Learner Manual

Brief description
Cultural Intelligence Building focuses on concrete skills to improve our ability to act and react in positive ways across cultural lines. This workshop introduces the concept of Cultural Intelligence (CQ) with its four concrete skill areas: Knowledge, Motivation, Interpretation and Behavior.

- **Knowledge** skills help us improve our understanding of ourselves and of those from other cultures.
- **Motivation** skills enable us to be honest in our communication and savvy in our interpretation of cross-cultural interactions.
- **Interpretation** and **Behavior** skills equip us to align what we wish to accomplish with how our actions and words will likely be interpreted.

Through a carefully tailored set of interactive activities, learners become aware of their personal life-long journey in Cultural Intelligence as they build their own capacity to improve their CQ over time.

Driving principles
- CQ building is a life-long journey and all can improve their CQ over time.
- We can improve our CQ by focusing on the four concrete skills: Knowledge, Motivation, Interpretation and Behavior.
- Improving our CQ makes us better communicators and more gracious actors in our diverse world.
- Building our CQ enables us to embrace the other more fully, even as we understand what it means for the other to embrace us.

What are your personal goals for this workshop experience?
Overview

**Workshop Goals and Activities**

<table>
<thead>
<tr>
<th>Learning</th>
<th>Activity</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning what Cultural Intelligence is</td>
<td>CQ overview</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and self-assessment</td>
<td>4</td>
</tr>
<tr>
<td>Understanding more about stereotypes</td>
<td>The Truth Factor</td>
<td>7</td>
</tr>
<tr>
<td>Deconstructing stereotypes and the way we unconsciously and consciously label others</td>
<td>Tagging</td>
<td>8</td>
</tr>
<tr>
<td>Building CQ/Building Community</td>
<td>STORY Guide</td>
<td>9</td>
</tr>
<tr>
<td>Building communication skills to counter prejudice</td>
<td>STORY – mother tongue, Wilhelmina</td>
<td>11</td>
</tr>
<tr>
<td>Exploring cultural values and our own value systems</td>
<td>Ranking Values</td>
<td>13</td>
</tr>
<tr>
<td>Considering next steps</td>
<td>My CQ Journey</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Action Plan</td>
<td>17</td>
</tr>
</tbody>
</table>
An IQ or intelligence quotient is a scale designed to provide a measure of someone’s intelligence. **Emotional Intelligence** describes how well someone understands and interprets emotions and interactions in the context of human relationships. So, what is Cultural Intelligence?

Cultural Intelligence or CQ refers to our ability to function effectively across national, ethnic, and even organizational cultural boundaries. Cultural Intelligence involves four interdependent abilities:

- **Knowledge** – Know about cultures and cultural differences
- **Motivation** – Persevere, be aware of perspectives
- **Interpretation and Strategies** – Interpret cues, manage situations
- **Behavior** – Act respectfully, be flexible
CQ: Learning about CQ

A CQ Self-Assessment

Based on the very brief summaries of the four skill areas of Cultural Intelligence, CIRCLE the skill area that you believe is your strongest of the four skills and put a SQUARE around the skill area which you suspect might be your weakest:

knowledge motivation interpretation/strategy behavior

A Thermometer Check
See how you view your own cultural intelligence by reacting to the statements in the following survey on a scale from 7 = strongly agree to 1 = strongly disagree. When you are done with all the statements, add up the numbers for each section and record that score in the table below. You will end up with a score out of 35 for each of the 4 skill areas of Cultural Intelligence: Knowledge, Motivation, Interpretation and Strategy, and Behavior. Your total score will be out of a possible 140 points (35 x 4). When you have completed the self-assessment on the following pages, return to this page and record your scores in the table below.

<table>
<thead>
<tr>
<th>CQ Knowledge</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CQ Motivation</td>
<td></td>
</tr>
<tr>
<td>CQ Interpretation and Strategy</td>
<td></td>
</tr>
<tr>
<td>CQ Behavior</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
### CQ Knowledge

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can speak or have spent significant time interacting in different languages. I understand how languages or dialects can differ in how they create and express meaning.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I am knowledgeable about how rules for interpreting non-verbal behaviors differ across cultures and subcultures.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I am knowledgeable about key differences in orientations to time, family, traditions and religious beliefs across cultures and subcultures.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I am knowledgeable about how history affects identity at national (political, social), personal (emotional, spiritual), and ethnic/racial group levels.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I am knowledgeable about the food, festivals, fairy tales and basic geography and encyclopedia facts from several cultures or subcultures other than my own.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

### CQ Motivation

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy interacting with people from different cultures and subcultures.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I can clearly describe my own motivations for engaging across cultural lines.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I can easily describe what I and others have to gain or lose based on the success of our interactions across cultural lines.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Socializing with persons of different cultural backgrounds from me or with locals when I travel is a high priority in my life.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>When traveling overseas, I would choose to experience cultural events or worship with a local community where I may not understand the language, rather than an English-speaking, expat community.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**
## CQ Interpretation and Strategy

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am conscious of the cultural knowledge I use when interacting with people from different cultural backgrounds.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I adjust or edit my cultural knowledge as I interact with people from cultures or subcultures that are not my own.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I consciously try to decipher the message someone is attempting to give me and realize that this may be different from the literal meaning of the words spoken.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I am keenly aware of the ways that my words or actions can be interpreted differently by persons from other cultures or subcultures.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I can be flexible and “roll with the punches” in new or uncomfortable situations.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

## CQ Behavior

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able and willing to adjust my verbal behaviors (tone, volume, the use of silence, rate of speaking) based on observations of others’ interactions.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I am able and willing to adjust my non-verbal behaviors (eye contact, physical proximity, clothing choices, facial expressiveness) based on observations of others' behavior.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I am keenly aware of how persons comfortable in and part of majority culture have an advantage over those who are uncomfortable with or outside of the majority culture.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I am keenly aware of how expectations of hosts and guests, parents and children, older and younger persons, professors and students, etc. differ across cultural boundaries.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>I am keenly aware of how the person who gets to use his/her native language or dialect to communicate has a power advantage in negotiations across cultural lines.</td>
<td>7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**
Stereotypes: Understanding more about Stereotypes

The Truth Factor

1. There are very few commonly held stereotypes of Americans.
2. People often think that stereotypes have a lot of truth in them.
3. Stereotypes really do have a lot of truth in them.
4. People tend to think that stereotypes apply to a whole group, at least in part.
5. People tend to think that stereotypes of their own culture always apply really well to them as individuals.
6. Recognizing and understanding stereotypes and cliches about our own cultures and other cultures is a great first step in building our cultural intelligence.

Collecting Insights
After completing The Truth Factor, determine if the following statements about stereotypes are TRUE or FALSE:


Stereotypes are a pasted-together, distorted image of a group. The pieces of this image do not generally come from fair or factual sources.
Stereotypes: Deconstructing Stereotypes

Tagging

Collecting Insights

Which of these statements is most true for you?

_____ I always make assumptions about people based on how they look.
_____ I sometimes make assumptions about people based on how they look.
_____ I try not to make assumptions about people based on how they look.
_____ I never make assumptions about people based on how they look.

Inside

- personality
- likes
- skills
- faith
- hopes
- values
- talents
- ?

Outside

- hair
- skin
- height
- weight
- glasses
- clothes
- face
- ?

Name three things that you want people to know about you – but which they don’t usually guess by looking at you.

Can you sign on? “I will try my best to allow the people I meet and interact with to show and tell me the things they want me to know about themselves. I will really try not to make assumptions about people based on how they look.”

__________________________________________________________

Signature

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Building CQ/Building Community

STORY Guide

Telling our stories is an important way to connect with others and share a piece of who we are. In our CQ journeys, STORY can be a great way to build our Cultural Intelligence at a personal and at an organizational level. In the context of this Cultural Intelligence Building workshop STORY is also an acronym:

- **S** – Sincerely
- **T** – Talking with
- **O** – Others and
- **R** – Reflecting on
- **Y** – Your CQ journey

Why are stories so compelling? Why is story sharing a great way to build our cultural intelligence? Consider these quotes:

*The purpose of a storyteller is not to tell you how to think, but to give you questions to think upon.* (The Way of Kings – Brandon Sanderson)

*That is the power of a good story. It can encourage you, it can make you laugh, it can bring you joy. It will make you think, it will tap into your hidden emotions, and it can make you cry. The power of a story can also bring about healing, give you peace, and change your life!* (The Key to the Kingdom – Jeff Dixon)

*Most simply put, stories are a way of knowing.* The root of the word story is the Greek word *histor*, which means one who is "wise" and "learned" (Watkins, 1985, p.74). Telling stories is essentially a meaning-making process. When people tell stories, they select details of their experience from their stream of consciousness. Every whole story, Aristotle tells us, has a beginning, a middle, and an end (Butcher, 1902). In order to give the details of their experience a beginning, middle, and end, people must reflect on their experience. It is this process of selecting constitutive details of experience, reflecting on them, giving them order, and thereby making sense of them that makes **telling stories a meaning-making experience**. (*Interviewing as Qualitative Research* – I. E. Seidman)
Building CQ/Building Community

STORY Guide

This STORY activity is a chance to share a personal story about moments of cultural clash or a culture gap situation from your own experience or that of a close family member or friend. Avoid hearsay or stories from persons more distantly connected to you because such stories too easily become inaccurate, impersonal and less productive for our purposes.

Goals

- Get to know another person a bit better, including a small piece of our past Cultural Intelligence journeys.
- Practice reflecting on cross-cultural situations with the CQ framework and the four CQ skills as tools.

Collecting Insights

- What sort of knowledge would have been helpful and for whom in this situation?
- What were the likely motivations of the different people or actors in this situation?
- What were the actors perhaps thinking or feeling? Was a mis-interpretation of some piece of the situation, actions or reactions part of the gap?
- What could we do differently to improve things, if we find ourselves in a similar situation? How can we act, react or behave that could show improved cultural intelligence to engage across cultural lines?
Stereotypes: Building Communication Skills to Counter Prejudice

STORY – mother tongue/Wilhelmina

mother tongue
Taiwanese was my nursemaid
Chinese a possessive hated aunt
but English is my mother
not a surrogate
not a foster mother
not an adopted mother
She is my only mother
birthing my thought
shaping my me
She remains my mother
no matter how often you ask me how I came to know her
or how often you compliment me on my almost perfect English

Wilhelmina
Queen Wilhelmina
was entertaining the Frisian Cattle Breeders' Association
at dinner.

The Frisian farmers
didn't know what to make of their finger bowls.
They drank them down.

The stylish courtiers from the Hague
nudged each other, and pointed, and laughed
at such lack of style.

Until the queen herself
without a smile
raised her finger bowl and drained it
obliging all the courtiers to follow suit
without a smile.

The courtiers had style
but Queen Wilhelmina had class.

- Sietze Buning, Style and Class
Stereotypes: Building Communication Skills to Counter Prejudice

STORY – mother tongue/Wilhelmina

Collecting Insights

1. do we understand what happened and why?
2. why is this story poignant or interesting?
3. what can we learn from it?
4. what sort of knowledge would have been helpful?
5. what were the likely motivations?
6. was a mis-interpretation part of the gap?
7. how can we act, react, or behave culturally intelligently in similar situations?

Situation A: You meet and wish to get to know someone with what sounds to you like an interesting accent.

Situation B: You wish to welcome and get to know someone who looks different from you.

Situation C: You are the visitor and wish to know more about the organization or event you are visiting.
Cultural Values: All about home

Ranking Values

- spirituality
- openness
- equality
- relationship
- self-reliance
- group harmony
- freedom

List these cultural values in order from most important (at the top) to least (at the bottom). What is claimed to be the top cultural values? You may choose to add one value that is not listed.

of the dominant US culture

of me or my family personally

Building CQ: Fostering Our Cultural Intelligence / © Dr. Pennlyn Dykstra-Pruim
### Cultural Values: All about home

#### Ranking Values


<table>
<thead>
<tr>
<th>Japanese</th>
<th>American</th>
<th>Malaysian</th>
<th>Russian</th>
<th>Swedish</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>relationship</td>
<td>equality</td>
<td>family security</td>
<td>family security</td>
<td>freedom</td>
<td>self-reliance</td>
</tr>
<tr>
<td>group harmony</td>
<td>freedom</td>
<td>group harmony</td>
<td>freedom</td>
<td>relationship</td>
<td>freedom</td>
</tr>
<tr>
<td>family security</td>
<td>openness</td>
<td>cooperation</td>
<td>self-reliance</td>
<td>cooperation</td>
<td>openness</td>
</tr>
<tr>
<td>freedom</td>
<td>self-reliance</td>
<td>relationship</td>
<td>openness</td>
<td>family security</td>
<td>relationship</td>
</tr>
<tr>
<td>cooperation</td>
<td>cooperation</td>
<td>spirituality</td>
<td>material</td>
<td>openness</td>
<td>time</td>
</tr>
<tr>
<td>group consensus</td>
<td>family security</td>
<td>freedom</td>
<td>cooperation</td>
<td>competition</td>
<td>spirituality</td>
</tr>
<tr>
<td>privacy</td>
<td>privacy</td>
<td>self-reliance</td>
<td>equality</td>
<td>privacy</td>
<td>equality</td>
</tr>
<tr>
<td>equality</td>
<td>group harmony</td>
<td>time</td>
<td>time</td>
<td>equality</td>
<td>competition</td>
</tr>
<tr>
<td>formality</td>
<td>reputation</td>
<td>reputation</td>
<td>relationship</td>
<td>reputation</td>
<td>group consensus</td>
</tr>
<tr>
<td>spirituality</td>
<td>time</td>
<td>group achievement</td>
<td>reputation</td>
<td>time</td>
<td>risk-taking</td>
</tr>
<tr>
<td>competition</td>
<td>competition</td>
<td>equality</td>
<td>authority</td>
<td>group achievement</td>
<td>authority</td>
</tr>
<tr>
<td>seniority</td>
<td>group achievement</td>
<td>authority</td>
<td>formality</td>
<td>material</td>
<td>group harmony</td>
</tr>
<tr>
<td>material</td>
<td>spirituality</td>
<td>material</td>
<td>group harmony</td>
<td>spirituality</td>
<td>cooperation</td>
</tr>
<tr>
<td>possessions</td>
<td>risk-taking</td>
<td>competition</td>
<td>group achievement</td>
<td>risk-taking</td>
<td>group harmony*</td>
</tr>
<tr>
<td>self-reliance</td>
<td>risk-taking</td>
<td>competition</td>
<td>group achievement</td>
<td>risk-taking</td>
<td>group harmony*</td>
</tr>
<tr>
<td>authority</td>
<td>authority</td>
<td>group consensus</td>
<td>risk-taking</td>
<td>group harmony</td>
<td>privacy</td>
</tr>
<tr>
<td>time</td>
<td>material</td>
<td>seniority</td>
<td>seniority</td>
<td>authority</td>
<td>family security</td>
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<td>openness</td>
<td>formality</td>
<td>privacy</td>
<td>competition</td>
<td>seniority</td>
<td>seniority</td>
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<tr>
<td>risk-taking</td>
<td>group consensus</td>
<td>formality</td>
<td>privacy</td>
<td>group consensus</td>
<td>formality</td>
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<tr>
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<td>seniority</td>
<td>risk-taking</td>
<td>group consensus</td>
<td>formality</td>
<td>reputation</td>
</tr>
</tbody>
</table>

*The double occurrence of group harmony in the French column is an error original to the Lane excerpt.*
There is general consensus about the highest ranked cultural values in our broader culture.

There is general consensus about the lowest ranked cultural values.

My highest ranked values match those of the broader culture.

My lowest ranked values match those of the broader culture.

My library's patrons highest and lowest ranked values match those of the broader culture.

How can we use information about cultural values to be more sensitive to newcomers in our communities?

How can we use awareness of cultural values to be more sensitive guests when we travel into or engage with other cultures?
What are my next steps?

My CQ Journey

Books, book groups, partner-reading
- *When the Spirit Catches You, You Fall Down* – Anne Fadiman
- *A Beginner’s Guide to Crossing Cultures: Making Friends in a Multicultural World* – Patty Lane
- *Cultural Intelligence: improving your CQ to engage our multicultural world* – David Livermore
- *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation* – Miroslav Volf

Films
- *The Class*
- *Ender’s Game*
- *A Fond Kiss*
- *Gran Torino*
- *The Help*
- *The Last King of Scotland*
- *The Namesake*
- *The Visitor*
- *Zootopia*

Purposefully become acquainted with “others” in positive contexts
- Attend local festivals
- Host a student or visitor from another culture
- Explore worship services and styles
- View recommended foreign films
- Learn another language
- Plan a piece of your next trip purposefully to build your cultural intelligence
  - explore how to grow in understanding about other cultures and people, not just how to be entertained and serve the self
  - consider what you can give or leave behind as a gift to people you meet
  - research facts about the other cultures before departing, including cultural orientations, values, expectations and communication styles

Continue the journey
- Find partners to share the journey
- Look for or organize additional Cultural Intelligence Building workshops
- Participate in diversity training or a racial reconciliation workshop
- Share your STORY and listen to the STORY of others with an open heart and mind
What are my next steps?

My Action Plan

My CQ goals for . . .

myself

family, friends, or colleagues

community or organization

How might I, my family, my colleagues, my community, my state, my country, my world change because of the journey I am on and the next steps I hope to take?