Cultural Intelligence

Group Report for
Bethel College
GE-Seniors

May 28, 2014
Overview

This report provides summary feedback on Cultural Intelligence (CQ) of those who participated in the Bethel College GE-Seniors CQ Program.

Cultural Intelligence (CQ) is an individual’s capability to function effectively in situations characterized by cultural diversity. This includes situations that are diverse in national, ethnic, and organizational cultures. It also includes diversity in gender, age, academic major, functional background, and interests. Thus, cultural intelligence has broad implications for personal and professional effectiveness across a variety of situations.

CQ is similar to IQ (general mental ability) and EQ (emotional intelligence) in that it measures a set of capabilities necessary for personal and professional success. CQ, however, is unique because it focuses specifically on the skills and capabilities needed to succeed internationally and in multicultural domestic situations.

CQ is a set of capabilities that can be enhanced by experience, education, and training.

When interacting with similar others, people can usually understand what is going on around them. They have a wealth of information – mostly subconscious – that helps them make sense of what they observe. When people move into a novel cultural setting or when they interact with others who have a different cultural background, cues often have an entirely different meaning. A nonverbal behavior like silence might mean dissatisfaction or boredom in one culture and it might be an expression of respect in another culture.

Cultural intelligence allows individuals to understand what is going on in culturally diverse settings. Those with high CQ have the ability to encounter novel cultural situations, think deeply about what is happening (or not happening) and make appropriate adjustments to how they understand, relate, and behave in that particular situation. This sense-making and personal adjustment requires intentional effort.
Profile of Participants
Bethel College
GE-Seniors

Size of program: 25 participants started, and 24 completed an assessment.

Gender:
Most participants (54%) are female

Average Number of Languages Spoken: 1.3

54% speak one language

33% speak two languages

3% speak more than two languages

Prior intercultural experience:
On average, participants described themselves as having a “moderate” amount of prior intercultural experience.
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GE-Seniors
Overview of Program

The Cultural Intelligence personal development program was designed to
- trigger reflection while participants completed surveys
- guide participants in making sense of the feedback
- encourage them to take specific action steps aimed at enhancing CQ
- facilitate awareness and use of CQ capabilities after completion of the program

Each participant received a personal feedback report. Each report included definitions of the
four CQ factors, and descriptive examples of high cultural intelligence capabilities.

Each report also included reflection questions to help participants make sense of the feedback
-- such as thinking of ways to use their CQ strengths and specific action steps they could take
to improve capabilities in areas where scores were lower.

Overall, reports emphasized creation and implementation of Personal CQ Development Plans.

Looking ahead, we encouraged participants to review their feedback reports periodically and to
use them as a springboard for further personal and professional development.
The Four Factors of Cultural Intelligence

**CQ-Drive** (Motivational CQ) is a person’s motivation, interest, and confidence in functioning effectively in culturally diverse settings. It includes:

- *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** (Cognitive CQ) is a person’s knowledge about how cultures are similar and how cultures are different. It includes:

- *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
- *Leadership* – knowledge about managing people and relationships across cultures

**CQ-Strategy** (Metacognitive CQ) is how a person makes sense of culturally diverse experiences - such as when they make judgments about their own thought processes and those of others. It includes:

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

**CQ-Action** (Behavioral CQ) is a person’s capability to adapt verbal and nonverbal behavior so it is appropriate across cultural contexts. It involves having a flexible repertoire of behavioral responses that suit a variety of situations. It includes:

- *Non-Verbal* – modifying non-verbal behaviors (e.g., gestures, facial expressions)
- *Verbal* – modifying verbal behaviors (e.g., accent, tone)
- *Speech Acts* – modifying the manner and content of communications (e.g., direct/indirect)
### Bethel College
#### GE-Seniors
#### CQ Scores compared to the World-Wide Norms

<table>
<thead>
<tr>
<th></th>
<th>Average (SD*)</th>
<th>World-Wide Norms</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive</td>
<td>78 (15)</td>
<td>75</td>
<td>Self &gt; WW: + 3</td>
</tr>
<tr>
<td>Knowledge</td>
<td>63 (18)</td>
<td>54</td>
<td>Self &gt; WW: + 9</td>
</tr>
<tr>
<td>Strategy</td>
<td>68 (19)</td>
<td>67</td>
<td>Self &gt; WW: + 1</td>
</tr>
<tr>
<td>Action</td>
<td>66 (19)</td>
<td>65</td>
<td>Self &gt; WW: + 1</td>
</tr>
</tbody>
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* Note: SD = standard deviation

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**Bethel College CQ and the World-Wide Norms**

![Bar chart showing CQ scores compared to the world-wide norms for Drive, Knowledge, Strategy, and Action. The chart indicates that the self-rated CQ scores are higher than the world-wide norms for all categories.]
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GE-Seniors
CQ Scores

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Interpretation</th>
<th>Distribution of Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drive</td>
<td>78</td>
<td>Moderate</td>
<td>21% 54% 25%</td>
</tr>
<tr>
<td>Knowledge</td>
<td>63</td>
<td>Moderate</td>
<td>12% 42% 46%</td>
</tr>
<tr>
<td>Strategy</td>
<td>68</td>
<td>Moderate</td>
<td>12% 67% 21%</td>
</tr>
<tr>
<td>Action</td>
<td>66</td>
<td>Moderate</td>
<td>16% 71% 13%</td>
</tr>
</tbody>
</table>

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Low - Moderate - High CQ Scores
Technical Information
The Research Basis for Assessing Cultural Intelligence

Cultural Intelligence is conceptualized as a multi-dimensional construct based on application of Robert Sternberg’s integrative theoretical framework of different “loci” of intelligence. The four dimensions of Cultural Intelligence represent qualitatively different aspects of the overall capability to function and manage effectively in culturally diverse settings.

Cultural Intelligence is a malleable capability that can be enhanced by multi-cultural experiences, training and self-awareness programs, travel, and education.

Cultural Intelligence is distinct from stable individual differences such as personality which describe what a person typically does across time and across situations.

Cultural Intelligence is also different from emotional intelligence because it focuses specifically on capabilities in multi-cultural contexts.

Cultural Intelligence has predictive validity over and above demographic characteristics, personality, general mental ability, emotional intelligence, cross-cultural adaptability, rhetorical sensitivity, cross-cultural experience, and social desirability.

The Cultural Intelligence Scale (CQS) has excellent psychometric properties.

Published scholarly research demonstrates that the factor structure of the scale is stable across samples, across time, across cultures, and across methods.

Self-rated scores are positively correlated with observer-rated scores and multi-trait multi-method analysis supports convergent and discriminant validity of the scale.

Reliabilities of the four factors and sub dimensions exceed the standard cut-off of .70.

Most important, research demonstrates that cultural intelligence predicts adjustment, well-being, cultural judgment and decision making, and task performance in culturally diverse settings.
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Observations

1. Compared to the World-Wide norms, average scores were Moderate (in the middle 50% of the world-wide norms) for all of the CQ capabilities.

These average scores differed from the World-Wide norms by 1 - 9 points. Scores that are within 14 points of the World-Wide norms are equivalent to the norms.

2. Differences in individual scores:

Some individual scores are significantly different from the norms. In general, differences of 15 points and higher are meaningful.

Participants can benefit from reflecting on these gaps and thinking of possible reasons for these differences. In most cases, participants have an accurate understanding of their capabilities. In some cases, distractions, stress, time pressure, or other factors may have influenced their responses to the questions.

Participants are in the best position to assess the accuracy and meaning of their scores.

When self scores are higher than the norms, they should think of specific things they can do to use this CQ capability.

When self scores are significantly below the norms, individuals should think of action steps they can take to enhance this CQ capability.
3. Distribution of Scores

The percentage of participants with moderate scores was 54% for CQ-Drive, 42% for CQ-Knowledge, 67% for CQ-Strategy, and 71% for CQ-Action.

In addition, only 12% had low scores for CQ-Knowledge or CQ-Strategy, and 46% had high scores for CQ-Knowledge.

In contrast, only 13% had high scores for CQ-Action.

Given the overall moderate scores, this suggests the value of educational and training programs that focus on experiential learning that enhances understanding of the value of intercultural interactions (CQ-Drive), awareness of ways that cultures are similar and ways they are different (CQ-Knowledge), emphasis on planning before and checking during intercultural interactions (CQ-Strategy), and the importance of behavioral flexibility when cultural backgrounds differ (CQ-Action).
4. Personal Development Plans

Research demonstrates the benefits of helping participants to create personal development plans.

Plans should start by focusing on specific ways to use CQ strengths.

Plans should also include concrete action steps for enhancing weaker CQ capabilities.

Research consistently demonstrates the value of setting specific, moderately difficult goals for personal development and determining target dates for checking on progress toward goals.

5. Next steps - encourage participants to …

List specific actions they can take to build on their CQ strengths at work and in their personal lives.

Brain storm individually and list things they can do to enhance weaker CQ capabilities.

Next, work with a partner and help each other expand their lists of specific action steps.

Reach agreement with this partner to provide each other with ongoing support for implementing personal development plans.

Work with this partner to set target dates for discussing progress toward goals.
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Conclusions

Overall, results of this program are promising. On average, scores for all of the CQ capabilities are equivalent to the World-Wide norms – suggesting that the typical participant has a sophisticated set of contemporary capabilities that are increasingly important in this globalizing, multicultural world.

Based on the feedback reports, participants should have a better understanding of their CQ capabilities. This should include ways that they can use their strengths as well as specific goals they can set to enhance capabilities that are not so strong.

By continuing to offer CQ assessment and feedback, Bethel College can provide unique, value-added information that enhances self-awareness and differentiates their programs from those offered by other colleges.