

# Cultural Intelligence: Succeeding in Today's Pluralistic Context

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*March 15, 2019*



# Session outline

- Introductions
- Understanding importance of culture
- UVic CQ Research
- What does it mean to be effective in an intercultural setting?
- Cultural intelligence (CQ) framework
- Putting it into practice



**Why Culture?**



How does an institution negotiate  
cultural differences?



## Interculturalization

- Internationalization
- Domestic diversity and inclusion
- Indigenization

# Canada's Truth and Reconciliation Calls to Action

- 94 calls to action for all Canadians to undertake and support in order to address and redress the effects of colonization of Canada's Indigenous people
- Five categories: justice, child welfare, health, education, language and culture

# Canada's Truth and Reconciliation Calls to Action

## Education Calls to Action:

**7** Close the education and employment gap between Indigenous and non-Indigenous students

**10 (iii)** Culturally appropriate curriculum

**63 (iii)** Building student capacity for intercultural understanding, empathy and mutual respect

**92 (ii)** Ensure Aboriginal peoples have equitable access to jobs, training and education opportunities

**92 (iii)** Ensure management and staff are trained on the history of aboriginal peoples, requiring training in intercultural competency, conflict resolution, human rights and anti-racism

# The Student Context

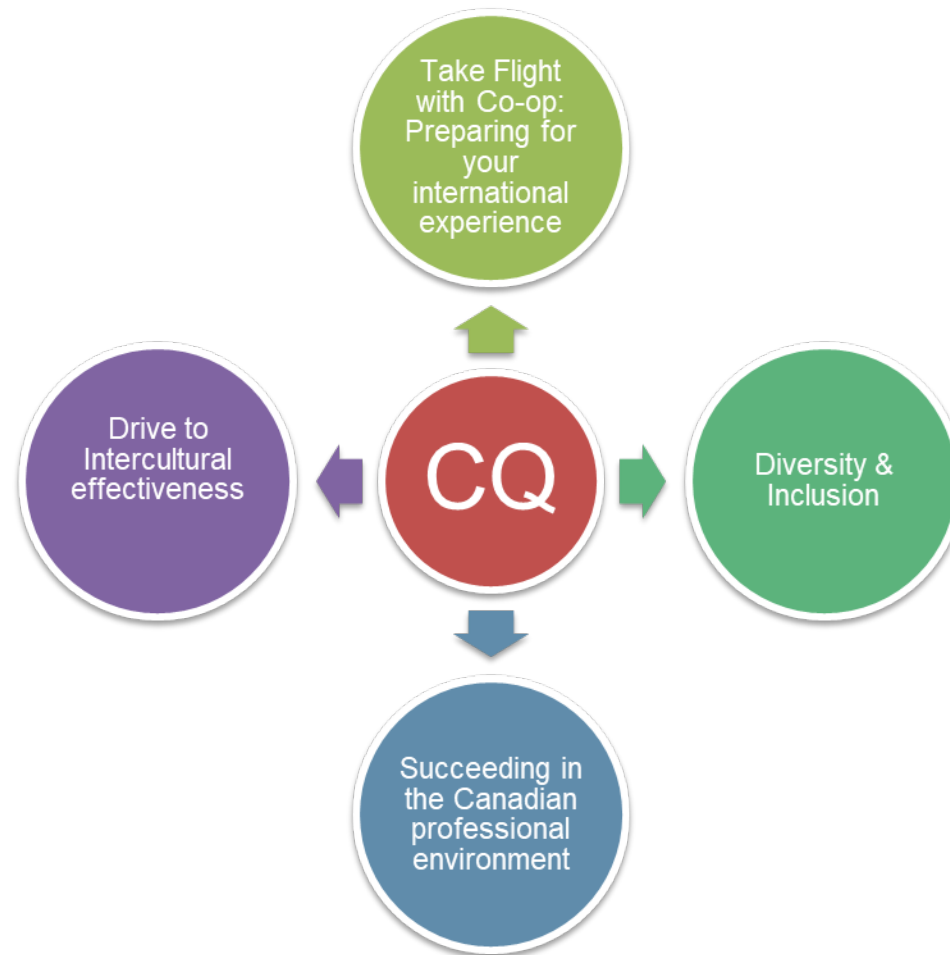
- Globalization has resulted in the need for nearly every organization, no matter where and no matter what, to be able to interact with different cultures:
  - Externally: suppliers, customers, competitors
  - Internally: diversified workforce, diverse campuses
- Our students and graduates need to be able to function in these diverse campuses and workplaces
- Our graduates will need to be able to *act* local and *think* global to be successful
- Our communities can benefit from the cultural competence our students have developed

# Why CQ at UVic?

- CANEU-COOP program
- Research on CQ development of students
- WatCACE funding to continue research and curriculum development



# Intercultural Competency Development Curriculum



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<https://www.uvic.ca/coopandcareer/career/build-skills/intercultural/index.php>



**What is Culture?**

**[www.menti.com](http://www.menti.com)**

**Code: 63 28 69**



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# Cultural Values



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# Encountering a culturally challenging situation



# Cultural Intelligence

Cultural intelligence is the capability to function effectively across various cultural contexts (national, ethnic, organizational, generational, etc.).

*Ang & Van Dyne, 2008)*



# Defining points of CQ

## [CQ vs. Other Intercultural Approaches]

- A form of intelligence
- Holistic Model—4 Capabilities
- Academic Validity
- Applies to any cultural context
- Performance-Based
- Malleable

# Cultural Intelligence (CQ)

How should I adapt?

- ✓ Speech Acts
- ✓ Verbal
- ✓ Nonverbal

What's my motivation?

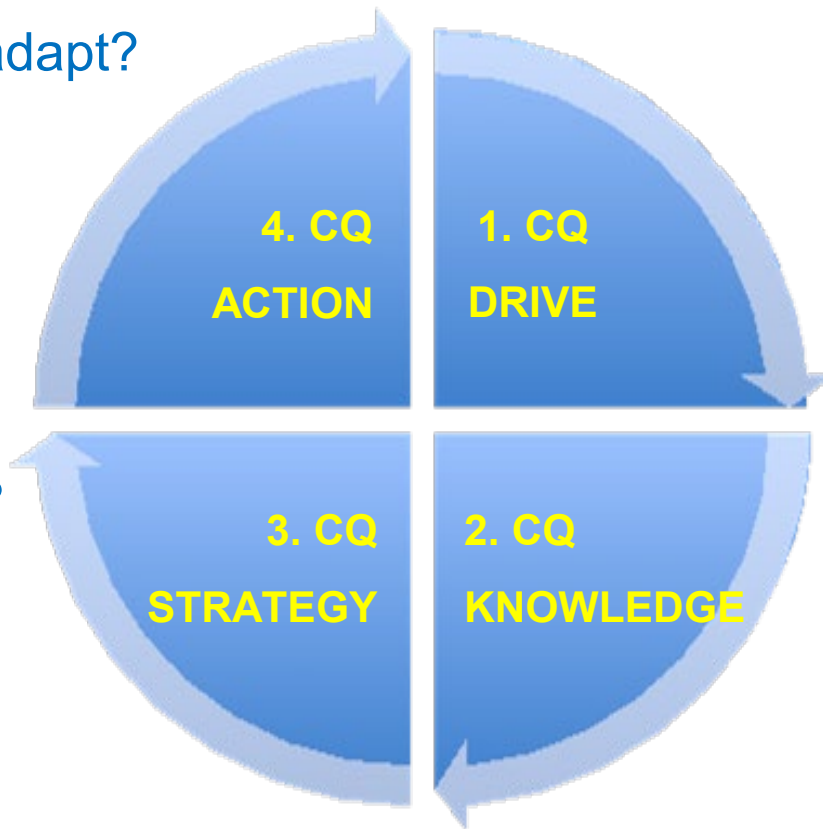
- ✓ Intrinsic
- ✓ Extrinsic
- ✓ Self-Efficacy

What's my plan?

- ✓ Planning
- ✓ Awareness
- ✓ Checking

What cultural understanding do I need?

- ✓ Business
- ✓ *History (Indigenous)*
- ✓ **Values & Norms**
- ✓ Sociolinguistic
- ✓ Leadership



# The four dimensions of Cultural Intelligence

## CQ - Drive

A person's interest and confidence in functioning effectively in culturally diverse settings.

- ***Intrinsic Interest*** - deriving enjoyment from culturally diverse experiences
- ***Extrinsic Interest*** - gaining benefits from culturally diverse experiences
- ***Self-efficacy*** - having the confidence to be effective in culturally diverse situations





# CQ - Knowledge

A person's knowledge about how cultures are similar and how cultures are different.

## 2. CQ KNOWLEDGE

- **Business** - knowledge about economic and legal systems
- **Interpersonal** - knowledge about values, social interaction norms, and religious beliefs
- **Socio-linguistics** - knowledge about rules of languages and rules for expressing non-verbal behaviors

# CQ Strategy

How a person makes sense of culturally diverse experiences.

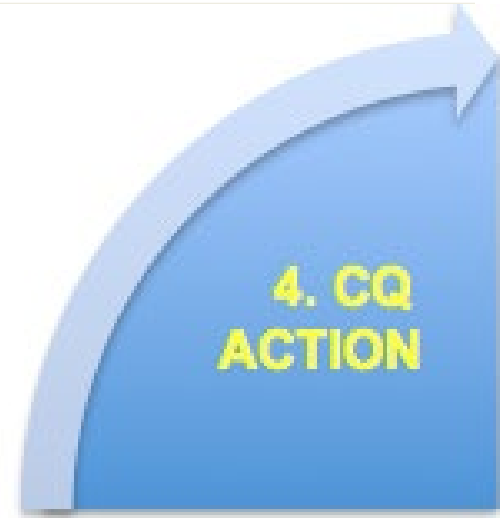
Occurs when people make judgments about their own thought processes and those of others

- **Planning** - strategizing before a culturally diverse encounter
- **Awareness** - knowing about one's existing cultural knowledge
- **Checking** - checking assumptions and adjusting mental maps when actual experiences differ from expectations

# CQ Action

A person's capability to adapt verbal and nonverbal behavior to make it appropriate to diverse cultures.

This involves having a flexible repertoire of behaviors to suit a variety of situations



- **Speech Acts** - modifying manner and content of communications (e.g., direct, indirect)
- **Verbal** - modifying verbal behaviors (e.g., accent, tone)
- **Non-Verbal** - modifying non-verbal behaviors (e.g., gestures, facial expressions)

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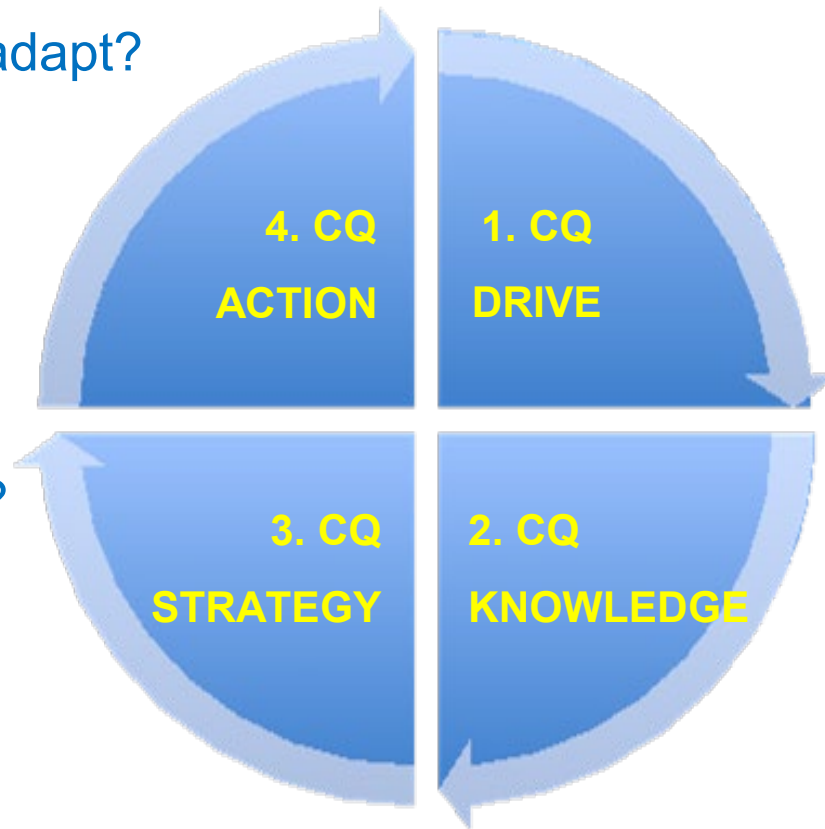
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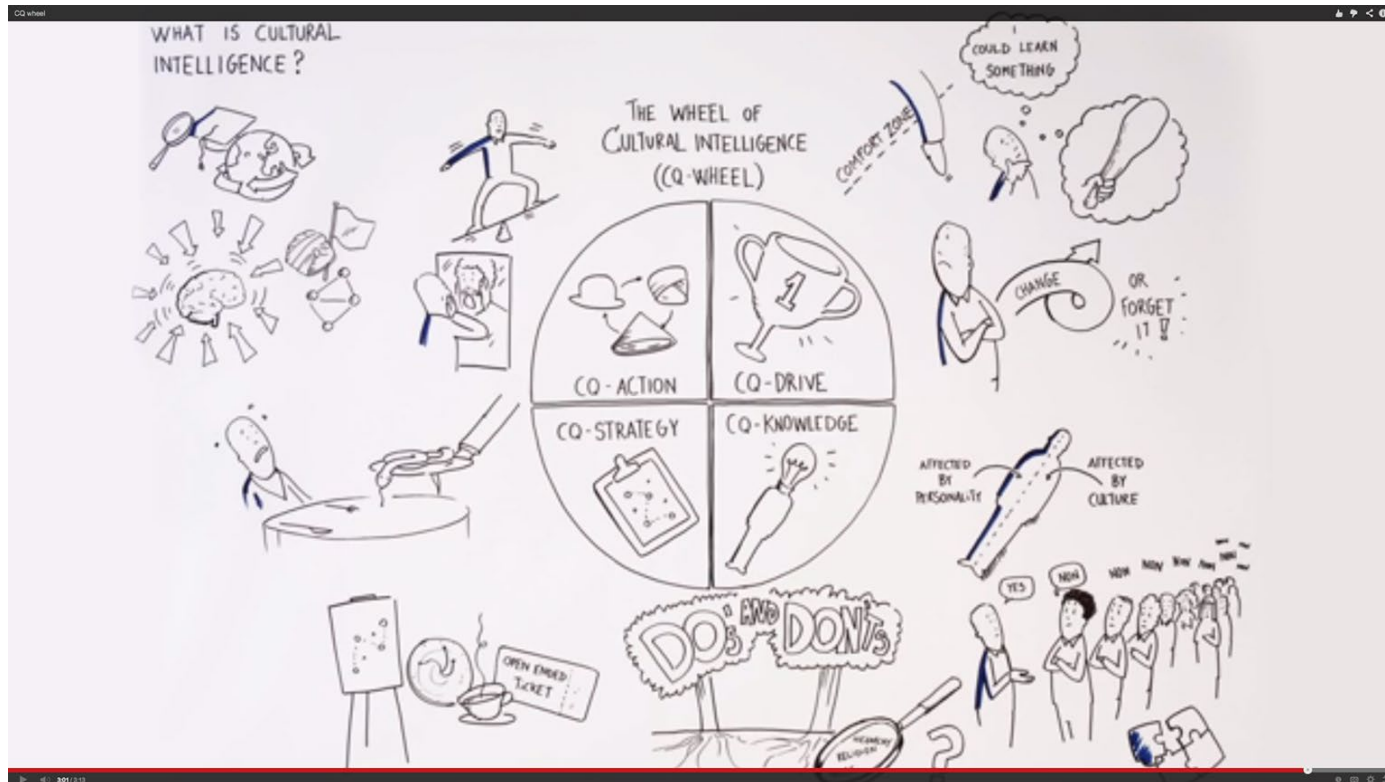
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# Cultural Intelligence Video: “CQ Wheel”

(by The Living Institute)



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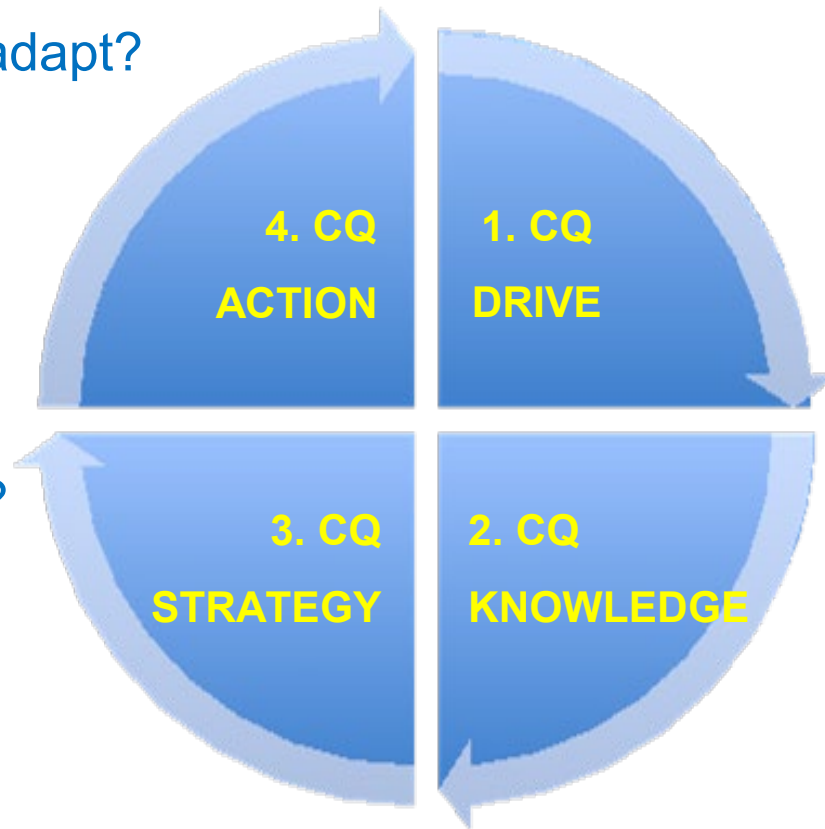
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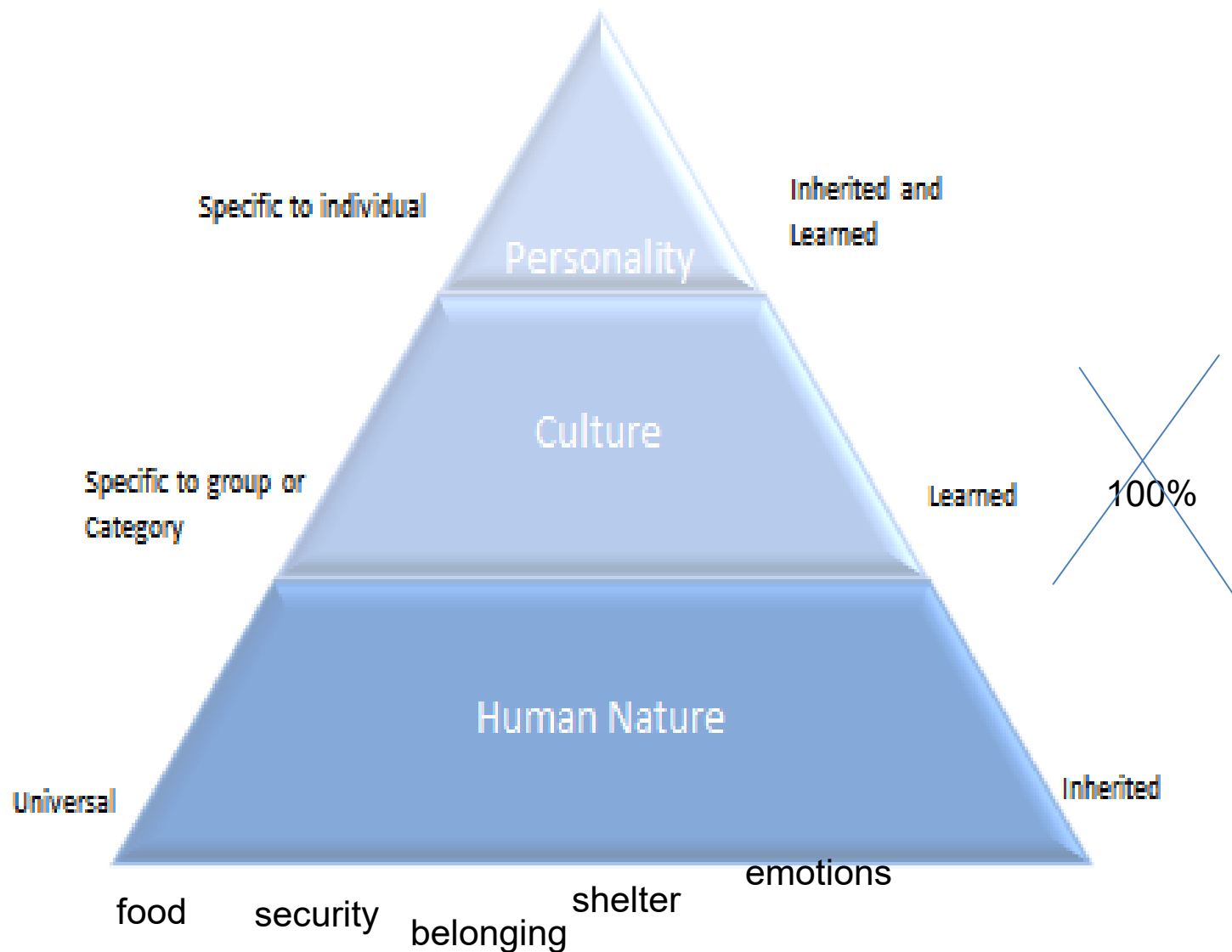


## 2. CQ KNOWLEDGE

What cultural understanding do I need?

- ✓ Business
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- ✓ Sociolinguistic
- ✓ Leadership

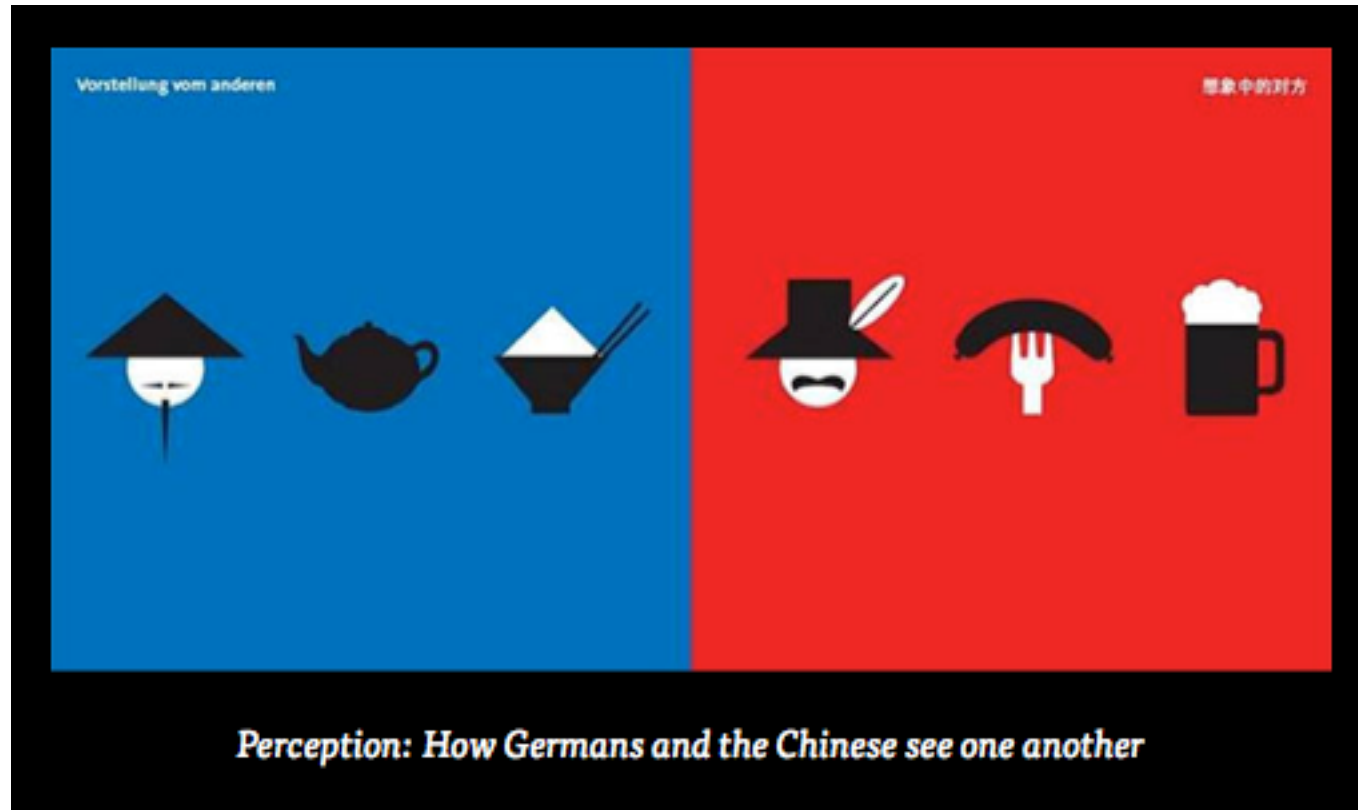




Hofstede (1994) Three Levels of Uniqueness on human mental programming (p.6)



# Caution against stereotyping!



*East Meets West – by Yang Liu*

<http://www.brainpickings.org/index.php/2009/10/29/east-vs-west-yang-liu-infographics/>

# Where do you place on the values continuum?

Individualism.....Collectivism

Low Power Distance.....High PD

Low Uncertainty Avoidance.....High UA

Indirect Communication..... Direct Communication

# Cultural Values:

**Individualism**      **Collectivism**



**Uncertainty avoidance**



**Power  
distance**



**Communication  
Direct-Indirect**



# Cultural Values



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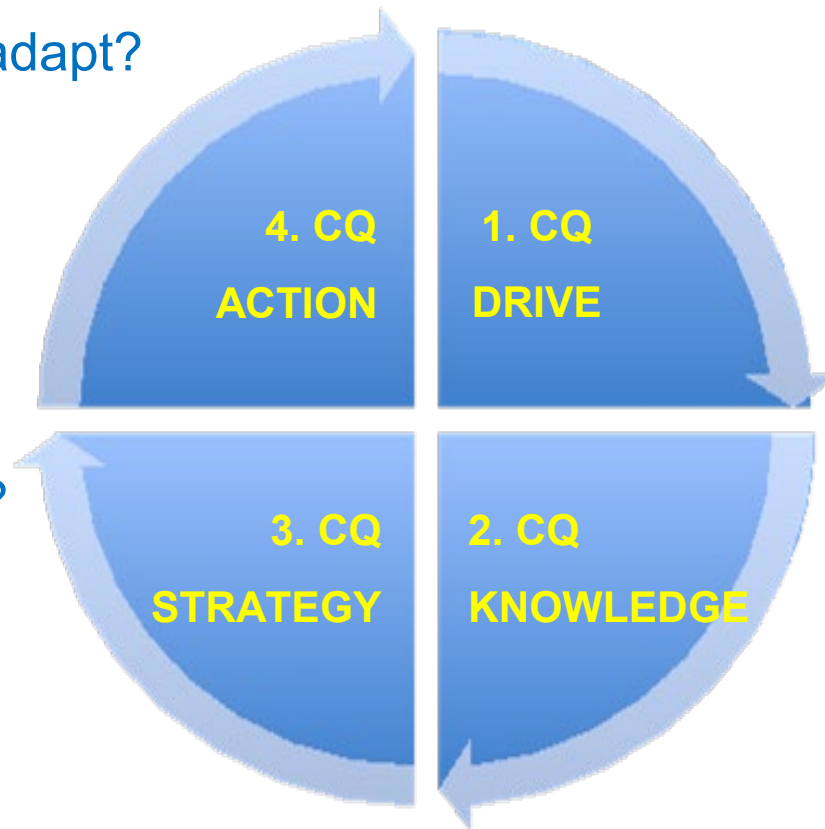
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# How could a CQ based approach influence your story?



Unpack your story  
with respect to the  
4 CQ dimensions:

CQ-DRIVE

CQ-KNOWLEDGE

CQ-STRATEGY

CQ-ACTION



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# Putting CQ into motion

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## CQ-Drive:

*What is my motivation for attaining success in this situation?*

*What is the cost of not succeeding?*

## CQ-Knowledge:

*Is there a cultural explanation for what's going on in your story?*

*What cultural differences explain what's going on?*

*Which cultural values are most relevant?*

*What do you need to learn about the cultures involved in this situation?*

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# Putting CQ into motion

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**CQ-Strategy:** Given what you know about CQ Drive, Knowledge and Strategy, what next steps will help resolve your challenge?

*What is my plan?*

*Is my plan working?*

*What is different from what I anticipated?*

*Was the plan appropriate?*

**CQ-Action:**

How can I adapt effectively to address this challenge?

*Think about how you may need to adapt your speech acts, verbal and non-verbal behaviours*

# Putting CQ into motion

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How does CQ apply in an

- Intercultural Context?
- Indigenous Context?
- Institutional Context?

How can you use it in your own context?

# CQ development is a life-long process

## Going 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

# Conclusion

Has this session motivated you to:

- *understand the various dimensions of culture*
- *explore these dimensions in relation to yourself and others*
- *understand and acknowledge your own culture and its role in forming your behavior, perceptions and assumptions*
- *critically examine your own assumptions about other cultures*
- *learn about cultural intelligence*
- *develop and use your cultural intelligence to so that you can be more effective, respectful and successful in your intercultural encounters?*

# References

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McRae, N. & Ramji, K. (2017). Intercultural competency development curriculum: A strategy for internationalizing work-integrated learning for the 21<sup>st</sup> century global village In T. Bowen, & M. T. B. Drysdale (Eds.), *Work-integrated Learning in the 21<sup>st</sup> Century: Global Perspectives on the Future*, (129-143) (International Perspectives on Education and Society, V32), Bingley, UK: Emerald Publishing Limited.

# Resources

*Global Affairs Canada Country Insights:* [http://www.international.gc.ca/cil-cai/country\\_insights-apercus\\_pays/countryinsights-apercuspays.aspx?lang=eng](http://www.international.gc.ca/cil-cai/country_insights-apercus_pays/countryinsights-apercuspays.aspx?lang=eng)

*GoinGlobal:* <https://online.goinglobal.com>

*Canadian government travel advisories:* [www.travel.gc.ca](http://www.travel.gc.ca)

Questions?

Thank you!