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INTRODUCTION


**CQ Table Talks**

*CQ Table Talks* is a series of four, brief videos that depict some recurring intercultural dilemmas from the workplace. Each video is about 2 minutes. The videos do not resolve the dilemmas but instead, provoke discussion and demonstrate the need for a culturally intelligent approach whether working domestically and/or internationally.

**Objective of CQ Table Talks**

To intrigue workplace professionals by stimulating conversation surrounding intercultural dilemmas.

**Ways to Use CQ Table Talks**

- **Face-to-Face Sessions:** Use the videos and supporting materials to introduce cultural intelligence in a workshop or keynote presentation.
- **Team Meetings:** Use the videos and supporting materials to have a guided discussion in a team meeting about how to address the respective concepts.
- **Lunch n’ Learn:** Use the videos and supporting materials to stimulate meaningful discussions in workplace lunch n’ learn sessions.
- **Coaching Sessions:** Use the videos and supporting materials as part of a coaching program to help individuals and teams develop CQ.

The Cultural Intelligence Center is also designing online tools that will incorporate the videos with a personalized training plan for developing cultural intelligence (coming in 2017).
How to Set-Up the Videos

• **Conversation Starters:** Each video is meant to provoke conversation regarding the intercultural tensions presented. Encourage viewers to watch the video and notice what they observe.

• **Multiple Viewings Helpful:** Some of the actions and text in the videos move quickly. Feel free to show a video a couple times to be sure the viewers were able to catch the key tensions and concepts.

• **Colors:** Cultural differences are visualized in each video by using different colors. The colors can represent any number of nationalities, ethnicities, and potentially other cultural differences (generational, functional, professional, etc.). The color of the tablecloth in each video represents the “culture” that was hosting the meeting (e.g. A video with blue and green participants sitting at a “blue” table means “blue” is the host culture).

On the guides that follow, you’ll note a key for what cultural values are loosely represented by the colors in each video.

---

**CAUTION**

Caution the participants against spending too much time analyzing whether the behaviors or scenarios fit a specific culture (e.g. there are some props in the “Drinks” scenario that appear to make it a Japanese or Chinese context, however, that really isn’t the point). Instead, use the intercultural tensions that emerge to facilitate discussion.

In addition, if participants only describe the ineffectiveness or cultural inadaptability of one “color” or individual, encourage them to see how all the colors may need to consider adapting their preferences and behaviors.

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**Facilitated Discussion**

As noted, the videos are designed to simply provoke thought and conversation. They need to be combined with facilitated discussion. In the pages that follow, there are several questions and discussion prompts to assist in facilitating conversation related to each video.
Organizations need to develop a strategic pathway for building culturally intelligent, inclusive teams. Research demonstrate three emphases that need to be part of that pathway and each video discussion guide has discussion prompts that stem from these three emphases, which are:

1. **Awareness and Cultural Awareness**—understanding the cultural values involved and potential forms of implicit bias.

2. **Cultural Intelligence (CQ)**—the capability to work and relate effectively with people from different cultural backgrounds.

3. **Inclusive, Innovative Teams**—developing the habits and process for leveraging diverse perspectives to create better solutions.

Don’t attempt to cover all the material included for all three emphases. Instead, choose one area and direct the discussion around that emphasis (awareness, CQ, or diversity and innovation). You may want to show the same video to the group again later and you can focus on a different emphasis. Or review the material and put together your own agenda for discussion.

**The Four Table Talk Scenarios**

The videos visualize four tensions that frequently occur when working in culturally diverse contexts. Even if a video scenario isn’t directly relevant to a group (e.g. they aren’t a group of researchers from a pharmaceutical company; or their diversity is domestic rather than international), the scenarios still provide a useful starting point for discussing tensions that are relevant to most groups working cross-culturally (domestically and/or internationally).

The four scenarios are on the following two pages.
The Research Review
A diverse group of researchers working for the same pharmaceutical company are meeting to conduct a post-mortem review on a drug that didn’t get approved.

KEY CONCEPT
Information Sharing

KEY TENSIONS
• Information sharing hindered due to language and cultural differences
• Differences in how to approach failure

The Pitch
Alexandra, a representative from a mining company meets with Adam, a buyer from a global pipe company.

KEY CONCEPT
Trust and Value Propositions

TENSIONS
• Different approaches to building trust
• Different ways of measuring value (short-term versus long-term returns)
The Brainstorm

The marketing team meets with the engineers to brainstorm ideas for how to launch the product that the engineers recently developed.

**KEY CONCEPT**

Misaligned expectations

**TENSIONS**

- Different expectations about the purpose of the meeting and the broader campaign
- Absence of perspective taking and respect for what each group brings to the table

Drinks

Erik is visiting his company’s new headquarters. After a long day of travel and work, he’s joining the CEO and colleagues for dinner and drinks.

**KEY CONCEPT**

Social etiquette/Rules of engagement

**TENSIONS**

- Social engagements with work colleagues are often the most awkward intercultural encounters
- Cultural differences and the purpose of work-related, social engagements
THE RESEARCH REVIEW

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Global Research Team Conducts Post-Mortem Review

A diverse group of researchers work for the same pharmaceutical company and have gathered for an in-person meeting to conduct a post-mortem review for a drug that failed. The team worked on the project from several different locations over the last several years. All the researchers speak English, however many of them are more comfortable discussing research in their native languages. In addition, they have different assumptions about why the project failed and what should be learned from it.

On the first day of the post-mortem review, everyone is seated around the table and people from similar cultural backgrounds have ended up sitting together. The official communication in the meeting is conducted in English but there are several side conversations and notes exchanged in the participants’ native languages. This is similar to what occurs in the lab. One individual has an idea for how to proceed in light of the failed project. Meanwhile, the others sit quietly and can’t understand why there isn’t more attention given to analyzing what went wrong before jumping into what’s next.

NOTES
AT THE TABLE

A diverse group of researchers working for the same pharmaceutical company

- Same organization
- Same function/role
- Different cultural backgrounds (ethnicity and/or nationality)

**White lab coats**

- Collectivists (favor working with each other and view outsiders suspiciously)
- High uncertainty avoidance (prefer to make the future as predictable as possible by studying failure)
- Non-native speakers
- Indirect communicators

**Blue** *(Gary and the culture where the company is headquartered)*

- Individualists (work independently and build trust based on follow through and responsibility)
- Native speakers
- Moderate uncertainty avoidance (calculate risks without too much time spent on past failures)
- Direct communicators

**Green** *(Connie)*

- Moderate Individualists (value working collaboratively but confident to work autonomously)
- Low uncertainty avoidance (not worried about risk/failure as much)
- Very comfortable in the blue language (went to a blue-speaking university)
KEY CONCEPT
Information Sharing

TENSIONS
• Information sharing hindered due to language and cultural differences
• Differences in how to approach failure

Discussion
Begin with encouraging the group to discuss what they observe in the scenario. Some of the questions/prompts under the “Awareness & Unconscious Bias” section below may help as well as building from the final text on screen (noted below):

FINAL TEXT ON SCREEN
• Communication is the #1 reason R&D projects fail.
• Diverse teams have a broader repository of ideas.
• CQ makes the difference.
• What’s your CQ?

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Awareness & Unconscious Bias

Awareness of one’s own cultural values and implicit biases is the first step in developing cultural intelligence. Discuss how cultural value differences and unconscious bias—ways we unwittingly favor certain types of people based on our upbringing, experiences, and values, can influence scenarios like this one.

**What do you observe about the interactions?**

- Highlight the primary tension that is visualized through the video (information is not being shared freely during the meeting and it appears that occurred throughout the research as well).

- Non-native speakers were more comfortable discussing the research in their native languages.
• Collectivist cultures often share information more freely with those who are from the same cultural background than with those they perceive as “outsiders”.

• Discuss the different approaches to failure visualized (spending time thinking deeply about failure versus just moving on; individual vs. collective responsibility; the role of “saving face” and shame).
How have you experienced this dilemma? In your experience, what cultures might be represented by the white lab coats, the green, and the blue “cultures”?

The various colors and individuals can represent any number of different cultures (national, ethnic, functional etc.). Note the key associated with the “AT THE TABLE” description at the beginning of this chapter as a starting point for identifying cultural norms associated with the respective colors. The primary point is to foster conversation about how these cultural tensions emerge on a team where information needs to be shared.

Discuss what cultural value differences may be at the root of this dilemma, including potential ways implicit bias may shape the interactions that occur. (See cultural values list in Appendix A)

One could make a case for several cultural values as being relevant to this scenario. A couple of the most relevant cultural values are:

- **Individualist vs. Collectivist**

  Individualists (blue and to some degree green) focus on personal responsibility and assume everyone should have equal access to information. They also expect any individual to feel comfortable speaking up.

  Collectivists (white lab coats) are more likely to share information with those who come from a similar cultural background. They’re more likely to defer to the individual with the most experience or seniority to speak on their behalf.
• **Low vs. High Uncertainty Avoidance**

Low Uncertainty Avoidance (green) cultures often spend little time focusing on what went wrong and using it to prevent future failures. They are more likely to jump into the next project and make another attempt at reaching their goals right away.

High Uncertainty Avoidance (white) cultures may spend much more time focusing on what went wrong in an effort to make future work more predictable. They are more likely to think deeply about how to ensure failure doesn’t happen again.

• **Direct vs. Indirect Communication**

Direct (blue) cultures want to speak frankly about information that has been discussed. In addition, there might be little attention paid to the context where it is or isn’t most appropriate to discuss this (e.g. in the hallway, informally around coffee, at a team meeting, etc.).

Indirect (lab coats) cultures prefer to avoid direct confrontation and the potential of losing face. In addition, they may prefer a more formal setting (the meeting) to discuss their findings and perspectives rather than an informal discussion with peers in the breakroom or walking through the lab.

**Implicit Bias** can influence everyone involved. Encourage reflection and discussion about the following:

• If one researcher has a style that avoids discussing failure directly and another values deliberating what went wrong directly, each may form negative assumptions about one another.

• The direct communicators (blue and green) may implicitly assume the indirect (white lab coats) are being passive aggressive. The indirect communicators (white lab coats) may assume the direct communicators (blue and green) are abrasive and rude.

These biases can create all kinds of frustration, conflict, and will further impede the sharing of information. The first step is awareness of how your cultural values may shape your implicit biases.
Discuss the relevance of the 4 CQ capabilities to this scenario. All four capabilities are relevant. If you want to emphasize one in particular, focus on **CQ Action** for this video because the scenario highlights what happens when individuals don’t adapt their communication practices. (For an overview of CQ, see Appendix B).

**CQ Drive**

CQ Drive is the interest, drive, and confidence the individuals have to adapt to one another’s cultural differences. For a group of researchers, the primary motivation will likely stem from wanting to ensure their future research leads to successful outcomes.

- What part of this situation would be most frustrating for you?

- What might motivate these individuals to work through their different approaches to sharing information?
CQ Knowledge

CQ Knowledge is the understanding of the way cultural differences influence what is occurring. Help the individuals see that a group or individual may not be intentionally withholding information or “rudely” asking for input. Instead, they’re each behaving in light of their cultural values.

• What cultural knowledge would help address this dilemma?

CQ Strategy

CQ Strategy is the awareness and ability to plan in light of cultural differences. This research meeting is ideally suited to anticipate how to use what happened in this situation to anticipate ways to better share information in the future. Keep in mind the higher level of confidence felt by the lab coat group when speaking in their native language vis a vis the importance of everyone benefiting from their insights.

• What next steps could be used to resolve this challenge?
CQ Action

CQ Action is the ability to adapt when working and relating interculturally. The goal is to allow every researcher to work optimally while encouraging some adaptation by everyone.

• What behaviors should/shouldn’t be adapted? How? Why?

CQ Action is particularly relevant to this team because they’re likely to feel most confident and competent when they conduct their research in a particular way (autonomously vs. a group; language preference; overall research procedure, etc.). Yet everyone needs to make some adaptations in order to prioritize the sharing of information.

In order to determine which behaviors should/shouldn’t be adapted, discuss:
• What’s the goal? (Priority of open source idea sharing to lead to successful drug discovery)
• What behaviors impede working together?

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• How should blue adapt?

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• How should green adapt?

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• How should the white lab coats group adapt?

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INNOVATIVE, INCLUSIVE TEAMS

A diverse group of researchers has the potential to come up with far more innovative solutions than a homogenous group of researchers. But it requires developing the right team habits and implementing a strategy for culturally intelligent innovation (See additional description in Appendix C).

Climate: Team Habits

Consider which of the following habits are most relevant to promote the sharing of information in your context:

Attention

- To what degree do the researchers appear to consciously pay attention to their diversity and its possible tie to the failure and the opportunities for future research?
• To what degree do you or your team consciously pay attention to the diverse perspectives represented on your team?


Perspective Taking

• How could this research team use their diversity to better understand the perspective of the patients for whom the failed drug was intended?


• To what degree does your team enable you to take on the perspective of those individuals you support/serve?


Focus

• How might the differences on this team be creating a distraction for each individual?


• What behaviors from this scenario would be most distracting to you?
Space

- How might the physical environment of this meeting enhance/detract from sharing information?

- In what environment/s would you feel most comfortable sharing information on research findings? What about discussing a failed research project?

Note: Some individuals/cultures are most comfortable discussing findings informally while others expect to do so in a more formal environment.

Trust

- What might build trust for the white lab coats? For Gary (blue?) For Connie (green?)

- Which individuals in this scenario would be hardest for you to trust? Why?
5D Process for Culturally Intelligent Innovation

Consider how the 5D Process can leverage the diversity of the researchers to drive more innovative results. All five steps have relevance to the research and development process. If you want to emphasize one step in particular, focus on the 2nd step—Dream.

Define: Align Diverse Expectations and Goals

- Take time to define the cultural differences among the team. Understand the values each individual has related to sharing and receiving information.
- Align expectations before starting a post-mortem review. Ask each individual to briefly share his/her expectations.

Dream: Generate Diverse Ideas

- Account for cultural differences in how you foster discussion about what went wrong both during the research and during the post-mortem review.
- What dilemmas might this team run into amidst a brainstorming session?
Communication failures are consistently named as the number one impediment to the research and development process. And those communication challenges are multiplied the more cultural differences you have on a team. Yet culturally diverse teams are far more likely to come up with innovative solutions than homogenous teams, as long as there’s a strategy developed for sharing information. A few things to consider as part of implementing the “Dream” stage of culturally intelligent innovation:

- How is information currently exchanged on your team?

- Whose ideas are heard first? Most? Last? Least?

- To what degree are you aware of your teammate’s preferences for how to share information (verbally/email, collectively/independently, etc.)?

Note the “CQ Tips” and additional resources that are recommended below.

**Decide: Select and Sell Your Idea**

- How would the different members on this team have to adapt in order to decide on one plan of action for future research projects done together?
• What process do you use when determining which opportunities to pursue?


Design: Create and Test for Diverse Users

• How might cultural background influence the assumptions these individuals have for the most important outcome for patients?


• When have you seen a design ill suited for your preferences as a user?


Deliver: Implement Global Solutions

• What kind of process could this team develop to use the lessons learned to start a new research project?


• What adaptations should you make in your implementation when working with a diverse team?
CQ TIPS TO IMPROVE INFORMATION SHARING

- Ensure that each team member has an opportunity to share ideas and innovations. (This may mean asking some not to speak first.)
- Offer varied ways for team members to share information (e.g. face to face, one-on-one, written, spoken etc.).
- Offer the option for team members to provide collective input from multiple team members (e.g. one written submission).
- Schedule a private conversation with individuals who are averse to direct conflict to determine their points of view, rather than asking them in front of other team members.
- Clarify whether everyone needs to provide input and if so, by when.

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ADDITIONAL RESOURCES

READ

• CQ Action: Be Yourself, Sort Of, Chapter 6, *Leading with Cultural Intelligence* by David Livermore (AMACOM, 2015)
  Chapter focused on CQ Action—the capability to adapt as needed in culturally diverse situations.

• Dream: Generate Diverse Ideas, Chapter 8, *Driven by Difference* by David Livermore
  Chapter that provides insights on generating and sharing ideas on a diverse, multicultural team.

• *Getting a Culturally Diverse Group to Speak Up*, by David Livermore
  Article with tips on how to promote participation and information sharing from a diverse group.

• *The Double Helix* by James D. Watson (Scribner, 2011)
  In Watson’s personal account about discovering DNA, he provides a fascinating insight in the differences in protocol about if and how information should be shared (see Chapter 2).

  An extensive look at the culture of the scientist and the link between sociology and laboratory studies.

WATCH

• *TED TALK: Build a Tower, Build a Team* by Tom Wujec
  Tom Wujec provides some fascinating insights from the assumptions that get exposed when a diverse team is working together on a high stakes innovation (indirectly addresses cultural diversity).

• *Diversity x CQ = Better Solutions* by David Livermore
  A brief explanation of how CQ becomes the multiplying factor for whether diversity promotes or impedes innovation.

Note: See the PDF in your CQ Table Talks kit with hyperlinks to these resources.
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Frustrating Sales Pitch

This is a one-on-one meeting between Alexandra (gold), a leader from a mining company (gold) and Adam (silver), a buyer for LOPEX (silver). LOPEX is a global pipe production company and Alexandra’s company used to be one of their largest suppliers. However, LOPEX became unhappy with the quality of the materials and didn’t renew the contract.

The mining company has come up with a new composite that they think will interest Adam and his team. Alexandra is a vice president with the mining company and even though she isn’t directly involved in selling this particular product, anyone who meets Alexandra is immediately drawn to her warmth and magnanimous personality. Therefore, the sales team decides it’s a great idea to have Alexandra meet Adam when she’s passing through town and make a personal connection.

Alexandra isn’t planning on a formal presentation but instead, she simply plans to introduce herself and to let Adam know that the sales engineers will be following up with a detailed proposal that will meet LOPEX’s budget and needs. Alexandra arrives a few minutes late. Believing that trust is built between people, not documents, she begins the meeting enthusiastically and shows Adam some pictures of her kids. Adam grows impatient with the small talk and keeps trying to redirect the conversation to talking about the new product. When Alexandra gets around to discussing the new composite, she knows very few of the answers to Adam technical questions. However, she shows Adam the ROI he can expect in 18 months after using the new material. Adam asks what kind of ROI they can expect in 10 years and Alexandra says they can’t be sure but assures him they will recoup their investment long before that and they’ll be the first to market, which brings all kinds of additional benefits.
AT THE TABLE

Alexandra, a representative (gold) from a mining company is pitching a product to Adam, a buyer (silver) from LOPEX (silver), a global pipe company.

- Different organizations
- Different functions/roles
- Different cultural backgrounds (ethnicity and/or culture)

Gold (Alexandra)

- Importance of warmth and personal connection for building trust
- Affective: Emphasis on passion and inspiration for making an effective pitch
- Short-term orientation: Seeing the value and return-on-investment in the near future

Silver (Adam)

- Importance of punctuality and “instrumental” communication for building trust (e.g. communication focused on specifics and task rather than “chit chat”)
- Neutral: Less expressive and restrained in expressing warmth
- Long-term orientation: Seeing the value and return-on-investment in the long-term future

KEY CONCEPT

Trust and Value Propositions

TENSIONS

- Different approaches to building trust
- Different ways of measuring value (short-term versus long-term returns)
Discussion

Begin with encouraging the group to discuss what they observe in the scenario (some of the questions/prompts under the “Awareness & Unconscious Bias” section may help as well as building from the final text on the screen).

**FINAL TEXT ON SCREEN**

- You have 7 seconds to appear trustworthy when giving or receiving a pitch.
- What should you do?
- Be yourself but use CQ.
- What’s your CQ?

**NOTES**

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AWARENESS & UNCONSCIOUS BIAS

Awareness of one’s own cultural values and implicit biases is the first step in developing cultural intelligence. Discuss how cultural value differences and unconscious bias—ways we unwittingly favor certain types of people based on our upbringing, experiences, and values, can influence scenarios like this one.

What do you observe about the interactions?

- Highlight the primary tension that is visualized through the video (two very different approaches to how to build trust—warm and inspiring vs. technical and precise).

- Point out that both individuals could be perceived as competent and effective in certain contexts but that both could be perceived as highly ineffective in others.

- Discuss the different approaches to perceived value. Alexandra (gold) believes value is best determined by the benefits and results that will occur within 12-18 months and Adam (silver) believes value is best determined by what will occur over the next several years.
How have you experienced this dilemma? In your experience, what cultures might be represented by the behaviors of Alexandra (gold) and Adam (silver)?

The various colors and individuals can represent any number of different cultures (national, ethnic, functional etc.). Note the key associated with the “AT THE TABLE” description at the beginning of this chapter as a starting point for identifying cultural norms associated with the respective colors. The primary point is to foster conversation about how these cultural tensions emerge when two contrasting approaches are used to building trust and defining value.

NOTES
Discuss what cultural value differences may be at the root of this dilemma, including potential ways implicit bias may shape the interactions that occur. (See cultural values list in Appendix A)

One could make a case for several cultural values as being relevant to this scenario. A few of the most relevant cultural values are:

- **Neutral vs. Affective**

  Neutral *(silver)* cultures limit the amount of expression they show when communicating, particularly in a work meeting. They may be perceived as having less warmth and as more focused on the task at hand.

  Affective *(gold)* cultures are more expressive and use nonverbals to express warmth and connection. They may be perceived as less competent.

- **Short-Term vs. Long-Term Orientation**

  Short-term *(gold)* oriented cultures are more focused on the present and the results that will be achieved in the near future. Alexandra assumes she will demonstrate value to Adam by pointing out how quickly the company will get a return on investment.

  Long-term *(silver)* oriented cultures are more focused on long-term results, even if that means a loss in the short-term. Adam wants to know how purchasing the materials from Alexandra’s company will play out in 5-10 years.

- **Monochronic vs. Polychronic**

  Monochronic *(silver)* cultures prefer to focus on one thing at a time and put a great deal of value in punctuality and a sequential order. Adam may overlook the value available from Alexandra’s firm by perceiving her late arrival and fluid presentation as incompetent or unprepared.

  Polychronic *(gold)* cultures are comfortable moving between many priorities and view time and deadlines and communication as more fluid. Alexandra may perceive Adam as cold and untrustworthy given how little interest he shows in making a personal connection.
Implicit Bias can influence both parties. Encourage reflection and discussion about the following:

- Adam may immediately assume Alexandra is incompetent because of her warmth and expressive behavior.
- Alexandra may perceive Adam as disinterested and aloof because of his preference for highly detailed, analytical information.

These biases can create all kinds of frustration, conflict, and will further impede the ability to sell and buy effectively. The first step is awareness of how your cultural values may shape your implicit biases.

NOTES
Discuss the relevance of the 4 CQ capabilities to this scenario. All four capabilities are relevant. If you want to emphasize one in particular, focus on **CQ Strategy** for this video because this scenario highlights what happens when individuals don’t adequately prepare for cultural differences when making or receiving a pitch. (For an overview of CQ, see Appendix B).

**CQ Drive**

CQ Drive is the interest, drive, and confidence the individuals have to adapt to one another’s cultural differences. For Alexandra, her primary motivation is to help Adam and his company establish trust. For Adam, his primary motivation is to find the best supplier to meet their needs.

- Which behaviors would be most frustrating for you if you were on either side of this table?

- Consider how each side could be motivated to adapt their style if pitching to the other side.
CQ Knowledge

CQ Knowledge is the understanding of the way cultural differences influence what is occurring. Help the individuals see the value (and downfall) of both approaches to trust building.

• What parts of this situation are most related to cultural differences?

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• What parts might be more related to other differences (function, personality, gender, age, etc.)?

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CQ Strategy

CQ Strategy is the awareness and ability to plan in light of cultural differences. Both individuals would be well served by anticipating the style they may encounter when meeting with the other party.

• If you were advising Alexandra, how would you suggest she plan for this meeting? How about Adam?

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The purpose of a pitch is to offer something so compelling that the other party joins you as a participant in developing a solution that appeals to both of you. CQ Drive and CQ Strategy are critical skills for selling across cultures. Alexandra appears to have high CQ Drive. She’s enthused about being in the silver culture and is motivated to meet with Adam on behalf of her sales team. Therefore, spending time developing the best plan (CQ Strategy) for influencing someone from the silver culture is what is needed most.
In order to apply CQ Strategy to a “pitch”, consider:

- What’s the desired outcome from the pitch?

- What is most likely to build Adam’s interest in the product?

If you’re on the receiving end of a pitch, consciously plan for how you will get what you need from the pitch lest you overlook what could be a good (or bad) opportunity.

**CQ Action**

CQ Action is the ability to adapt when working and relating interculturally. In most situations, it’s assumed that the “seller” would be adapting to the preferences and styles of the potential buyer. However, it’s not always that simple. There may be times when a seller intentionally decides to not adapt.

- How could Alexandra adjust her style while still utilizing her unique strengths?

- Discuss whether there is ever a time when someone “selling” a product or service should NOT adapt to the potential client.

For example, perhaps it’s clear that a customer is going to be too difficult or time consuming to work with or wants something that will require the “seller” to lose focus. Or the individual “selling” may want to intentionally choose not to adapt as a way to demonstrate the unique, distinctive value that comes from being outside the culture.
Some of the greatest opportunities for selling and purchasing involve doing so across cultural borders—domestic and global. Cross-border opportunities are best served when teams develop the team habits and process for culturally intelligent innovation (See additional description in Appendix C).

**Climate: Team Habits**

Consider which of the following habits are most relevant to promote the sharing of information in your context:

**Attention**

- To what degree do Alexandra and Adam appear to pay attention to the differences of one another?
• To what degree does your team consciously pay attention to the diverse perspectives surrounding value and trust? Do you know what most contributes to building trust for other members on your team?


Perspective-Taking

• How could Adam benefit from taking on the perspective of the gold culture?


• How could Alexandra benefit from taking on the perspective of the silver culture?


• Which of your vendors or customers have the most different perspective from you?


Focus

• What behaviors of Alexandra create a distraction for Adam? What about vice versa?
• What parts of this scenario would be most distracting to you?

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Space

• In what way might the environment shape the interaction between Adam and Alexandra?

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• When has your environment enhanced your ability to influence others? When has it been a barrier?

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Trust

• Which approach to trust more immediately resonates with you (Alexandra’s or Adam’s)? Why?

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5D Process for Culturally Intelligent Innovation

Consider how the 5D Process can improve the way you pitch to diverse users. All five steps have relevance to successfully pitching an idea, product or service but if you want to emphasize one in particular, focus on the 3rd step—Decide.

Define: Align Diverse Expectations and Goals

- When meeting with a potential client/buyer from a different cultural background, take additional time to clarify the purpose of the meeting.

Dream: Generate Diverse Ideas

- Consider the additional value that comes from looking at both the short-term and long-term investment.

Decide: Select and Sell Your Idea

- Discuss what would be the most effective way to sell a product to the silver culture. What about the gold?

We implicitly favor and trust people who are similar to us (something called “Similarity Attraction”). Silver cultures prefer to work, relate, and do business with other silver cultures and the same for gold, unless working with someone different provides additional value (more efficient, less money, more reliable, etc.).

The more diverse your team, the better you’ll be able to design pitches that address the problems of potential customers in ways that are relevant, value-added, and trustworthy. A few things to consider as part of implementing the “Decide” stage of culturally intelligent innovation:
• How accurately have you identified the problem for the prospective user?

• To what degree can you modify the pitch for your idea/product based on the values and priorities of the user?

• Consider how you can use the power of “similarity attraction” (the implicit impulse to trust people like ourselves). For example, if you don’t share a similar cultural background, what do you have in common?

Note the “CQ Tips” and additional resources that are recommended.

**Design: Create and Test for Diverse Users**

How would the cultural values of **silver** versus **gold** influence the way you would prototype a product or service for these respective cultures?

**Deliver: Implement Global Solutions**

What kind of sales strategy would be required to follow-up Alexandra’s meeting with Adam?
CQ TIPS FOR BUILDING TRUST

• Consider which of the five trust factors are most relevant to the individuals/organizations and cultures involved:
  ✓ Likability: Your warmth and chemistry
  ✓ Competency: Your skills to do what is needed
  ✓ Intentions: Your ethics and motives
  ✓ Reliability: Your follow-through
  ✓ Reputation: Your credibility with others

• Be aware of your implicit bias to more readily trust people “like” you. Stop to consider if your skepticism might be rooted in unfounded biases rather than legitimate concerns.

• Don’t assume that what builds trust for you is what builds trust for others. Be aware of what behaviors you use that may erode trust for others. Then you can try to consciously tone some of that down in a pitch like this one.

• When working with more task-based cultures (silver):
  – Reduce the amount of chit-chat, realizing that the other individual will be better able to “warm up” after being assured that the task has been addressed. Remember that trust and quality will mostly be based on specifics and follow-through.
  – Don’t eliminate socializing all together, but don’t take it personally if they opt out of an invitation for coffee or drinks together.

• When working with more relationship-based cultures (gold):
  – Put more time and effort into creating space for a relational connection.
  – During social engagements, drop discussion about work. Focus on spending time together personally.

NOTES
ADDITIONAL RESOURCES

READ

• CQ Strategy: Don’t Trust Your Gut, Chapter 6, *Leading with Cultural Intelligence* by David Livermore (AMACOM, 2015)
  Chapter focused on CQ Strategy—the capability to interpret and plan for work with culturally diverse counterparts.

• The Power of Trust Chapter 6, *Driven by Difference* by David Livermore (AMACOM, 2016)
  Chapter focused on how cultural differences influence effectively building trust, including a description of the five “trust factors” listed in the CQ Tips above.

• Decide: Select and Sell Your Idea, Chapter 9, *Driven by Difference* by David Livermore (AMACOM, 2016)
  Chapter focused on how to effectively select and pitch ideas based on the values and orientations of culturally diverse buyers.

• *Dealing with a Different Sense of Urgency Across Cultures* by David Livermore (2015)
  Article providing practical ways to address different cultural orientations toward schedules, urgency, and follow-through.

• *Selling Across Cultures* by Anup Soans (ASTD, 2014)
  Article offering practical guidelines for how to effectively sell across different cultures.

• *Universal dimensions of social cognition: warmth and competence* by Fiske, Cuddy, and Glick (Science Direct, 2006)
  Academic article except reviewing the varying perceptions of warmth and competence across cultures (**Note page 80 for a graph showing where 20 cultures fall along the dimensions of perceived warmth and competence**).

• *Work values: Some demographic and cultural correlates*, by Peter Warr (2008)
  Research article that examines different values in the work place based on ones demographic—age, gender, culture, education, employment status.
WATCH

- **The Currency of the New Economy of Trust** by Rachel Botsman
  Botsman’s TED talk describes the growing importance of one’s reputation for building trust.

- **How do you get your colleagues to trust you?** by Simon Sinek
  The role of leadership and safety in promoting trust.

- **The Office (U.S.), Season 4 Episode 2**
  Michael, the lead character from The Office fails in trying to get old clients back by not understanding their needs. These moments in particular are relevant: [22:21—22:58, 29:31-30:21, 31:35-33:30].

- **LISTEN “You don’t know me”** by Ben Folds
  Song that demonstrates what happens when we don’t take time to get to know one another. (Warning...some explicit language)

Note: See the PDF in your CQ Table Talks kit with hyperlinks to these resources.
Marketing + R&D Reaches Brainstorming Impasse

An IT company just completed the design and development of a new product and they’re getting ready to launch it. The engineers (green), who designed the product, and the marketing department (lavender) are meeting to brainstorm ideas for the marketing and communication plan, including what to name the product. The marketers’ primary concern is designing a cool, engaging campaign that appeals to the consumer. The engineers are focused on ensuring that the features and functionality of the product are communicated accurately and thoroughly.

The marketing team convened the meeting to show some initial concepts and get input from the engineers. The engineers are expecting to brainstorm ideas for how to market the product. The meeting begins with the marketers proposing a few names and showing some of their sketches for the ad campaign. The engineers quickly shut down the ideas as missing the mark. The marketers defend their ideas and try to explain why consumers can’t be bogged down with too much technical information. The engineers start proposing names and designs of their own and the marketers tell them why that will never work from a communication standpoint. When the marketers ask for additional information, the engineers hand them a USB drive which has all the information they need.

NOTES
AT THE TABLE

Two members of a marketing team are meeting with two members of an engineering team within the same company. They are preparing for a product launch.

- Same organization
- Same or different cultural backgrounds (consider what changes if everyone is from the same cultural background versus different)
- Different functions/role

**Green** (Engineers)

- High priority on accuracy, usability, and functionality
- Low Context: Believe it’s important to be as explicit as possible about the features and technical specifications

**Lavender** (Marketing Team)

- High priority on creating an engaging, compelling campaign that doesn’t get bogged down with too much detail
- High Context: Less concerned about spelling out explicit technical and functional information and more concerned about the overall experience created for the potential user

KEY CONCEPT

Misaligned expectations

TENSIONS

- Different expectations about the purpose of the meeting and the broader campaign
- Absence of perspective taking and respect for what each group brings to the table
Discussion

Begin with encouraging the group to discuss what they observe in the scenario (some of the questions/prompts under the “Awareness & Unconscious Bias” section may help as well as building from the final text on screen).

FINAL TEXT ON SCREEN
• 80% of team conflicts emerge from unclear goals.
• Diversity → Conflict. Gridlock.
• Diversity x CQ → Innovative Solutions
• What’s your CQ?

NOTES

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Awareness of one’s own cultural values and implicit biases is the first step in developing cultural intelligence. Discuss how cultural value differences and unconscious bias—ways we unwittingly favor certain types of people based on our upbringing, experiences, and values, can influence scenarios like this one.

What do you observe about the interactions?

• Highlight the primary tension that is visualized through the video (confusion over the purpose of the meeting and different expectations about what should be communicated to market the new product).
  – **Green** is focused on accuracy and functionality of the product
  – **Lavender** is focused on aesthetics and engagement
How have you experienced this dilemma? In your experience, what cultures might be represented by the lavender and green?

• Note the key associated with the “AT THE TABLE” description at the beginning of this chapter as a starting point for identifying cultural norms associated with the respective colors. Although this video features functional differences (marketing vs. engineering), encourage conversation about other potential cultural groups that could be represented by the respective colors (different ethnicities or nationalities that might have a tendency toward one approach more than the other; generational differences; differences between different corporate cultures, etc.).

NOTES
Discuss what cultural value differences may be at the root of this dilemma, including potential ways implicit bias may shape the interactions that occur.

*(See cultural values list in Appendix A)*

One could make a case for several cultural values as being relevant to this scenario. Not all of the following are explicit from watching the video, however, a few of the most relevant cultural values to this kind of scenario are:

- **Power Distance**
  
The *green* seem to perceive that they have a greater degree of authority. They’re directive in what the campaign needs to communicate and seem content to tell the *lavender* how to move forward.

  The *lavender* team seems to approach the campaign assuming both teams have equal footing in developing the marketing campaign.

- **Low vs High Uncertainty Avoidance**
  
The *lavender* seem to operate from a lower level of uncertainty avoidance. They approach the meeting without a highly detailed objective and agenda and they don’t seem to share the *green*’s concern to ensure the prospective user knows all the technical info simply from the marketing campaign.

  The *green* may be coming from a high uncertainty avoidance perspective where they work to eliminate ambiguity. They want the marketing campaign to take a more predictable approach to communicating with the user.

- **Low vs. High Context**
  
The *green* appear to want a more low context approach to communicating about the new product. Similar to their high uncertainty avoidance value, they want to eliminate vague communication and provide an explicit description of what the product does and how it operates.
The lavender seem to want to use the power of aesthetics, images, and color to communicate. They value reducing the amount of words used and view highly detailed information as potentially distracting from engaging the prospective user.

Implicit Bias can influence everyone involved. Encourage reflection and discussion about the following:

- The engineers (green) may operate from an implicit bias that the marketers (lavender) aren’t as smart or sophisticated as they are and that the marketers are meant to work for them.
- The marketers (lavender) may assume the engineers don’t know how to effectively communicate with users and may automatically perceive them as out of touch and irrelevant.

These biases can create all kinds of frustration, conflict, and will further impede getting the product successfully launched. The first step is awareness of how your cultural values may shape your implicit biases.

Consider how this situation is further complicated if there are cultural fault lines—when more than one cultural difference gets pitted against another.

For example, if the marketing team is solely comprised of Western women and all the engineers are Indian men, the conflict is likely to escalate. Behaviors may be attributed to gender or nationality that might actually be more a result of function.

NOTES
Discuss the relevance of the 4 CQ capabilities to this scenario. All four capabilities are relevant. If you want to emphasize one in particular, focus on **CQ Knowledge** for this video because this scenario highlights what happens when teams don’t demonstrate an understanding of the values and norms for other cultures (functional, national, etc.). (For an overview of CQ, see Appendix B).

**CQ Drive**

CQ Drive is the interest, drive, and confidence the individuals have to adapt to one another’s cultural differences. The engineers want to see their product succeed and the marketers want to use their expertise to make that happen.

- How could both sides of the table be motivated to step back and use their diverse perspectives to come up with a more successful marketing campaign?
CQ Knowledge

CQ Knowledge is the understanding of the way cultural differences influence what is occurring. Both groups would be well served in seeing the wisdom and importance of accuracy along with appeal and engagement.

• What knowledge about **green** (engineers) would be most beneficial to the **lavender** group (marketing)?

• What knowledge about **lavender** (marketing) would be most beneficial to the **green** group (engineers)?

CQ Knowledge is particularly relevant to this team because they need to improve their understanding of one another’s values, concerns, and strengths. Both groups are raising valid concerns that need to be addressed and the ideal marketing and communication plan will be both technically accurate and engaging. But by failing to take the time to understand the competing values, they end up at a standstill.
A few key points of understanding that are needed:

- Who is the primary audience for the campaign?

- What problems does this product solve for the users?

- What can green learn from lavender about how to communicate with users who want to be inspired?

- What can lavender learn from green about how to communicate with users who want accurate, technical information?
**CQ Strategy**

CQ Strategy is the awareness and ability to plan in light of cultural differences.

- What kind of planning may have changed the way this meeting occurred?

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**CQ Action**

**CQ Action** is the ability to adapt when working and relating interculturally. The goal is to have both groups adapt in order to come up with the best marketing campaign possible. You want one that is both accurate and engaging.

- Take on the perspective of each side of the table. What actions should be adjusted by each side to ensure your perspective and priorities aren’t lost while also moving towards the best solution? Try role playing the video scenario together and enact alternative strategies that draw on the diverse strengths of both groups.

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NOTES
INNOVATIVE, INCLUSIVE TEAMS

A diverse team has the potential to come up with a far more innovative marketing solution than a homogenous team. But it requires developing the right habits and implementing a strategy for culturally intelligent innovation (See additional description in Appendix C).

Climate: Team Habits

Consider which of the following habits are most relevant to promote the sharing of information in your context:

Attention
• To what degree do the marketers seem to pay attention to the opportunities that may come from the engineers’ values? To what degree do the engineers seem to pay attention to the opportunities that may come from the marketers’ values?
• Who on your team is best at ensuring you communicate in a way that is accurate and precise? Who on your team is best at ensuring you communicate in a way that is engaging and compelling? Pay attention to the diverse perspectives coming from both.

Perspective-Taking
• What could be done to get the engineers to see through the perspective of the marketing team? How about to help the marketers take on the perspective of the engineers?

• Which function’s perspective is most difficult for you to see? Why?

Focus
• What other stressors might be facing the engineers and marketers (time pressure, concern about success, feeling disrespected, etc.). Discuss how those may further influence this situation.

• What parts of this scenario would be most distracting to you?
Space

• In what way might the environment shape the interaction between the marketers and engineers?

• How might the meeting be influenced if they meet in the marketer’s “space”? The engineer’s “space”?

• What environment works best for you when working on a creative project? What environment works best for you when working on something that requires accuracy and precision? Consider how that could influence the tension in this scenario.

Trust

• What are some of the most important factors for building trust among the engineers? The marketers?

• What kind of marketing campaign most builds your trust as a consumer? How might that influence the way you seek to establish trust with others?
5D Process for Culturally Intelligent Innovation

Consider how the 5D Process can leverage the diversity of this team to develop a more innovative communication plan. All five steps have relevance for working together on a communications strategy. If you want to emphasize one in particular, focus on the 1st step—Define.

Define: Align Diverse Expectations and Goals

What could have been done to align expectations before the meeting? Or now that the meeting is underway, what can be done to align expectations?

Because the expectations weren’t aligned in the first place, the team couldn’t get anywhere and the remaining steps in the process were hindered.

Clearly defining the goal is the first step for any team that is working together on a project. The more diverse the team, the more important it is to ensure that everyone understands the goal. The goal might sound straightforward—such as coming up with a marketing plan for a new product. But a number of expectations and assumptions often remain implicit unless there is an intentional attempt to test whether everyone’s understanding is aligned.

A few things to consider as part of implementing the “Define” stage of culturally intelligent innovation:
• Ask each individual how they would describe the problem solved by the product.

• Take each other’s perspectives. Ask the marketers to describe what the engineers see that they may overlook. Ask the engineers to describe what the marketers see that they may overlook.

• Agree to work toward a fusion approach—that comes up with an innovative communication plan that addresses the diversity of perspectives represented by your team and more importantly, the prospective audience.

Note the “CQ Tips” and additional resources that are recommended.

**Dream: Generate Diverse Ideas**

How could a culturally intelligent approach to brainstorming lead to a better outcome than the impasse that occurs?

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**Decide: Select and Sell Your Idea**

How does a diverse team like this decide which approach to a marketing campaign is going to be more effective to the actual users involved?

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Consider that the users will likely come from both value orientations as well (those who prefer highly, detailed technical information and those who want to be inspired by the big picture of what this product can do).
Design: Create and Test for Diverse Users
How could the marketing team have developed an initial design that may have addressed the engineers concerns while also communicating in a way that is appealing and engaging?

Deliver: Implement Global Solutions
Consider what kind of process and workflow will move this team beyond the impasse where they currently find themselves.

NOTES
• Reach agreement on the anticipated outcome upfront. Rather than simply stating it and asking if everyone agrees, ask each team member to share in 1-2 sentences their understanding of the goal.

• Formalize leader and member roles. Even if everyone is of equal status, for the purpose of a project, determine who has authority. Culturally diverse teams need clarity on the organization of the team.

• Create explicit descriptions of how decisions will be made.
  ✓ Establish appropriate communication patterns. (E.g. what should/shouldn’t be communicated via email.)
  ✓ Create a cycle where members deliver specific results in a predetermined sequence.
  ✓ Schedule a regular check-in process to assess team climate.

• Establish meeting ground rules and review them regularly.

• Communicate the agenda in advance.

• Review the purpose of the meeting (information update; make a decision; debate an issue; etc.). Keep in mind meetings are used for different purposes in different cultures.

• If necessary, allow time for non-native speakers to translate a question and response.

• Understand that team members from certain cultures are less likely to share opinions in a meeting, particularly if it’s a dissident perspective that could create conflict. Others may believe their best contribution comes from assertively confronting different opinions (See “Information Sharing Tips” from Chapter 1—The Research Review).
ADDITIONAL RESOURCES

READ

• CQ Knowledge: Know What Differences Matter; Understand Ten Cultural Value Dimensions, Chapters 4-5, *Leading with Cultural Intelligence* by David Livermore (AMACOM, 2015)
  The central information needed for establishing one's CQ Knowledge—one's understanding about cultural similarities and differences.

• Define: Align Diverse Expectations and Goals, Chapter 7, *Driven by Difference* by David Livermore (AMACOM, 2016)
  Chapter that outlines how to align diverse expectations around a shared mental model and goal.

• *Leading a Brainstorming Session with A Cross-Cultural Team*, by David Livermore (HBR, 2016)
  Practical ways to approach a brainstorming session with a diverse group.

• *Synergy from Individual Differences: Map, Bridge, Integrate*, by Martha Maznevski & Joseph DiStefano (Institute for Management Development, 2004)
  A practical model for how to map and integrate diverse perspectives.

• *Marketing Vs. Engineering: 5 Rules for Peaceful Coexistence* (Solidworks Blog, 2014)
  A lighthearted article about perspective taking between a marketing team and engineers.

WATCH

• *Android’s Monotone Commercial*
  An inspirational commercial that uses “harmony” to uniquely demonstrates the importance of having a diverse range of team members.

• *Engineers and Marketers in Perfect Harmony* by Sachin Gupta
  Brief video outlining the importance of understanding the customer’s perspective during product development.

• *Engineers and Marketers: Too many cooks in the kitchen?* by Steve Muylle
  Short informative video on how marketers and engineers can work together to communicate value to the user.

Note: See the PDF in your CQ Table Talks kit with hyperlinks to these resources.
Awkward Dinner Conversations

Erik (red) works for a company that was recently bought by an overseas firm (grey). Erik has been asked to continue leading the team in his context (red) but first, he needs to spend a few days at the headquarters (grey) of the new parent company. He makes the transcontinental flight to headquarters and upon arrival, goes straight to the office for a full day of meetings. By 6 p.m., he just wants to go to the hotel, order room service, and sleep. But the CEO tells Erik they have a very special dinner planned for him with the rest of the vice presidents. He’ll be picked up at 7 p.m.

Erik doesn’t want to socialize after a long day and overnight flight but he asks his colleague Jorine (red) about it and she says he should go. Jorine (grey) has been working at the parent company for the last ten years and she’s become an informal cultural broker for Erik while he gets up to speed on the cultural nuances of the company and culture. In addition to stumbling through some of the protocols about where to sit and how to eat and drink, Erik is trying to figure out the purpose of the dinner. Jorine said it was essential to be there but when he tries to bring up a work-related topic, it’s clear work is not the point of this gathering. He decides to go with it and just get to know his new colleagues on a personal level. He tries to engage the CEO in conversation and asks him a personal question about his son and the table suddenly goes quiet.

NOTES
Erik (red) is visiting his new company headquarters. After a long day of travel and work, he’s joining the CEO (grey) and fellow vice presidents (grey) for drinks and dinner.

- Same company
- Same role plus CEO
- Different cultures (1 red and 5 grey)

Grey (CEO and other VPs)

- Socializing together is essential to doing business. Ironically—it’s better not to talk about business during the meal and instead to focus on relationship building and socializing. But questions that are “too personal” should also be avoided. (moderately Being)

- A good host takes care of guests by ordering for them and ensuring they toast and eat first.

Red (Erik)

- Socializing with colleagues is optional and a good host ensures a guest gets the food and rest they want to be ready for the next day.

- “Work” dinners mean discussing business and/or some personal conversation to get to know each other. (Doing)

KEY CONCEPT
Social etiquette/Rules of engagement

TENSIONS
- Social engagements with work colleagues are often the most awkward intercultural encounters
- Cultural differences in the purpose of work-related, social engagement
Discussion

Begin with encouraging the group to discuss what they observe in the scenario (some of the questions/prompts under the “Awareness & Unconscious Bias” section may help as well as building from the final text on screen).

FINAL TEXT ON SCREEN

• In many cultures, the most important part of business is conducted in social settings.

• But cultural differences are more pronounced in social settings than work settings.

• Those with high CQ Drive do best.

• What’s your CQ?

NOTES
Awareness of one’s own cultural values and implicit biases is the first step in developing cultural intelligence. Discuss how cultural value differences and unconscious bias—ways we unwittingly favor certain types of people based on our upbringing, experiences, and values, can influence scenarios like this one.

What do you observe about the interactions?

- Highlight the primary tension that is visualized through the video (difference in work-dinner customs and etiquette).
  - Hosts (grey) were excited to share their drinks and customs with their new colleague and guest
  - Erik (red) was fatigued and trying to sort through how much to adapt to the preferences of his CEO and colleagues.
• Erik understands how important these social functions are for effective work relationships. So he assumes that means it’s appropriate to talk about “work”. But in many cultures where social gatherings are a key part of doing business, talking about work is not really the point.
  – Erik moves toward informal conversation. Asking the CEO about his son may or may not be appropriate. The point is, the kind of informal conversation that is appropriate in one culture may be deemed very inappropriate in other cultures. (For example, individuals from some cultures freely ask others how much money they make or tell them they are looking very fat. In other cases, some individuals disclose a great deal of personal information—e.g. a difficult divorce they experienced—something that may be considered too intimate to discuss with work colleagues.)
  – Discourage participants from putting too much emphasis on whether the actual questions or interactions from the video would happen in a social setting. Some of them are exaggerated to make a point. Instead, encourage discussion about the challenges of social interactions with a culturally diverse group.

How have you experienced this dilemma? In your experience, what cultures might be represented by the grey and red “cultures”?

• Even though some of the props on the table come from Asian contexts, don’t solely focus on the customs and protocols for eating in China or Japan. Note the key associated with the “AT THE TABLE” description at the beginning of this chapter as a starting point for identifying cultural norms associated with the respective colors. The larger purpose is to foster
discussion around different rules of engagement, describing the tension between if and how to discuss personal matters, and whether work should or shouldn’t be discussed.

- People often enjoy talking about unusual foods they’ve tried. Encourage conversation about food experiences and how they were handled.

Discuss what cultural value differences may be at the root of this dilemma, including potential ways implicit bias may shape the interactions that occur. (See cultural values list in Appendix A)

One could make a case for several cultural values as being relevant to this scenario. A few of the most relevant cultural values are:

- **Individualist vs. Collectivist**

  Individualists (red) often view work-related, social engagements as superfluous to work and therefore optional. An individualist hosting others may only want guests to join a dinner engagement if the guests want to do so and guests would usually be encouraged to order their own food.

  Collectivists (grey) often view socializing together as the context for where trust is established. A collectivist host (grey CEO) may believe that the best way to honor a guest is to take care of ordering the food for him and to all share the same dishes and drinks together.
• **Low vs. High Context**

Low context *(red)* cultures pay little attention to who sits where and formal protocols around dining and eating.

High context *(grey)* cultures put a great deal of attention in who should sit where, what food should be ordered, and the entire context of the evening as making a statement to the guest.

• **Being vs. Doing**

Being *(grey)* oriented cultures may prioritize relationships and personal interactions more. And despite being an obligatory, work-related meeting, the topics of conversation usually focus more on informal discussions, without getting too personal.

Doing *(red)* oriented cultures will view work dinners as a good time to talk about business. At the same time, many doing oriented individuals, particularly from the U.S., disclose more personal information (e.g. a challenge with an adolescent child) that others may not freely share.

*Implicit Bias* can influence everyone involved. Encourage reflection and discussion about the following:

• Those from the grey culture may assume that Erik’s reluctance to fully engage in the dinner and drinking means he doesn’t want to let his guard down.

• Those from the red culture may presume that the grey culture is inconsiderate and doesn’t care about the fatigue or personal preferences of guests.

These biases can create all kinds of frustration, conflict, and will further impede building an inclusive, innovative work environment. The first step is awareness of how your cultural values may shape your implicit biases.
Discuss the relevance of the 4 CQ capabilities to this scenario. All four capabilities are relevant. If you want to emphasize one in particular, focus on **CQ Drive** for this video because this scenario highlights the way fatigue and socially awkward situations can influence intercultural relationships. (For an overview of CQ, see Appendix B).

**CQ Drive**

CQ Drive is the interest, drive, and confidence the individuals have to adapt to one another’s cultural differences. In order to develop a long working relationship across borders, everyone needs to better understand the value of adjusting to one another’s cultural values.

- When has your fatigue (jet lag or otherwise) made an impact on your level of drive for adapting to a different culture?

CQ Drive is particularly relevant to this group because motivation is the driver of how individuals will engage in a culturally diverse social engagement. Erik’s fatigue can quickly shape his overall attitude and resilience for engaging with his new boss and colleagues. The hosts (grey) may misconstrue Erik’s reluctance to eat and drink with them as meaning something different than it does.
Consider how the following aspects of CQ Drive play out in this scenario:

- What are the motivating factors for Erik (sleep, make a good impression, make it a productive evening, etc.)?

- What are the motivating factors for the grey hosts (demonstrate hospitality, see what kind of guy Erik really is, develop relationship, make a good impression, etc.)?

- What can Erik do to increase his level of motivation, particularly when he’s so tired?
CQ Knowledge

CQ Knowledge is the understanding of the way cultural differences influence what is occurring. Erik would benefit from understanding some of the basic rules of engagement for the grey culture and his hosts would benefit from knowing what kinds of adaptations they’re asking of Erik.

- If you were Jorine, Erik’s cultural broker, what information would you share with him about the grey culture prior to the dinner engagement? What information could she share with her colleagues about Erik’s culture?

CQ Strategy

CQ Strategy is the awareness and ability to plan in light of cultural differences. If you have dietary restrictions in what you eat or drink, it’s best to develop a plan beforehand rather than be in the midst of the interaction with everyone watching.

- What would a culturally intelligent strategy look like when hosting a guest from a different cultural background?
What would a culturally intelligent strategy look like for a guest who doesn’t want to drink excessively but anticipates that will be expected?

CQ Action

CQ Action is the ability to adapt when working and relating interculturally. This is adjusting the way you approach a social engagement (as host or guest) to avoid offending the other party.

- What’s the primary objective for each individual at this dinner? What behaviors should be adapted to help achieve that objective. What behaviors should not be adapted?
A diverse group of leaders has the potential to come up with far more innovative solutions than a homogenous team. But it requires developing the right habits and implementing a strategy for culturally intelligent innovation (See additional description in Appendix C).

**Climate: Team Habits**

Consider which of the following habits are most relevant to promote the sharing of information in your context:

**Attention**

- To what degree did Erik pay attention to the preferences of his colleagues? To what degree did they pay attention to his?

- To what degree do you pay attention to the different preferences and values on your team regarding social engagements?
**Perspective-Taking**

- How might perspective-taking change the kind of drinks and dinner engagement that occurs?

- Think of someone who has an entirely different perspective from you on the purpose of a “happy hour” drinks session after work. What can you learn from his/her perspective on that?

**Focus**

- Consider the role of fatigue and jet lag in how Erik is able to focus on the dinner. How might he and/or his hosts have accounted for this?

- What behaviors of Erik might create a distraction for his colleagues?

- What aspects of a social engagement are most disorienting to you? What kind of setting or discussion would be most distracting for you? For others on your team?
Space

• In what way might the environment shape the interactions between Erik and his new colleagues?

• What local restaurant would you avoid if hosting a group of international guests? What might be a good option? Why?

Trust

• What part of Erik’s behavior might build trust with his CEO and colleagues?

• What should Erik do once he’s asked an “inappropriate” question?

• What kind of questions have you heard asked in a social setting that could potentially erode trust?
5D Process for Culturally Intelligent Innovation

Consider how the 5D Process can leverage the diversity of the leaders to drive more innovative results. The 5D process may not seem directly relevant to a social engagement. It’s more suited to the process that needs to be done in the formal, work setting. However, think about how the team visualized in this scenario may engage in each step of this process both at the office and in more social contexts. If you want to emphasize one step in particular, focus on the 4th step—Design.

Define: Align Diverse Expectations and Goals
Find a way to appropriately determine the goals and expectations surrounding social engagements. If you’re the host, make them explicit.

Dream: Generate Diverse Ideas
Social engagements and interactions can be one of the richest opportunities for coming up with creative ideas. Even if the orientation isn’t primarily work related, don’t miss out on the insights a social engagement offers for understanding diverse colleagues and others from similar cultural backgrounds.

Decide: Select and Sell Your Idea
Deciding where to eat and how to go about ordering food is a good way to practice the “decide” phase that exists when making work-related decisions as a team.
**Design: Create and Test for Diverse Users**

When making social arrangements for guests from a different cultural background, find a cultural broker like Jorine to help design the best experience possible.

The practice of “designing” an ideal social engagement for a diverse team exercises the same team processes that should go into designing any event, product, or service for a diverse group of participants. A couple of the habits that are particularly useful for designing an after-hours engagement include:

- **Perspective Taking:** What kind of evening would be most enjoyable for the individuals joining the dinner? What should be avoided?

- **Space:** What kind of environment will support what you’re trying to accomplish and be comfortable for your guests? What kind of environment might make some guests uncomfortable (be sure to consider religious and dietary considerations in making these choices)?

- **Trust:** What types of conversation topics might be most appropriate for everyone involved and help you accomplish the objective for the evening?

Then think about how to intentionally design the evening to accomplish the purpose with your guests in mind. This is the very same practice that should be used when designing an innovation for a group of culturally diverse users.
Deliver: Implement Global Solutions

Don’t overthink the experience. While engaged in the social interaction, connect as fellow human beings and if you make a mistake, simply apologize and move on.

CQ TIPS FOR SOCIAL ENGAGEMENTS

As the Host:

- Find out whether your guest/s has dietary restrictions and preferences. Be aware that those from certain cultural backgrounds may not tell you directly so check with others as well.

- Never pressure someone to eat or drink something. These can be very personal matters and can needlessly offend someone or put them on edge.

- Describe the objective of the social engagement. While it might seem obvious to you, it may not be to your guests.

- Be aware that your guest may be unsure of what conversation topics are appropriate. Don’t take it personally if they don’t know and help facilitate the conversation.

- In most cultures, the guest will assume that the host will pay. If the guest offers to pay, don’t be offended as they may believe this is polite.

As a Guest:

- Look up some of the norms and customs for the culture hosting you. Don’t assume these necessarily apply to your hosts but at least you’ll be prepared in case they do.

- If you have dietary restrictions, state those beforehand. Health-related restrictions are usually the easiest to convey cross-culturally.

- When deciding whether to refuse eating or drinking something, calculate the potential cost of doing so. If you can’t eat or drink something (e.g. alcohol or shell fish), then find a way to work extra hard to eat or drink something else they offer you (e.g. tea or snake).

- Allow your host to take the lead on appropriate conversation topics.

- If you aren’t sure who should pay, you can offer but don’t put up a big fight if they insist on paying.
ADDITIONAL RESOURCES

READ

• CQ Drive: Discover the Potential, Chapter 3, Leading with Cultural Intelligence by David Livermore (AMACOM, 2015)
  Chapter describing how to develop and apply CQ Drive—the motivation for working effectively across cultures.

• Why Do Chinese Men Insist on Getting You Drunk? by David Livermore
  Article providing tips on how to handle a cultural custom you are not entirely comfortable with.

• Culturally Intelligent Chit-Chat by David Livermore
  Tips for navigating cross-cultural small talk.

• “Design: Create and Test for Diverse Users” Chapter 10, Driven by Difference by David Livermore (AMACOM, 2016)
  Chapter on how cultural differences influence perceptions about design and utility.

• The Do’s and Don’ts of Dining Etiquette Around the World by Cameron Simcik (Foodbeast, 2014)
  Helpful infographics for the essential rules of dining in various countries around the world.

WATCH

• “China Dining Etiquette” (Off the Great Wall)
  Video that describes one individual’s view on the proper way to enjoy a Chinese meal.

• HSBC Eels Ad
  A fun way to demonstrate the challenges that arise with different cultural customs at the dinner table.

• Cross-Cultural Communication TEDX Talk, by Pellegrino Riccardi
  Presentation on how culture influences what is viewed as “acceptable” and “familiar”, something that is particularly relevant when socializing.

Note: See the PDF in your CQ Table Talks kit with hyperlinks to these resources.
APPENDICES

APPENDIX A: CULTURAL VALUES ................................................................................. 95
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APPENDIX C: CULTURALLY INTELLIGENT INNOVATION........................................ 103
APPENDIX A: CULTURAL VALUES

Each video visualizes a variety of cultural value differences. The following provides a brief summary of ten cultural value dimensions, several of which are referenced throughout the discussion guides. Cultural value dimensions are based on research conducted across the globe to provide a way to quickly compare one culture with another. They are a society’s ideas about what is good, right, fair, and just.

In addition, you will see an indication of where the ten largest cultural clusters typically fall along each dimension (see additional description about the cultural clusters on the following pages).

Individuals and teams can take the Cultural Values Profile to discover their personal orientations on these ten cultural values (see “Assessments” at CulturalQ.com).
<table>
<thead>
<tr>
<th>Cultural Values</th>
<th>Emphasis on</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individualism</strong></td>
<td>Individual goals and individual rights</td>
<td>ALGO, GERMANIC EUROPE, NORDIC EUROPE</td>
</tr>
<tr>
<td><strong>Collectivism</strong></td>
<td>Group goals and personal relationships</td>
<td>EASTERN EUROPE, LATIN EUROPE, ARAB, CONFUCIAN ASIA, LATIN AMERICA, SOUTHERN ASIA, SUB-SAHARAN AFRICA</td>
</tr>
<tr>
<td><strong>Low Power Distance</strong></td>
<td>Equality; shared decision-making</td>
<td>ALGO, GERMANIC EUROPE, NORDIC EUROPE, CONFUCIAN ASIA, EASTERN EUROPE, LATIN EUROPE, SUB-SAHARAN AFRICA</td>
</tr>
<tr>
<td><strong>High Power Distance</strong></td>
<td>Differences in status; superiors make decisions</td>
<td>ARAB, LATIN AMERICA, SOUTHERN ASIA</td>
</tr>
<tr>
<td><strong>Low Uncertainty Avoidance</strong></td>
<td>Flexibility and adaptability</td>
<td>ALGO, EASTERN EUROPE, NORDIC EUROPE, ARAB, CONFUCIAN ASIA, GERMANIC EUROPE, SOUTHERN ASIA, SUB-SAHARAN AFRICA</td>
</tr>
<tr>
<td><strong>High Uncertainty Avoidance</strong></td>
<td>Planning and predictability</td>
<td>LATIN EUROPE, LATIN AMERICA</td>
</tr>
<tr>
<td><strong>Cooperative</strong></td>
<td>Collaboration, nurturing, and family</td>
<td>NORDIC EUROPE, SUB-SAHARAN AFRICA, ARAB, SOUTHERN ASIA, CONFUCIAN ASIA, EASTERN EUROPE, LATIN AMERICA, LATIN EUROPE</td>
</tr>
<tr>
<td><strong>Competitive</strong></td>
<td>Competition, assertiveness, and achievement</td>
<td>ARAB, SOUTHERN ASIA, CONFUCIAN ASIA, EASTERN EUROPE, LATIN AMERICA, LATIN EUROPE, ANGLO, GERMANIC EUROPE</td>
</tr>
<tr>
<td><strong>Short Term</strong></td>
<td>Immediate outcomes (success now)</td>
<td>ALGO, ARAB, EASTERN EUROPE, NORDIC EUROPE, SUB-SAHARAN AFRICA</td>
</tr>
<tr>
<td><strong>Long Term</strong></td>
<td>Long-term outcomes (success later)</td>
<td>CONFUCIAN ASIA</td>
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* Significant variation within cluster
### Low Context / Direct
Emphasis on explicit communication (words)

<table>
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<tr>
<th>Anglo</th>
<th>Germanic Europe</th>
<th>Nordic Europe</th>
<th>Eastern Europe</th>
<th>Latin America</th>
<th>Latin Europe</th>
<th>Arab</th>
<th>Confucian Asia</th>
<th>Southern Asia</th>
<th>Sub-Saharan Africa</th>
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### High Context / Indirect
Emphasis on indirect communication (tone, context)

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<th>Anglo</th>
<th>Germanic Europe</th>
<th>Nordic Europe</th>
<th>Eastern Europe</th>
<th>Latin America</th>
<th>Latin Europe</th>
<th>Arab</th>
<th>Confucian Asia</th>
<th>Southern Asia</th>
<th>Sub-Saharan Africa</th>
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</table>

### Being
Emphasis on quality of life

<table>
<thead>
<tr>
<th>Arab</th>
<th>Latin America</th>
<th>Nordic Europe</th>
<th>Sub-Saharan</th>
<th>Confucian Asia*</th>
<th>Eastern Europe</th>
<th>Latin Europe</th>
<th>Southern Asia</th>
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### Doing
Emphasis on being busy and meeting goals

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<thead>
<tr>
<th>Arab</th>
<th>Latin America</th>
<th>Nordic Europe</th>
<th>Sub-Saharan</th>
<th>Anglo</th>
<th>Germanic Europe</th>
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</table>

### Universalism
Emphasis on rules; standards that apply to everyone

<table>
<thead>
<tr>
<th>Anglo</th>
<th>Germanic Europe</th>
<th>Nordic Europe</th>
<th>Eastern Europe</th>
<th>Latin America</th>
<th>Latin Europe</th>
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</thead>
</table>

### Particularism
Emphasis on specifics; unique standards based on relationships

<table>
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<tr>
<th>Arab</th>
<th>Confucian Asia*</th>
<th>Latin America</th>
<th>Latin Europe</th>
<th>Southern Asia</th>
<th>Sub-Saharan Africa</th>
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</table>

### Neutral
Emphasis on non-emotional communication; hiding feelings

<table>
<thead>
<tr>
<th>Confucian Asia</th>
<th>Eastern Europe</th>
<th>Germanic Europe</th>
<th>Nordic Europe</th>
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</table>

### Affective
Emphasis on expressive communication; sharing feelings

<table>
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<tr>
<th>Arab</th>
<th>Latin America</th>
<th>Latin Europe</th>
<th>Sub-Saharan Africa</th>
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### Monochronic
Emphasis on one thing at a time; punctuality; work and personal life separate

<table>
<thead>
<tr>
<th>Anglo</th>
<th>Germanic Europe</th>
<th>Nordic Europe</th>
<th>Confucian Asia*</th>
<th>Eastern Europe</th>
<th>Latin America</th>
<th>Latin Europe</th>
<th>Southern Asia</th>
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### Polychronic
Emphasis on many obligations; comfortable with interruptions; work and personal life combined

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<thead>
<tr>
<th>Arab</th>
<th>Latin America</th>
<th>Latin Europe*</th>
<th>Sub-Saharan Africa</th>
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CULTURAL CLUSTERS

The graphs above include the tendencies of the ten largest cultural clusters in the world. These clusters stem from Ronen & Shenkar’s research. Given the enormous diversity within these clusters, these should only be used as a starting point. For example, not all Anglos or Confucian Asians will reflect the tendencies noted. The ten clusters are listed below along with examples of where large populations of each cultural cluster can be found.

Note: The countries are NOT the clusters themselves. They’re simply places where you’re likely to find a significant presence of the cultural cluster.

• **Anglo:** Australia, Canada, New Zealand, U.K., U.S., etc.
• **Arab:** Bahrain, Egypt, Jordan, Kuwait, Morocco, Saudi Arabia, U.A.E., etc.
• **Confucian Asia:** China, Hong Kong, Japan, Singapore, South Korea, Taiwan, etc.
• **Eastern Europe:** Albania, Czech Republic, Greece, Hungary, Poland, Russia, etc.
• **Germanic Europe:** Austria, Belgium, Germany, Netherlands, etc.
• **Latin America:** Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Mexico, etc.
• **Latin Europe:** France, French-speaking Canada, Italy, Portugal, Spain, etc.
• **Nordic Europe:** Denmark, Finland, Iceland, Norway, Sweden, etc.
• **Sub-Saharan Africa:** Ghana, Kenya, Namibia, Nigeria, Zambia, Zimbabwe, etc.
• **Southern Asia:** India, Indonesia, Malaysia, Philippines, Thailand, etc.

For further reading on the ten cultural clusters, see *Expand Your Borders: Discover the World Through Ten Cultural Clusters* by David Livermore.
APPENDIX B: WHAT’S YOUR CQ?

Cultural intelligence (CQ®) is a research-based way of measuring your skills for relating and working effectively across cultures. Each video ends with the question, “What’s your CQ?” And the discussion guides include several questions and discussion prompts related to the four CQ capabilities. The following article provides a brief introduction to cultural intelligence.

INTRODUCTION TO CULTURAL INTELLIGENCE

Why is it that some people seem extremely comfortable interacting with others who come from different cultural backgrounds, while others seem like a fish out of water?

The world includes gifted musicians, athletes, economists, and writers. In the same way, some people are culturally intelligent—that is, they have the gift of effectively interacting and working with people from diverse cultures. But cultural intelligence isn’t a natural-born trait. It’s a set of capabilities that almost anyone can develop and learn.

Cultural intelligence (CQ) is the capability to relate and work effectively in culturally diverse situations. Going beyond existing notions of cultural sensitivity and awareness, it is important to identify the recurring capabilities of individuals who can successfully and respectfully accomplish their objectives, whatever the cultural context. Awareness is the first step, but it’s not enough. A culturally intelligent individual is not only aware but can also effectively work and relate with people and projects across different cultural contexts.

The research on cultural intelligence, which to date spans 98 countries and over 58,000 individuals, finds that the culturally intelligent have developed skills in four capabilities.
Four CQ Capabilities

Here’s a brief description of these four CQ capabilities and how they affect your relationships and work:

**CQ Drive**: Having the interest, confidence, and drive to adapt cross-culturally.

- Your interest, drive and confidence to adapt to multicultural situations.

**CQ Knowledge**: Your understanding about how cultures are similar and different.

- Your awareness and ability to plan for multicultural interactions.

**CQ Action**: Your ability to adapt when relating and working interculturally.

**CQ Strategy**: Your ability to adapt when relating and working interculturally.

**CQ DRIVE: HAVING THE INTEREST, CONFIDENCE, AND DRIVE TO ADAPT CROSS-CULTURALLY**

CQ Drive gets at how you **FEEL** about an intercultural scenario. CQ Drive scores predict your capability to persevere when stress and disorientation occur in an intercultural situation. This means taking the time to identify what cultural scenarios are most frustrating and developing strategies for regulating the frustration and stress that often ensue.
CQ KNOWLEDGE: UNDERSTANDING INTERCULTURAL NORMS AND DIFFERENCES

CQ Knowledge is what you **UNDERSTAND** about the cultures involved in a situation. The CQ Knowledge scores predict your understanding and self-directed learning in the midst of an intercultural engagement. Today’s workforce needs more than simplistic generalizations about Latinos versus Chinese or tips on how to exchange business cards. Instead, they need a more sophisticated approach to learning how to identify cultural differences on the spot when they encounter them.

CQ STRATEGY: MAKING SENSE OF CULTURALLY DIVERSE EXPERIENCES AND PLANNING ACCORDINGLY

CQ Strategy is how you **PLAN** and interpret an intercultural encounter. CQ Strategy scores predict the degree to which you will accurately anticipate and make sense of what’s going on. This is perhaps the most valuable component that has emerged from the CQ research. CQ Strategy (meta-cognition) provides a way to strategically work through the many nuances and complexities of intercultural situations. The more you anticipate culturally intelligent strategies upfront, the more likely you are to engage in a way that’s culturally intelligent.

CQ ACTION: CHANGING VERBAL AND NONVERBAL ACTIONS APPROPRIATELY WHEN INTERACTING CROSS-CULTURALLY

CQ Action is what you actually **DO** when you’re in an intercultural situation. CQ Action scores predict the degree to which you will appropriately adapt while not over-adapting or compromising your self or the organization you represent. Over adapting to another culture is inauthentic and often reduces the power of cultural differences. However, some adaptation is usually required.
Why is CQ Important?

For most organizations, the greatest opportunities for growth involve expanding into new markets at home and abroad. Fortune 500 companies expect that their greatest revenue streams over the next decade will come from emerging markets; and top universities are recruiting students from around the world and from groups previously underrepresented on campus. Organizations with culturally intelligent students and staff are more likely to accomplish their mission in today’s multicultural, globalized world.

Visit CulturalQ.com to learn more about how to assess and improve CQ.
Diversity alone doesn’t lead to innovation, but cultural intelligence and diversity together are a multiplying force. Diversity and low CQ leads to higher levels of frustration and reduced productivity. But diversity and high CQ leads to far brighter outcomes than homogenous teams can ever experience.

Each video features some of the opportunities and challenges that stem from diversity when seeking to drive innovation. The discussion guide includes questions and prompts related to those opportunities and challenges, all of which are organized according to the following model, which emerged from research on culturally intelligent innovation.

For a full explanation of the climate and process for culturally intelligent innovation, including case studies and leading practices for implementing this approach in your organization, see the newest release stemming from the research on cultural intelligence: *Driven by Difference: How Great Companies Fuel Innovation through Diversity* by David Livermore (AMACOM, 2016).
The Climate for Culturally Intelligent Innovation

The field of social psychology offers powerful insights for creating a climate that nurtures innovation among culturally diverse groups. Below are the five powerful habits necessary to create this climate.

**THE POWER OF ATTENTION**
Your mind is your most powerful asset for innovation. By consciously paying attention to innovation and the diverse perspectives around you, you're primed to come up with better, innovative solutions.

**THE POWER OF PERSPECTIVE TALKING**
Learning to see from another point of view is a fascinating, critical part of developing innovative solutions that truly address the pain points of potential users. Don’t assume others want what you want, especially if they come from a different cultural background than you.

**THE POWER OF FOCUS**
Distraction and multitasking are the enemies of creativity. If you can discipline yourself to give your undivided attention to solving the problem at hand, you’ve further created the ideal climate for tapping diversity to promote innovation.

**THE POWER OF SPACE**
Take control of your space in whatever way you can to help promote the right ecosystem for innovation to thrive. Your surroundings are the incubator for generating and implementing new ideas.
THE POWER OF TRUST

Trust is a nonnegotiable for innovation to occur, and building trust with diverse colleagues and clients requires an intentional plan. Calculate how to most effectively build trust across your diverse team.

The 5D Process for Culturally Intelligent Innovation

Once you’ve created the climate for culturally intelligent innovation, you’re ready to walk through the 5D Process for Culturally Intelligent Innovation. The process is ideally suited to a fusion approach to diversity where instead of allowing one culture to dominate, you transcend and include your differences while unifying around a common goal.

<table>
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<tr>
<th>CHALLENGES FOR DIVERSE TEAMS</th>
<th>FUSION APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEFINE:</strong> Align diverse expectations and goals</td>
<td>The deliberation and discipline of achieving objectives that the entire team owns allows for greater flexibility along the way when inevitable adjustments are needed.</td>
</tr>
<tr>
<td>Individuals who are uncomfortable with ambiguity (high uncertainty avoidance) may want to overanalyze the objectives and create a level of detail that leaves little room for flexibility and new insights.</td>
<td>1. Map your differences</td>
</tr>
<tr>
<td>Individuals who prefer spontaneity (low uncertainty avoidance) may devote too little time to achieve clarity on what exactly the project is setting out to do and assume everyone is on the same page when they aren’t.</td>
<td>2. Compare your expectations</td>
</tr>
<tr>
<td>3. Take each other’s perspective</td>
<td></td>
</tr>
<tr>
<td>4. List what you have in common</td>
<td></td>
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<tr>
<td>5. Define a common goal</td>
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</table>
### Challenges for Diverse Teams

<table>
<thead>
<tr>
<th>Dream: Generate Diverse Ideas</th>
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<tbody>
<tr>
<td>Participants with an individualist orientation may perceive individuals who don’t speak up as lacking the confidence and competence to participate and as being uncommitted to the project.</td>
</tr>
<tr>
<td>Participants with a collectivist orientation may perceive teammates who voice a lot of ideas as being egocentric, power hungry, or unwilling to follow someone else’s lead.</td>
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</table>

### Fusion Approach

<table>
<thead>
<tr>
<th>DECIDE: Select and Sell Your Idea</th>
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<tbody>
<tr>
<td>The time devoted to understanding differences and creating alignment (during the Define stage) provides the relational glue to generate diverse ideas from individuals who will do so differently.</td>
</tr>
<tr>
<td>1. Redefine “speak up”</td>
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<tr>
<td>2. Give advance warning</td>
</tr>
<tr>
<td>3. Be explicit about expectations</td>
</tr>
<tr>
<td>4. Offer multiple ways to give input</td>
</tr>
<tr>
<td>5. Use the power of “Yes, and”</td>
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A fusion approach assertively blends the different perspectives on which idea (or ideas) to pursue and uses something like assertive inquiry to make decisions. Instead of saying something like “Don’t you think...” or “Wouldn’t you agree...” team members say “Could you help me understand...” or “How does what you’re saying overlap, if at all, with what I suggested?”

<p>| 1. Encourage bottom-up, intervene top-down |
| 2. Vote |
| 3. Map reactions to the idea and pitch |
| 4. Insist on clarity |
| 5. Recruit early adopters |</p>
<table>
<thead>
<tr>
<th>CHALLENGES FOR DIVERSE TEAMS</th>
<th>FUSION APPROACH</th>
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<tr>
<td>Direct communicators are vocal about their satisfaction/dissatisfaction with a prototype. Indirect communicators may say nothing or only imply their opinion. The more unfamiliar the innovation, the more varied the responses you will get—from early adopters to late adopters and everyone in between.</td>
<td>Utilize the diversity on your team to anticipate the varied responses you receive to your proposed design. Anticipate how to handle criticism and determine in advance whether you’re open to further adapting the innovation.</td>
</tr>
<tr>
<td>1. What needs does it meet?</td>
<td>1. What needs does it meet?</td>
</tr>
<tr>
<td>2. What prior knowledge is assumed?</td>
<td>2. What prior knowledge is assumed?</td>
</tr>
<tr>
<td>3. What does the design communicate?</td>
<td>3. What does the design communicate?</td>
</tr>
<tr>
<td>4. With whom should you test this?</td>
<td>4. With whom should you test this?</td>
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<tr>
<td>5. What level of sophistication is needed for the prototype?</td>
<td>5. What level of sophistication is needed for the prototype?</td>
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<tr>
<th>DELIVER: IMPLEMENT GLOBAL SOLUTIONS</th>
<th>EFFECTIVE IMPLEMENTATION</th>
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<tr>
<td>Some individuals resist defining concrete milestones and hard deadlines for fear of letting down the team. Some team members project their speed preference (either direction—moving too quickly or too slowly) upon the project.</td>
<td>Effective implementation requires that each individual and department continue to see beyond personal and departmental interests to realize the fusion of opportunities if everyone strives together to reach the milestones.</td>
</tr>
<tr>
<td>1. Formalize leadership</td>
<td>1. Formalize leadership</td>
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<tr>
<td>2. Agree on timing</td>
<td>2. Agree on timing</td>
</tr>
<tr>
<td>3. Define your communication and conflict-resolution process</td>
<td>3. Define your communication and conflict-resolution process</td>
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<tr>
<td>4. Motivate and monitor follow-through</td>
<td>4. Motivate and monitor follow-through</td>
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<tr>
<td>5. Launch and do a post implementation review</td>
<td>5. Launch and do a post implementation review</td>
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ABOUT CULTURAL INTELLIGENCE CENTER

What we do
We develop interventions based on rigorous, academic research that are proven to enhance intercultural performance.

Why we do what we do
We believe cultural diversity and global engagements provide opportunities for innovation and growth.

Who we are
We are a research institute that draws upon empirical findings to help executives, companies, universities, and government organizations assess and improve cultural intelligence (CQ).

Cultural Intelligence Center Contact Information
To set up a CQ assessment program or to order products, email: info@culturalQ.com

Website: www.CulturalQ.com
Phone Number: +1 616.723.8513
Mailing Address: 2840 College Road, Holt, MI 48842, USA
Payments To: P.O. Box 68765, Grand Rapids MI 49516-8765, USA
Social Media: Facebook, Twitter, Instagram, LinkedIn