

# Developing Cultural Intelligence for Adaptability, Resilience and Innovation

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## SUMMER CONFERENCE 2018:

Things we should be talking about in International Education

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## Agenda



- Introductions
- The Four CQ Capabilities
- Pilot Study: Overview, Rationale, and Uniqueness
- Pilot Study: New Training/Teaching Components
- Pilot Study: Method, Sample and Key results
- Things We Should be Talking about in International Education
- Final Comments

# Hello

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**I am Ana Azevedo.**

I have been working in the IB/IM field for close to 30 years.



**I am Mary Jo Shane.**

I have worked in the field of human and organization development since the early 90s specializing in diversity and change

*We are here to introduce a new training program in cultural intelligence (CQ).*



\*Refs. 1-2

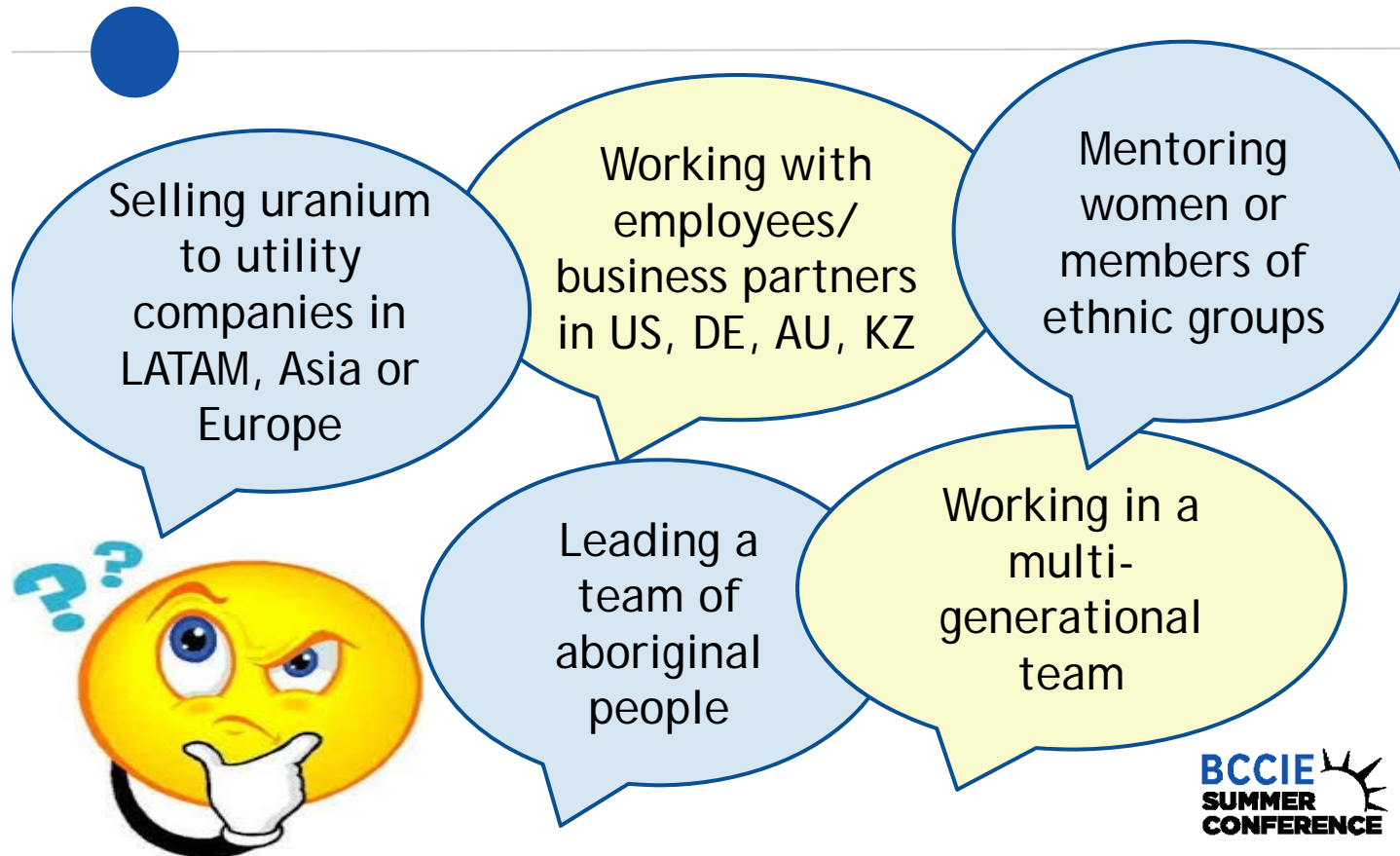


## Cultural Intelligence

“capability of an individual to **effectively function in situations** characterized by **cultural diversity**” (Ang & Van Dyne, 2015\*)

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## ...Situations of cultural diversity?





## Integrated Approach\*

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- **CQ Drive** (motivational CQ)
- **CQ Knowledge** (cognitive CQ)
- **CQ Strategy** (meta-cognitive CQ)
- **CQ Action** (behavioral CQ)

\*Consistent with conceptualizations of **general intelligence** as multi-dimensional, and applying to different domains - e.g., social, emotional (Sternberg & Detterman, 1986; Sternberg et al., 2000 (3-4))

## CQ capabilities - Definitions, Examples (I)



- **CQ Drive:**

*The interest, drive and confidence to adapt cross-culturally.*

- **EXAMPLE:**

Do you enjoy working with culturally diverse individuals?

- **CQ Knowledge:**

*The knowledge and understanding regarding how cultures are similar or different.*

- **EXAMPLE:**

Do you understand how cultural values and norms affect the way people think and behave?

## CQ capabilities - Definitions, Examples (II)



- **CQ Strategy:**

*The ability to plan, be aware and make sense of intercultural situations.*

- **EXAMPLE:**

Are you able to slow down, observe and draw on your cultural understanding to make sense of intercultural encounters?

- **CQ Action:**

*The ability to adjust your verbal and non-verbal behaviors in intercultural situations.*

- **EXAMPLE:**

Do understand how cultural values and norms affect the way people think and behave?



## Moving from low to high CQ

- 1.0—**React** to External Stimuli
- 2.0—**Recognize** other Cultural Norms; Motivated to learn more
- 3.0—**Accommodate** other Cultural Norms in your Thinking
- 4.0—**Adjust** to other Cultural Norms in your Behavior
- 5.0—**Automatically adjusting** Thinking and Behavior when getting appropriate cues

\*Refs. 5-7; \*\* Refs 8-10; \*\*\*Refs 11-14

## Literature Review\*



### Antecedents of CQ

\***Personality traits**  
(e.g., openness to experience);

\***International Experiences** (e.g., non-work related; work-related)

\***Training Interventions\*\***

### CQ Capabilities

- \***CQ Drive**
- \***CQ Knowledge**
- \***CQ Strategy**
- \***CQ Action**

### CQ Outcomes\*

\***Individual and group** (e.g., psychological, behavioural, performance)  
[**Adaptability; PLUS resilience, creativity & innovation\*\*\***]

# Pilot Study: Overview

- **Primary goal:** Develop and test a new CQ training program
- Study was implemented between **July 2016 and December 2017**
- Pretest-posttest design with **two groups of participants:**

**International  
MBA students  
(CA, USA)**

**HR Professionals  
(SK, CAN)**

# CQ Training Program: Why?



## CQ Program: Rationale (I)

- In spite of increasing globalization and workforce diversity, mobility => **Evidence** suggests a **persistent gap in CC competence** among students, workers
- **Methods in intercultural training:** Mix of country-specific knowledge + cultural values frameworks (e.g., Hofstede, Trompenaars & Hampden-Turner) => **Insufficient foundation for developing cross-cultural competence**

## Quote – Training Program Slides



**It is not sufficient** to give people knowledge about cultures/subcultures *in order to increase intercultural competence*. We need a **skills-development approach** to promote understanding AND behavioural change (“knowing, doing, reflecting”)

## CQ Program: Rationale (II)

- ⦿ Despite significant growth in International Education => **Few empirical studies** examining how specific courses contribute to **development of CC capabilities such as CQ**
- ⦿ **CQ offers a different approach to intercultural training** (integrated, individually-tailored) => But only a few empirical studies within classroom settings. **Researchers developed & tested their own training materials.**

## CQ Program - Uniqueness

- Combines training materials for the **4 CQ capabilities WITH...**

**Unique content in:**

- \*Mindfulness
- \*Authentic Leadership
- \*Unconscious Bias
- \*Linking CQ to adaptability, resilience and innovation

- Unique pedagogical approach:**

**BALANCING...**





## Improving Your CQ – Training Program Components



- **In-Classroom Exercises**

**\*Individual**  
Exercises for each of the 4 capabilities

**\*Group**  
Group discussions for each of the 4 capabilities

- **Self-Study Activities**

**\*Individual**  
4 weeks of experiential activities

**\*Group\*\***  
Participate in two online discussion forums

- **Assignments\*\***

**\*Individual**  
Pre-posttest surveys  
Journal  
Foreign Film  
Self-Reflection report

**\*Group**  
Interview Protocol  
Team Presentations

**\*\*Only in Comprehensive version – See Appendix A**

## Examples to follow...



## Examples – Individual Exercises (2 capabilities)

### ● CQ Strategy:

*What do you see in this picture?  
Record what you see and possible reasons for this.*



### ● CQ Action:

**“Getting comfortable with the uncomfortable”:** Create a list of behaviours that you would be willing to experiment with in the near future, in order to **get out of your comfort zone** (e.g., join a multicultural team; learn and practice words in a new language) (list two or more)

## Examples – Group Discussion (2 capabilities)

### ● CQ Strategy:

List some of **the different explanations** for the car picture. How can this help you better **appreciate cultural diversity**?

### ● CQ Action:

What were the most interesting ideas for **“getting comfortable with the uncomfortable”**?

## Examples – Self-study Activities (2 capabilities)

### ● CQ Strategy:

“TAKE 5” practice:  
Take 5 deep breaths  
(inhale for 5 seconds,  
exhale for 5 seconds), 5  
times per day, for the next  
30 days. “Follow the  
breath” in your body.

### ● CQ Action:

Experiment with non-verbal  
behaviours (e.g. speaking  
with and without the hands;  
sharing information with and  
without facial expressions).

## Pilot Study - Methodology



- Pre-experimental **pretest-posttest** design
- **Two questionnaires:** E-CQS (37 items); Training program survey
- **Two groups/ two settings:**
  - 1) **Comprehensive version** (two weekends; End February to mid-May, 2017 => 2 ½ months)
  - 2) **Condensed version** (two one-day workshops; Mid-May to end of June 2017 => 2 ½ months)



\*1 exception  
(domestic student)

## Samples – Description

- **n=21 (out of 22 International students\*)** – enrolled in MBA program (CA)

- **Age**  
**Mode = 3** (12 people between 26 and 30 yrs. Old)

- **Gender**  
**12 females (57%)**  
**9 males**


- **n=39 (out of 41 HR professionals)** – working at energy company (SK)

- **Age**  
**Mode = 8** (10 people between 51 and 55 yrs. Old)

- **Gender**  
**30 females (79%)**  
**8 males; 1 missing**

\*Wilcoxon Signed Ranks

## CQ Changes – T1 and T2



CQ Capabilities	Z-Value*	P-value	Z-Value*	P-Value
CQ Drive	-3.402	0.001	-2.355	0.019
CQ Knowledge	-3.922	0.000	-3.191	0.001
CQ Strategy	-3.198	0.001	-4.091	0.000
CQ Action	-2.802	0.005	-4.311	0.000

UNIVERSITY

COMPANY



## CQ Changes - SUM

UNIVERSITY

<u>Dimension</u>	<u>Average Scores: T1 to T2</u>	<u>% Changed</u>
CQ Drive	78 to 88	13
CQ Knowledge	61 to 77	26
CQ Strategy	77 to 90	17
CQ Action	75 to 86	15

COMPANY

<u>Dimension</u>	<u>Average Scores: T1 to T2</u>	<u>% Changed</u>
CQ Drive	72 to 77	7
CQ Knowledge	37 to 44	19
CQ Strategy	63 to 73	16
CQ Action	54 to 72	33

\*\*Mann Whitney test

## Other Key Findings

### UNIVERSITY:

- **Sig. increases between T1 and t2\*\*:**

**\*Average Innovative work behavior**

**\*Average Resilience**

### COMPANY:

- **Sig. increases between T1 and T2\*\*:**

**\*Average innovative work behavior**

## Discussion (I)

- **Pilot study** confirms that...
- CQ is a **malleable competence** that can be developed through **appropriate CC training** within classroom settings.

- *Things we should be talking about in international education:*

How do we embrace **CQ training and other skill-based approaches** to **strengthen 'capacity building' at PSE institutions** (students, faculty, IE personnel)?



## Discussion (II)

- **Future studies** are needed... **CQ development** can be examined in connection with a number of **'soft skills'**, such as:

- \*teamwork
- \*problem-solving
- \*adaptability/flexibility
- \*creativity & innovation
- \*openness to change & resilience

- *Things we should be talking about in international education:*

How can we use **CQ training** to strengthen students' **preparation for the 'future of work'** (e.g., development of 'future skills')?



*“...there is a **mismatch** between the change in the pace of change and our ability to develop the learning systems, training systems, management systems, social safety nets, and the government regulations that would enable citizens to get the most out of these accelerations and cushion their worst impacts”.*  
*(Thomas L. Friedman, 2015, p.29\*)*



\*Ref. 15

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# Thank you

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## Any questions?

You can find us at

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