

INTRODUCTION TO CULTURAL LEADERSHIP 2020

1-3

WEEK 1

CULTURAL FORMATION

CULTURAL INTELLIGENCE

1. CULTURAL INTELLIGENCE (CQ) IMPROVES LEADERSHIP

Leaders can improve their ability to function effectively in modern-day intercultural contexts by exploring cultural factors, practical and interpersonal skills, and capabilities that contribute to successful *Cultural Intelligence (CQ)*.¹

There is a need for more 'culturally intelligent' workers in the marketplace.

Cultural Intelligence (CQ) is a person's capability to function effectively in a *variety of cultural contexts* - both internationally and domestically.²

In our own cultures, we usually have an idea of what's going on around us because we have a wealth of information, most of which is subconscious, that helps us make sense of what we experience and observe. When we interact with individuals who have a different cultural background, the same cues may mean something entirely different.

As more companies begin to expand past national borders, there is a growing demand to compete and collaborate in international markets.³ An increased level of cultural competence and intelligence is required by managers and leaders in order to implement the required local and global strategies for transnational companies in today's 21st Century expanding "glocal" customer base.⁴

¹ David Livermore and A. N. G. Soon. *Leading with Cultural Intelligence: The Real Secret to Success*. 2nd ed. (New York, NY: AMACOM), 2015.

² Ibid.

³ Economist Intelligence Unit, "Competing Across Borders: How Cultural and Communication Barriers Affect Business," April 2012, <http://www.economistinsights.com/countries-trade-investment/analysis/competing-across-borders>

⁴ David Livermore and A. N. G. Soon. *Leading with Cultural Intelligence: The Real Secret to Success*. 2nd ed. (New York, NY: AMACOM), 2015, 15-16.

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2. CULTURAL INTELLIGENCE IS MORE THAN CULTURAL COMPETENCE

Cultural intelligence can be nurtured; however, knowledge alone does not translate into appropriate action. At times there are a disconnect when moving from knowing cultural competence to applying the practice of CQ.⁵

*Cultural _____ is more than cultural competence. We can cannot rely solely on inadequate cultural competency models and inventories skills in an effort to “build awareness of other cultures”.*⁶

The ability to move past our individual boundaries and limitations of ‘*only comprehending the culture of others only from our personal cultural lens*’ must be BROKEN.⁷

We should be conscious of our preference to be ethnocentric when evaluating the cultural behavior of counterparts.⁸

Leaders should work to grow past their personal knowledge and pull from a wide range of understanding the patterns of other culture, which requires intentional learning.

In addition, leaders who possess the skill and tact for interacting with others have acquired an important defining factor for their success.

Leadership can be improved through _____ learning as leaders continue to grow their knowledge of CQ to be able to rightly discern how to interact with other cultures.

⁵ David Livermore and A. N. G. Soon. *Leading with Cultural Intelligence: The Real Secret to Success*. 2nd ed. (New York, NY: AMACOM), 2015,15-16.

⁶ Ibid., 33-34.

⁷ David Livermore and A. N. G. Soon. *Leading with Cultural Intelligence: The Real Secret to Success*. 2nd ed. (New York, NY: AMACOM), 70.

⁸ Ibid., 66.

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3. FOR EXAMPLE – UNDERSTANDING CULTURAL PERSPECTIVES ON TIME

Out of the 10 cultural dimensions of Cultural Intelligence (CQ), the dimension of time investigates monochronic versus polychronic orientations of time.⁹

Polychronic cultures value relationships, prioritize people and conversation over tasks and time.

Monochronic cultures value schedules, individual task completion, sequential planning, linear progression, and time management.¹⁰

Having insight into how differing _____ value time impacts cultural intelligence and the ability to conduct effective meetings, prepare for healthy discussions, structure work environments, and schedule project tasks.

Both polychronic and monochronic cultural perspectives of time are critical in understanding _____ some cultures tend towards conducting tasks to achieve pre-determined goals or activities versus facilitating relationships that connect people and foster companionship.

⁹ David Livermore and A. N. G. Soon. *Leading with Cultural Intelligence: The Real Secret to Success*. 2nd ed. (New York, NY: AMACOM), 129.

¹⁰ Ibid.

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4. CULTURAL INTELLIGENCE (CQ) EXPLAINED

There are four primary CQ capabilities: (1) drive, (2) knowledge, (3) action, and (4) strategy.

- (1) **CQ Drive** is the extent to which you are energized and persistent in your approach to multicultural situations. It includes your self-confidence in your abilities as well as your sense of the benefits you will gain from intercultural interactions.

Individuals with high CQ Drive are motivated to learn and adapt to new and diverse cultural settings. Their confidence in their adaptive abilities influences the way they perform in multicultural situations.

CQ Drive sub-dimensions include:

- (a) **Intrinsic Interest:** Deriving enjoyment from culturally diverse experiences
- (b) **Extrinsic Interest:** Gaining benefits from culturally diverse experiences
- (c) **Self-Efficacy:** Having the confidence to be effective in culturally diverse situations.

- (2) **CQ Knowledge** is the degree to which you understand how culture influences how people think and behave and your level of familiarity with how cultures are similar and different.

Individuals with high CQ Knowledge have a rich, well-organized understanding of culture and how it affects the way people think and behave. They possess a repertoire of knowledge of how cultures are similar and how they are different. They understand how culture shapes behavior.

CQ Knowledge sub-dimensions include:

- (a) **Business:** Knowledge about economic and legal systems.
- (b) **Values & Norms:** Knowledge about values, social interaction norms, and religious beliefs
- (c) **Socio-Linguistic:** Knowledge about language and communication norms.

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(d) **Leadership**: Knowledge about managing people and relationships across cultures. (Context Specific)

- (3) **CQ Strategy** is the extent to which you are aware of what's going on in multicultural situations and the extent to which you check and plan accordingly.

Individuals with high CQ Strategy think about multicultural interactions before and after they occur. They plan ahead, check their assumptions and expectations during interactions, and reflect on experiences later. This refines their mental maps and enhances strategies for effective interactions.

CQ Strategy sub-dimensions include:

- (a) **Planning**: Strategizing before a culturally diverse encounter
- (b) **Awareness**: Sensing the perspectives of self and others during interactions
- (c) **Checking**: Checking assumptions and adjusting mental maps when experiences differ from expectations

- (4) **CQ Action** is the extent to which you act appropriately in multicultural situations. It includes your flexibility in verbal and nonverbal behaviors and your ability to adapt to different cultural norms.

Individuals with high CQ Action translate their CQ Drive, CQ Knowledge, and CQ Strategy capabilities into action. They possess a broad repertoire of verbal behaviors, nonverbal behaviors, and speech acts, which they apply to fit a specific context. They know when to adapt and when not to adapt.

CQ Action sub-dimensions include:

- (a) **Speech Acts**: Modifying the manner and content of communications (e.g., direct, indirect)
- (b) **Verbal**: Modifying verbal behaviors (e.g., accent, tone)
- (c) **Non-verbal**: Modifying nonverbal behaviors (e.g., gestures, facial expressions)