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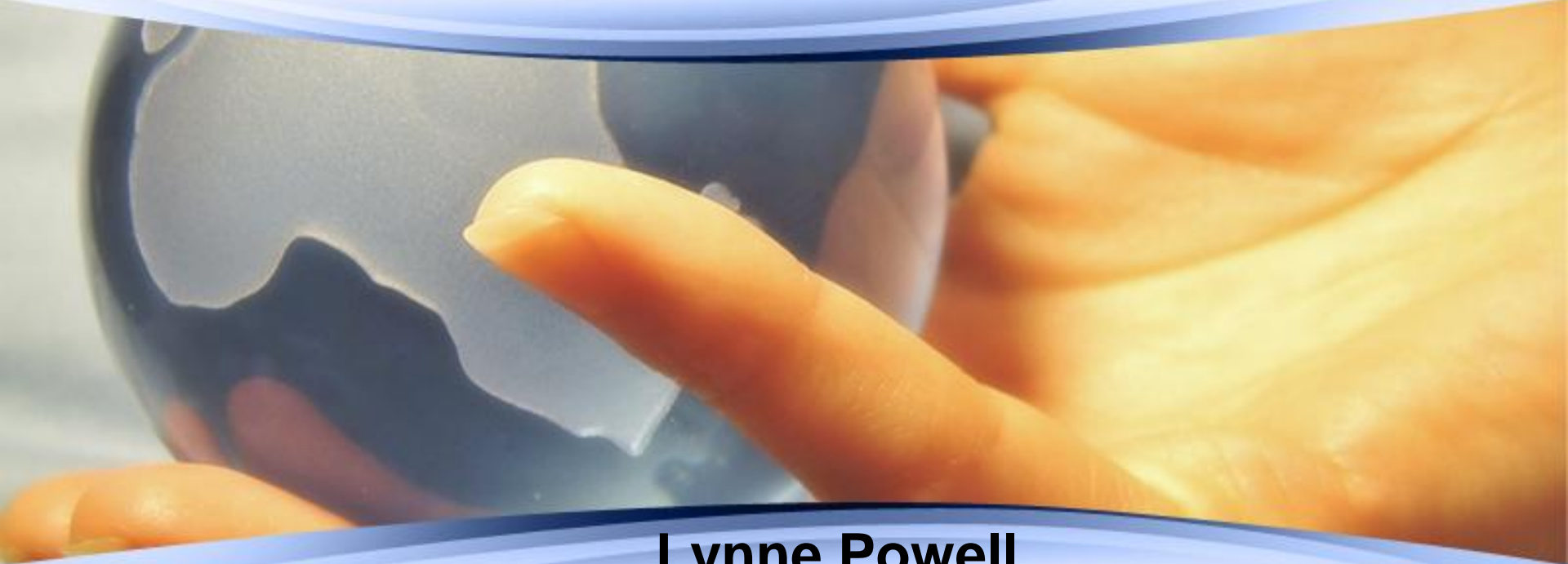
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Emerging Research

Developing Cultural Intelligence



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Rationale

RESEARCH QUESTION

- “How can the teaching process facilitate the acquisition and development of cultural intelligence in post-graduate students?”

EMPLOYABILITY

- *“we don’t look so much at what and where people have studied, but rather at their drive, initiative and cultural sensitivity” (Green:2003)*

BUT

- *“changing realities: demographic and cultural change transforming the world in which we live and work “ (Bucher: 2008)*

HOWEVER

- *“in itself intercultural competence is multifaceted and complex, where certain skills probably cannot be obtained via higher education, but must result from exposure, first hand-experience and reflection” (Stier:2002,7)*

Defining cultural intelligence



- Bucher (2008) talks in terms of *“key competencies, which allow us to effectively interact with people from diverse cultural backgrounds in all kinds of settings”*.
- Earley et al, (2006) *“as persons capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context”*.
- Peterson (2004) offers perhaps the most extensive definition *“the ability to engage in a set of behaviours that uses skills (i.e. language or interpersonal skills) and qualities (e.g. tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts”*.
- Thomas and Inkson (2004) *“being skilled and flexible about understanding a culture, learning more about it from your ongoing interaction with it, and gradually reshaping your thinking to be more sympathetic to the culture and your behaviour to be more appropriate when interacting with others from the culture”*.

Construct



Knowledge

Using both formal and informal opportunities to develop your knowledge of global issues including national culture values, attitudes and beliefs and their impact on engagement within an intercultural situation

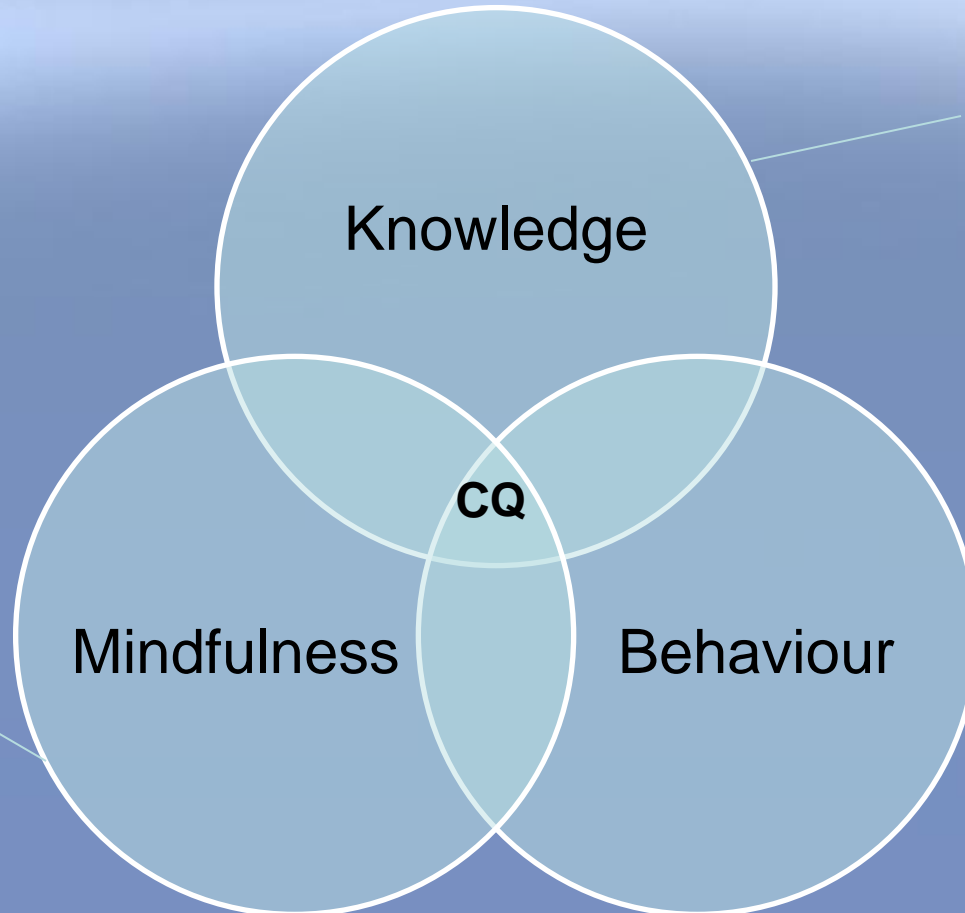
CQ

The ability to pay attention in a reflective and creative way to cues encountered in intercultural situations

Mindfulness

Behaviour

The use of appropriate behaviour from across a repertoire of behaviours that is correct for different intercultural situations

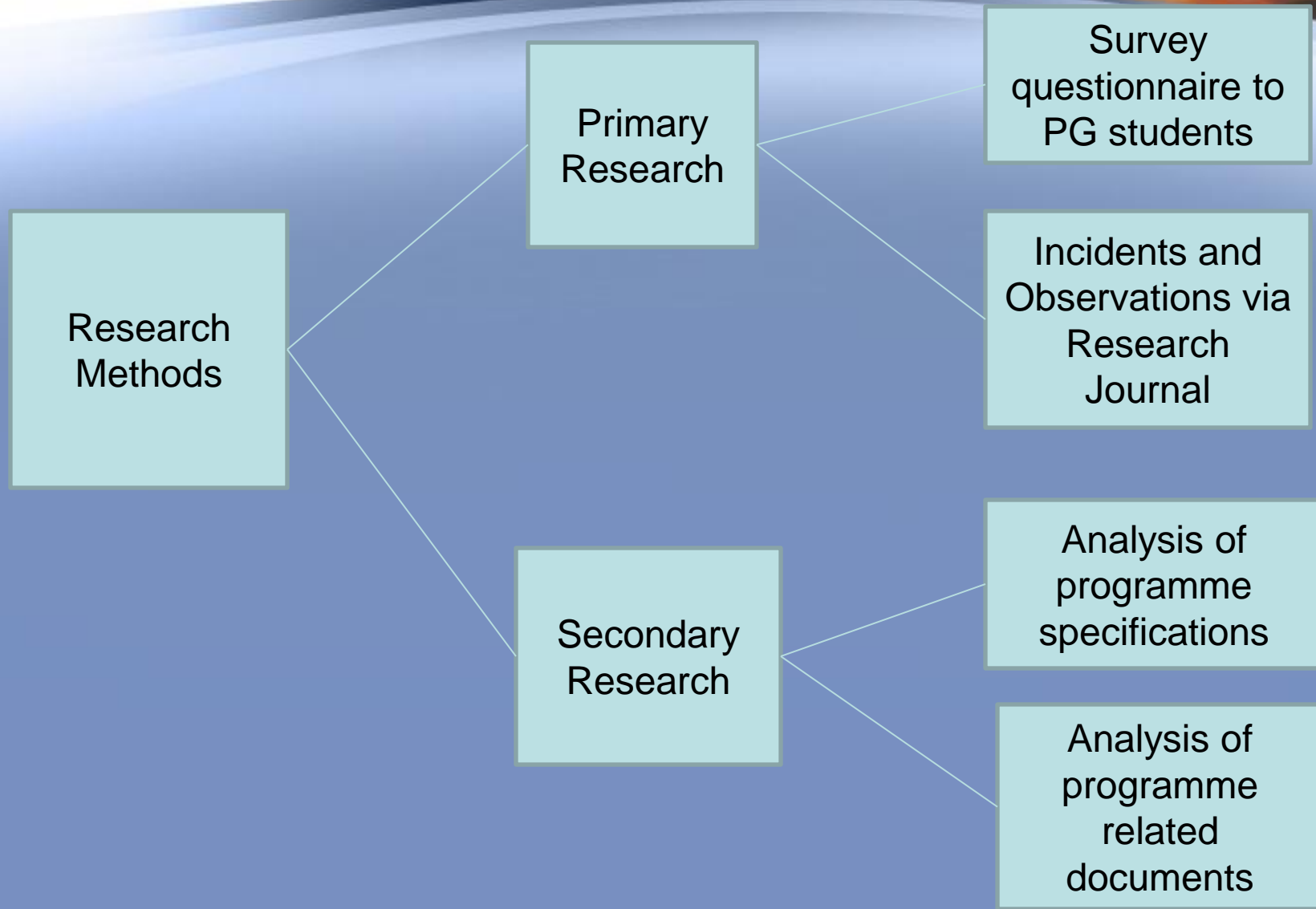


Hypothesis



- Overarching hypothesis *“the characteristics of international education provide an opportunity for students to develop their cultural intelligence”*.

Research Methods



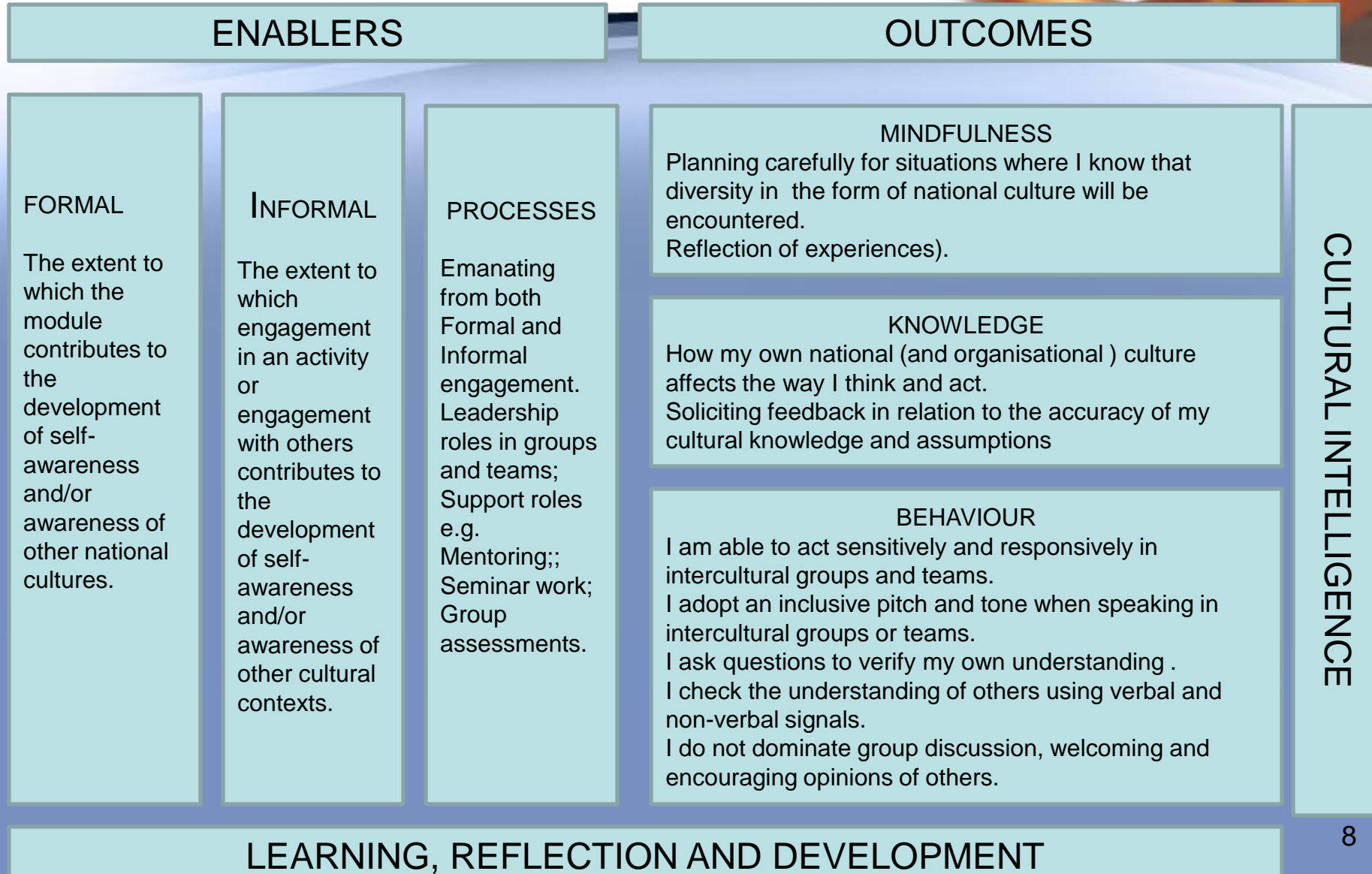
Early Findings



- > 60% of the students have never lived or stayed outside of their own country other than for holidays.
- Self-assessment on first distribution low on mindfulness, mid-range on knowledge and high on behaviour.
- Behaviour dimension not supported in the main through incidents, observations and analysis of documents i.e. minutes.
- Self-assessment on second distribution seems more balanced.
- Formal curricula: key modules identified, group work and group assessment, motivation of students, language competency all highlighted as both +ve and –ve forces in the acquisition and development of cultural intelligence
- Informal curricula: social aspects, PGSS, football and chaplaincy

Emerging Assessment Tool

Powell, 2009



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- Thomas, D. C. And Inkson, K. (2004) Cultural Intelligence, Berrett-Koehler Publishers, San Fransisco.

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Any questions?