

Using Cultural Intelligence (CQ®) to Create Better Solutions

International
Management
Class Emphasizing
Experiential Learning



CHALLENGE

A university educator wanted to help students increase their Cultural Intelligence (CQ) by blending self-directed learning with in-class activities and experiential learning outside of the classroom during a standard three-month course.

SOLUTIONS

The instructor designed the class using the **CQ Assessment with personal feedback reports and the 11-module MyCQ® e-learning course** instead of a traditional textbook. Class time focused on practical application, group presentations, goal setting, role-play exercises, and checking on progress toward reaching goals. In addition, students completed a variety of out-of-class assignments designed to expose them to other aspects of culture. After each activity, they paired up and discussed their experiences and insights, and wrote reflection papers. The program was designed as follows:

1 HOMEWORK

- Students completed the *CQ Assessment and Behavioral Preferences (Cultural Values) Profile* and received personal feedback reports that guided them through the process of creating a personal development plan designed to help them apply their CQ strengths and enhance their weaker CQ capabilities.
- Students completed one module of the MyCQ e-learning course each week and had to correctly answer at least 80% of the quiz questions to proceed to the next module. Thus, students mastered basic concepts before class.

2 IN-CLASS ACTIVITIES

- The instructor discussed differences in high-quality goals and low-quality goals, provided concrete examples of high-

and low-quality goals, and students worked in pairs to refine the goals they had drafted as homework.

- Students recruited accountability partners so they could help each other continue to focus on their goals.
- Students met with their accountability partners every two weeks to discuss progress toward their goals.

3 OUT-OF-CLASS ACTIVITIES

- Students completed a variety of out-of-class assignments, such as interviewing people who had different cultural backgrounds, attending novel religious services, eating in different ethnic restaurants, shopping in ethnic grocery stores, etc.
- After each activity, students wrote reflection papers documenting their insights.

4 IN-CLASS DISCUSSIONS

- Students compared their out-of-class activities and shared what they had learned with each other.
- Student teams were randomly assigned to one of the global clusters in the book *Expand Your Borders* and gave a presentation to the rest of the class on how behavioral preferences of the cluster might be influencing a specific organization's approach to doing business.

5 TIME 2 ASSESSMENT (THREE MONTHS LATER)

- Students completed the *CQ Assessment* again and received personal feedback reports comparing their T1 and T2 scores.

6 TIME 2 ANALYSIS

- The CQ Center analyzed the T1-T2 CQ scores of the students (n=40).

RESULTS

Results of paired T1-T2 t-tests demonstrated **significant increases** in all four CQ capabilities:



CQ Drive increased by 7%



CQ Strategy increased by 18%



CQ Knowledge increased by 30%



CQ Action increased by 39%

ABOUT THE CULTURAL INTELLIGENCE CENTER

The Cultural Intelligence Center is an innovative, research-based training and consulting firm that draws upon empirical findings to help organizations and individuals around the world assess and improve Cultural Intelligence (CQ®)—the ability to work effectively with people with different nationalities, ethnicities, age groups, and more. We provide you with innovative solutions that improve multicultural performance based on rigorous academic research. Visit culturalQ.com to learn more.

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With experts around the world, we have teams of professionals ready to help you develop creative solutions and/or deliver training and consulting services wherever you need them.



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