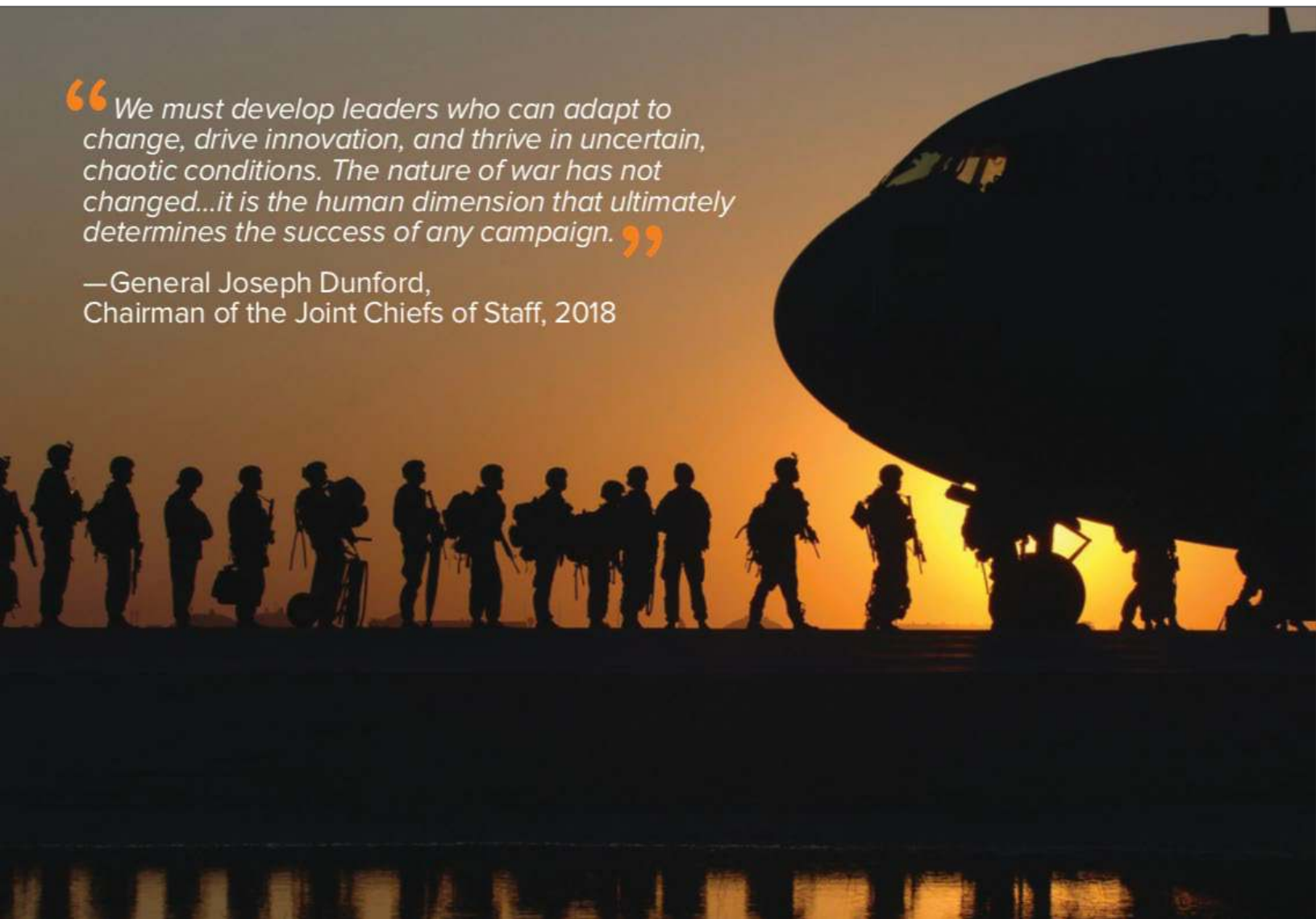


CULTURAL INTELLIGENCE (CQ[®]) BRIEF

Measuring and Developing
Cultural Readiness in Security Forces

“*We must develop leaders who can adapt to change, drive innovation, and thrive in uncertain, chaotic conditions. The nature of war has not changed...it is the human dimension that ultimately determines the success of any campaign.*”

—General Joseph Dunford,
Chairman of the Joint Chiefs of Staff, 2018



EXECUTIVE SUMMARY

As security forces grapple with the complexities of 21st Century defense strategies, the importance of cultural readiness has never been more important. The U.S. and its allies currently face threats from state and nonstate actors, and future conflicts will become increasingly complex, involving all domains and cutting across multiple geographic regions. These conflicts are as much about ideology as they are about defense superiority. To maintain its competitive advantage, U.S. forces must adapt to a changing security landscape by viewing challenges globally and holistically. This requires culturally intelligent leaders who understand the motivations of their partners and their enemies.

Meanwhile, billions of dollars have been spent on cultural training programs for Department of Defense (DoD) personnel and military forces. Which training programs effectively equip forces with the smart power needed to intelligently understand the populations they're within and among? What training is most strategic? And which ones are a waste of the trainee's limited time and the tax payers' money?

A reliable, valid approach for assessing cultural readiness is critical to ensure mission success, preservation of life, and a return on investment from cultural training. Research proves the cultural intelligence is uniquely suited to address that need.

CULTURAL INTELLIGENCE, or CQ®, is a globally recognized system of assessing, measuring, and improving effectiveness in culturally diverse situations. It's rooted in rigorous, academic research conducted across more than 100 countries for more than two decades.

Forces that have personnel with high CQ can expect:

- *Successful Deployment:* Accomplishing missions across diverse cultures and regions
- *High-Quality Relationship Building with Local Communities:* Anticipating how to best engage with community leaders and civilians to build trusting partnerships
- *Speed and Strategic Gains:* Accomplishing results more efficiently and strategically in culturally diverse contexts
- *Efficiencies and Cost Savings:* High-quality results and return on investment when personnel have high CQ
- *Diverse Unit Effectiveness:* Effective communication and performance across different service branches, government agencies, ethnicities, ranks, gender, etc.
- *Saved Lives:* Mitigating risk amidst the increased challenges of 21st warfare

In 2015, the Cultural Intelligence Center partnered with the Defense Language and National Security Education Office (DLNSEO) to develop the *CQ Military Survey*. This assessment is the only empirically rigorous, reliable tool designed specifically for use in security contexts for evaluating and improving culture training programs. As part of this process, a diverse set of stakeholders across the DoD had the chance to test out the assessment and develop strategic plans for integrating it as a developmental and assessment tool in myriad programs. The brief provides background on the research behind cultural intelligence and this assessment, how

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cultural intelligence can be measured and developed, and predictive results based on CQ scores.

I. INTRODUCTION

“We must develop leaders who can adapt to change, drive innovation and thrive in uncertain, chaotic conditions. The nature of war has not changed...*it is the human dimension that ultimately determines the success of any campaign.*”

– **General Joseph Dunford, Chairman of the Joint Chiefs of Staff, 2018**

“What has really impressed me with NATO since I became Secretary General is that it’s not that all 29 Allies are able to stand together, but it’s actually 29 Allies able to stand together and then *change and adapt and respond when the world is changing.*”

– **NATO Secretary General Jens Stoltenberg, 2018**

Culture remains a powerful force in shaping nearly every human endeavor in the contemporary social, political, and security landscape. There are few, if any scenarios, where U.S. personnel are not dealing with people from different cultures. There’s little hope of effectively accomplishing the mission without some form of relationship and understanding of the cultures encountered. Furthermore, the security forces themselves are becoming increasingly diverse; working together effectively requires an ability to engage in ways that are adaptive and strategic.

The Department has long understood that cultural readiness is a critical part of mission success and invests billions of dollars in language, regional, and cultural training across DoD. The Government Accountability Office (GAO) reports that the DoD spent over \$6.8 billion dollars from fiscal years 2008 through 2012 on equipping the forces with linguistic and cultural readiness. A great deal of the training is focused on regional expertise, such as teaching the familial and religious systems of Afghanistan or Iraq.¹

In recent years, DoD has identified the importance of building cultural-general competence, as well as regional expertise, to ensure its forces have the competence needed to operate in any cultural context. There’s little consistency regarding what specific skills comprise cultural competence across the burgeoning operations of DoD. However, the Defense Language and National Security Education Office (DLNSEO) is leading the way by providing a concrete definition of cross-cultural competence (3C):

A set of culture-general knowledge, skills, abilities, and attributes (KSAAAs) developed through education, training, and experience that provide the ability to operate effectively within a culturally complex environment. 3C is further augmented through the acquisition of cultural, linguistic, and regional proficiency, and by their application in cross-cultural contexts. (DLNSEO, 2012)

In addition, Dr. Louise Rasmussen, a human factors psychologist, has worked with DLNSEO to conduct extensive research across DoD to develop a coherent model of cross-cultural competence, specifically oriented to the security context. The model, referred to as the Adaptive Readiness for Culture (ARC) Model, includes twelve specific competencies that are consistently found among DoD personnel who have successfully engaged cross-culturally.

Defining a clear, coherent model of cross-cultural competence is the first step toward more effectively equipping the forces to operate effectively, whatever the cultural context. The next step is to find an academically valid and reliable means to measure these competencies. The ability to accurately measure the effectiveness of cultural training programs and predict future cross-cultural performance has significant ramifications for the DoD, including saving lives, enhancing strategic gains, and getting the most from the billions of dollars spent on cultural training programs. However, most measures of cross-cultural competence are notoriously unreliable. Many assessments measure a series of complex factors that have no direct bearing upon future performance (e.g. mixing personality traits with internal attitudes and skills; or basing scores on the number of places one has traveled). In addition, most cultural competence inventories rely entirely upon self-reported surveys where participants often inflate their scores or simply have no ability to gauge how others perceive their cultural awareness.

In 2015, the DoD began using the CQ Assessment to measure cultural training effectiveness through DLNSEO's contract with the Cultural Intelligence Center. The initial use of the assessment further illuminated the need for a consistent means of assessing cultural training across the Department. This led to the development of the *Cultural Intelligence (CQ) Military Survey*, an assessment specifically customized and validated for assessing cultural competence in military personnel. The assessment has been validated to predict an individual's cultural readiness for DoD assignments.

The CQ Assessment addresses several strategic needs across DoD, including the following.

Military personnel must be prepared to work in any culture.

- Military personnel's ability to effectively read and adapt to different cultural situations has long-term implications on their operational effectiveness.
- It is impossible to predict which cultures personnel will engage with over their careers.
- The forces need a reliable assessment to measure an individual's current progress in relating and working effectively across cultures (cultural-general assessment).

Further, the Defense Language Aptitude Battery (DLAB) needs to be supplemented with additional data to inform career placement.

- Qualification and deployment of some members of the armed forces, such as Special Operations Forces and Foreign Area Officers, are particularly in need of cross-cultural competence to effectively fulfill their mission.
- In addition to language aptitude, an individual's motivation and cultural fit also need to be considered as a part of qualification, evaluation, and assignment.

What gets measured drives performance and behavior. Now more than ever, the DoD needs to implement a comprehensive plan for evaluating and improving cultural training programs, as well as the ability to assess the cultural readiness of military personnel.

II. CULTURAL INTELLIGENCE RESEARCH

Cultural intelligence is defined as *the capability to function effectively across national, ethnic, and organizational cultures*. It's based on research that includes over 100,000 individuals from 168 countries. The notion of cultural intelligence emerged in academic circles at the turn of the century. As the world moved from one millennium to the next, there was a great deal of attention put upon globalization and growing interconnectedness. Soon after, 9/11 occurred, demonstrating a culmination of ideological conflicts and cultural clashes that would characterize the start of the 21st Century.

The question that has informed the research on cultural intelligence for the last couple of decades across more than 100 countries is this: *What's the difference between individuals, organizations, and missions that succeed in today's multicultural, globalized world and those that fail?* Or why is that some individuals can adeptly move in and out of dozens of cultures daily and engage effectively and others can't? The desire was to go beyond the existing notions of cultural sensitivity and awareness to identify the recurring characteristics 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 leader can effectively manage people, missions, and conflicts, whatever the cultural situation.

Key Findings

Several key findings have emerged from the two decades of research on cultural intelligence, including:

- **Homogeneous teams outperform diverse teams, unless you build CQ.** Despite popular claims about the benefits of diversity, more often than not, homogeneous teams are more successful at accomplishing mission success than diverse teams are. Teams with individuals working from a common set of values, beliefs, and assumptions can more readily reach alignment and achieve mission success. However, diverse teams with high CQ outperform homogeneous teams on several outcomes, including productivity, cost savings, innovation, and overall mission success.
- **Increased cultural knowledge leads to decreased cultural readiness, unless you build CQ.** Individuals who had high levels of cultural-general knowledge but lacked curiosity and openness performed more poorly in diverse contexts than their culturally ignorant peers. Cultural knowledge by itself can create over-confidence in the ability to understand what is going on. Culture specific knowledge leads to stereotyping rather than the more nuanced, situational understanding needed for the 21st Century world of warfare and peacekeeping.
- **Unconscious bias training increases discrimination, unless you build CQ.** The majority of cultural sensitivity training programs and unconscious bias courses have little lasting impact. Worse, several studies find that incidents of discrimination and microaggressions actually become worse as participants from dominant cultures understand bias but don't receive the skills to manage it.
- **International travel and deployment perpetuate ethnocentrism, unless you build CQ.** Direct intercultural experience, particularly on deployments to hostile regions, reinforces

ethnocentrism and cultural blindness. By themselves, individuals are unlikely to engage in the perspective taking and suspension of judgment that is required to accurately interpret behavior and gain the discernment to separate ill intent from neutral differences.

- **Leadership development programs don't create global leaders, unless you build CQ.** Most leadership development programs are based on individualist, low-power distance values, while more than 70 percent of the world is collectivist and high-power distance. Therefore, most leadership programs are ill suited for the majority of contexts globally.
- **Age, gender, ethnicity, and rank do not predict intercultural effectiveness.** Across more than 100,000 individuals sampled, there's no consistent correlation between one's age, gender, ethnicity, nationality, or rank in how they engage in a diverse context. People of all age groups, gender identities, ethnicities, and ranks fall along the normal distribution of the sampled population at large for their abilities in cultural intelligence.

The Conceptualization of CQ

CQ gives individuals a mental model for diagnosing and responding to complex intercultural situations. Overwhelming evidence points to four essential capabilities to effectively work in today's globalized, multicultural world, each of which can be measured using the CQ Assessment. These four capabilities were conceptualized based on the existing research on intelligence, including academic intelligence (IQ), emotional intelligence (EQ), and other forms of intelligence such as social intelligence and practical intelligence. CQ picks up where these other forms of intelligence leave off. It provides the practical and interpersonal skills needed when the cultural context changes. Each of the four capabilities of cultural intelligence includes more specific skills (sub-dimensions) that can be measured and enhanced. The four capabilities are as follows:

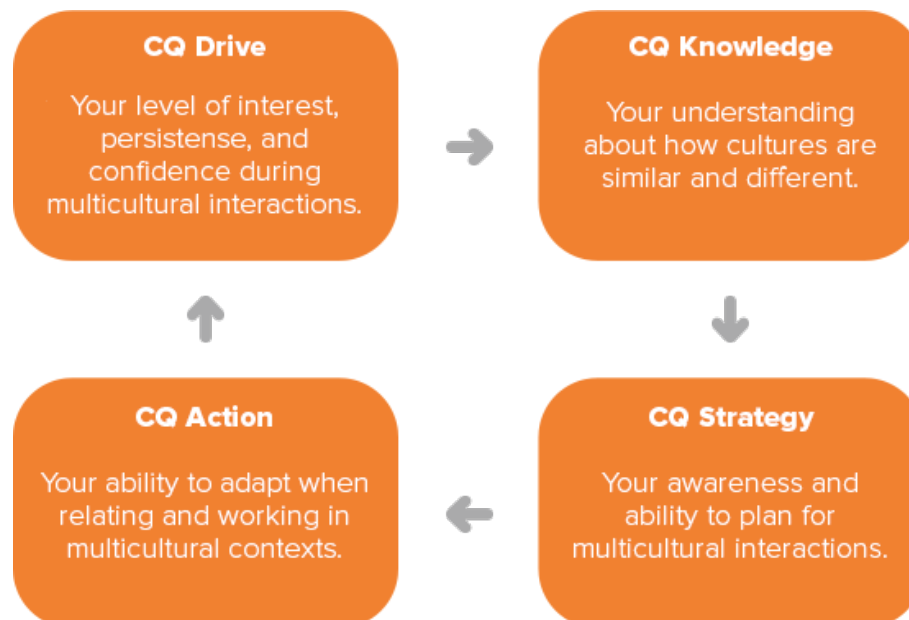


Figure 1: The Four Capabilities of Cultural Intelligence

1. CQ Drive (Motivation): Having the Interest, Confidence, and Perseverance to Adapt Cross-Culturally

CQ Drive is your level of *interest, persistence, and confidence* during multicultural interactions. Does the individual have the confidence and drive to work through the challenges and conflict that inevitably accompany cross-cultural engagements? The ability to be personally engaged and persevere through intercultural challenges is one of the most novel and important aspects of cultural intelligence and it aligns closely with the “**Diplomatic Mindset**” competencies identified in the Adaptive Readiness for Culture (ARC) Model.²

One cannot simply assume people have the interest and motivation to adjust to cultural differences. Security personnel may approach cultural training apathetically or complete it because it’s required. Individuals deployed overseas are often more concerned about moving and adjusting their families overseas than they are about developing cultural understanding. Without ample motivation for engaging interculturally and learning how to regulate one’s attitude toward the culture, there’s little point in spending time and money on intercultural training.

CQ Drive includes three sub-dimensions that can be assessed and developed: intrinsic interest, the degree to which one derives fulfillment and energy from culturally diverse situations; extrinsic interest, the tangible benefits related to the mission from engaging effectively with the cultures; and self-efficacy, the confidence one will be effective in a cross-cultural encounter. All three of these motivational dynamics play a strategic role in successfully fulfilling a mission in a culturally diverse context.³

The **ARC competencies** measured by CQ Drive are:

- Maintains mission orientation
- Understands self in cultural context
- Manages attitude towards culture
- Copes with cultural surprises

2. CQ Knowledge (Cognition): Understanding Intercultural Norms and Differences

CQ Knowledge, the cognitive dimension of cultural intelligence, refers to one’s *knowledge* about how cultures are similar and different. It’s gaining the ability to understand the cultural dynamics occurring in an interaction and the overall knowledge of how cultures vary from one another.

CQ Knowledge includes two sub-dimensions that can be further assessed and learned: cultural-general understanding and context-specific understanding.⁴ Cultural-general knowledge refers to a macro understanding of cultural systems and the cultural norms and values associated with different societies. For example, to engage and lead effectively, security personnel need to understand ways that communication styles, predominant religious beliefs, and role expectations for men and women differ across cultures. In addition, general knowledge about different types of economic, business, legal, and political systems that exist throughout the world is important. As another example, every nation has cultural systems for how its members distribute products and services or for how they mate and raise their children. Understanding how a family system works might seem unnecessary but it becomes critically relevant when trying to develop trust

among the leaders in a community. CQ Knowledge also encompasses the need for a core understanding of culture, language patterns, and nonverbal behaviors. This kind of knowledge helps build confidence when working in a new cultural environment and is the kind of information that is typically emphasized in many DoD cultural training programs. However, the emphasis of CQ Knowledge is less about mastering all the do's and don'ts and more about developing a foundational understanding of cultural differences and developing the skills to be self-taught in the midst of a cross-cultural engagement.

The other dimension of CQ Knowledge is knowing how culture influences one's effectiveness in specific domains. For example, being an effective leader of a humanitarian relief project is different from the skills needed to effectively lead a counterinsurgency mission. Further, representing the U.S. military brings a different set of challenges than visiting the same country as a U.S. business person. This kind of specialized, domain-specific cultural knowledge combined with a macro understanding of cultural issues is a crucial part of leading with cultural intelligence.

CQ Knowledge is the dimension most often emphasized in many approaches to working across cultures. The vast majority of DoD cultural training programs focus on teaching this kind of cultural knowledge. Although the information coming from CQ Knowledge is valuable, unless it is combined with the other three capabilities of CQ, its relevance to the real demands of military engagement is questionable and potentially even detrimental.

Consistent with the **“Cultural Learning”** cluster from the ARC model, the emphasis of CQ Knowledge is measuring and developing *self-directed* learning about cultures.⁵

The **ARC competencies** measured by CQ Knowledge are:

- Develops reliable information sources
- Develops cultural explanations of behaviors

3. CQ Strategy (Metacognition): Making Sense of Culturally Diverse Experiences and Planning Accordingly

CQ Strategy, also known as metacognitive CQ, is the ability to *strategize* when crossing cultures. This measures whether the individual can slow down long enough to carefully observe what's going on inside one's self and in the minds of others, as well as the ability to utilize situational awareness as a part of how one engages in an unfamiliar context. CQ Strategy measures the ability to draw on cultural understanding to solve culturally complex problems. It helps an individual use cultural knowledge to plan an appropriate strategy, accurately interpret what's going on, and check to see if expectations are accurate or need revision. CQ Strategy is consistent with the competencies included in **“Cultural Reasoning”** from the ARC model of cross-cultural competence.⁶

The three sub-dimensions of CQ Strategy, which can be measured and developed, are planning, awareness, and checking.⁷ Planning means taking time to prepare for a cross-cultural mission—anticipating how to approach the people, topic, and situation. Awareness means being in tune with what's going on in one's self and others during an intercultural encounter. Checking means comparing one's actual experience with what was expected to happen. CQ Strategy emphasizes

taking the time to plan consciously, and it's the lynchpin between understanding cultural issues and actually being able to use one's understanding to be more effective.

The **ARC competencies** measured by CQ Strategy are:

- Reflects and seeks feedback on cultural encounters
- Takes perspective of others
- Plans intercultural communication

4. CQ Action (Behavioral): Changing Verbal and Nonverbal Actions Appropriately When Interacting Cross-Culturally

Finally, CQ Action, the behavioral dimension of CQ, is the ability to *act* appropriately in a range of cross-cultural situations. This measures whether the individual can effectively present one's self and accomplish the mission in light of the cultural context. One of the most important aspects of CQ Action is knowing when to adapt to another culture and when *not* to do so. A person with high CQ Action learns which behaviors will and will not enhance effectiveness and acts on that understanding. Thus, CQ Action involves flexible actions tailored to specific cultural contexts, or the cluster of competencies related to "**Intercultural Interactions**" as described by the ARC Model.

The sub-dimensions of CQ Action are speech acts, the specific words and phrases used when communicating specific types of messages; verbal actions; and nonverbal actions.⁸ These three kinds of behaviors are the actions that need most to be adapted to cultural norms. Although the demands of today's intercultural settings make it impossible to master all the dos and don'ts of various cultures, there are certain behaviors that should be modified when interacting with different cultures, particularly from a U.S. perspective. Also, some basic verbal and nonverbal behaviors enhance the extent to which others will perceive the individual as effective. As an example, the verbal tone (e.g., loud versus soft) in which words are spoken can convey different meanings across cultures. And perhaps far more important is the capability to adapt the way one approaches different decision-making processes, deadlines, and community dynamics. Almost every approach to intercultural work has insisted on the importance of flexibility. With CQ Action, there is now an evidence-based way of assessing and improving flexibility.

The **ARC competencies** measured by CQ Action are:

- Acts under cultural uncertainty
- Engages in disciplined self-presentation

These four capabilities of cultural intelligence offer a coherent framework for addressing the cultural-general skills that are needed for DoD effectiveness. They can be used to create a strategy for recruiting culturally intelligent personnel, to work through day-to-day intercultural situations, and to assess and develop cultural intelligence all across the forces.

Measuring Cultural Intelligence

One of the important developments in the field of intercultural competence has been the emergence of inventories that assess intercultural competence. This is promising given the need identified by DLNSEO and the DoD to accurately measure cross-cultural competence. How can DoD accurately measure cultural readiness and how should an assessment be created or selected? One of the challenges facing the field of intercultural competence is that there are more than three hundred cross-cultural competence constructs. Likewise, the proliferation of assessments that has emerged focus on different parts of intercultural competence. Some are primarily oriented toward one's intercultural traits, that is the personal characteristics that determine how an individual behaves in a culturally diverse situation (e.g. Culture Wizard, GlobeSmart, Cultural Navigator). Others measure an individual's attitudes and beliefs, the degree to which one is open and ready to learn about other cultures (e.g. IDI), and others measure the degree to which the individual is aware of his or her implicit biases (e.g. IAT). Still other tools are more focused on intercultural capabilities—the skills one possesses to be effective in an intercultural context (CQ). When an assessment mixes all of these different components of intercultural competence together and treats them as if they're the same, the individual is often left confused and uncertain how to use the results and the data is faulty. It's akin to using a thermometer to measure temperature, length, and weight. In describing this challenge, Michelle Gelfand, a scholar on intercultural behavior, describes the intercultural field as suffering from a jingle and jangle fallacy, "where constructs with the same meaning are labeled differently while constructs with different meanings are labeled similarly".⁹ In other words, the field suffers from a "comparing apples to oranges" problem. In order for an assessment to be useful, it needs to provide clarity on what dimension of intercultural competence is being measured.

When selecting an intercultural assessment, there are a couple important considerations. First, **DoD must be clear about what it wants to measure.** If the goal is to measure the degree to which an individual is open and ready to explore cultural differences and expose unconscious bias, an assessment should be used that is specifically designed to measure that (e.g. implicit association tests or a cultural values profile). If the goal is to measure and predict how individuals will perform in culturally diverse settings, then an assessment designed to do that should be chosen (e.g. CQ Assessments). No tool can measure everything. Therefore, the forces need to use the tool that provides the most relevant data. Just as a thermometer should not be used to measure the length of a table, an assessment of cultural preferences (e.g. whether one is individualist or collectivist) should not be used to assess intercultural skills.

The other important consideration when selecting an intercultural assessment is to investigate **the reliability of the tool.** It is important to see what kind of external reviews have been conducted by academic scholars not directly involved in developing the tool. Cross-cultural psychologists David Matsumoto and Hyi Sung C. Hwang conducted an external review of ten intercultural competence assessments and published their findings in the *Journal of Cross-Cultural Psychology*. Their extensive review concluded that the most reliable inventories for assessing intercultural competence are the Cultural Intelligence Scale (CQS), Intercultural Adjustment Potential Scale (ICAPS), and Multicultural Personality Questionnaire (MPQ).¹⁰

It is advisable to use a holistic approach for measuring cultural competence, including some of the excellent tools devoted to assessing unconscious bias and mapping an individual's cultural

values. The following provides a brief description of how the CQ Assessment was developed and validated.

Psychologists Van Dyne and Ang developed the Cultural Intelligence Scale (CQS) and worked on confirming the validity of the CQS using culturally diverse samples that included executives, expats, military leaders, staff, students, and sales agents. The CQS measures an individual's development in each of the four CQ capabilities, as well as the sub-dimensions associated with each one.

The CQS was used to develop the *CQ Self-Assessment* and the *CQ Multi-Rater Assessment (360°)*, both of which are being used widely by leaders in business, government, charitable organizations, and universities. Individuals receive personalized feedback reports that tell them their CQ scores versus the worldwide norms for cultural intelligence. Organizations receive aggregate reports to see the levels of CQ among their personnel as compared to other organizations.

The *CQ Self-Assessment* gives individuals a personal inventory of how they perceive their cross-border leadership skills. The *CQ Multi-Rater Assessment (360°)* combines one's self-assessment with feedback from others. The most effective way to assess cultural intelligence is with the *CQ Multi-Rater Assessment (360°)*, which enables a comparison of self-ratings with observer ratings. The self-assessment, however, is also a valid way of measuring CQ. Research demonstrates the predictive validity of the self-report scale, even after controlling for demographic characteristics, personality traits, prior cultural experience, and social desirability. Thus, it's not as easy to "game" the assessment as one might think.

In addition, research shows convergence in self and observer ratings in most groups – such that the scores are practically equivalent. In fact, it is not unusual to see self-rated scores that are slightly lower than observer scores. Additionally, self-rated scores are often more nuanced than observer-rated scores because most people have more detailed knowledge of their own capabilities than observers do. In sum, both approaches to the assessment are valuable and reliable. Several Fortune 500 companies, government agencies, universities, and charitable organizations are using the self and multi-rater assessments to provide strategic insights in how effectively personnel are equipped for working in culturally diverse contexts.

Across the burgeoning field of intercultural competence and the related assessments, cultural intelligence is ultimately about predicting one's performance in an intercultural setting. If one wants to excel at intercultural negotiation, CQ predicts how well the individual will perform and sheds light on how to improve. For a sergeant expected to lead a multicultural platoon, CQ predicts where the leader will have the greatest challenges. Or if insights are needed on an officer's decision-making abilities cross-culturally, CQ predicts that as well. The CQ research was designed to predict performance and adjustment in intercultural situations and, therefore, it is best used for that purpose.

Developing Cultural Intelligence

Cultural intelligence is a malleable capability. This means that everyone can improve their CQ, if they choose. There are multiple strategies to develop cultural intelligence (see Figure 2 for an overview). All of these strategies work best when individuals start by completing a CQ Assessment so they have feedback on their current development for interacting effectively across cultures. It is also helpful to have participants take the assessment at multiple times throughout the developmental process because this helps them monitor their progress. The research on cultural intelligence reveals three complementary strategies for helping individuals develop their cultural intelligence: experience and reflection, training and coaching, and personal CQ development plans.



Figure 2: Strategies for Developing CQ

Experience and Reflection

There's no substitute for "on-the-job training" when it comes to improving CQ. The ideal learning experiences allow participants to be fully immersed in another environment or cultural context, without all the familiarities of home. Iso-immersion experiences can also effectively provide some of the same insights. When individuals are highly engaged in direct experience and intercultural interactions, they are more likely to encounter the realities of cultural differences and learn more than they will from reading or listening to trainers.

Experience by itself, however, is not enough. Concrete experiences need to be followed by thoughtful reflection where people think deeply about what they observed and experienced. Experiential learning theory combined with the CQ research reveals the importance of concrete experiences that are followed by personal reflection.¹¹ The research also reveals the importance of going beyond reflection that is focused on one particular experience. People learn and grow more when they reflect on multiple experiences and test their interpretations with active experimentation. In sum, the forces will enhance their level of CQ more when they are actively involved in different cultural experiences and when they reflect deeply on the experiences. Experience combined with reflection is a powerful way to improve CQ.

Training and Coaching

While not a substitute for direct, hands-on experience, training and coaching programs are another effective way to develop cultural intelligence. After individuals complete an assessment and review their results, it is helpful to have them attend a course or participate in a dynamic, online learning program. Instructors can begin by explaining key cultural value differences (e.g. power distance, time orientation, etc.).

Several intercultural assessments, including the CQ Assessments, include feedback on an individual's preferences along some of these cultural value dimensions. An effective way of using this feedback in training is to place participants in groups and have them discuss the ratings they gave themselves along these cultural value dimensions. Then the group can map their differences along each dimension and discuss ways that their similarities may influence the group positively or negatively. They can also discuss ways their cultural value orientations differ from cultures where DoD has a significant presence globally. Starting with the cultural value dimensions can be a useful way to introduce cultural intelligence because it provides neutral terms for describing cultural differences and further establishes the need for cultural intelligence.

Most cultural training programs across DoD already have courses that teach cultural values based on the research of Hofstede, Edward Hall, or the GLOBE leadership project. These courses and tools are ideally suited to supplement an overall training approach to cultural intelligence because the CQ framework provides an integrative mental model for how to use knowledge of cultural values to work effectively across cultural value differences. In contrast, if training focuses only on teaching cultural values, participants will improve their CQ Knowledge, but that's only one of the four critical CQ capabilities. They will improve their cognitive understanding but may not have any ideas for how to apply it practically. Furthermore, as noted previously, CQ Knowledge without the other three CQ capabilities can lead to stereotyping where individuals assume that everyone from a specific culture is the same. An Afghan living and working in Dubai may be very different from an Afghan living and working in Kandahar. And for that matter, two Afghans working alongside each other in Kandahar most likely have some individual differences, as well as some shared cultural tendencies. **Nothing more quickly erodes effective military strategy than over-application of broad, overarching stereotypes.** Cultural values and norms are useful as long as they are taught and used within the broader framework of cultural intelligence, which provides a coherent model and a shared language for discussing cultural values and cultural intelligence, and creating strategies for intercultural effectiveness.

A brief (2-3 hour) session on cultural intelligence is a useful way to introduce cultural intelligence to a general purposes group. But once you move beyond the introductory material, it's most useful to provide targeted training on cultural intelligence that addresses the needs of specific groups or functional units (e.g. how does cultural intelligence apply to operators, intelligence analysts, advisors, etc.)

Additional training focused on specific cultures and regions can be useful, but this is most effective after an introductory session on cultural intelligence. Otherwise, individuals tend to develop an overly simplified understanding of the legal system in Nigeria or whatever culture is being taught. But once individuals have the cultural intelligence model in mind, it can be very helpful to focus on specific cultures and discuss how each of the four CQ capabilities can be used to make these intercultural interactions more effective for everyone.

Coaching, either alongside training or as a stand-alone offering, can be another valuable part of the learning and development process, particularly for those individuals taking on a key leadership role within the forces. This is especially valuable for senior leaders who may struggle to get straightforward feedback from their subordinates. Coaching is also a strategic component of many successful high potential programs where participants can get feedback and direction on how to develop a personalized plan for developing their intercultural skill set. A coach (either face-to-face or virtual) can help participants review their CQ scores and help them create a way forward. This can include a discussion of any feedback they found surprising or troubling.

Coaches can also help individuals develop plans for using their CQ strengths – perhaps in the context of challenges and opportunities they're facing in their current roles. In addition, coaches can work with participants to brainstorm concrete goals and action plans to develop their weaker CQ capabilities. Agreeing on specific, measurable goals and target dates for completion allows coaches to follow-up and check on progress toward goals. This is an important feature of effective coaching because deadlines and follow-up plans make it more likely that participants will avoid the usual trap of good intentions that get lost in the busyness of daily demands and prevent the transfer of learning into changed behavior. Instead of losing the insights gained, the accountability of reporting on goals by a certain date makes it more likely that they will follow through and benefit long term. This can also be facilitated in combination with the use of creating a personal CQ development plan which is explained further below.

Some organizations in the private sector have moved toward using coaching as the primary way to prepare and support their expat personnel. Rather than offering training before individuals move abroad, expats take the CQ Assessment and a personal coach follows-up to help them anticipate potential challenges of their new location in light of their CQ results. The coach also does follow-up sessions after the move and can be available via Skype or other electronic media on an ongoing basis as questions or issues arise. A similar approach may have value for leaders across the forces when they are deployed to an unfamiliar region. Coaching combined with training offers an ideal way to help participants understand, use, and benefit from their CQ capabilities.

Personal CQ Development Plans

Finally, individuals are most likely to enhance their CQ when they create a personal CQ development plan. Intercultural assessments have little value unless people reflect on their strengths and weaknesses and create a plan for using the feedback. And training and coaching are only helpful if participants take personal ownership to develop a plan and follow it to develop their CQ further.

Creating a development plan should begin with having individuals reflect on the intercultural challenges they face and ways their CQ capabilities may influence or help to resolve these challenges. In addition, they should consider their long-term professional goals and how enhanced CQ can help them accomplish those objectives. Next, they should review their CQ strengths and weaknesses, and identify which CQ capabilities need the most attention to address the challenges they face and accomplish their professional objectives. Based upon that reflection, the final step is for them to develop specific actionable goals. This should include

goals that capitalize on their CQ strengths and goals that focus on enhancing their weaker CQ capabilities.

Once again, this strategy is most likely to be useful when there is a plan for accountability. For example, ask participants to share their plans with their supervisors and a peer and set a date for follow-up. Or consider making a CQ development plan part of the performance review process – not for evaluation but to create a practice of ongoing assessment and development of this critical form of intelligence.

Time and experience alone will not prepare leaders to work more effectively across cultures. But with experience and reflection, training and coaching, and personal development plans, it's proven that cultural intelligence can be enhanced.

Predictive Results Based on CQ Scores

Cultural intelligence is proven to predict a wide variety of effectiveness outcomes in culturally diverse situations. Research shows that CQ predicts the following outcomes for individuals and organizations in culturally diverse settings:

Intercultural Adjustment

First, individuals who enhance their CQ are more likely to adapt successfully in unfamiliar cultural settings. This includes the way an individual adjusts to the general living conditions of another culture or the way a senior officer adapts to the different values and communication styles encountered in a local community. Further, CQ predicts an individual's personal adjustment emotionally and psychologically when encountering unfamiliar cultures. Therefore, assessing and developing CQ for those who are deployed or work in highly diverse environments is critically important.¹²

Individuals with high cultural intelligence are less likely to experience fatigue and burnout from their intercultural work. CQ predicts an individual's level of stamina, energy, and productivity when working across borders. Even those who thrive on encountering the sights and sounds of a new place and trying the local food haunts eventually grow weary of having to adjust their approaches to leading and motivating others, resolving conflict, negotiating, and decision making continually for different cultural orientations. Jet lag, navigating different time zones, and being away from family and friends can get to even the savviest members of the forces. However, those with high CQ are able to persevere and bounce back from the inevitable stress and fatigue that result from this kind of overseas assignment. When the forces prioritize the development of CQ as part of deployment, it's far more likely the assignment will be enjoyable and strategic for everyone involved.

Although all four CQ capabilities are relevant to intercultural adjustment, CQ Drive is especially important for handling the psychological, emotional, and day-to-day adaptations people have to directly engage with a new culture.¹³ This is because genuine curiosity about novel cultures is a key driver influencing the success with which intercultural adjustment occurs.

Cultural Judgment and Decision Making

High CQ also influences the quality of intercultural decision making, which for DoD, often makes a life and death difference. CQ helps people understand the perspectives and priorities of diverse others and this helps them work cooperatively so they can develop mutually acceptable decisions, a critical part of many military missions. This is important because the common sense, lead-with-your-gut approach to making decisions that often works in a person's home culture doesn't work when leading or functioning in a different culture. High CQ allows individuals to diagnose situations from multiple perspectives and make effective decisions in culturally diverse contexts. Without the insights offered by cultural intelligence, people are at a disadvantage for making strategic decisions both in their day-to-day operations and particularly in the midst of a crisis.¹⁴

Although all four cultural intelligence capabilities are relevant to intercultural judgment and decision making, CQ Knowledge and CQ Strategy are especially important. This is because understanding the ways that cultures are similar and different and using this knowledge strategically to plan for, make sense of, and check cultural understanding facilitates high quality decision making with long-term benefits across cultures.¹⁵

Intercultural Negotiation Effectiveness

High CQ is also critical to effective intercultural negotiation, whether it's the formal negotiation of agreements with governments or the day-to-day give-and-take required to reach agreements with village elders, troops, and other stakeholders. Negotiating interculturally typically requires more time and greater patience to persist through the process.¹⁶ Understanding the other parties' perspective and creatively collaborating across cultures are critical components for negotiating a deal that is not only agreeable but also celebrated and sustained by everyone involved.¹⁷

CQ Drive and CQ Strategy are especially important to negotiations occurring cross-culturally. CQ Drive provides the motivation to interact with negotiators from other cultures and it also provides the much needed confidence required to adapt to different negotiation practices and standards. CQ Strategy helps people develop appropriate negotiation plans, remain mindful and aware of what's going on in the midst of the negotiation, and follow-up to check the accuracy of their interpretations.

Trust, Idea Sharing, and Creative Collaboration

As many military missions move more toward an emphasis on building partner capacity, the ability to build trust and develop collaborative alliances is critical. The greater the cultural differences, the more difficult it is to establish trust. But when CQ levels are high, military personnel are more likely to create alliances where members are more likely to trust each other, share ideas, and come up with more innovative solutions. CQ attenuates the potential risks of collaborating cross-culturally. All four CQ capabilities are important for developing trust and collaboration, but CQ Knowledge and CQ Strategy are especially critical for building trust, exchanging ideas, and collaborating on a multicultural alliance.¹⁸

Strategic Leadership

Finally, CQ scores give DoD a gauge of how individuals will lead strategically in culturally diverse situations. With heightened CQ, individuals are more likely to engage productively in culturally diverse dyads and multicultural teams¹⁹ as well as in cross-border leadership roles.²⁰ Research also demonstrates that CQ predicts adaptive performance,²¹ expatriate performance,²² and sales performance when selling to individuals who have different cultural backgrounds²³ and export performance.²⁴ And CQ predicts team effectiveness and leader effectiveness.²⁵

CQ Strategy and CQ Action are most relevant for predicting the performance of leaders who are required to move in and out of many different cultures, situations, and tasks.²⁶ The strategic capabilities and flexibility necessary for being an effective global leader requires an awareness and execution of appropriate behaviors for a particular intercultural context.

In sum, research on performance-related outcomes of CQ is extensive. This includes the research summarized above while also extending to other areas of performance such as creativity²⁷, team shared values²⁸, interpersonal trust in multicultural teams, team knowledge sharing²⁹, team learning³⁰, leadership potential³¹, effective communication, and successful military missions.³²

Conclusion

Cultural intelligence (CQ) is the capability to be effective in any cultural context. It includes regional expertise and culturally specific understanding but is primarily focused upon the ability to effectively adapt and function in any culturally diverse environment. The cultural intelligence model and assessments are specifically designed, validated, and confirmed to accurately assess and predict global performance. The evidence behind cultural intelligence is expansive and growing with more than 100 peer-reviewed articles reflecting research from every major region of the world.

The CQ model and assessments are being used widely by hundreds of organizations across the world, including leading universities like Harvard and Stanford, as well as innovative companies like Google, BMW, Coca-Cola, and Alibaba. The research and assessments can be a strategic part of how DoD addresses the need to accurately and systematically measure cultural readiness. Brigadier General Russell Howard writes,

The CQ assessment tool...is better than the DLAB in at least one significant way: If the DLAB assessment determines that a Special Forces candidate does not have acumen in learning a foreign language, the soldier is dropped from consideration for Special Forces. Like the DLAB, the CQ assessment can also determine if a candidate lacks cultural education and training acumen. However, unlike the DLAB, the CQ assessment has a mechanism that suggests how the candidate can improve their CQ and thus improve their assessment score. The CQ assessment can also determine a person's cultural orientation—that is, the culture(s) a person has a particular affinity for, which can accelerate their ability to work in that culture....The CQ assessment gives prospective Special Forces soldiers the opportunity to increase their CQ if they come up short. Unlike

IQ (intelligence quotient), which according to most experts remains fairly constant throughout a person's life, CQ can be improved.³³

The inability to measure the effectiveness of cultural training programs or predict future cross-cultural performance has significant ramifications for DoD, including potential loss of life, loss of strategic gains, and the inability to measure the Return on Investment (ROI) for the billions of dollars spent on cultural training. Cultural intelligence and the related tools provide DoD with a means to accurately measure cross-cultural competence and track the Department's ROI on cultural training.

III. APPENDIX

The Research Basis for Assessing CQ

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

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

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

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

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

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

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

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

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

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

Visit <http://culturalq.com/research/> for additional background and 100+ academic articles.

IV. NOTES

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