

Cultural Intelligence

Group Report for KIVU Gap Year

T1 - T2 Summary Report

April 25, 2014

Overview

This report provides summary feedback on Cultural Intelligence (CQ) of those who participated in the KIVU Gap Year T1-T2 Study Abroad 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
KIVU
Gap Year
Study Abroad Program**

Size of program: 11 participants at T1 (excluding 2 others as requested) and 11 at T2.

Gender:

Most participants (73%) are female

Average number of languages spoken: 1.2

82% speak one language

18% speak two languages

0% speak more than two languages

Prior intercultural experience:

On average, participants described themselves as having a “moderate” amount of prior intercultural experience.

KIVU Gap Year Overview of Program

This Cultural Intelligence personal development program was designed to

- trigger reflection while participants completed surveys
- guide participants in making sense of the T1 feedback
- encourage them to take specific action steps aimed at enhancing CQ at T2
- facilitate awareness and use of CQ capabilities after completion of the program

Each participant had the opportunity to receive two personal feedback reports. Each report included definitions of the four CQ factors and descriptive examples of high cultural intelligence capabilities, and definitions of seven individual cultural value orientations.

Reports included comparisons of their scores with the world-wide norms at both T1 and T2.

Each report 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.

Upon completion of the program, participants could compare their pre and post scores and assess the extent to which their CQ capabilities had changed.

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)

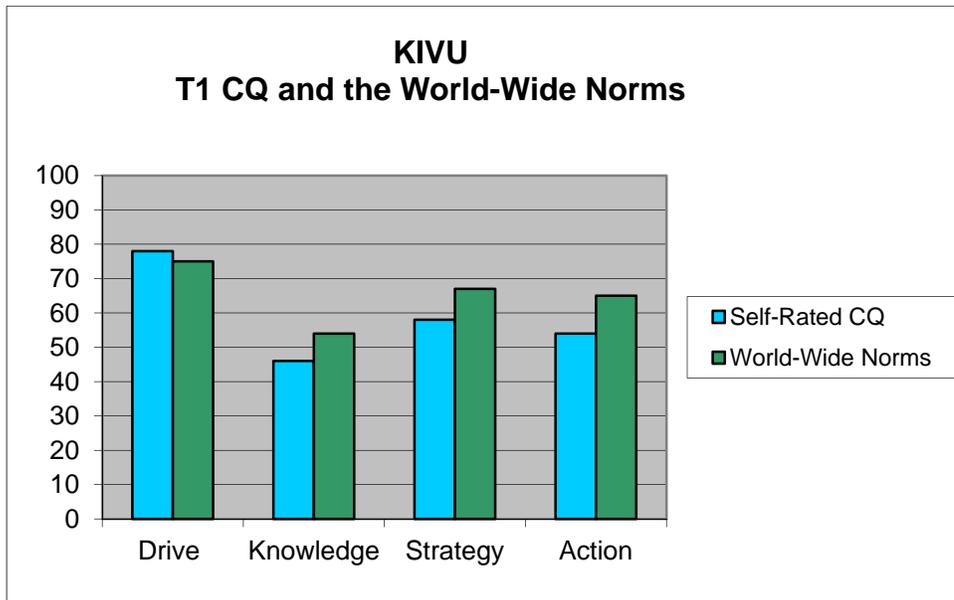
Verbal – modifying verbal behaviors (e.g., accent, tone)

Speech Acts – modifying the manner and content of communications (e.g., direct/indirect)

**KIVU
Gap Year
T1 CQ Scores compared to the World-Wide Norms**

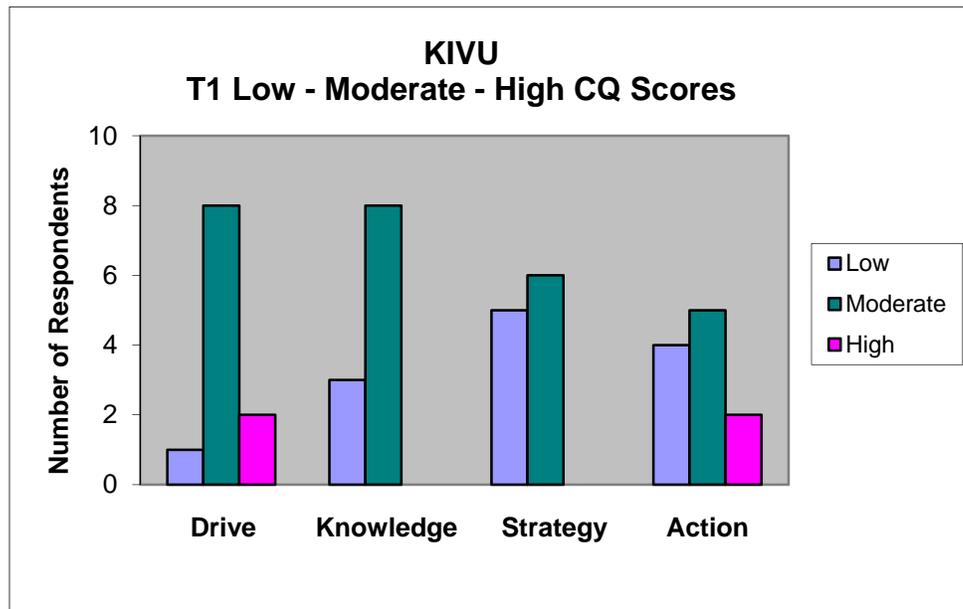
	<u>Average (SD*)</u>	<u>World-Wide Norms</u>	<u>Difference</u>
Drive	78 (12)	75	Self > WW: + 3
Knowledge	46 (17)	54	Self < WW: - 8
Strategy	58 (13)	67	Self < WW: - 9
Action	54 (22)	65	Self < WW: -11

* Note: SD = standard deviation



**KIVU
Gap Year
T1 Low-Moderate-High CQ Scores**

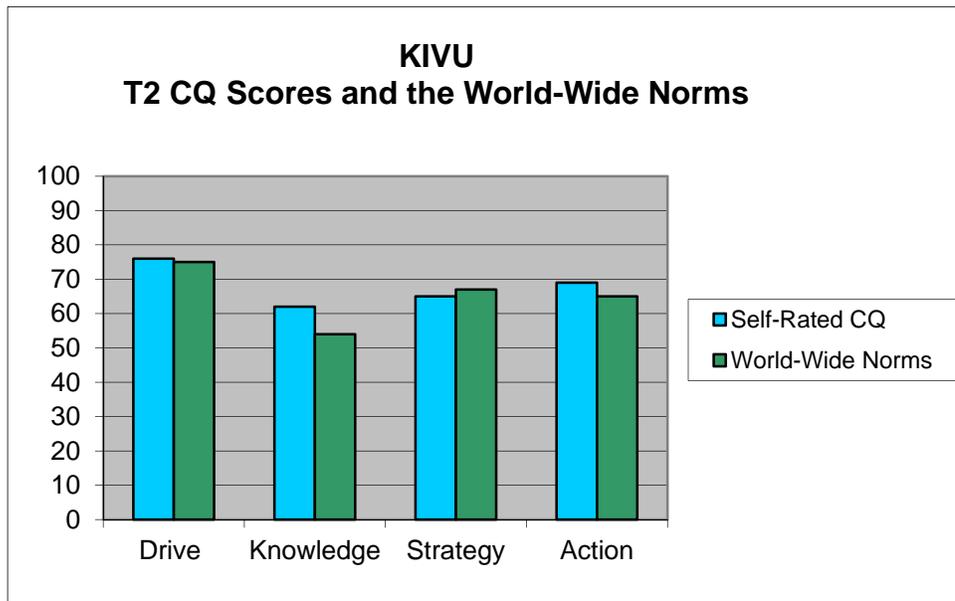
	<u>Average</u>	<u>Interpretation</u>	<u>Distribution of Scores</u>		
			<u>Low</u>	<u>Moderate</u>	<u>High</u>
Drive	78	Moderate	9%	73%	18%
Knowledge	46	Moderate	27%	73%	0%
Strategy	58	Moderate	45%	55%	0%
Action	54	Moderate	36%	45%	19%



**KIVU
Gap Year
T2 CQ Scores compared to the World-Wide Norms**

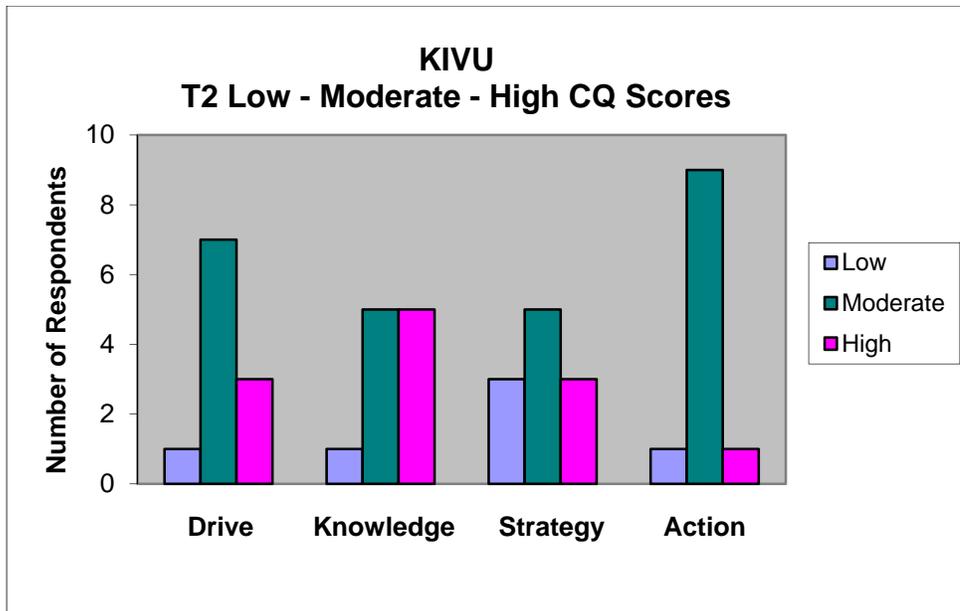
	<u>Average (SD*)</u>	<u>World-Wide Norms</u>	<u>Difference</u>
Drive	76 (14)	75	Self > WW: + 1
Knowledge	62 (12)	54	Self > WW: + 8
Strategy	65 (16)	67	Self < WW: - 2
Action	69 (10)	65	Self > WW: + 4

* Note: SD = standard deviation



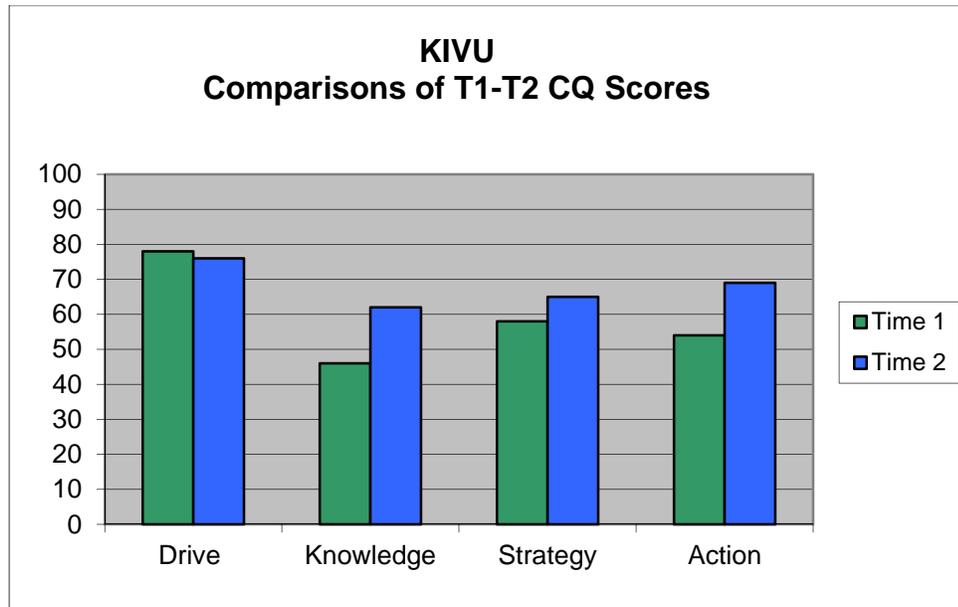
**KIVU
Gap Year
T2 Low-Moderate-High CQ Scores**

	<u>Average</u>	<u>Interpretation</u>	<u>Distribution of Scores</u>		
			<u>Low</u>	<u>Moderate</u>	<u>High</u>
Drive	76	Moderate	9%	64%	27%
Knowledge	62	Moderate	9%	46%	45%
Strategy	65	Moderate	27%	46%	27%
Action	69	Moderate	9%	82%	9%



**KIVU
Gap Year
Comparison of T1 and T2 CQ Scores**

	Average Scores <u>T1 → T2</u>	Percent <u>Change</u>	<u>Interpretation</u> Relative to World-Wide Norms
Drive	78 → 76	- 3%	Moderate → Moderate
Knowledge	46 → 62	+ 35%	Moderate → Moderate
Strategy	58 → 65	+ 12%	Moderate → Moderate
Action	54 → 69	+ 28%	Moderate → Moderate



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 subdimensions 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.

Individual Cultural Value Orientations

Individual Cultural Value Orientations describe the emphasis (the value) that an individual places on a specific aspect of culture. Individual cultural values are influenced by national cultural values and are learned during early socialization. Although those with similar cultural background tend to have similar cultural values, there is variability in cultural values in all groups and within all organizations. An individual's cultural values reflect personal emphasis and preferences.

Individualism- Collectivism: The extent to which personal identity is defined in terms of individual or group characteristics

Individualism Orientation

Emphasizes "I" and individual identity
Prefers individual decisions and working alone

Collectivism Orientation

Emphasizes "We" and group identity (e.g., family, work group, org.)
Prefers group decisions and working with others

Low-High Power Distance: The extent to which differences in power and status are expected and accepted

Low Power Distance Orientation

Expects that all should have equal rights
Willing to question and challenge the views of superiors

High Power Distance Orientation

Expects that power holders are entitled to privileges
Willing to support and accept the views of superiors

Low-High Uncertainty Avoidance: The extent to which risk is reduced or avoided through planning and guidelines

Low Uncertainty Avoidance Orientation

Prefers few rules, structure, and guidelines
Tolerates unstructured and unpredictable situations

High Uncertainty Avoidance Orientation

Prefers written rules, structure, and guidelines
Uncomfortable with unstructured or unpredictable situations

Cooperative - Competitive: The value placed on social relationships + emotions versus achievement + competition

Cooperative Orientation

Emphasizes nurturing behavior and cooperation
Values quality of relationships and family

Competitive Orientation

Emphasizes assertive behavior and competition
Values work, task accomplishment, and career success

Short-Long Term Orientation: The emphasis placed on present/immediate past versus the future and change

Short Term Orientation

Emphasizes the present or the recent past
Values tradition and continuity

Long Term Orientation

Emphasizes future opportunities, innovation, and change
Values long range planning

Low-High Context: The extent to which communication is direct versus indirect

Low Context Orientation

Emphasizes explicit words
Values direct communication

High Context Orientation

Emphasizes roles and implicit understanding
Values indirect communication

Being-Doing Orientation: The value placed on reflection versus action

Being Orientation

Emphasizes contemplation and reflection
Values quality of life

Doing Orientation

Emphasizes action and proactive behavior
Values efficiency and results

**KIVU
Gap Year
Individual Cultural Value Orientations**

	<u>Average (SD*)</u>	<u>Min-Max</u>
Individualism - Collectivism	87 (16)	59 - 100
Low - High Power Distance	65 (16)	34 - 92
Low – High Uncertainty Avoidance	57 (24)	18 - 100
Cooperative - Competitive	56 (25)	26 - 100
Short - Long Term Orientation	57 (15)	34 - 84
Low - High Context	41 (16)	9 - 59
Being - Doing Orientation	77 (28)	9 - 100

Note: Scores on cultural values have no intrinsic meaning. It is not “better” to be low or high. Instead, these are descriptions of preferences. For example, lower scores for Individualism-Collectivism indicate the typical participant in this group is more toward the left of the continuum (more individualistic). Higher scores for Low-High Power Distance indicate the typical participant is more toward the right end of the continuum for Power Distance.

Scores show variability in cultural values within this group

Range of Scores: 9 – 100
Standard Deviations: 15 – 28

* Note: SD = standard deviation for program participant responses
Min-Max indicates the range of scores in the group

KIVU Gap Year Observations

1. At T1, average scores were Moderate (in the middle 50% of the world-wide norms) for all four CQ capabilities.

These average scores differed numerically from the World-Wide norms (by 3-11 points).

Usually, scores that are within 14 points of the World-Wide norms are equivalent to the norms. Thus, these average CQ scores are essentially the same as the norms.

2. At T2, average CQ 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 – 8 points and are practically equivalent to the norms.

3. Variability in CQ scores

At T1 and T2, some individual scores were significantly different from the norms. In general, differences of 15 and greater are meaningful. Participants can benefit from reflecting on these gaps and thinking about possible reasons for these gaps.

In most cases, participants have an accurate understanding of their capabilities. In some cases, distractions, stress, time pressure, or other factors may have influenced responses to the questions.

Participants are in the best position to assess the accuracy and meaning of their scores. When scores are higher than the norms, they should think of specific things they can do to use this CQ capability. When scores are significantly below the norms, they should think of action steps they can take to enhance this CQ capability.

KIVU Gap Year Observations - Continued

4. Distribution of Scores

At T1, the percentage of participants with moderate scores was 73% for CQ-Drive, 73% for CQ-Knowledge, 55% for CQ-Strategy, 45% for and CQ-Action.

At T2, the percentage of participants with moderate scores was 64% for CQ-Drive, 46% for CQ-Knowledge, 46% for CQ-Strategy, and 82% for CQ-Action.

In addition, at T2, 45% had high scores for CQ-Knowledge, and only 9% had low scores for CQ-Drive, CQ-Knowledge, or 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).

5. Results show significant variability in individual cultural value orientations.

Scores ranged from 9 to 100, with standard deviations of 15 – 28.

Even though participants share common interests as KIVU - Gap Year participants, they represent a wide range of individual cultural value orientations. Knowledge of cultural values gives people a neutral set of terms they can use to describe themselves and others. Understanding cultural values can also provide insights into reasons why some interactions are more effective than others.

KIVU Gap Year Observations - Continued

6. Comparison of T1 and T2 Scores

The average CQ scores increased from T1 to T2 by 12% - 35% for three of the CQ capabilities.

For this group of participants, the average score for CQ-Drive went down slightly. This is because CQ-Drive was relatively high at T1. Importantly, the average scores for each of the CQ capabilities at T2 were equivalent to the norms. This provides concrete evidence that the Liberty University participants have strong CQ capabilities which should benefit them for the rest of their lives

The largest T1-T2 increases were in CQ-Knowledge (+35%), CQ-Action (+28), and CQ-Strategy (+12). This shows that the program helped participants enhance their scores for three of the four capabilities.

7. 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.

8. 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 the lists of specific action steps.

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

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

KIVU Gap Year Conclusions

Overall, results of this program are promising. Average scores at T2 were equivalent to the world-wide norms for all of the CQ capabilities, and show that participants have a sophisticated set of contemporary capabilities that are increasingly important in this globalizing, multicultural world. In addition, scores increased 12% – 35% from T1 to T2 for CQ-Knowledge, CQ-Strategy, and CQ-Action, providing concrete evidence of the benefits of the program.

Participants should now have a better understanding of their CQ capabilities. This includes ways that they can use their strengths as well as specific goals for enhancing capabilities that are not so strong.

The opportunity to receive two feedback reports and the comparisons with the World-Wide Norms should provide participants with concrete evidence of their CQ capabilities. This should help them further enhance their sensitivity to cultural differences and strengthen their effectiveness in multicultural contexts.

They also should have enhanced awareness of their individual cultural value orientations. They should be able to use this understanding of how they are similar and different from others as a tool for diagnosing and strategizing about intercultural encounters.

In conclusion, results indicate that the structure and the content of the KIVU Gap Year course made a measurable difference in the cultural intelligence of participants. Providing pre and post feedback gives participants tangible evidence that the course played an important role in increasing their CQ, a capability sought-after by growing numbers of companies. In addition, the CQ feedback provides them with a tangible way they can describe their capabilities to current and prospective employers.

By continuing to offer CQ assessment and feedback, KIVU can demonstrate that its study abroad programs have a unique, value-added component that differentiates them from other organizations.