

# Cultural Intelligence (CQ) Assessment

## After-Action Report



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## EXECUTIVE SUMMARY

The inability to measure the effectiveness of cultural training programs or predict future cross-cultural performance has significant ramifications for the U.S. Department of Defense (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.

Some cultural training programs effectively improve cross-cultural competence and others do nothing or worsen an individual's understanding. Some members of the armed forces are uniquely suited for a long-term career in specialty areas that require a high level of cross-cultural competence such as the Foreign Area Officer (FAO) Program or Special Operation Forces; others are less naturally suited for these Military Operational Specialties (MOS)s and would benefit from additional training.

The report that follows is the after-action report from the Cultural Intelligence Assessment Project commissioned by the Defense Language and National Security Education Office (DLNSEO). The Cultural Intelligence Assessment Project was designed as a first step toward understanding if and how the CQ Assessment can be used to meet the need across DoD for an empirical, academically valid way of measuring cross-cultural competence.

The project included assessing the cultural intelligence of up to 200 individuals, with the option to conduct a T1 (Time 1/Pre-Test) and T2 (Time 2/Post-Test) before and after 1 or more cultural training programs. The Cultural Intelligence Center worked with DLNSEO to identify test populations and training programs to assess using the Cultural Intelligence Self-Assessment.

Cultural intelligence (CQ) is the capability to relate and work effectively in culturally diverse situations. It goes beyond existing notions of cultural sensitivity and awareness to highlight a theoretically-based set of capabilities needed to successfully and respectfully accomplish objectives in culturally diverse settings.

Research on cultural intelligence, which to-date spans 98 countries and over 58,000 individuals, demonstrates those with cultural intelligence have skills in four capabilities.

1. CQ Drive (motivation): Interest, drive, and confidence to adapt to multicultural situations  
[diplomatic mindset]
2. CQ Knowledge (cognition): Understanding how cultures are similar and different  
[cultural learning]
3. CQ Strategy (meta-cognition): Awareness and ability to plan for multicultural situations  
[cultural reasoning]
4. CQ Action (behavior): Ability to adapt when working and relating intercultural  
[intercultural-interactions]

The CQ Assessment Project used the CQ Assessment with two groups: A group of 150 students at Ft. Bragg who were part of the qualifying program for Civil Affairs and Psychological Operations. And a mixed sample across DoD from a variety of contexts, including faculty and

students at Air University, a civil military affairs group with the Army, and individuals from Special Forces.

The CQ Assessment Project provided preliminary insights for how to operationalize use of the CQ Assessment across DoD. In addition, the findings revealed areas where the participants were keenly prepared for cross-cultural work as well as highlighting areas where additional development is needed. The CQ Assessment Project with DLNSEO reinforced the need for an empirically rigorous, relevant tool for evaluating and improving cultural training programs and for assessing the cultural readiness of military personnel.

# CONTENTS

## 1. INTRODUCTION 5

## 2. CULTURAL INTELLIGENCE 8

The Conceptualization of Cultural Intelligence.....	8
CQ Drive	
CQ Knowledge	
CQ Strategy	
CQ Action	
Measuring Cultural Intelligence.....	11
Developing Cultural Intelligence.....	13
Experience and Reflection	
Training and Coaching	
Personal CQ Development Plans	
Predictive Results Based on CQ Scores.....	16
Intercultural Adjustment	
Cultural Judgment and Decision-Making	
Intercultural Negotiation Effectiveness	
Trust, Idea Sharing, and Collaboration	
Strategic Leadership	

## 3. CQ ASSESSMENT RESULTS 19

Ft. Bragg SOC.....	20
Demographics	
T1 Scores Compared to Worldwide Norms	
T1 Distribution of Scores	
T2 Scores Compared to Worldwide Norms	
T2 Distribution of Scores	
T1-T2 Comparison of Scores	
Cultural Values	
DoD Sample.....	27
Demographics	
T1 Scores Compared to Worldwide Norms	
T1 Distribution of Scores	
Cultural Values	

**4. ANALYSIS 31**

Ft. Bragg SOC.....31  
    T1 Scores  
    T2 Scores  
    Comparison of T1-T2 Scores  
    Performance Outcomes Based on T2 CQ Results  
    Cultural Values

DoD Sample.....33  
    T1 Scores  
    Performance Outcomes Based on T1 CQ Results  
    Cultural Values

**5. CONCLUSIONS 34**

Summary.....34  
    Overall CQ Scores  
    Performance Outcomes  
    Cultural Value Diversity  
    Limitations

Opportunities.....35

## 1. INTRODUCTION

“The problems of physical isolation are compounded by the language barrier...  
But those problems, while annoying, could be dealt with.

**There are deeper cultural differences that may never be bridged.”<sup>1</sup>**

–Lt. Travis Horner, a platoon leader with the 82nd Airborne Division in Iraq

Whether doing counterinsurgency, humanitarian assistance, training a foreign military, or building partner capacity, there are few if any scenarios where U.S. military personnel are *not* dealing with people from different cultures. And there’s little hope a military mission will be effectively accomplished without some form of relationship and understanding of the cultures encountered. Furthermore, the military forces themselves are becoming increasingly diverse; working together effectively requires an ability to engage in ways that are adaptive and strategic.

This after-action report begins with a brief overview of the growing attention that’s been given to developing cultural readiness across the Department of Defense and the critical need to be able to assess cross-cultural competence.

The U.S. Department of Defense (DoD) has long understood that cultural readiness is a critical part of successfully accomplishing military missions. Billions of dollars are invested 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 provided is focused on regional expertise, such as teaching the forces about the familial and religious systems of Afghanistan or Iraq.<sup>2</sup>

In recent years, DoD has identified the importance of building cultural general competence as well as regional expertise to ensure that the forces have the competence needed to operate in any cultural context. There’s little consistency across the burgeoning operations of DoD regarding what specific skills are comprised by cultural competence, 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 (KSAAs) 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, 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 military 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 cross-cultural competence.

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.

DoD needs an empirically rigorous, relevant tool to measure cross-cultural competence. Such an assessment can be used to evaluate and improve cultural training programs and to predict the kinds of cross-cultural functions for which military personnel are properly suited. A reliable assessment of cross-cultural competence addresses several strategic needs across DoD, including:

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).

DoD needs a way to evaluate the effectiveness of cultural training programs.

Commentaries like the following are not uncommon from those who experience cultural training programs across DoD:

From the get-go, we were told that we had to "respect the local culture." This took the form of endless classes on how not to look at the women, not to use your left hand, and never show the soles of your feet to anyone. It was all of the little courtesies you'd need to know if you were traveling to Iraq or Afghanistan as a tourist.<sup>3</sup>

Given the hundreds of cultural training programs run across DoD in any given month, it's unfair to assume all programs are the same. However, without a reliable cultural competency assessment, there's no empirical way to determine which training programs are effective and which are not. Some cultural training programs effectively improve cultural readiness and others do little or may actually worsen an individual's intercultural performance. Evaluation of cultural training needs to be based on an empirically rigorous tool and design.

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 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 an empirically rigorous, relevant tool for evaluating and improving cultural training programs and for assessing the cultural readiness of military personnel. The findings from the Cultural Intelligence Assessment project have reinforced the importance of this need and have revealed a number of promising ways to effectively use a valid measurement of cross-cultural competence.

In the words of Brigadier General Russell Howard, "It's hard enough working in a dangerous, uncomfortable place far from home and family. It's tough enough hearing constant criticism from politicians and journalists. **But the job can look terminally thankless if you cannot even understand the people you're trying to save.**"<sup>4</sup>



## 2. CULTURAL INTELLIGENCE

Cultural intelligence, or CQ, is defined as *the capability to function effectively across national, ethnic, and organizational cultures.*<sup>15</sup> It's based on research that includes over 58,000 individuals from 98 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 21<sup>st</sup> Century.

### The Conceptualization of Cultural Intelligence (CQ)

The question that has informed the research on cultural intelligence for the last couple of decades across more than 98 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.

The research on cultural intelligence reveals four capabilities consistently found among the culturally intelligent. These 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 Drive to Adapt Cross-Culturally

CQ Drive, the motivational dimension of CQ, is the level of interest, drive, and energy to adapt cross-culturally. 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.<sup>6</sup> One cannot simply *assume* people have the interest and motivation to adjust to cultural differences. General purpose forces often approach cultural training apathetically or do it just 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.<sup>27</sup> All three of these motivational dynamics play a strategic role in successfully fulfilling a mission in a culturally diverse context.<sup>8</sup>

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

CQ Knowledge, the cognitive dimension of cultural intelligence, refers to one’s knowledge about culture and its role in shaping how people think and behave. 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.<sup>9</sup> Cultural general knowledge refers to a macro understanding of cultural systems and the cultural norms and values associated with different societies. To engage and lead effectively, military 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. For 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. This 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 large and growing cross-cultural training and consulting industry focuses 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. Further, consistent with the “Cultural Learning” cluster from the ARC model, the emphasis of CQ Knowledge is measuring and developing self-directed learning about cultures.<sup>10</sup>

### *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. It’s the ability to draw on cultural understanding to solve culturally complex problems. CQ Strategy 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.<sup>11</sup>

The three sub-dimensions of CQ Strategy, which can be measured and developed, are planning, awareness, and checking.<sup>12</sup> 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.

### *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.<sup>13</sup> These three kinds of behaviors 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. military 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.

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. Others measure an individual's attitudes and beliefs, the degree to which one is open and ready to learn about other cultures, and others, the degree to which the individual is aware of his or her implicit biases. Still other tools are more focused on intercultural capabilities—the skills one possesses to be effective in an intercultural context. 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 in knowing 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".<sup>14</sup> 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 Hysung 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).<sup>15</sup>

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. Given the use of the cultural intelligence assessment for this DLNSEO project, 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 settings, and universities. Individuals receive personalized feedback reports that tell them their CQ scores versus the worldwide norms for cultural intelligence. And 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.

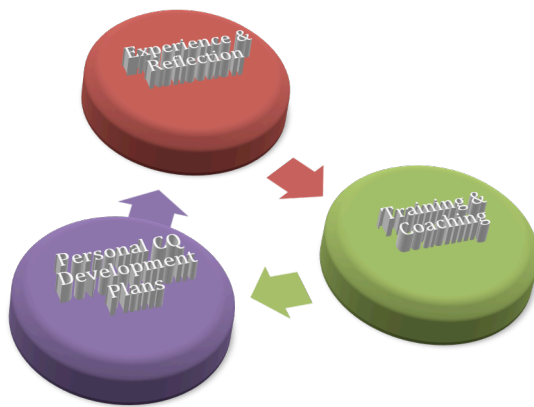
In addition, research shows convergence in self and observer ratings in most groups—such that the scores are practically equivalent. In fact, it is not unusual to see self-rated scores that are slightly lower than observer scores. Additionally, self-rated scores are often more nuanced than observer-rated 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 a multicultural 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's 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. And there are multiple strategies that can be used to develop cultural intelligence (see Figure 2 for an overview). All of these strategies work best when people 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 people 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.<sup>16</sup> 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 a different cultural experience and when they reflect deeply on the experience. 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 training session or participate in a dynamic, online learning program. Facilitators 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.

More than likely, 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 an effective military strategy than operating under the assumption 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 highly effective 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.

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. 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 annual 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 to multicultural 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.<sup>17</sup>

Individuals with high cultural intelligence are less likely to experience 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 blazing the streets 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 and CQ Action are especially important for handling the psychological, emotional, and day-to-day adaptations people have to directly engage with a new culture.<sup>18</sup> This is because genuine curiosity about novel cultures and flexibility in modifying verbal and non-verbal behaviors as well as how things are communicated (speech acts) facilitate appropriate adaptation without creating high levels of personal stress.

#### *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.<sup>19</sup>

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.<sup>20</sup>

#### *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 intercultural typically requires more time and greater patience to persist through the process.<sup>21</sup> 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.<sup>22</sup>

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.<sup>23</sup>

#### *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 teams<sup>24</sup> as well as in cross-border leadership roles.<sup>25</sup> Research also demonstrates that CQ predicts adaptive performance,<sup>26</sup> expatriate performance,<sup>27</sup> and sales performance when selling to individuals who have different cultural backgrounds<sup>28</sup> and export performance.<sup>29</sup> And CQ predicts team effectiveness and leader effectiveness.<sup>30</sup>

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.<sup>31</sup> 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 creativity<sup>32</sup>, team shared values<sup>33</sup>, interpersonal trust in multicultural teams, team knowledge sharing<sup>34</sup>, team learning<sup>35</sup>, leadership potential<sup>36</sup>, effective communication, and successful military missions.<sup>37</sup>

## **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 and 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.<sup>38</sup>

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. CQ Assessments provide DoD with an option for accurately measuring cross-cultural competence and tracking its ROI on cultural training.

### 3. CQ ASSESSMENT RESULTS

The scope of the Cultural Intelligence Assessment project included assessing the cultural intelligence of up to 200 individuals, with the option to conduct a T1 (Time 1/Pre-Test) and T2 (Time 2/Post-Test) before and after 1-2 cultural training programs. The Cultural Intelligence Center worked with DLNSEO to identify test populations.

The *CQ Self-Assessment Pro* was administered to two groups:

#### 1. Ft. Bragg SOC: Civil Affairs and Psychological Operations Students

The *CQ Self-Assessment Pro* was administered to 151 students at Ft. Bragg who are part of the qualifying program for Civil Affairs and Psychological Operations. The assessment was completed online before the students took the course and again after completing the course. The assessment takes 15-20 minutes to complete. 113 of the students completed the T1 Assessment and 91 completed the T2 Assessment 7-10 days later.

#### 2. DoD Sample: Air University, Civil Military Affairs, Special Forces

The *CQ Self-Assessment Pro* was administered to 87 individuals across a variety of DoD contexts. These included faculty and students at Air University, a civil military affairs group with the Army, and individuals from special forces. The assessment was completed online and individuals received a personal feedback report offering them their individual CQ scores, a comparison with worldwide norms, a CQ Development plan, and ratings on their individual cultural values orientations.

The following pages summarize the data collected from both groups:

## Ft. Bragg SOC T1 (Pre) and T2 (Post) Group Civil Affairs and Psychological Operations Students

### Number of Participants

T1 (Pre-Course)	T2 (Post Course)
113	91

### Gender

Female	Male
12%	88%

### Number of languages spoken

One	Two	Three+
12%	74%	14%

### Number of countries lived in at least 6 months

One	Two	Three+
32%	32%	36%

### Prior intercultural experience

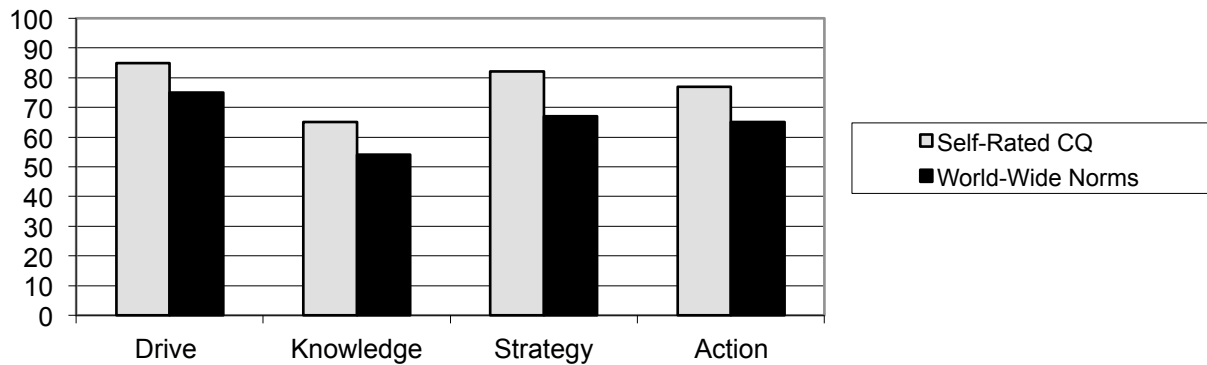
None	Limited	Moderate	Significant	Extensive
0%	5%	21%	47%	27%

# T1 Scores Compared to Worldwide Norms

## Ft. Bragg SOC

The following table and graphs show the average of the participants' self-rated CQ scores compared to worldwide norms (global averages in each CQ capability). The worldwide norms are based on over 58,000 individuals from 98 countries.

	Average	Standard Deviation	Worldwide Norm	Difference
<b>CQ Drive</b>	85	12	75	+10
<b>CQ Knowledge</b>	65	17	54	+11
<b>CQ Strategy</b>	82	12	67	+15
<b>CQ Action</b>	77	15	65	+12



# T1 Distribution of Scores

## Ft. Bragg SOC

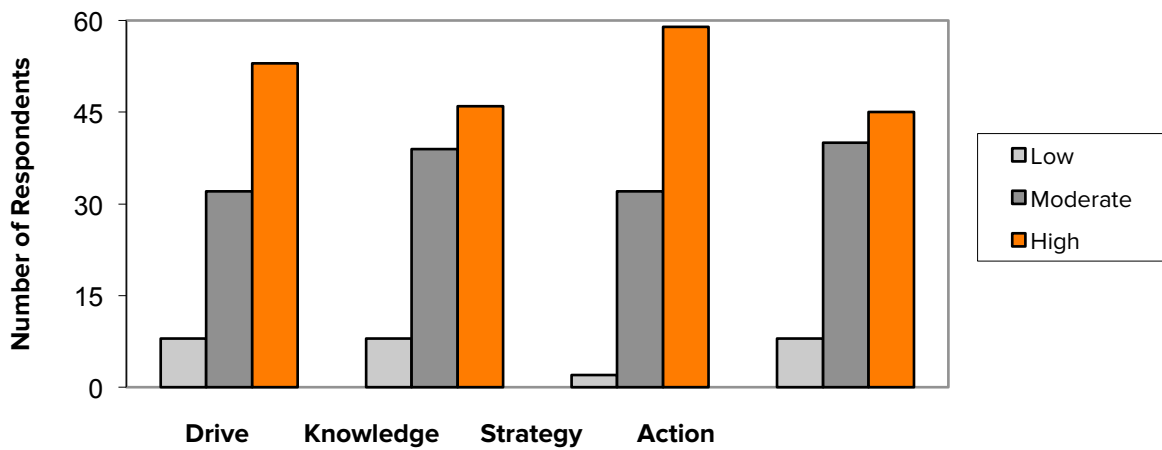
The following table and graphs show the distribution of scores among the Ft. Bragg participants.

**Low** represents a score that is in the bottom 25% of worldwide norms

**Moderate** represents a score that is in the middle 50% of worldwide norms

**High** shows a score that is in the top 25% of worldwide norms

	Average	Interpretation	Distribution of Scores		
			Low	Moderate	High
<b>CQ Drive</b>	85	Moderate	9%	34%	57%
<b>CQ Knowledge</b>	65	Moderate	9%	42%	49%
<b>CQ Strategy</b>	82	High	2%	34%	64%
<b>CQ Action</b>	77	Moderate	9%	43%	48%

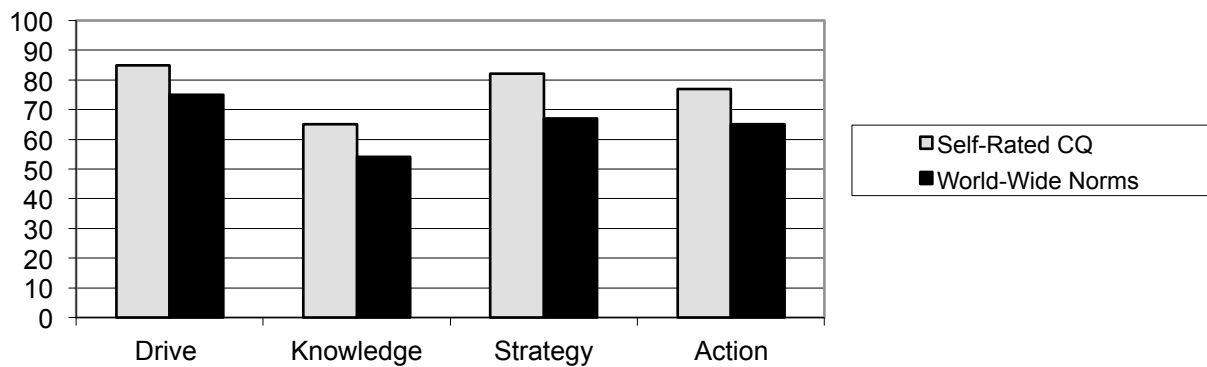


# T2 Scores Compared to Worldwide Norms

## Ft. Bragg SOC

The following table and graphs show the average of the participants' self-rated CQ scores at T2 compared to worldwide norms or global averages. The worldwide norms are based on over 58,000 individuals from 98 countries.

	Average	Standard Deviation	Worldwide Norm	Difference
<b>CQ Drive</b>	84	13	75	+9
<b>CQ Knowledge</b>	69	16	54	+15
<b>CQ Strategy</b>	83	13	67	+16
<b>CQ Action</b>	79	16	65	+14





# T2 Distribution of Scores

## Ft. Bragg SOC

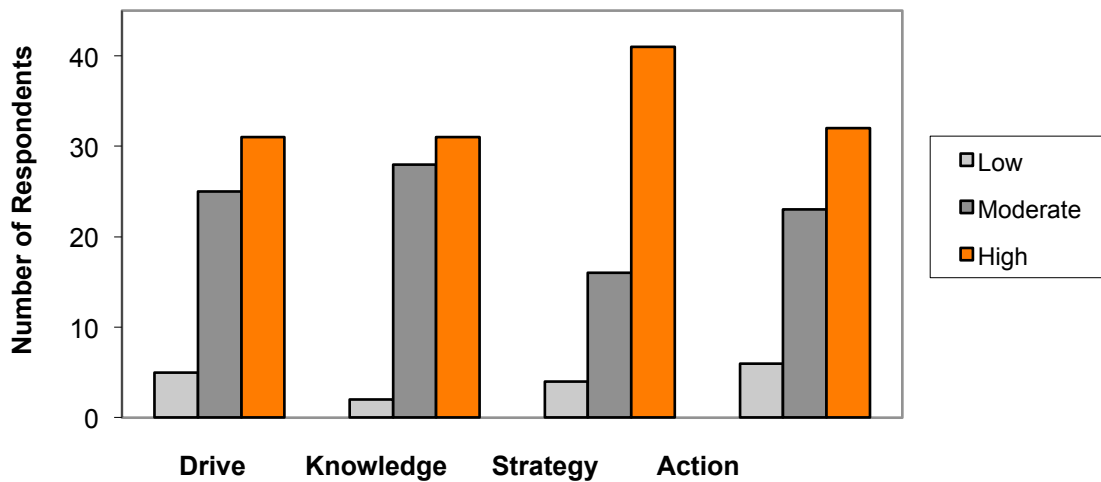
The following table and graph show the distribution of scores among the Ft. Bragg participants.

**Low** represents a score that is in the bottom 25% of worldwide norms

**Moderate** represents a score that is in the middle 50% of worldwide norms

**High** shows a score that is in the top 25% of worldwide norms

	Average	Interpretation	Distribution of Scores		
			Low	Moderate	High
<b>CQ Drive</b>	85	Moderate	8%	41%	51%
<b>CQ Knowledge</b>	69	High	3%	46%	51%
<b>CQ Strategy</b>	83	High	7%	26%	67%
<b>CQ Action</b>	79	High	10%	38%	52%

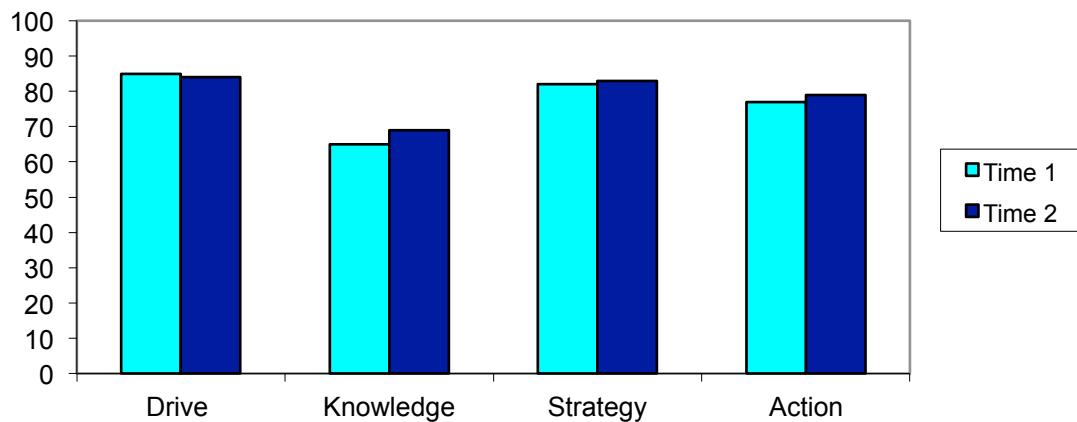


# T1-T2 Comparison of Scores

## Ft. Bragg SOC

The following table and graph show the change in scores among participants between T1 and T2.

	T1	T2	Change	Interpretation
<b>CQ Drive</b>	85	84	-1%	Mod→Mod
<b>CQ Knowledge</b>	65	69	+6%	Mod→High
<b>CQ Strategy</b>	82	83	+1%	High→High
<b>CQ Action</b>	77	79	+3%	Mod→High



On average, the group did not have a significant increase in scores across the CQ capabilities between T1 and T2. However the following should be noted:

- 9% *did* have a significant increase (10% or more) in at least 2 CQ Capabilities.
- 4% had a slight decrease (5-10%) in at least 1 CQ capability.
- 3% had a significant decrease (10% or more) in at least 1 CQ capability.

# Cultural Values

## Ft. Bragg SOC

The following shows the range and diversity of cultural value orientations among the participants. Scores on cultural values have no intrinsic meaning. It is not “better” to be low or high. Instead, these are descriptions of participants’ preferences on 7 cultural value dimensions.

Cultural value ratings are only included in T1 of the CQ Assessment and feedback because cultural value ratings remain stable across time. Further, participants should not be encouraged to change their cultural value preferences but instead, to use the feedback as a source of self-awareness to help improve their CQ.

1 -----100

Cultural Value	Range	Average	Standard Deviation
<b>Individualism-Collectivism</b> The extent to which personal identity is defined in terms of individual or group characteristics	1-100	80	21
<b>Low-High Power Distance</b> The extent to which differences in power and status are expected and accepted	18-100	71	18
<b>Low-High Uncertainty Avoidance</b> The extent to which risk is reduced or avoided through planning and guidelines	1-100	68	19
<b>Cooperative - Competitive</b> The value placed on social relationships and emotions versus achievement and competition	18-100	75	17
<b>Short-Long Term Orientation</b> The emphasis placed on present/immediate past versus the future and change	34-100	63	15
<b>Low-High Context</b> The extent to which communication is direct versus indirect	9-100	52	18
<b>Being-Doing Orientation</b> The value placed on reflection versus action	51-100	91	12

**DoD Sample Group**  
**Air University, Civil Military Affairs, and Special Forces**

**Number of Participants**

87

**Gender**

Female	Male
67%	33%

**Number of languages spoken**

One	Two	Three+
17%	67%	17%

**Number of countries lived in for at least 6 months**

One	Two	Three+
12%	47%	41%

**Prior intercultural experience**

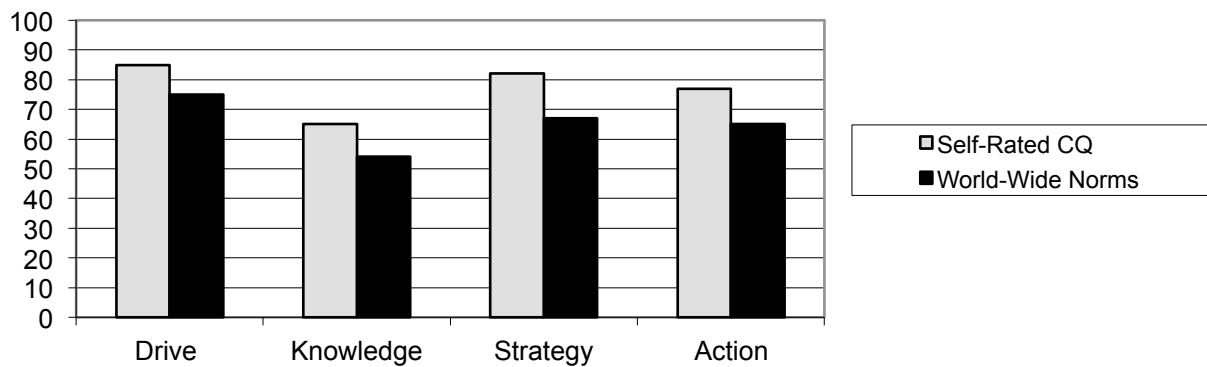
None	Limited	Moderate	Significant	Extensive
2%	19%	29%	38%	12%

# T1 Scores Compared to Worldwide Norms

## DOD Sample Group

The following table and graphs show the average of the participants' self-rated CQ scores compared to worldwide norms (global averages in each CQ capability). The worldwide norms are based on over 58,000 individuals from 98 countries.

	Average	Standard Deviation	Worldwide Norm	Difference
<b>CQ Drive</b>	80	12	75	+5
<b>CQ Knowledge</b>	79	14	54	+25
<b>CQ Strategy</b>	70	11	67	+3
<b>CQ Action</b>	89	13	65	+24



# T1 Distribution of Scores

## DOD Sample Group

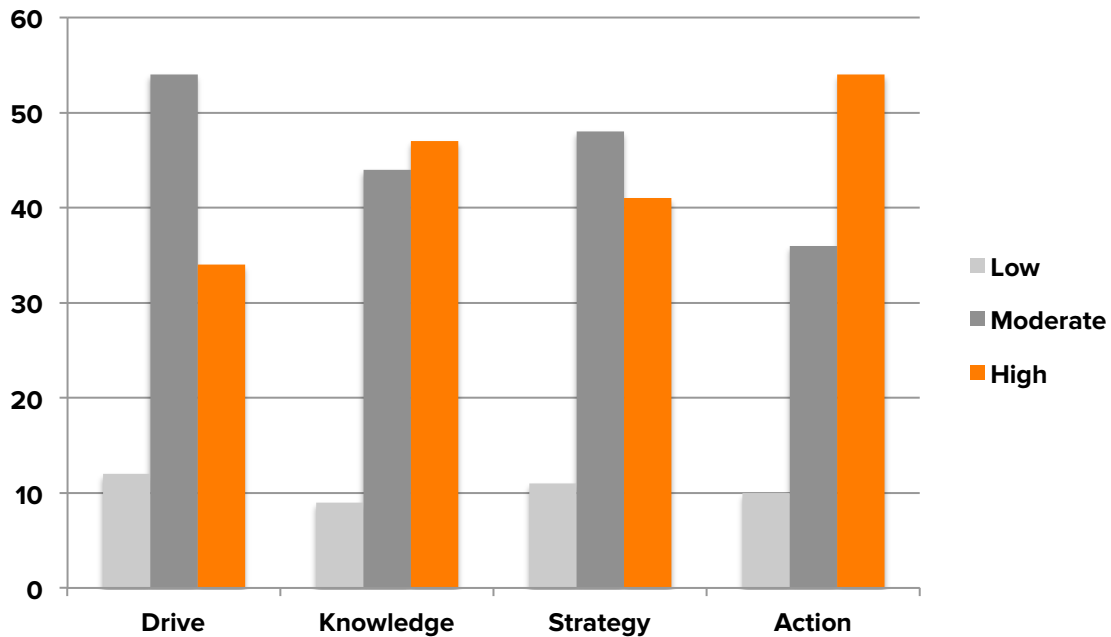
The following table and graphs show the distribution of scores among the participants.

**Low** represents a score that is in the bottom 25% of worldwide norms

**Moderate** represents a score that is in the middle 50% of worldwide norms

**High** shows a score that is in the top 25% of worldwide norms

	Average	Interpretation	Distribution of Scores		
			Low	Moderate	High
<b>CQ Drive</b>	80	Moderate	12%	54%	34%
<b>CQ Knowledge</b>	79	High	9%	44%	47%
<b>CQ Strategy</b>	70	Moderate	11%	48%	43%
<b>CQ Action</b>	89	High	10%	36%	54%



# Cultural Values

## DOD Sample Group

The following shows the range and diversity of cultural value orientations among the participants. Scores on cultural values have no intrinsic meaning. It is not “better” to be low or high. Instead, these are descriptions of participants’ preferences on 7 cultural value dimensions.

1 -----100

Cultural Value	Range	Average	Standard Deviation
<b>Individualism-Collectivism</b> The extent to which personal identity is defined in terms of individual or group characteristics	18-100	70	28
<b>Low-High Power Distance</b> The extent to which differences in power and status are expected and accepted	18-84	48	28
<b>Low-High Uncertainty Avoidance</b> The extent to which risk is reduced or avoided through planning and guidelines	1-100	53	46
<b>Cooperative - Competitive</b> The value placed on social relationships and emotions versus achievement and competition	1-75	49	26
<b>Short-Long Term Orientation</b> The emphasis placed on present/immediate past versus the future and change	42-84	63	15
<b>Low-High Context</b> The extent to which communication is direct versus indirect	9-84	51	29
<b>Being-Doing Orientation</b> The value placed on reflection versus action	59-100	84	19

## 4. ANALYSIS

The average scores for both groups were on par with or exceeded worldwide norms in all four CQ capabilities. This suggests that most of the participants will perform at least as well as other global professionals working in culturally diverse contexts. A more precise analysis follows. In particular, note the predictive outcomes of each group based on their CQ results.

### Ft. Bragg SOC T1-T2 Comparison

#### T1 SCORES

##### MODERATE

At T1, on average, participants were in the moderate range of worldwide norms (middle 50%) in the following areas:

- CQ Drive
- CQ Knowledge
- CQ Action

Keep in mind the variability among participants. Several participants scored in the HIGH range in the above capabilities and a few scored in the LOW range.

##### HIGH

At T1, on average, participants were in the high range of worldwide norms (top 25%) in the following areas:

- CQ Strategy

Keep in mind the variability among participants. Several participants scored in the MODERATE range in the above capability and a few scored in the LOW range.

#### T2 SCORES

##### MODERATE

At T2, on average, participants were in the moderate range of worldwide norms (middle 50%) in the following areas:

- CQ Drive

Keep in mind the variability among participants. Several participants scored in the HIGH range in the above capability and a few scored in the LOW range.

##### HIGH

At T1, on average, participants were in the high range of worldwide norms (top 25%) in the following areas:

- CQ Knowledge
- CQ Strategy
- CQ Action

Keep in mind the variability among participants. Some participants scored in the MODERATE range in the above capabilities and a few scored in the LOW range.



## COMPARISON OF T1-T2 SCORES

When T2 is administered close to T1 (less than 2 weeks later), such as it was in this program, CQ scores often show little change.

The average CQ scores for the Ft. Bragg SOC group increased from T1 to T2 by up to 6%.

However, 9% of the participants had a *significant* increase (10% or more change) in two or more CQ capabilities. Future analysis of similar groups could include interviews and additional qualitative analysis to understand why these participants saw a greater improvement in their CQ between T1 and T2 than the rest of the group.

Average scores for all of the capabilities were equivalent to, or higher than, the norms at T2. This provides concrete evidence that the SOC participants have strong intercultural capabilities, which should benefit them personally and in their missions with DoD.

The largest T1-T2 increases were in CQ Knowledge and CQ Action. This suggests the course at Ft. Bragg was successful in improving the participants' understanding of key cultural concepts and provided them with improved skills for adapting their behavior. Improving CQ Drive and CQ Strategy may require a more experiential approach and additional time than what is allotted for the one-week class at Ft. Bragg.

## PERFORMANCE OUTCOMES BASED ON T2 CQ RESULTS

The degree to which participants are expected to perform well in the following areas, based on their T2 CQ Results:

Performance Outcome	POOR	AVERAGE	GOOD	SUPERIOR
<b>Cross-Cultural Adaptability</b> (Direct Cross-Cultural Contact)		✓		
<b>Judgment and Decision Making</b> (Indirect Cross-Cultural Contact)			✓	
<b>Negotiation Skills</b>				✓
<b>Strategic Leadership</b>				✓

## CULTURAL VALUES

Results show significant variability in the participants' cultural value orientations. The diversity among these students can be a tremendous asset to them as long as it's utilized with cultural intelligence.

Cultural values scores ranged from 1 to 100, with standard deviations of 12- 21.

Even though participants share common interests as SOC participants, they represent a wide range of individual cultural value orientations. Knowledge of cultural values gives people a neutral set of terms they can use to describe themselves and others. Understanding cultural values can also provide insights into reasons why some interactions are more effective than others.

## DOD Sample Group

### T1 SCORES

#### MODERATE

At T1, on average, participants were in the moderate range of the worldwide norms (middle 50%) in the following areas:

- CQ Drive
- CQ Strategy

Keep in mind the variability among participants. Several participants scored in the HIGH range in the above capabilities and a few scored in the LOW range.

#### HIGH

At T1, on average, participants were in the high range of the worldwide norms (top 25%) in the following areas:

- CQ Knowledge
- CQ Action

Keep in mind the variability among participants. Several participants scored in the MODERATE range in the above capabilities and a few scored in the LOW range.

### PERFORMANCE OUTCOMES BASED ON T1 CQ RESULTS

The degree to which participants are expected to perform well in the following areas, based on their T2 CQ Results:

Performance Outcome	POOR	AVERAGE	GOOD	SUPERIOR
<b>Cross-Cultural Adaptability</b> (Direct Cross-Cultural Contact)			✓	
<b>Judgment and Decision Making</b> (Indirect Cross-Cultural Contact)		✓		
<b>Negotiation Skills</b>		✓		
<b>Strategic Leadership</b>			✓	

### CULTURAL VALUES

Results show significant variability in the participants' cultural value orientations. The diversity among these students can be a tremendous asset as they serve as long as it's utilized with cultural intelligence.

Cultural values scores ranged from 1 to 100, with standard deviations of 15- 46.

Even though participants share common interests as Department of Defense participants, they represent a wide range of individual cultural value orientations. Knowledge of cultural values gives people a neutral set of terms they can use to describe themselves and others. Understanding cultural values can also provide insights into reasons why some interactions are more effective than others.

## 5. CONCLUSION

Overall, results of the Cultural Intelligence Assessment Project are very promising, both in terms of what is revealed about the cultural readiness of those assessed and the potential for DLNSEO as it determines a comprehensive strategy for measuring cross-cultural competence. Average CQ scores were equivalent to, or higher than worldwide norms for CQ and show that participants have a very sophisticated set of contemporary capabilities that are critical for navigating the demands of military operations around the world. In addition, for the SOCOM students, scores increased from T1 to T2 for three of the CQ capabilities, providing concrete evidence of the benefits of their course at Ft. Bragg. Additional time between T1 and T2 would allow a more accurate analysis of the lasting affect of the course for improving CQ.

### **Summary**

Overall CQ Scores from both groups are consistent or higher than worldwide norms for global leaders across the world.

DoD participants in these samples have CQ scores that are on par or above worldwide norms for CQ. This should be very encouraging because the 58,000+ individuals who have been assessed in CQ are a very sophisticated group of global leaders. Therefore, for DoD participants to score in the moderate and high ranges is very promising.

### Significant Increase for Some Participants

9% of the Ft. Bragg group of students saw an increase of 10% or more in their CQ capabilities after completing the cross-cultural communication course. Additional consideration should be given to why some individuals saw so much more improvement than others.

### Performance Outcomes

On average, most participants from both groups are expected to perform above average as strategic leaders overseas. More than 1/3 of the SOCOM group is predicted to excel in strategic leadership responsibilities in intercultural contexts.

In addition, on average, the participants from the SOCOM group demonstrate excellent acumen for judgment, decision-making, and negotiation tasks in intercultural contexts.

Given the variability of individual scores, not all participants can expect these outcomes, however, with coaching, additional experience, and reflection, they can improve their CQ and the related performance outcomes.

### Cultural Value Diversity

The participants show a wide range of diversity in cultural values. Cultural intelligence will assist them not only in serving and relating in overseas deployments but also as they interact with an increasingly diverse military force.

### Limitations

The inaugural CQ Assessment project with DLNSEO provided many important insights. Some of the limitations to consider while reviewing the results include:

- While T2 scores can change in a short period of time, it typically requires a significant intervention for that to occur. Many of the outcomes from the course at Ft. Bragg may actually

become more fully developed among the participants as they get engaged in using the course concepts in the coming weeks.

- Conducting a T1-T2 comparison of only one test population limits the degree to which the findings can demonstrate broader implications across DoD.
- All the participants took the self-report version of the CQ Assessment. The self-report is a valid measurement of cross-cultural competency and has been validated using observer-rated feedback. However, observer-rated surveys along with self-report surveys provide a more holistic assessment.

### **Opportunities**

The findings from the inaugural CQ Assessment project with DLNSEO creates a number of opportunities for meeting the DoD's need for an empirically, rigorous measurement of cross-cultural competence. Some strategic opportunities to consider include:

#### 1. Develop a customized version of the CQ Assessment for DoD

The validation of the CQ Assessment included sample populations from military contexts. In addition, the standard self and multi-rater CQ Assessments have been used widely in a variety of military operations across the U.S. military forces as well as among other defense contexts (e.g. Singapore military, Swiss army, etc.).

The CQ Assessment Project along with feedback from other military leaders suggests that a customized version of the CQ Assessment will create an additional level of value from the assessment for the DoD. By adapting and/or adding items to the assessment and providing feedback that is more immediately relevant to military operations, participants and DoD leadership will be able to more immediately use and apply the feedback.

The CQ Assessment has been successfully customized for other populations (study abroad programs, university students, adolescents, faith-based, etc.) and a similar process can be used for customizing it to military operations.

#### 2. Assess Targeted Test Populations

The CQ Assessment Project provided a good starting point for examining the use and relevance of the CQ assessments at DoD. Identifying and comparing specific test populations across the DoD will provide the next level of insight needed to more broadly develop a strategic plan for assessing cultural intelligence across the forces. Targeted testing could include the following:

- *Assess Officers:* Integrate CQ assessment, training, and a personalized development plan for officers, special forces, and in programs such as Center for Advanced Operational Cultural Learning (CAOCL)'s Regional Cultural Language Familiarization (RCLF), and the Foreign Area Officers (FAO) Program.
- *Assess General Purpose Forces (GPF):* Use of a shortened CQ assessment when enlistees join the armed forces and again after they've completed initial cultural training and/or deployment.

- *Assess Study Abroad Participants:* Use of the study-abroad version of the CQ assessment with students before and after they participate in DoD related study abroad programs such as the flagship programs, Boren scholars, and Project GO.

Administering the assessment to these respective populations will provide a way to begin demonstrating the relevance and value of the DLNSEO-initiated resource across multiple populations. In addition, faculty and program leaders from the respective programs/populations will have a tool to assess participants' cultural readiness when starting the program. Finally, the participants will benefit by learning about their own progress in cultural readiness.

### 3. Compare Effectiveness of Multiple Cultural Training Programs

Administering the T1 and T2 CQ Assessments before and after multiple cultural training programs will provide critical insights for developing a consistent means of assessing the effectiveness of cultural training programs offered across the DoD.

A comparative analysis should focus on cultural training that is a minimum of eight hours of instruction (virtual or face-to-face) and can include both cultural general and cultural specific (regional) content. Ideally, it will be useful to include both virtual and face-to-face delivery.

Cross-analysis can also compare the results of different training modalities (e.g., classroom, virtual, iso-immersion, and study abroad programs.). It can also analyze the impact of cultural-general versus cultural-specific (regional) training upon the enhancement of CQ, the varying results from different amounts of time devoted to cultural training, and the different populations who receive the training (e.g., enlistees versus officers, different forces, etc.).

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Cultural understanding has always been a critical part of military effectiveness but it's particularly poignant for today. The increased accessibility through transportation and technology has more people of difference interacting with one another than ever before. Simplistic approaches to cultural awareness and respect are insufficient. A more sophisticated, research-based approach to cross-cultural competence is essential.

The empirical findings of the cultural intelligence research combined with the qualitative insights from the ARC model offer a coherent model for DoD to ensure the forces are equipped to handle the cultural complexities at home and abroad. The CQ Assessment Project highlights the strategic gains made possible by assessing cross-cultural competence and using the data to improve individual performance, assess cultural training, and increase strategic gains.

## 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.

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