CULTURAL INTELLIGENCE IN A VUCA WORLD

Module 1
What is CQ-Cultural Intelligence?

This module introduces the concept of CQ, or Cultural Intelligence, and makes the case for why we all need to develop CQ if we are going to be effective as global leaders.

MODULE OBJECTIVES

- Define the meaning of CQ-Cultural Intelligence and describe its four components.
- Explain why people are reluctant to develop CQ.
- Identify key leaders who have developed / not developed CQ and the impact thereof.
- Explore why you need to develop your CQ as a global or multicultural leader.

OPENING VIDEO
Please View LECTURE #1 on Cultural Intelligence by Dr. Elizabeth Tuleja.

READINGS

READING #1: Please read Chapter 8, Cultural Intelligence in a VUCA World, from the book, Visionary Leadership in a Turbulent World: Thriving in the New VUCA Context.

VIDEO: Watch the video clip from Lost in Translation. How do you know you are in Japan? What do you notice about cultural artifacts from this scene? If you were moving to Japan to work, what might you need to learn about Japan regarding CQ Strategy CQ Knowledge, CQ Motivation, and CQ Behavior?

READING #2: Please read the following commentaries on Bill Gate’s greeting of President Park Geun Hye and discuss questions below with a classmate.

READING #3: Please read the following scenario “Paddle-Sports” below and do the exercise.

READING #4: Please read http://www.itnewsafrica.com/2014/07/is-vuca-the-answer-to-a-rapidly-changing-global-market/ and contemplate the discussion questions below.

DISCUSSION QUESTIONS:

FOR READING #1:

1. Why is it important that we learn about CQ?
2. How does CQ build our leadership capacity when interacting on a personal or professional level?
3. Think of a leader whom you believe is CQ? What makes him or her that way?
4. Describe in your own words each of the four components of Cultural Intelligence. Evaluate both your strengths and weaknesses in each of these categories.

FOR READING #2:

1. Describe what happened with Bill Gates and President Park Geun-hye.
2. What do you think of this cultural faux pas – was it an egregious error? Does it really matter? Why/why not?
3. What if the “stakes” were higher? For example, while this may have been “just” a cultural faux pas, what might be an instance of cultural disconnect that could have significant effects on personal, business, or governmental relationships?
4. Have you ever had a situation like this – what happened?
5. As leaders, what can we learn from this scenario? Apply the four components of CQ to this scenario/other scenarios.

FOR READING #3:

1. Read the following scenario. Then list all the key considerations and issues that you would need to take into account in order to establish a cohesive and committed team that would work together to produce a successful launch of the product.

   You have been assigned to lead a virtual team to launch a new product line into select markets. Paddle-Sports has designed a new series of consumer ping pong tables. The manufacturing processes and design elements will give Paddle-Sports an opportunity to leapfrog its competitors in the midrange ping pong table space so company leaders are very excited about getting the project moving forward and meeting rollout deadlines.
On your team are regional sales and marketing managers in Brazil, Korea, Canada, the UK, and Italy. You also have two new channel sales partners in Dubai and Australia.

Customer services will be handled by managers in India and Iowa who will be on your team. You will also be working with an IT Director in Singapore and a Managing Director of Manufacturing in China.

2. Now that you have brainstormed issues regarding how to get this project started, place each key consideration into one of the three categories: logistics, business, and relationships.

3. Where do these key considerations overlap?

4. Now list as many competencies (skills) that you would need to be effective on this global team (e.g., patience, open-mindedness, etc.).

5. Which competencies are you good at? Which are areas for improvement?

6. Consider the four components of CQ (strategy, knowledge, motivation, behavior). Write out an action plan regarding the competencies you need to develop.

FOR READING #4:

VUCA stands for volatility, uncertainty, complexity, and ambiguity. It originated as a military term in the U.S.A. in the 1990s to describe the capability of dealing with situations affected by rapid changes and challenges.

For this section of your leadership course, you are encouraged to contemplate why you need to develop as a global leader and what this actually means to you personally.

- What is your work/personal experience when dealing with someone who is different than you?
- When did you notice that you communicated/interacted successfully? Explain.
- When did you notice that you did NOT communicate successfully? Explain.
- What are three things that you want to learn from this course? WRITE THESE DOWN – YOU WILL REVIST THEM AT THE END OF THIS COURSE.
- How will you make this course intellectually challenging for you; and what will you do to achieve this?
This module examines the nature of culture and why understanding its importance in our lives will help us both personally and professionally.

**MODULE OBJECTIVES**

- Define the official meaning of culture.
- Explain why culture is abstract, complicated, and paradoxical.
- Explore whether you take a surface or deep approach to culture learning.
- Create your personal definition of culture based upon how you imagine culture.

**OPENING VIDEO**

Please View LECTURE #2 on What is Culture by Dr. Elizabeth Tuleja.

**READINGS**


VIDEO: Please watch the video clip from The Lion, The Witch, and the Wardrobe” and consider the questions below.

READING #3: Please read [http://globalbizleader.com/2014/05/](http://globalbizleader.com/2014/05/) “The WHY behind the WHAT – Active participants versus passive spectators in culture learning.”
READING #4: Please read [http://globalbizleader.com/what-is-culture-2/](http://globalbizleader.com/what-is-culture-2/) “What is Culture” and do the exercise below.


**DISCUSSION QUESTIONS:**

**FOR READINGS #1 and #2:**

- Based upon your experience, how would YOU define culture?
- Describe the “above surface” behaviors of your culture; describe “below the surface” values, beliefs, attitudes, behaviors of your culture.
- When have you had a successful intercultural experience – what happened?
- When have you had an unsuccessful intercultural experience – what happened?

**FOR VIDEO:**

- What happened in this encounter between two fundamentally different “beings” and their initial meeting?
- What were some of the specific things that Lucy and Mr. Tumnus said to each other that demonstrated culture?
- What are some of your experiences when “bumping” into cultural differences?

**FOR READING #3:**

- **Behaviors**
  - Behavior is the direct result of all these structures and is found at the uppermost level of our attitudinal system. What we do – what is visible on the surface.

- **Attitudes**
  - Attitudes, in turn, arise from and are consistent with those beliefs. What we think or feel about something.

- **Beliefs**
  - Values provide the basis for our beliefs: those truths we embrace as self-evident because they are based on our values. What is right or wrong; true or false.

- **Values**
  - The most basic of those structures are our values: those fundamental, unmovable tenets that make us who we are and that shape all other structures in our attitudinal system. Examples can be the intangible aspects that those who raised us modeled without even saying a word: kindness, honest, humility, generosity.
- Would you say you are more of a “front-stage” or “back-stage” culture observer? Explain.
- Identify some specific cultural values, beliefs, attitudes, and behaviors of your culture group. Can you identify the reasons of WHY behind the WHAT?
- Identify some specific cultural values, beliefs, attitudes, and behaviors of ANOTHER culture group. Can you identify the reasons of WHY behind the WHAT?

**FOR READING #4: Images of Culture Exercise with Classmates**

- Find a visual image of what “culture” means to you.
- Create a document that you can upload to share with others (Word, PDF, PPT).
- In this document, you will put the picture (include its URL if it’s from the Internet, or put your name if you took a photo yourself).
- Write 100 words or less describing what culture means to you (Don’t worry about the definitions in this lesson – just go with what your first inclination is – have fun and be creative.).
- **Post it to** __________ so you can share your image with others and see what their ideas of culture are.
- Debate the following: is there only one definition of culture? Why/why not.

**EXAMPLE IMAGE OF CULTURE:** When I think of culture I think of many things happening at once. This picture of Victoria Harbor in Hong Kong shows the various boats (tug, motor, charter) all navigating the rough waters careful to avoid bumping into each other. The clouds above indicate that there will soon be a shift in the weather, also unpredictable in Hong Kong during typhoon season. Culture is an adventure – you never know what is going to happen and surprises are always just beyond the horizon!

**FOR READING #5:**

- After reading this article, what are your opinions?
- Is this your experience? What is your point of view?
- What might you add? What might you change from the perspective of the writer?
This module focuses on how to become more aware of your individual cultural identity, understand what is important to you regarding your personal identity, and deal with anxiety that arises due to interacting with difference.

**MODULE OBJECTIVES**

- Define the meaning of individual cultural identity.
- Explain, in concrete terms, what identity negotiation means.
- Articulate the manifestations of one’s salience in identity.
- Discuss any personal experience regarding enculturation and/or acculturation
- List the types of social and cultural identities described in this lesson and contemplate the ones that resonate with you.
- Explain the concept of Uncertainty Anxiety Management
- Explain the definition of ethnicity and distinguish the new definition of race with the old one.

**OPENING VIDEO**

Please View LECTURE #3 on Cultural Identity by Dr. Elizabeth.

**READINGS**

**READING #1:** Please read introduction to *Social Identity Theory*, by Saul McLeod
http://www.simplypsychology.org/social-identity-theory.html

**READING #2:** Then read the emphasis of this theory relating intercultural issues of *Identity Negotiation Theory*, by Stella Ting-Toomey
https://www.researchgate.net/publication/303786152_Identity_Negotiation_Theory

VIDEO #1: Watch Taiye Selasi TedTalk: “Don’t ask where I’m from, ask where I’m a local”
Then do the “WHO AM I” exercise and discuss with a partner.

https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local

READING #3: William Gudykunst, Anxiety/Uncertainty Management, Chapter 30

http://www.ted.com/talks/hetain_patel_who_am_i_think_again.html

DISCUSSION QUESTIONS:

FOR READING #1:
• What is one thing you learned from this reading? Why do you think this particular learning has resonated with you?

FOR READING #2:
• Explain the meaning of identity negotiation. Why is this process important to you as a global leader?

FOR VIDEO #1:
• Please do the “Who Am I?” Exercise (handout at end of this lesson) and discuss with a classmate.

FOR READING #3:
1. What are anxiety and uncertainty?
2. When might the reduction of anxiety and uncertainty hinder rather than help facilitate effective communication?
3. Can you think of situations where mindfulness might hinder rather than help effective communication?
4. Think of the most culturally diverse intercultural encounter you’ve ever had. Which of Hofstede’s four dimensions of cultural variability were incompatible? (We’ll discuss Hofstede more in the next lesson.)

FOR VIDEO #2:
• How can you achieve authenticity regarding “who you are”?
- What might be some barriers to achieving authenticity with your individual identity?
- How can you overcome them?
- What would it look like to feel authentic? To be authentic?
This module explains the concepts of cultural dimensions, which are frameworks for how a given group of people in a society behave, based upon research that measures a society’s central tendencies.

**MODULE OBJECTIVES**

- Identify three levels of human programming according to intercultural theorist Geert Hofstede and explain their differences.
- Differentiate each of the 6 Cultural Dimensions based upon Geert Hofstede’s research.
- Contemplate how the 6 Cultural Dimensions are both verifiable socio-cultural phenomena while at the same time make room for variation among individuals in any given nation.
- Apply your understanding of Hofstede’s 6 Cultural Dimensions to YOUR national culture in comparison to another national culture.
- Explore the meanings of: country, nation, nation state, sovereign state, and society.

**OPENING VIDEO**

Please View LECTURE # 4 on Culture and Context by Dr. Elizabeth Tuleja.

**READINGS**


**READING #2:** “What is a country or Nation”
READING #3: Please go to https://geert-hofstede.com/national-culture.html and read the overview of Geert Hofstede’s 6 Cultural Dimensions (click on each of the six dimensions that are below the bar graph).

READING #4: Then go to the South Africa page: https://geert-hofstede.com/south-africa.html and read about its central tendencies regarding cultural dimensions. Select “Comparison Country” in the blue tab to compare South Africa with another country’s cultural dimensions.

Then, if your country of citizenship is not the Republic of South Africa, go to TOOLS and select your country of origin https://geert-hofstede.com/countries.html and compare with another country.

VIDEOS

TEN MINUTES WITH GEERT HOFSTede SERIES

VIDEO #1: Power Distance: https://www.youtube.com/watch?v=DqA1clwfyCw
VIDEO #2: Individualism/Collectivism: https://www.youtube.com/watch?v=zQj1VPNPHII
VIDEO #3: Uncertainty Avoidance: https://www.youtube.com/watch?v=fZF6LyGne7Q
VIDEO #4: Masculinity/Femininity: https://www.youtube.com/watch?v=Pyr-XKQG2CM
VIDEO #5: Long Term/Short Term: https://www.youtube.com/watch?v=H8ygYLgslQ4
VIDEO #6: Indulgence/Restraint: https://www.youtube.com/watch?v=V0YgGdzmFtA

DISCUSSION QUESTIONS:

FOR READINGS #1 & #2:

- What is the definition of a country, nation, nation state, sovereign state, and society cluster?
- Why did Hofstede generalize when he grouped values by country?
- Is this just sophisticated stereotyping? Why/why not?

FOR READINGS #3 & #4:

- Describe three things you learned about your particular country based upon the Hofstede research on cultural dimensions?

FOR VIDEOS #1 – #6

- Discuss with a classmate your thoughts about this method of classifying cultures in general.
- What are your specific personal, cultural, and national preferences to each of the 6 Dimensions. Use the worksheet provided (Hofstede’s Cultural Value Inventory).
Everyone has a motivation for living, whether aware of it or not. This motivation – whether religious, secular, philosophical, or something else, helps us to get up each morning, go to work, and then guides us throughout the day. This is called a world view, which asks basic questions about life in terms of reality, human nature, truth, and values.

**MODULE OBJECTIVES**

- Define the meaning of world view.
- Articulate your personal world view and how this affects our outlook on life and how you approach business problems.
- Describe the role of perception in our intercultural interactions.
- Differentiate between a stereotype and a generalization.

**OPENING VIDEO**

Please View LECTURE # 5 on Culture & World View by Dr. Elizabeth Tuleja.

**READINGS**

**READING #1:** Please read the case, Nike Air Bakin’ and respond to the reflection questions below.

**READING #2:** Please read the article, *Kluckhohn and Strodtbeck’s Values Orientations Theory*, by Michael D. Mills, and contemplate reflection questions below.

[http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1040&context=orpc](http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1040&context=orpc)
READING #3: Please read the http://www.nytimes.com/2009/09/20/us/20shaman.html?_r=0; then watch the following video; refer to reflection questions.

VIDEO: Watch the Grey’s Anatomy Clip

READING #4: Please read the New York Times article: The influence of culture: holistic versus analytic perception, by Richard E. Nisbett and Yuri Miyamoto http://smash.psych.nyu.edu/courses/spring10/lhc/materials/nisbett.pdf and contemplate the discussion questions below.

DISCUSSION QUESTIONS:
FOR READING #1 (NIKE AIR BAKIN’ CASE):
As Agostino prepared his press release and reviewed all the points he wanted to make, he carefully considered questions similar to the following:

1. Why did the Muslim community take offense to the name “Air Bakin’?” Why did CAIR take offense to the shoe, in general?
2. What types of cultural norms do US Americans have? What cultural norms do Muslims have? Compare and contrast. (You can use the Hofstede website and compare the US with a Muslim country, such as Indonesia, Kuwait, Libya, Morocco, Saudi Arabia, etc.)
3. How does the concept of due diligence play a role in this case?
4. Which cultural gaps did the Nike executives experience before rolling out the Air Bakin’ shoes?
5. What do you think Nike, Inc. will do to ensure that a similar issue will not occur again in the future? Be specific and give a timeline to implementation for each of your suggestions.
6. What impact, if any, do you think this experience had on Nike, as a company, to individual Nike employees, to Nike’s customer base?

FOR READING #2:
Kluckhohn and Strodtbeck’s Values Orientations Theory posits three hypotheses:

- "There is a limited number of common human problems for which all peoples must at all times find some solution".
  - While there is variability in solutions of all the problems, it is neither limitless nor random but is definitely variable within a range of possible solutions.
  - All alternatives of all solutions are present in all societies at all times but are differentially preferred.

What is your reaction to their theory – do you agree? Disagree? Support your views.

FOR READING #3 and VIDEO:
After reading the NYT article and viewing the video, review the PPT slide of the “Value Orientations Model” by anthropologists Kluckhohn and Strodtbeck by focusing on the category of People and Nature.

Mastery Over Nature: People try to control nature; nature is there for us to use
Live in Harmony with Nature: People flow with nature and must learn to be in harmony with it
Subordination to Nature: Humans yield to nature and its external forces

1. What are your reactions to the video?
2. What have you learned about different world views?
3. Do some world views take priority over others? For example, what operational issues could arise for hospital administrators in situations like this?
4. What would you do if you were an administrator in charge of ensuring safety, sanitation, and proper care to your patients? What are practical, legal, and cultural ramifications?

FOR READING #4:

1. Why should cultural differences in perception and attention exist?
2. How deeply are perceptual processes affected by culture? For example, is the actual field of vision wider for those from interdependent cultures than for those from independent cultures?
3. Can people from independent cultures learn to see more of the context, and more relations between objects and context?

Answers to Question about the symbols at the beginning of this module
Row 1: Christian Cross; Jewish Star of David, Hindu Aumkar
Row 2: Islamic Satar and Crescent; Buddhist Wheel of Dharma; Shinto Torii
Row 3: Sikh Khanda; Bahá’í Star; Jain Ahimsa Symbol
This module focuses on how leaders can be on the same wavelength when interacting with someone who thinks, behaves, and communicates differently based upon their worldview.

**MODULE OBJECTIVES**

- As a result of completing this final module, explain why you should care about the intersection of culture and communication so that you are ready to engage the world.
- Explain the concept of frames of reference means and why this is important in order to have successful communication.
- Differentiate connotative and denotative meanings and provide examples.
- Explain how Cultural Sense-Making helps us to frame situations in a positive light in order to look for the best possible intent of people and situations.
- Apply the Cultural Sense-Making model to critical incidents.

**OPENING VIDEO**

Please View LECTURE # 6 on Cultural Sense-Making by Dr. Elizabeth Tuleja.

**READINGS**

**READING #1:** Please read the following article on Frames of Reference (also known as Triangle of Meaning and the Semantic Triangle) [http://wobewo.be/semantic-triangle/](http://wobewo.be/semantic-triangle/)

**READING #2:** Watch this upbeat video clip about Connotation. [https://www.youtube.com/watch?v=XZ3LE5hD96A](https://www.youtube.com/watch?v=XZ3LE5hD96A)
READING #3: Please read the following article by Joyce Osland and Allan Bird about sophisticated stereotypes and generalizations, and then do the Critical Incidents in the following section. 

READING #4: Watch the following URLs: https://www.youtube.com/watch?v=OZz1QCck81E and https://www.youtube.com/watch?v=YPXHiqhE1U Then read the following article from the New York Times and reflect on the responses found below in the Discussion Questions: http://www.nytimes.com/2014/12/10/world/asia/korean-air-executive-resigns-post-after-halting-flight-over-snack-service.html

READING #5: Please read the following article by Marilyn Daudelin, Learning from Experience through Reflection, and then do the final exercise found below.

DISCUSSION QUESTIONS:
FOR READING #1:

- Describe the three components of the Triangle of Meaning: interpreters, symbol, and referent. Then explain why there is a dotted line at the bottom of the isosceles triangle.

FOR READING #2:

- What do connotative and denotative mean? Provide several examples.
- What can we learn about connotative and denotative meanings and intercultural communication?
- Do the exercise “Connotative and denotative Meanings” (below) and discuss with a classmate.

FOR READING #3:

- After reading the article about “Sophisticated Stereotypes,” please explain the difference between a sophisticated stereotype and a generalization.
- Do you agree/disagree with the authors of this article? Why/why not?
- Now that you know what you know about CQ (Cultural Intelligence), why is this idea about Sophisticated Stereotypes important?

Critical Incidents

- Use the CULTURAL SENSE-MAKING MODEL and the CULTURAL BRIDGES MODEL to analyze these situations. Look for OBSERVABLE words and actions (NOT PERCEPTIONS OR ASSUMPTIONS) and try to come up with the best possible intent.
Finger Snapping

- A well-dressed and apparently wealthy Latin American man was sitting in the first class section, demanding special attention from the flight attendant. He would call for the flight attendant by snapping his fingers repeatedly until the flight attendant turned around and came over to his seat. The flight attendant had experienced more than enough difficulty during the day and was getting irritated at his calling by snapping his fingers.

Left-handed Flight Attendant

- A flight attendant happens to be left-handed and normally uses her left hand in whatever task she performs. On one flight, a Middle Eastern passenger traveling first class became extremely upset when the flight attendant served him his drink with her left hand, and he refused to accept the service. Furthermore, the passenger insisted on filing a formal complaint against the flight attendant for being extremely insulting and failing to acquaint herself with Middle Eastern customs.

FOR READING #4:

- What are the steps in the Cultural Sense-Making Model?
- Do the Cultural ‘Sense-Making” exercise First, use the two scenarios (below) and walk through the model (found in PPT slides).
- Then, do the same with the PPT slide about the “Korean Air Nut Rage.” How might we apply the Cultural Sense-Making Model to this scenario so that we don’t make judgments?
- Why did the CEO father take the blame for his executive daughter?

FOR READING #5:

Action Plan/Summary of Learning

At the beginning of this module you were asked what THREE things you wanted to learn from this course and to write them down. Please review. Now, go to the Action Plan/Summary of Learning worksheet and plot out what you will do as a result of engaging in this module.

ADDITIONAL VIDEOS

http://www.youtube.com/watch?v=0MUsvCvYhERY

(If the first URL doesn’t work, use this one.)
http://www.nordkapp.nl/inhoud/cruise/coastguard.mpeg

- What was the miscommunication here?
- How were the German Coast Guard and the sinking ship on different frames of reference?