Global Competence Assessment

The development of two key artifacts—the *Graduate Literature Review* on The Great Resignation and the *IDI Reflection*—gave me the opportunity to discover more about what my academic learning would encompass. In addition, it started the beginning of a personal transformation through this program. When crafting my literature review, I distinctly remember becoming immersed in researching the deeper triggers of extensive employee dissatisfaction. The most unforeseen aspect of this research was determining how constant the reasoning was across different industries: the need for flexibility, meaningful work, fair and equal compensation, and effective leadership were repeated globally.

On the other hand, the *IDI Reflection* was a profoundly personal exercise. What I remember best was the moment I learned my developmental orientation was *Reversal.* I learned this is when a person is more critical of their culture and more open minded to others. That realization made me pause. I was not simply a classification it was a reflection on my personal belief system. I have the strength and I am willing to confront hard truths and cultural concerns head-on. In turn this reflects on how I operate within my role as a parent, advocate, and future organizational leader.

The most influential quality of both artifacts was the balance of theory with experience. It was not only about summarizing research or listing competencies—it became about connecting theories and ideas to real people, real decisions, and real implications. These artifacts didn’t just live in the virtual classroom. They followed me into conversations at work, into the way I interpret the news, and even into how I’m raising my children.

As I began digging deeper into writing and research of creating the literature review, I was able to see how it operated as more than an academic exercise. It developed into a diagnostic tool to evaluate the health of global leadership paradigms. This was difficult because the literature required me to challenge long-held assumptions about what good leadership looks like and why so many organizations are failing to acclimate. Through exploration of theories like Senge’s *Learning Organizations* and Weisbord’s *Productive Workplaces*, I recognized how tightly connected leadership, compensation, and organizational development have become. What felt mutually validating and challenging was realizing that my own workplace experience of feeling undervalued for taking on more responsibility without reward, turned out to be part of a much larger global pattern. This knowledge helped me shift from frustration to strategic thinking to problem solving.

The *IDI Reflection* added a level of emotional and cultural intricacy. Acknowledging my reversal orientation made me ask myself: Why do I trust outside cultures more than the “comfort” of my own? How did I get to this stage? This was not easy to delve into, but it gave me a more comprehensive outlook of my global competency. I am now able to see that polarization—even in its reversal form—can minimize my capability to build genuine connections across cultures. The model assisted me in realizing that my cultural intelligence will mature only if I make a conscious effort to welcome the strengths within my own community as well. Another key takeaway from the examination process is that global competence is not only about understanding “others”—it is about resolving internal conflicts and learning how to lead from a place of empathy and integrity.

The effect of these artifacts on my emotional intelligence and leadership development is widespread. For my short-term global competence growth, I’ve set a goal to apply leadership coaching methods to my peers in the workplace. This plan will emphasize leadership practices and cultural intelligence, taking inspiration from what I’ve learned through both academic theory and intercultural reflection.

In the long term, my goal is to step into a senior HR leadership role that allows me to shape organizational culture. I aim to specifically shape organizational culture around diversity, equity, inclusion (DEI), and workplace engagement. These artifacts support that effective leadership in today’s global world requires more than technical skills. It demands cultural humility, universal awareness, and the confidence to challenge outdated norms.

I would like to mentor emerging HR professionals, not only to encourage their development but to fashion a culture of self-reflection and continuous learning. As a person who has faced feeling disconnected from their own culture, I would like to help others find balance—respecting what they bring to the table while embracing new perspectives.

Moving forward, I would like to attend intercultural workshops and leadership seminars to extend my perspective and practical toolkit. I will look for ways to participate in local advocacy efforts, like school safety reform. I desire to turn my intercultural values into civic action. I will seek out ways to engage in workplace learning opportunities that test my cultural orientation. These artifacts and reflections have become more than a static assignment I need to complete for class. They have developed into the launchpads for my professional character—a leadership philosophy built on evidence, empathy, and evolution.

In conclusion, reflective practice, as Finlay (2008) described it, is “learning through and from experience towards gaining new insights of self and practice.” Throughout this assessment, I have not only learned about the global concerns impacting organizations—I have learned about myself. This reflection has facilitated my understanding that developing global competence is not a destination but a journey. Furthermore, the journey must be reevaluated often, with curiosity and care. I am not just planning to lead—I am preparing to lead well, with cultural awareness, humility, and heart.

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