, anger management, school policies, family health, peaceful environment, parental cooperation, email management, balanced workload, trusting others, feeling rested, stable living conditions.*

## POSSIBLE STRESSORS

### TYPED IN RESPONSES AND RATINGS

While taking the CSA, you were presented with potential stress areas, and invited to type in and rate specific stressors. You identified the following possible stressors and rated their significance.

POSSIBLE STRESSORS	TYPED IN RESPONSES	STRESS RATINGS
Cultural stress can be defined as "getting needs met in new ways".	<i>lack of peer community</i>	Quite a bit
Occupational stress can be defined as "work or study pressures".	<i>not enough support from people</i>	Moderately
Support stress can be defined as "lacking needed relationships and resources".	<i>needing constant peer community</i>	Moderately
Relational stress can be defined as "problems in current relationships".	<i>only a few personality conflicts</i>	A little bit
A crisis can be defined as "a short term, serious situation".		Not at all
Physical stress can be defined as "health issues".		Not at all
Organizational stress can be defined as "academic/school issues".		Not at all
Psychological stress can be defined as "negative thoughts and feelings".		Not at all
Spiritual stress can be defined as "spiritual belief and practice issues".		Not at all
Historical stress can be defined as "troubling issues from the past".		Not at all

## POSSIBLE STRESS ITEMS

If you selected "extreme stress" for any items when answering the questionnaire, they are listed below.

*No Items.*

## CHALLENGES

### DESCRIPTORS AND SAMPLE BEHAVIORS FOR YOUR THREE CHALLENGE SCALES

COMPANIONSHIP <i>Feeling connected</i>	SPIRITUAL LIFE <i>Vitality of faith and practice</i>	FAMILY ADJUSTMENT <i>Communication and well-being</i>
<ul style="list-style-type: none"> <li>• Connect with loved ones by using pictures</li> <li>• Avoid isolation by maintaining correspondence</li> <li>• Nurture relationships with people</li> <li>• Accept social invitations and volunteer to host social events</li> </ul>	<ul style="list-style-type: none"> <li>• Honor the importance of foundational truths</li> <li>• Recognize how beliefs effect performance</li> <li>• Exercise faith in ways that express love for others</li> <li>• Nurture a guiding awareness of values and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Model good listening skills</li> <li>• Seek understanding before problem solving</li> <li>• Be generous in offering assistance</li> <li>• Develop a family culture of honoring others</li> </ul>

### CONFRONTING YOUR CHALLENGES

As you reflect on your three challenge scales, what specific actions can you identify to enhance them?

#### COMPANIONSHIP *Feeling connected*

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#### SPIRITUAL LIFE *Vitality of faith and practice*

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#### FAMILY ADJUSTMENT *Communication and well-being*

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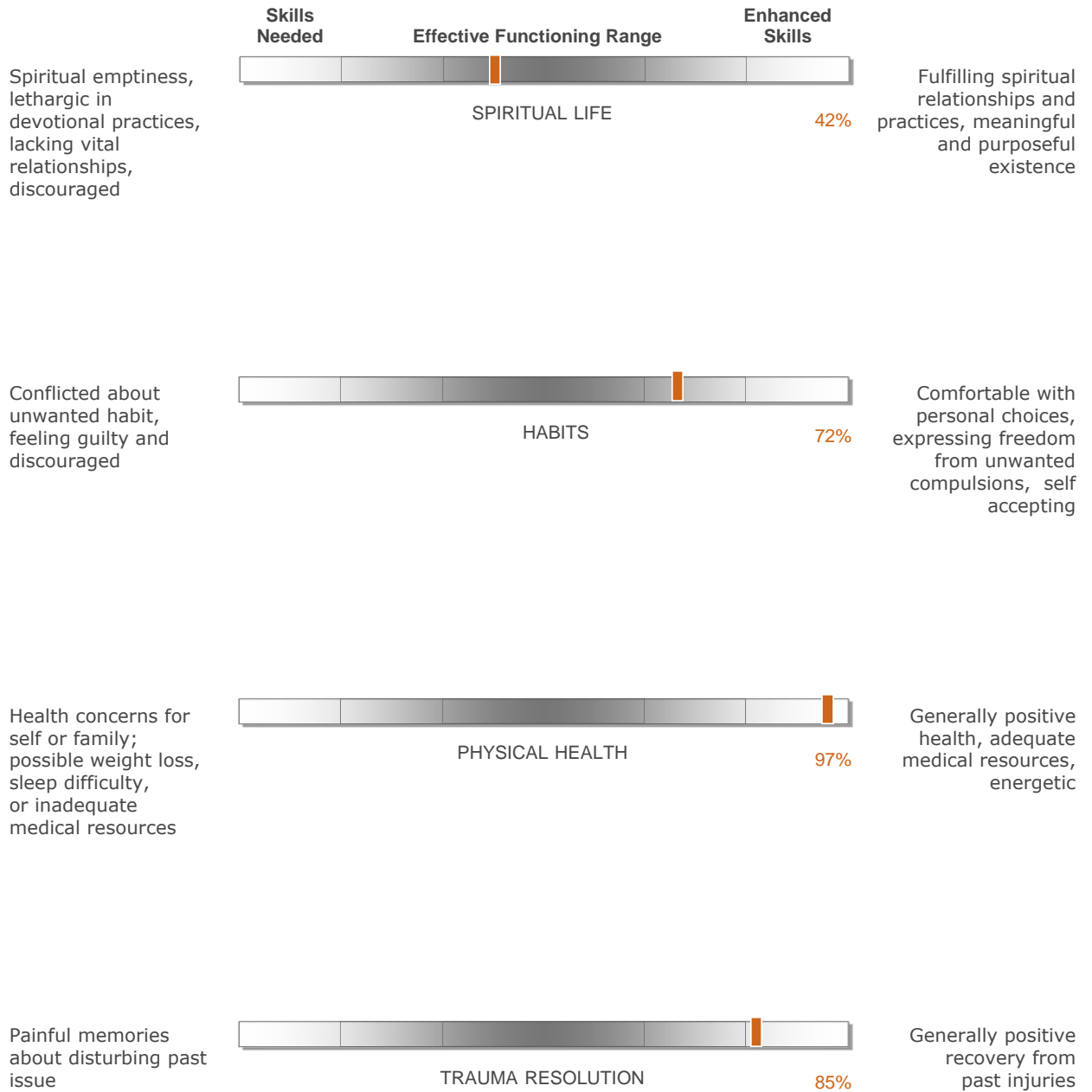
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#### ADDITIONAL COMMENTS:

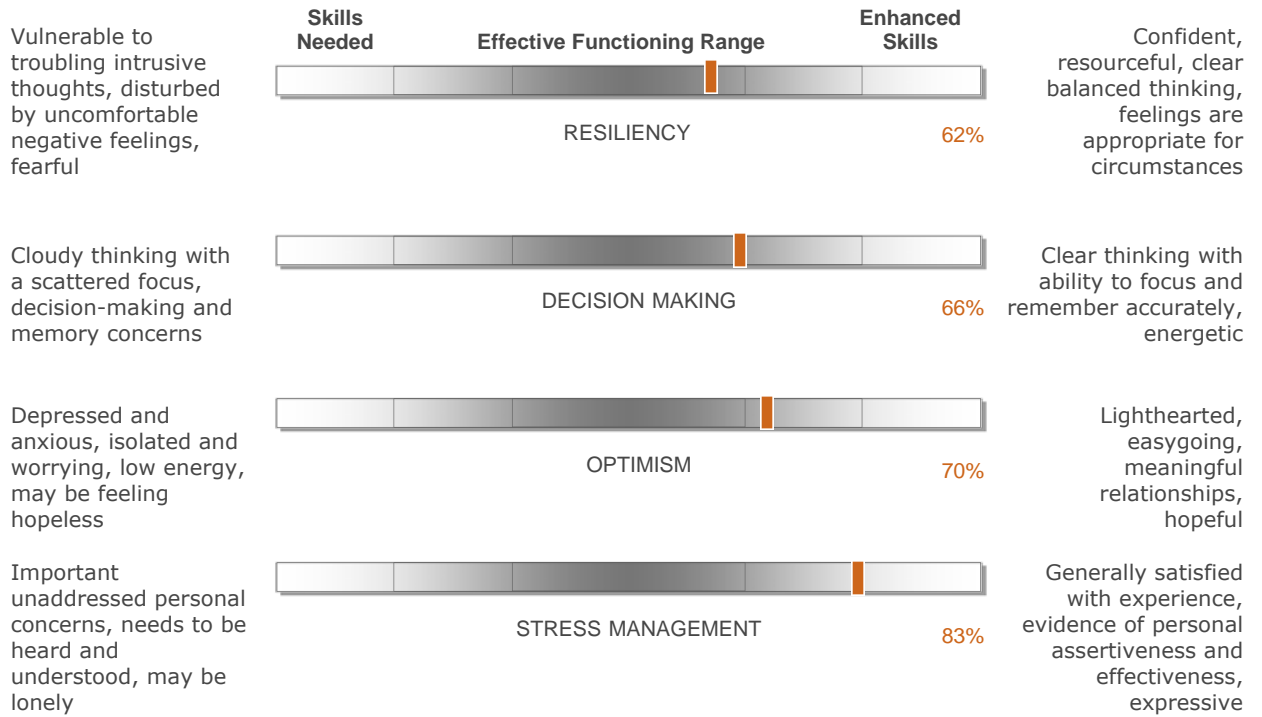
DETAILED REPORT WITH DESCRIPTORS

In this detailed report, 20 content scales are grouped in 5 ICS domains. High adjustment score descriptors (right side) and low adjustment descriptors (left side) are provided for each scale.

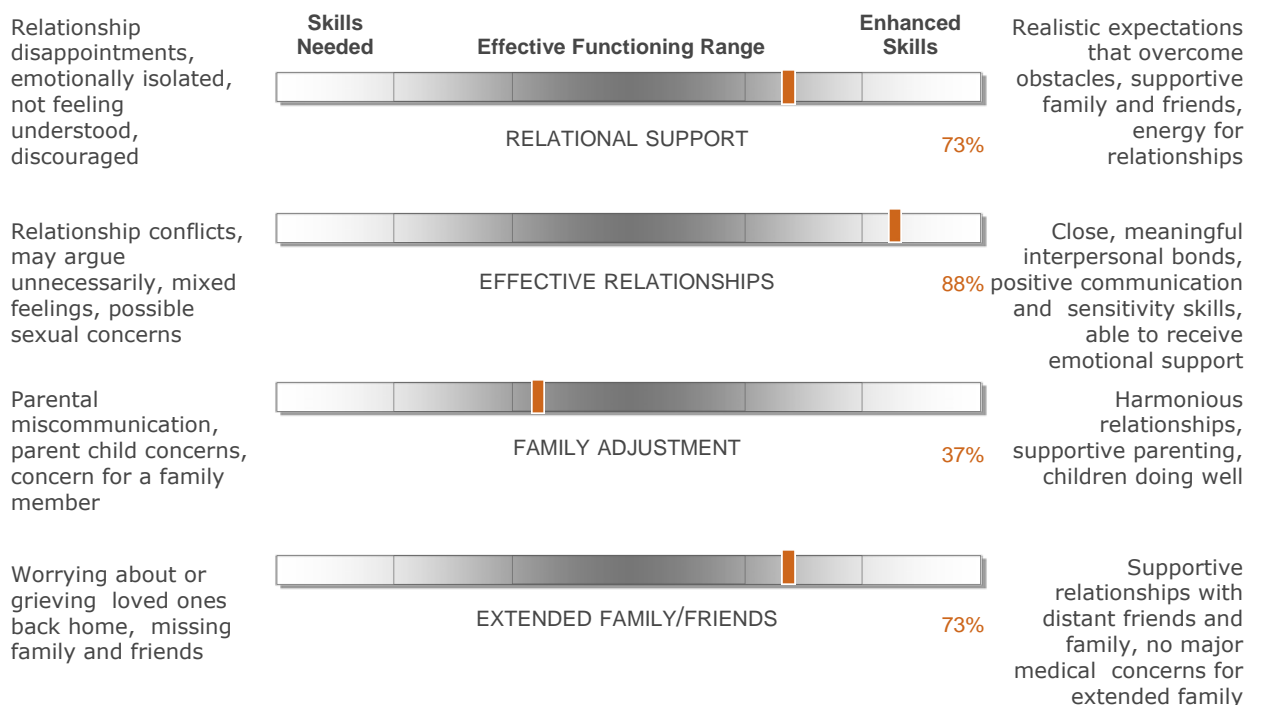
PERSONAL DOMAIN



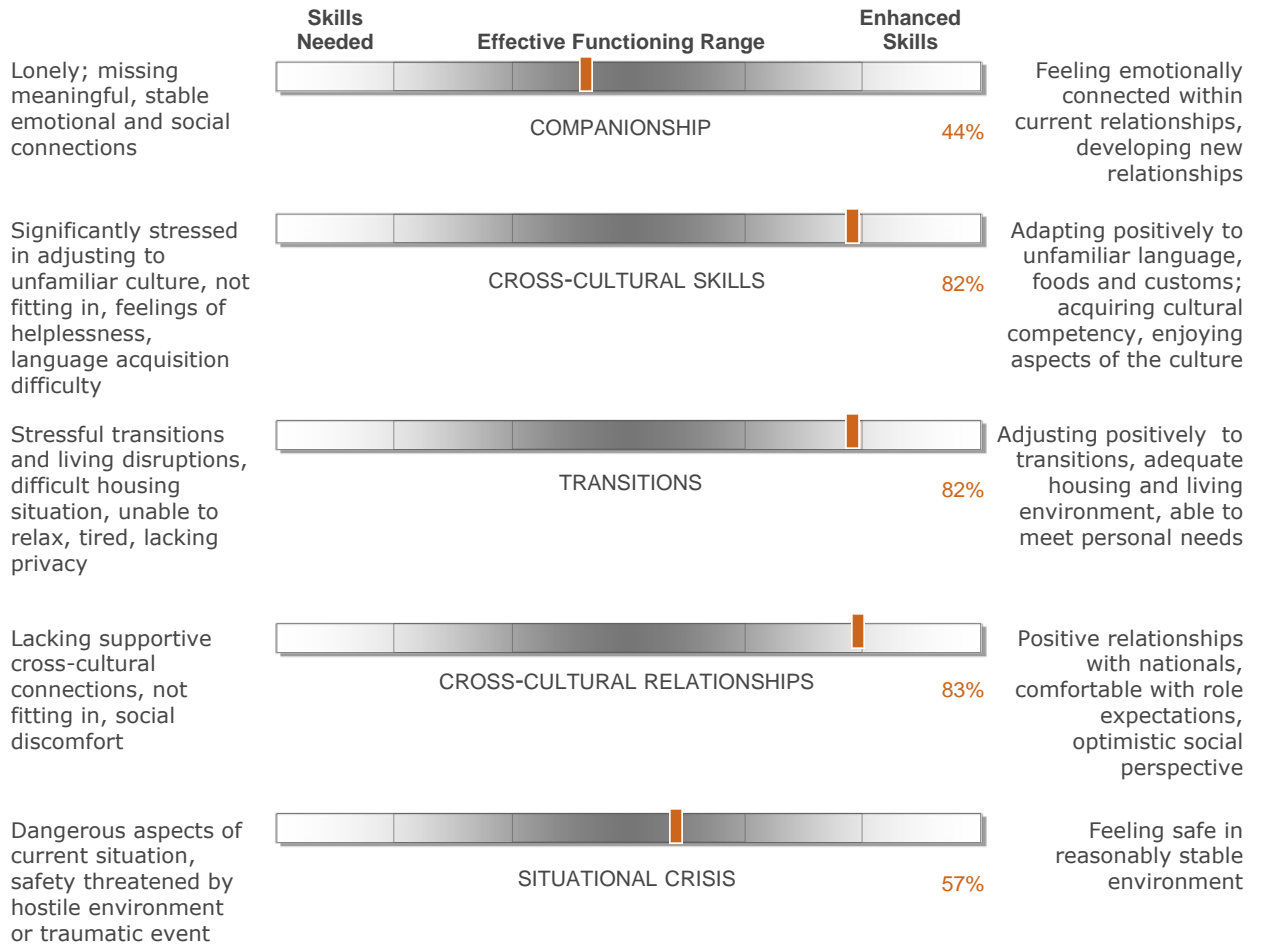
BEHAVIORAL DOMAIN



RELATIONAL DOMAIN



CULTURAL DOMAIN



SCHOOL DOMAIN

