

Assessing Culture and Regional Training Programs Across DoD

After-Action Report



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EXECUTIVE SUMMARY

As military forces grapple with the complexities of 21st Century defense strategies, the importance of cultural readiness has never been more important. The U.S. and its allies currently face threats from state and nonstate actors, and future conflicts will become increasingly complex, involving all domains and cutting across multiple geographic regions. These conflicts are as much about ideology as they are about defense superiority. To maintain its competitive advantage, U.S. forces must adapt to a changing security landscape by viewing challenges globally and holistically. This requires culturally intelligent leaders who understand the motivations of their partners and their enemies.

Meanwhile, billions of dollars have been spent on cultural training programs for Department of Defense (DoD) personnel and military forces. Which training programs effectively equip forces with the smart power needed to intelligently understand the populations they're within and among? What training is most strategic? And which ones are a waste of tax payers' money?

A reliable, valid approach for assessing cultural readiness is critical to ensure mission success, preservation of life, and a return on investment from cultural training. Research proves the cultural intelligence is uniquely suited to address that need.

The report that follows is the after-action report from the Assessing Culture and Regional Training Programs Across DoD project commissioned by the Defense Language and National Security Education Office (DLNSEO), Contract # H9821018C0004. The project called for the expanded and strategic use of the *CQ Military Survey* across DoD. The primary objectives of this project were 1) to help the forces assess and develop the individual capabilities necessary for cultural readiness, 2) predict the kinds of cross-functions for which military personnel are properly suited, and 3) provide an empirically rigorous, relevant tool for evaluating and improving culture training programs.

The work performed involved assessing the cultural intelligence of individuals from multiple sample populations across DoD using 2,500 Pre (T1) and Post (T2) *CQ Military Surveys*. The Cultural Intelligence Center (CQC) worked with DLNSEO to identify test populations and training programs to assess as part of the contracted work.

CULTURAL INTELLIGENCE, or CQ®, is a globally recognized way of assessing, measuring, and improving effectiveness in culturally diverse situations. It's rooted in rigorous, academic research conducted across more than 100 countries.

Forces that have personnel with high CQ can expect:

- *Successful Deployment*: Accomplishing missions across diverse cultures and regions
- *High-Quality Relationship Building with Local Communities*: Anticipating how to best engage with community leaders and civilians to build trusting partnerships
- *Speed and Strategic Gains*: Accomplishing results more efficiently and strategically in culturally diverse contexts
- *Efficiencies and Cost Savings*: High-quality results and return on investment when personnel have high CQ

- *Diverse Unit Effectiveness*: Effective communication and performance across different service branches, government agencies, ethnicities, ranks, gender, etc.
- *Saved Lives*: Mitigating risk amidst the increased challenges of 21st warfare

The work performed for this contract included administering assessments to the following populations:

- U.S. Army Special Warfare Education Group (SWEG) Officers
- U.S. Army Special Warfare Education Group (SWEG) NCOs
- Defense Intelligence Agency (DIA)
- 300th Military Intelligence Brigade
- U.S. Army TRADOC Cultural Training and Leadership Program (CU&LP) Cadets Returning from CU&LP (Spring/Summer 2018, Post-Assessment)
- U.S. Army TRADOC Cultural Training and Leadership Program (CU&LP) Cadets Prior to CU&LP (Fall 2018, Pre-Assessment)
- U.S. DoD Open Program (sampling of participants across DoD)

As a result of the project, a diverse set of stakeholders across the Department had a chance to test out the assessment and develop strategic plans for integrating it as a developmental and assessment tool in myriad programs. In addition, the findings gathered from the assessments offered insights for the individual participants and the respective training programs regarding strengths and weaknesses in the participants' cultural readiness. Finally, the project offers the respective programs and the broader community a foundation for understanding the effectiveness of DoD culture training programs and individual cultural readiness.

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I. INTRODUCTION

“We must develop leaders who can adapt to change, drive innovation and thrive in uncertain, chaotic conditions. The nature of war has not changed...*it is the human dimension that ultimately determines the success of any campaign.*”

– **General Joseph Dunford, Chairman of the Joint Chiefs of Staff, 2018**

“What has really impressed me with NATO since I became Secretary General is that it’s not that all 29 Allies are able to stand together, but it’s actually 29 Allies able to stand together and then *change and adapt and respond when the world is changing.*”

– **NATO Secretary General Jens Stoltenberg, 2018**

Culture remains a powerful force in shaping nearly every human endeavor in the contemporary social, political, and security landscape. There are few, if any scenarios, where U.S. military personnel are not dealing with people from different cultures. 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 description of the growing importance of cultural readiness across DoD and the critical need to be able to accurately measure it. The Department 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.¹

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 comprise 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 (KSAAAs) 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, Dr. 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 these competencies. 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.

In 2015, the U.S. Department of Defense (DoD) began using the Cultural Intelligence (CQ[®]) Assessment to measure cultural training effectiveness through DLNSEO's contract with the Cultural Intelligence Center. The initial use of the assessment further illuminated the need for a consistent means of assessing cultural training across the Department. This led to the development of the *Cultural Intelligence (CQ) Military Survey*, an assessment specifically customized and validated for assessing cultural competence in military personnel. The assessment has been validated to predict an individual's cultural readiness for DoD assignments.

The use of the CQ Assessment across DoD for the last four years has demonstrated its relevance to evaluate and improve cultural training programs and to predict the kinds of cross-cultural functions for which military personnel are properly suited. In particular, the 2018 contract allowed for a much more robust sampling of DoD populations and demonstrated the need for a longitudinal evaluation of cultural training programs across multiple years.

The CQ Assessment addresses several strategic needs across DoD, including the following.

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).

Further, 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.

Given the DoD's need for a reliable and academically valid way to evaluate the effectiveness of cultural training programs, DLNSEO contracted with the CQ Center in 2018 to continue the use of the *CQ Military Survey*. The primary objectives of this project were 1) to help the forces assess and develop the individual capabilities necessary for cultural readiness, 2) predict the kinds of cross-functions for which military personnel are properly suited, and 3) provide an empirically rigorous, relevant tool for evaluating and improving culture training programs.

What gets measured drives performance and behavior. Now more than ever, the DoD needs to implement a comprehensive plan for evaluating and improving cultural training programs, as well as the ability to assess the cultural readiness of military personnel. The findings of this study have reinforced the importance of this need and have revealed expanded insights on program effectiveness and individual preparedness. The five-year option included with this contract has been a critical part of getting stakeholders' commitment given the potential for evaluating cultural readiness programs over a multi-year period.

II. CULTURAL INTELLIGENCE RESEARCH

Cultural intelligence, or CQ, is defined as *the capability to function effectively across national, ethnic, and organizational cultures*. It's based on research that includes over 100,000 individuals from 168 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 21st Century.

The question that has informed the research on cultural intelligence for the last couple of decades across more than 100 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.

Key Findings

Several key findings have emerged from the two decades of research on cultural intelligence, including:

- **Homogeneous teams outperform diverse teams, unless you build CQ.** Despite popular claims about the benefits of diversity, more often than not, homogeneous teams are more successful at accomplishing mission success than diverse teams are. Teams with individuals working from a common set of values, beliefs, and assumptions can more readily reach alignment and achieve mission success. However, diverse teams with high CQ outperform homogeneous teams on several outcomes, including productivity, cost savings, innovation, and overall mission success.
- **Increased cultural knowledge leads to decreased cultural readiness, unless you build CQ.** Individuals who had high levels of cultural general knowledge but lacked curiosity and openness performed more poorly in diverse contexts than their culturally ignorant peers. Cultural knowledge by itself can create over-confidence in the ability to understand what is going on. Culture specific knowledge leads to stereotyping rather than the more nuanced, situational understanding needed for the 21st Century world of warfare and peacekeeping.
- **Unconscious bias training increases discrimination, unless you build CQ.** The majority of cultural sensitivity training programs and unconscious bias courses have little lasting impact. Worse, several studies find that incidents of discrimination and microaggressions actually become worse as participants from dominant cultures understand bias but don't receive the skills to manage it.
- **International travel and deployment perpetuate ethnocentrism, unless you build CQ.** Direct intercultural experience, particularly on deployments to hostile regions, reinforces ethnocentrism and cultural blindness. By themselves, individuals are unlikely to engage in the

perspective taking and suspension of judgment that is required to accurately interpret behavior and gain the discernment to separate ill intent from neutral differences.

- **Leadership development programs don't create global leaders, unless you build CQ.** Most leadership development programs are based on individualist, low-power distance values. More than 70 percent of the world is collectivist and high-power distance; therefore, most leadership programs are ill suited for the majority of the contexts globally.
- **Age, gender, ethnicity, and rank do not predict intercultural effectiveness.** Across more than 100,000 individuals sampled, there's no consistent correlation between one's age, gender, ethnicity, nationality, or rank in how they engage in a diverse context. People of all age groups, gender identities, ethnicities, and ranks fall along the normal distribution of the sampled population at large for their abilities in cultural intelligence.

The Conceptualization of Cultural Intelligence (CQ)

Cultural intelligence (CQ) gives individuals a mental model for diagnosing and responding to complex intercultural situations. Overwhelming evidence points to four essential capabilities to effectively work in today's globalized, multicultural world, each of which can be measured using the CQ Assessment. These four capabilities 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:

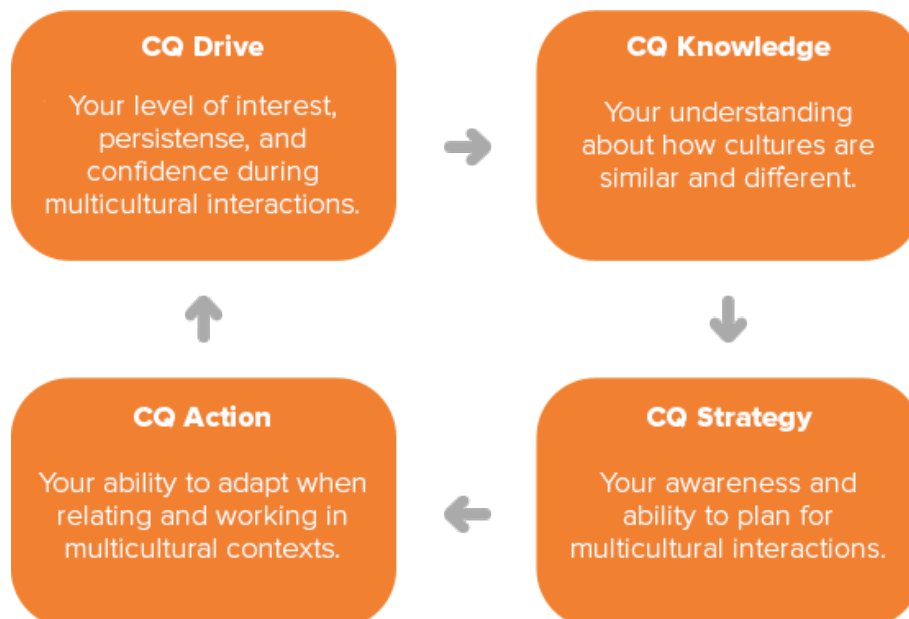


Figure 1: The Four Capabilities of Cultural Intelligence

1. CQ Drive (Motivation): Having the Interest, Confidence, and Perseverance to Adapt Cross-Culturally

CQ Drive is your level of interest, persistence, and confidence during multicultural interactions. 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.²

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. All three of these motivational dynamics play a strategic role in successfully fulfilling a mission in a culturally diverse context.³

The **ARC competencies** measured by CQ Drive are:

- Maintains mission orientation
- Understands self in cultural context
- Manages attitude towards culture
- Copes with cultural surprises

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

CQ Knowledge, the cognitive dimension of cultural intelligence, refers to one’s knowledge about how cultures are similar and different. 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.⁴ 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 vast majority of DoD cultural training programs focus 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.

Consistent with the “**Cultural Learning**” cluster from the ARC model, the emphasis of CQ Knowledge is measuring and developing *self-directed* learning about cultures.⁵

The **ARC competencies** measured by CQ Knowledge are:

- Develops reliable information sources
- Develops cultural explanations of behaviors

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, as well as the ability to utilize situational awareness as a part of how one engages in an unfamiliar context. CQ Strategy measures the ability to draw on cultural understanding to solve culturally complex problems. It 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.⁶

The three sub-dimensions of CQ Strategy, which can be measured and developed, are planning, awareness, and checking.⁷ 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.

The **ARC competencies** measured by CQ Strategy are:

- Reflects and seeks feedback on Cultural Encounters
- Takes Perspective of Others
- Plans Intercultural Communication

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.⁸ 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.

The **ARC competencies** measured by CQ Action are:

- Acts Under Cultural Uncertainty
- Engages in Disciplined Self-Presentation

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 (e.g. Culture Wizard, GlobeSmart, Cultural Navigator). Others measure an individual's attitudes and beliefs, the degree to which one is open and ready to learn about other cultures (e.g. IDI), and others measure the degree to which the individual is aware of his or her implicit biases (e.g. IAT). Still other tools are more focused on intercultural capabilities—the skills one possesses to be effective in an intercultural context (CQ). 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".⁹ In other words, the field suffers from a "comparing apples to oranges" problem. 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 Hyi Sung 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).¹⁰

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 contract, 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 organizations, and universities. Individuals receive personalized feedback reports that tell them their CQ scores versus the worldwide norms for cultural intelligence. 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 an intercultural 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 is 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. 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 individuals 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 participants 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.¹¹ 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 different cultural experiences and when they reflect deeply on the experiences. 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 course or participate in a dynamic, online learning program. Instructors 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.

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 useful 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 (e.g. how does cultural intelligence apply to operators, intelligence analysts, etc.)

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. For example, 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 performance 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 successfully in unfamiliar cultural 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.¹²

Individuals with high cultural intelligence are less likely to experience fatigue and 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 encountering the sights and sounds 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 is especially important for handling the psychological, emotional, and day-to-day adaptations people have to directly engage with a new culture.¹³ This is because genuine curiosity about novel cultures is a key driver influencing the success with which intercultural adjustment occurs.

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.¹⁴

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.¹⁵

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 interculturally typically requires more time and greater patience to persist through the process.¹⁶ 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.¹⁷

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.¹⁸

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 teams¹⁹ as well as in cross-border leadership roles.²⁰ Research also demonstrates that CQ predicts adaptive performance,²¹ expatriate performance,²² and sales performance when selling to individuals who have different cultural backgrounds²³ and export performance.²⁴ And CQ predicts team effectiveness and leader effectiveness.²⁵

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.²⁶ 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 creativity²⁷, team shared values²⁸, interpersonal trust in multicultural teams, team knowledge

sharing²⁹, team learning³⁰, leadership potential³¹, effective communication, and successful military missions.³²

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.³³

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. Cultural intelligence and the related tools provide DoD with a means to accurately measure cross-cultural competence and track the Department's ROI on cultural training.

III. SCOPE OF WORK

Throughout the period of performance (PoP), the Cultural Intelligence Center fulfilled all the required deliverables of the contract, including ongoing communication with DLNSEO, timely administration of the assessments, debrief sessions with participating populations, and use of a customized version of the CQ Assessment for military contexts. The work performed is further described in the following paragraphs.

Project Design and Management

Upon notice of award, the Cultural Intelligence Center convened a post-award meeting with DLNSEO to outline the parameters and design of the project. The initial meeting included discussion of technical, management, and security issues and alignment on how to effectively fulfill all contract requirements.

At least monthly contact took place between the Cultural Intelligence Center and DLNSEO to discuss additional requests for use of the assessments and to update on the progress of existing programs. Face-to-face and teleconference meetings took place with DLNSEO leadership, as well as with program leaders participating in the program (e.g. SWEG, TRADOC, DLI, etc.).

The CQ Assessments were administered from the CQ portal, a secure, online database built using best practices for web security. The application itself is hosted on Heroku, a cloud-based platform that provides scalability, security and backup for products. Heroku manages active firewalls with frequent patches as the security environment warrants. SSL connections are forced between browsers and our application, so all data (including passwords) is always transmitted encrypted.

Passwords are protected using an industry standard, highly-secure hashing function called Bcrypt, which resists password recovery even with direct access to our database. Passwords are never stored, only the hash. Password requirements are a minimum of 6 characters.

Individual survey responses were kept confidential. Aggregate data for specific groups was shared with program leaders.

Populations and Programs Assessed

The scope of the Assessing Culture and Regional Training Programs across DoD project included administering 2,500 Pre (T1) and 2,500 Post (T2) *CQ Military Surveys*. The Cultural Intelligence Center worked with DLNSEO to identify test populations and training programs to assess as part of the contracted work. The participating populations were as follows, along with a brief description of the respective programs/courses:

A. US Army Special Warfare Education Group (SWEG) Officers

Two groups of SWEG Officers were invited to complete the *CQ Pre/Post Military Survey* before and after a five-month language course. The first group were Special Forces personnel and the second group was a mix of Civilian Affairs and Psychological Operations personnel. Participants took the assessment online and were given a personalized feedback report following

participation with the T2 assessment. Key leadership at SWEG was identified and involved throughout the program, providing direction on the ideal timing and means for assessment administration. These leaders were given with ongoing status reports throughout the project, as well as a summary of the results.

B. US Army Special Warfare Education Group (SWEG) Non-Commission Officers (NCO)

Two groups of SWEG NCOs were invited to complete the *CQ Pre/Post Military Survey* before and after a six-month language course. The first group were Special Forces personnel and the second group was a mix of Civilian Affairs and Psychological Operations personnel. Participants took the assessment online and were given a personalized feedback report following participation with the T2 assessment. Once again, key leadership at SWEG was identified and involved throughout the program, providing direction on the ideal timing and means for assessment administration. These leaders were provided with ongoing status reports throughout the project, a summary of the results, and offered debrief sessions with participants.

The following summarizes the types of training SWEG Officers and NCOs received between the T1 and T2 assessments. SWEG leadership is in the midst of revising the curriculum design and is keen to see how the new design influences CQ scores in 2019.

1. Students spend 5 hours a day, 5 days a week in the classroom for five to six months of the Basic Language Course (BLC).

- SOF language training is almost exclusively focused on the ability to speak/listen.
- Students will participate in at least one "cultural" event developed and executed by their instructor.
- The amount of culture training during the BLC varies from instructor to instructor, either way it is almost completely culture specific.

2. After completing BLC, PO and CA students also attend the Regional Analysis Course (RA).

- SF Students are not afforded the opportunity to attend this course.
- RA is 4 weeks long and is COCOM focused.
- Time in the classroom is spent in lectures and group projects.
- Although the point of the course is learning the art of analysis, there are a lot of cultural points that are brought out during this process (again culture specific).

3. Intercultural Competencies (ICC) integrates emotional intelligence (EI) with intercultural competencies lessons over 5 days with CA, PO, and SF students.

- ICC focuses on developing students' intercultural relationship building, cultural self-evaluation, cultural attitude management, and cultural learning skills.
- EI develops the soldiers' emotional self-awareness, self-management, social awareness, and relationship management skills.
- Students conduct multiple practical exercises and deliver a final group presentation demonstrating their emotional and intercultural discoveries.

- The ICC course opens windows for students to experience some degree of transformation and personal understanding; this helps them succeed in any culture to which their mission takes them.

C. Defense Intelligence Agency

Three groups from Defense Intelligence Agency (DIA) were invited to complete the *CQ Pre/Post Military Survey* before and after Intelligence Community's Strategic Language Program (SLP). This is a 10-week course that participants completed in the Fall of 2018. Assessment participation was voluntary. Participants took the assessment online and received a personalized feedback report following both T1 and T2 participation. CQC worked with key leadership from DIA (BJ Sanchez), as well as with Raluca Angelescu and Molly Sampson from Diplomatic Language Services to ensure the most effective use of the assessment.

D. 300th Military Intelligence Brigade

Five groups from the 300th Military Intelligence Brigade were identified to complete the *CQ Pre/Post Military Survey*. Individuals identified to complete the assessments are participants of an 11-day Cultural Immersion training at the Concordia Language Villages. The training program consists of 12 hours a day of training with a variety of cultural interactions, including meals, key-leader engagement scenarios, meetings, etc. Participants complete the assessment online approximately two weeks before and one month after completing the training at Concordia Language Villages. Three groups were invited to take the T1 in fall of 2018. One was invited to complete T2. The remaining assessments for the other groups are scheduled to be completed in spring of 2019. Participants receive a personalized feedback report following completion of T2. Participation rates have been particularly strong for this program.

E. TRADOC Cultural Understanding and Leadership Program – Spring/Summer 2018

Post/T2 Assessment only, no Pre/T1 for this group

The *CQ Military Survey* was administered to 961 TRADOC Cadets returning from Cultural Understanding and Leadership Program (CU&LP) missions worldwide. Participants completed the assessment online as they returned from their programs throughout the summer of 2018. Participants received a personalized feedback report. Key leadership at TRADOC was identified and provided with group reports and evaluation data at the conclusion of the group's participation. Program evaluation data consists of a spreadsheet listing individual scores for each of the four CQ capabilities. Identifying information (names, emails, etc.) is not included.

F. TRADOC Cultural Understanding and Leadership Program – Fall 2018

Pre/T1 Assessment; T2 to follow in 2019

The *CQ Pre (T1) Military Survey* was administered to 1,045 TRADOC Cadets who have been selected to participate in a Cultural Understanding and Leadership Program (CU&LP) deployment during summer training 2019. They completed the assessment in Fall 2018 prior to beginning pre-mission training for their CU&LP overseas mission. The CQ Center anticipates administering the T2 assessment in the summer of 2019 when Cadets return from deployment. Participants will have access to a feedback report following participation with T2. Again, key leadership at

TRADOC was identified and provided with group reports, status reports, and evaluation data at the conclusion of the group's participation. Program evaluation data consists of a spreadsheet listing individual scores for each of the four CQ capabilities. Identifying information (names, emails, etc.) is not included.

The following summarizes the training involved in the Cultural Understanding and Leadership Program (CU&LP). Cadets who completed the assessment in the spring and summer of 2018 completed the following prior to taking the assessment. Cadets who took the Pre (T1) assessment this fall will complete the following before taking the Post (T2) in the spring and summer of 2019.

- Cadets complete approximately eight hours of cultural homework to familiarize themselves with general cultural competence, as well as country and regional-specific information.
- Cadets complete online survival language training prior to deployment of approximately 4 hours. The program's focus is culture, not language. While they do learn language basics before and during deployment, there is no requirement for language capability, and it is not a training outcome.
- Cadets complete all combatant command pre-deployment training requirements (approximately 4 - 6 hours).
- Missions are 23 days in length, working with partner militaries, as well as conducting community outreach events to learn about the culture and history of not only the host nation and its military, but also the culture of NGOs, Department of State/USAID, etc. All training days and events have detailed cultural training outcomes focused on Culture, Regional Expertise, and Language (CREL) competencies.
- The type of host nation military and types of outreach or cultural events are different for every country. However, all have the same overall outcomes.
- All of the online pre-mission training is asynchronous. Cadets complete a blackboard course with a follow-up by TRADOC culture center instructor and mission Cadre to provide feedback.

G. US DoD Open Program

The *CQ Military Survey* was administered to an additional set of participants across a variety of DoD contexts to introduce them to a way of measuring cultural readiness. These groups included participants from U.S. Army War College, Defense Intelligence Agency Diplomatic Language Services, U.S. Marine Corp Center for Advanced Operational Culture Learning, Foreign Area Officers, United States Naval Academy International Programs Office, U.S. Coast Guard Academy, U.S. Marine Corps Forces Special Operations Command, and Naval Special Warfare Command.

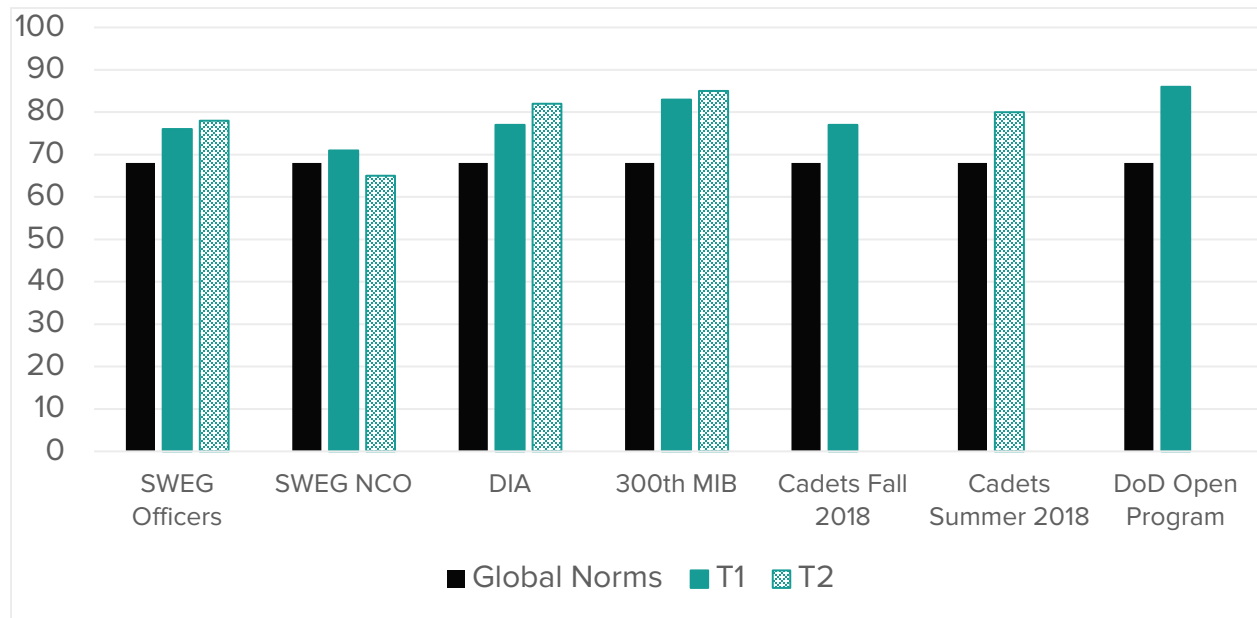
The assessment was completed online, and individuals received a personal feedback report. Participants had the option to complete the pre and post assessment, but this was not set up to focus on change from a particular event or duration of time given the multiplicity of programs and participants. Despite a broader application than the other populations, access to the CQ Assessment allowed a diverse group of DoD personnel and stakeholders to develop strategic plans for implementing CQ assessment and education.

IV. CQ ASSESSMENT RESULTS

The following pages summarize the data collected from the populations assessed. The first section provides an overview of all participating programs scores compared to the global norms in CQ (e.g. as compared to ivy league MBA students and business professionals). The second section focuses on the results related to specific programs.

DoD Populations Vs. Global Norms

A. Overall CQ Pre (T1) and Post (T2) Intervention

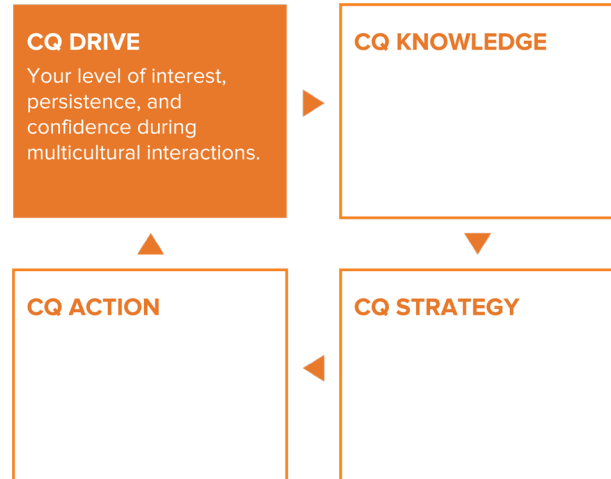


The above chart presents the Pre (T1) and Post (T2) Overall CQ results for each population assessed. The overall Pre (T1) CQ score for NCOs is around the global norm, while all other populations are above the global norm. Post (T2) overall scores significantly improved for all groups but NCOs. NCOs scores declined slightly*.

*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.

B. CQ Drive

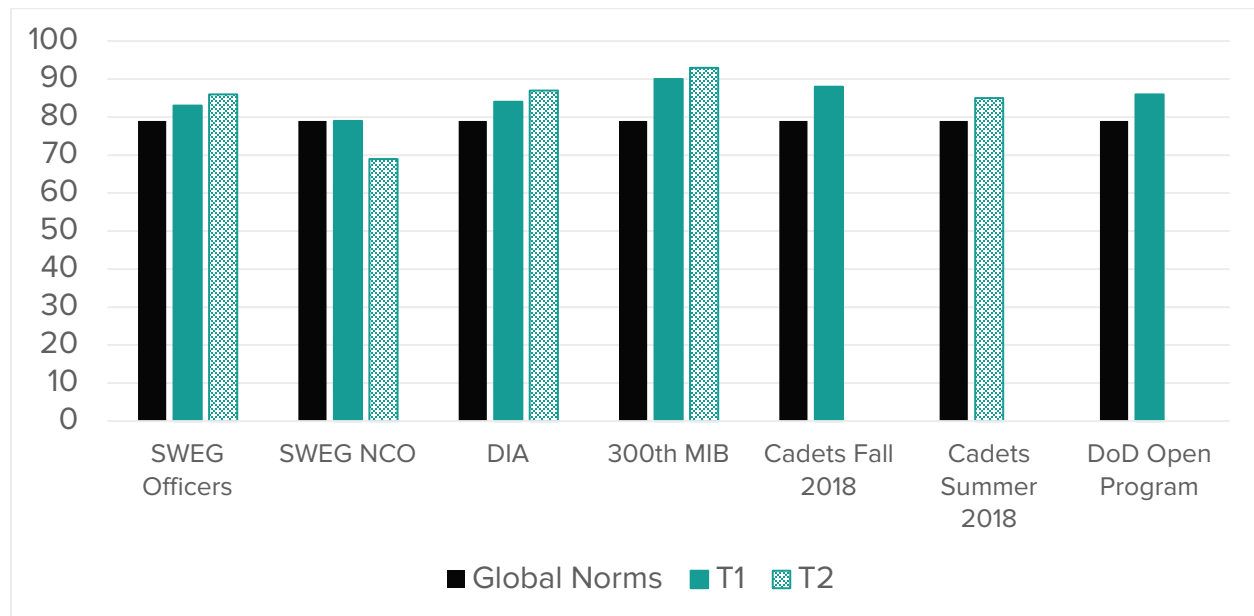
CQ Drive is an individual’s level of interest, persistence, and confidence during multicultural interactions. Does the individual have the confidence and drive to work through the challenges and conflict that inevitably accompany cross-cultural engagements? The ability to be personally engaged and persevere through intercultural challenges aligns closely with the “**Diplomatic Mindset**” cluster identified in the Adaptive Readiness for Culture (ARC) Model.³⁴



The ARC competencies measured by CQ Drive are:

- Maintains mission orientation
- Understands self in cultural context
- Manages attitude towards culture
- Copes with cultural surprises

The following chart overviews the CQ Drive results for each of the populations assessed.

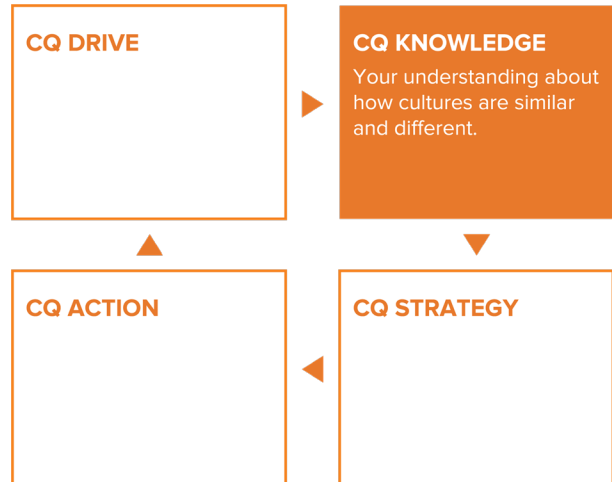


All populations were at least on par with global norms for CQ Drive, while Cadets and 300th Military Intelligence Brigade both had very high scores. These CQ Drive scores remained relatively stable for all populations between T1 and T2 except for the NCOs, which dropped by 13%.*

*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.

C. CQ Knowledge

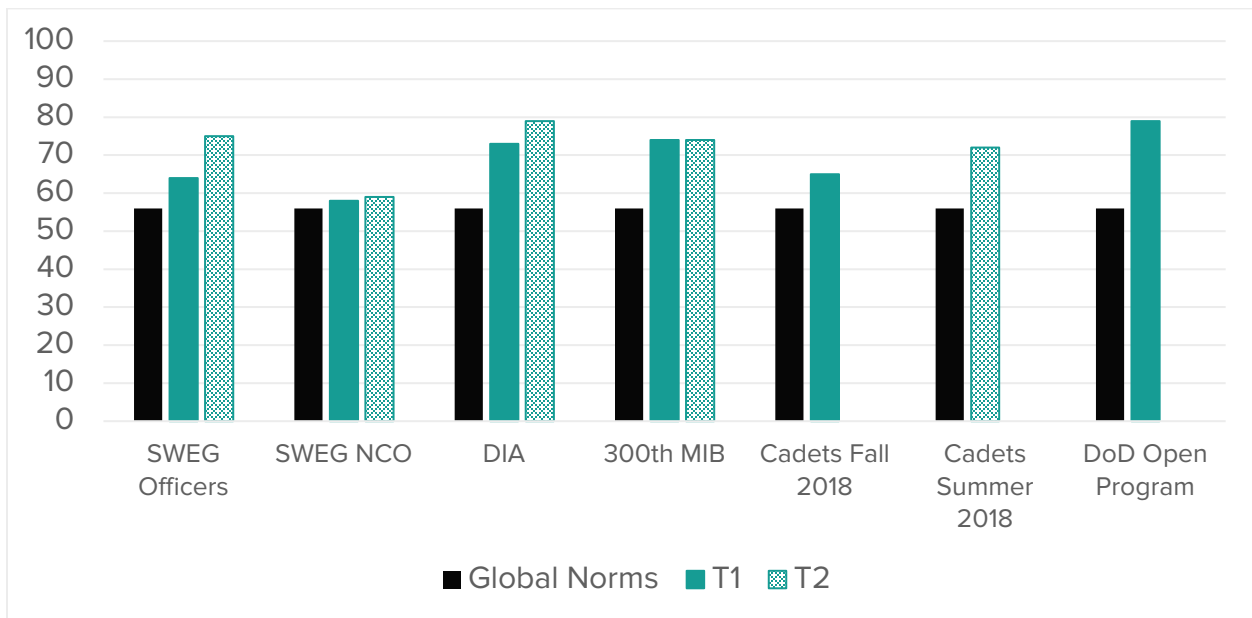
CQ Knowledge, the cognitive dimension of cultural intelligence, refers to one’s knowledge about how cultures are similar and different. It’s gaining the ability to understand the cultural dynamics occurring in an interaction and the overall knowledge of how cultures vary from one another. It aligns with the “**Cultural Learning**” cluster identified in the Adaptive Readiness for Culture (ARC) Model.³⁵



The ARC competencies measured by CQ Knowledge are:

- Develops reliable information sources
- Develops cultural explanations of behaviors

The following chart overviews the CQ Knowledge results for each of the populations assessed.



Pre (T1) scores for all groups were at or significantly above global norms for CQ Knowledge. Post (T2) scores grew for all populations except for 300th MIB, which remained stable. Growth for SWEG NCOs was minimal.

*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.

D. CQ Strategy

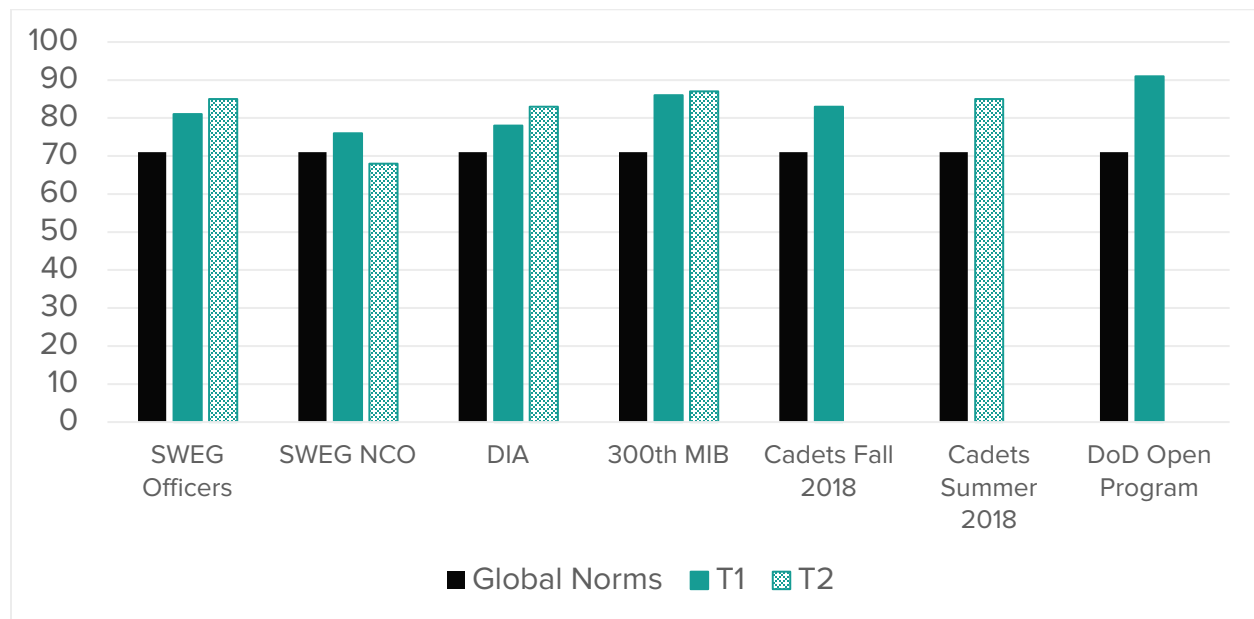
CQ Strategy, also known as metacognitive CQ, is the ability to strategize when crossing cultures. This measures whether the individual can slow down long enough to carefully observe what’s going on inside one’s self and in the minds of others and the ability to utilize situational awareness as a part of how one engages in an unfamiliar context. CQ Strategy measures the ability to draw on cultural understanding to solve culturally complex problems. It 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 “**Cultural Reasoning**” cluster from the ARC model of cross-cultural competence.³⁶



The ARC competencies measured by CQ Strategy are:

- Reflects and seeks feedback on Cultural Encounters
- Takes Perspective of Others
- Plans Intercultural Communication

The following chart shows the CQ Strategy results for each of the populations assessed.



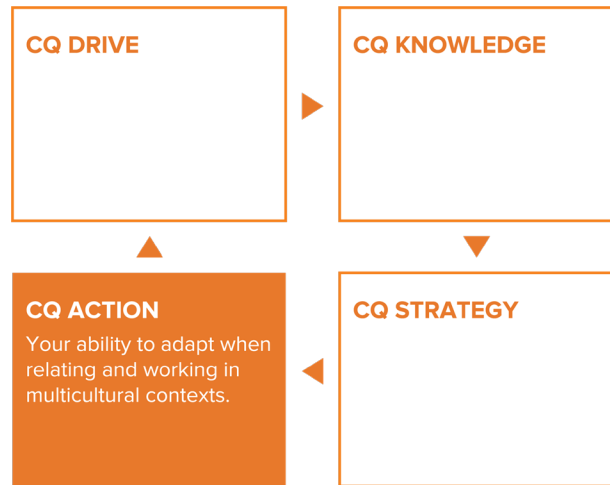
Pre (T1) scores for all groups were above global norms. Post (T2) results saw some growth for all groups except NCOs, which dropped 11%. CQ Strategy is particularly important for leadership

*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.

roles. Additional interpretation and analysis regarding these results is presented later in the report.

E. CQ Action

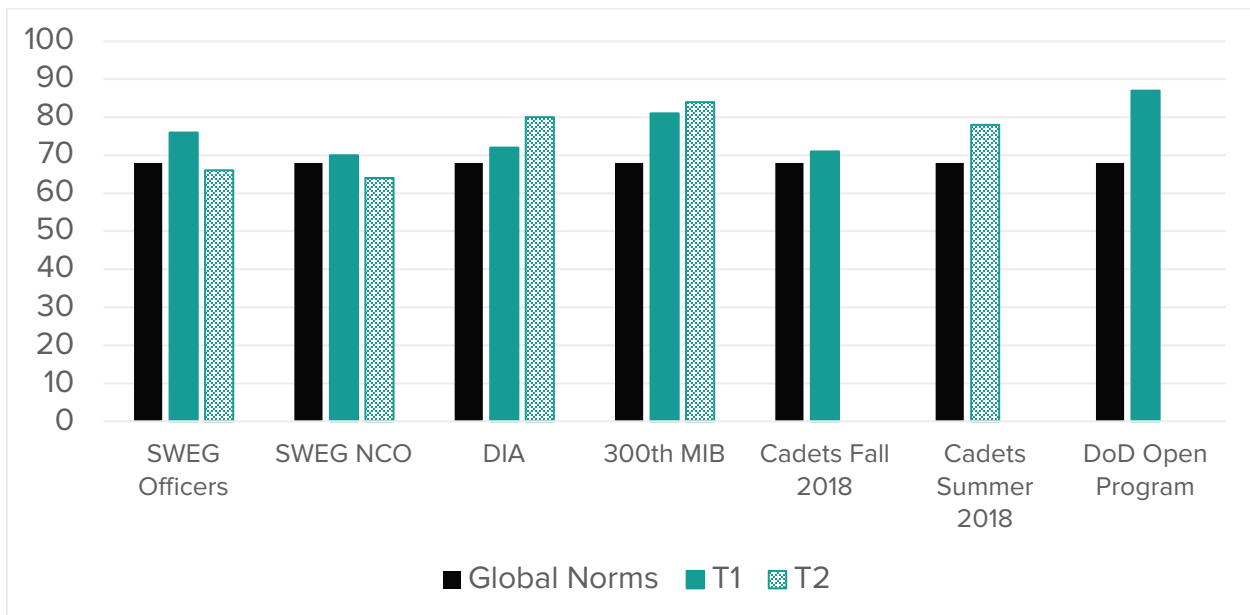
Finally, CQ Action, the behavioral dimension of CQ, is the ability to *act* appropriately in a range of cross-cultural situations. This measures whether the individual can effectively present one’s self and accomplish the mission in light of the cultural context. One of the most important aspects of 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 “**Intercultural Interactions**” cluster as described by the ARC Model.



The ARC competencies measured by CQ Action are:

- Acts Under Cultural Uncertainty
- Engages in Disciplined Self-Presentation

The following chart shows the CQ Action results for each of the populations assessed.



*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.

All populations scored above global norms for the Pre (T1) Assessment. Average Post (T2) scores increased for DIA and 300th MIB but decreased for SWEG Officers and SWEG NCOs.

CQ Results for Each DoD Population/Program

The following provides the data collected from each population and program. Repeated assessment of additional groups is needed before conclusions should be drawn about the effectiveness of a program.

A. US Army Special Warfare Education Group (SWEG) Officers

The *CQ Pre/Post Military Survey* was administered to 44 SWEG Officers before and after a five-month course. The first group were Special Forces and the second group was a mix of Civilian Affairs and Psychological Ops personnel. Participants took the assessment online and were given a personalized feedback report following participation with the T2 assessment.

The following demographics provide a snapshot of this group.

Gender

Female	Male	Other
0%	100%	0%

Number of Languages Spoken

One	Two	Three+
65%	23%	12%

Number of Countries Lived in at Least 6 Months

One	Two	Three+
54%	31%	15%

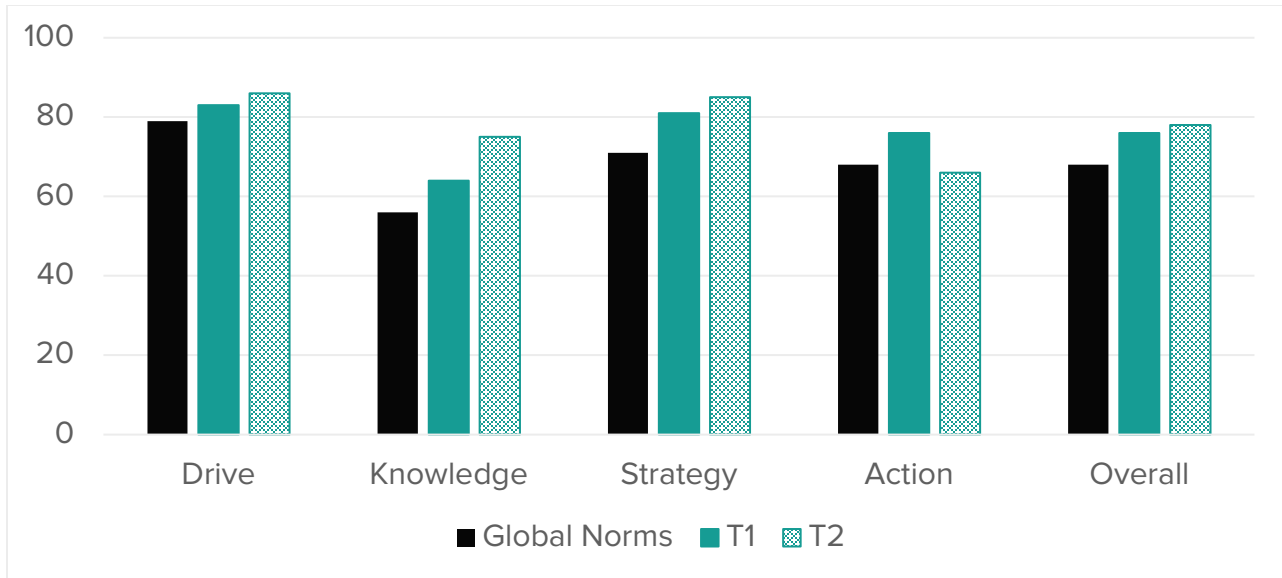
Prior Intercultural Experience

None	Limited	Moderate	Significant	Extensive
8%	27%	38%	19%	8%

CQ Scores

The following graph shows Pre (T1) and Post (T2) scores for SWEG Officers.

*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.



Note:

- SWEG Officers' average Pre (T1) scores were at least around or above global norms.
- Post (T2) scores increased for all capabilities except for CQ Action, which dropped to just below global norms.

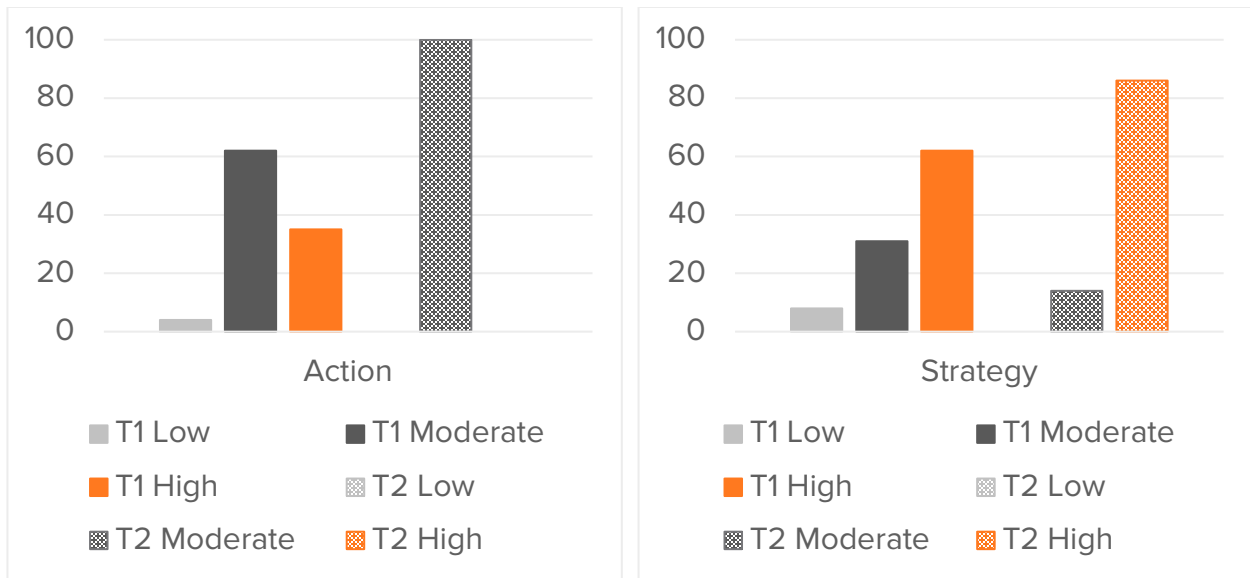
The following graphs show the Pre (T1) and Post (T2) distribution of scores among the participants.

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.





Note:

- Participant scores for CQ Drive shifted from a fairly even split between moderate and high, to over 70 percent scoring in the moderate range. The group also moved from a few scoring in the low range for T1 to none under T2 for CQ Drive.
- CQ Knowledge and Strategy scores both show an increase in the number of participants falling within the high range for T2.
- CQ Action score distribution shifted from a little over 60% scoring in the moderate range and 35% falling in the high range for T1 to everyone falling under moderate for T2.

Cultural Values

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 10 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.

Cultural Value	Range	Average
<p>Individualism – Collectivism The extent to which personal identity is defined primarily as an individual versus primarily as a member of a specific group (e.g. your family or work group).</p>	34-98	68
<p>Low – High Power Distance The extent to which one prefers a flat, egalitarian approach to leadership versus a more top-down, hierarchical leadership style.</p>	18-98	63
<p>Low – High Uncertainty Avoidance The extent to which one prefers to be flexible and adapt to changing circumstances versus reducing and avoiding uncertainty.</p>	18-98	66
<p>Cooperative – Competitive The extent to which one prefers to achieve results collaboratively versus competitively.</p>	51-98	80
<p>Short – Long Term Orientation The extent to which one prefers to focus on immediate results versus results that may come several years later.</p>	42-84	56
<p>Low – High Context The extent to which one prefers communication that is explicit, direct, and clear versus communication that is more indirect, emphasizes harmony, and saving face.</p>	18-75	53
<p>Being – Doing Orientation The extent to which you prefer quality of life versus proactively working toward goals.</p>	51-98	85
<p>Universalism – Particularism The extent to which one prefers to apply the same standards to everyone versus making exceptions for friends and family.</p>	9-92	51
<p>Neutral – Affective The extent to which one prefers to hide your emotions versus show them.</p>	3-84	54
<p>Monochronic – Polychronic The extent to which one prefers to do one thing a time versus multitasking.</p>	26-98	61

B. US Army Special Warfare Education Group (SWEG) Non-Commission Officers

The CQ Pre/Post Military Survey was administered to 132 SWEG Non-Commission Officers before and after a six-month course. The first group were Special Forces and the second group was a mix of Civilian Affairs and Psychological Ops personnel. Participants took the assessment online and were given a personalized feedback report following participation with the T2 assessment. As noted throughout the report, program leaders struggled to get a high level of T2 participation therefore, the results of program effectiveness are inconclusive given a relatively small number of T2 assessment completion by this population.

The following demographics provide a snapshot of this group.

Gender

Female	Male	Other
0%	100%	0%

Number of Languages Spoken

One	Two	Three+
74%	22%	4%

Number of Countries Lived in at Least 6 Months

One	Two	Three+
60%	25%	15%

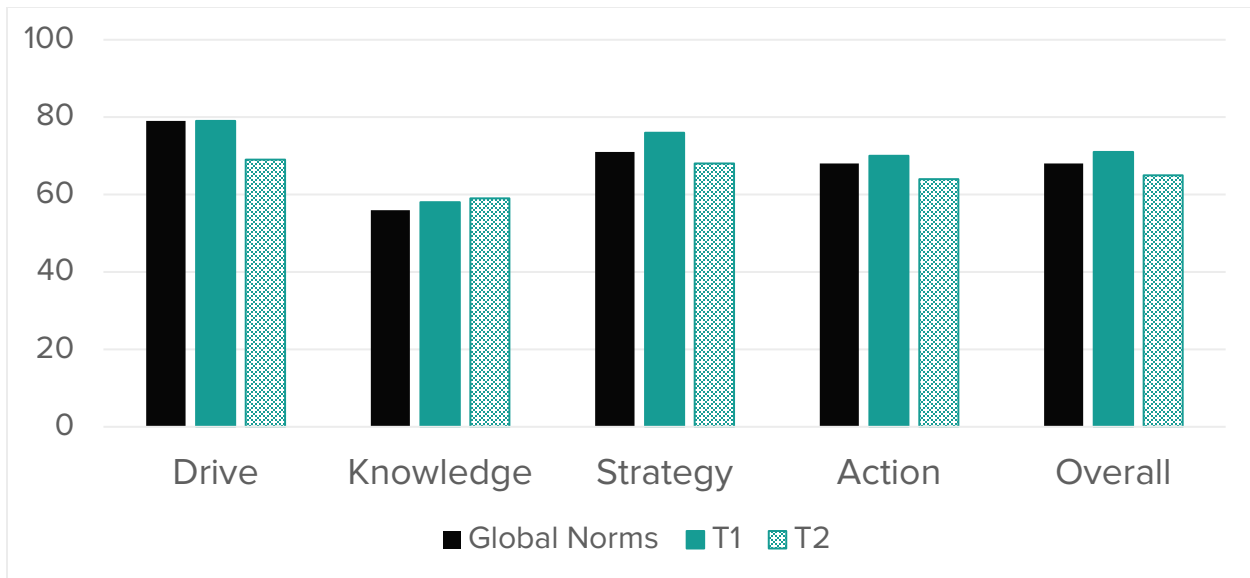
Prior Intercultural Experience

None	Limited	Moderate	Significant	Extensive
4%	18%	52%	15%	11%

CQ Scores

The following graph shows Pre (T1) and Post (T2) scores for SWEG Non-Commission Officers.

*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.



Note:

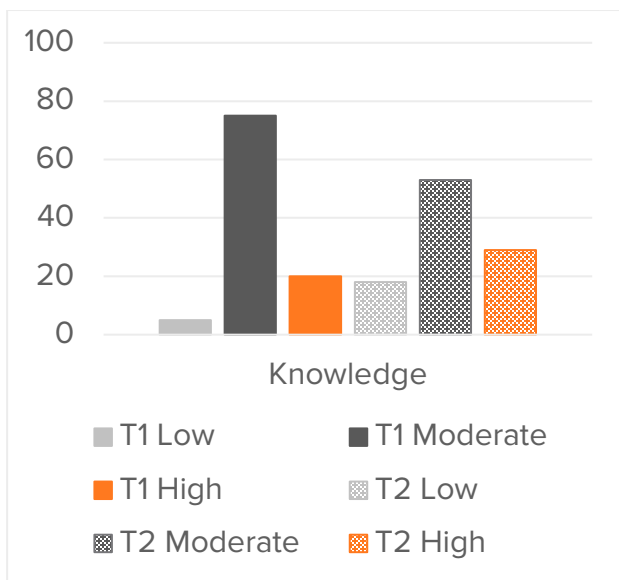
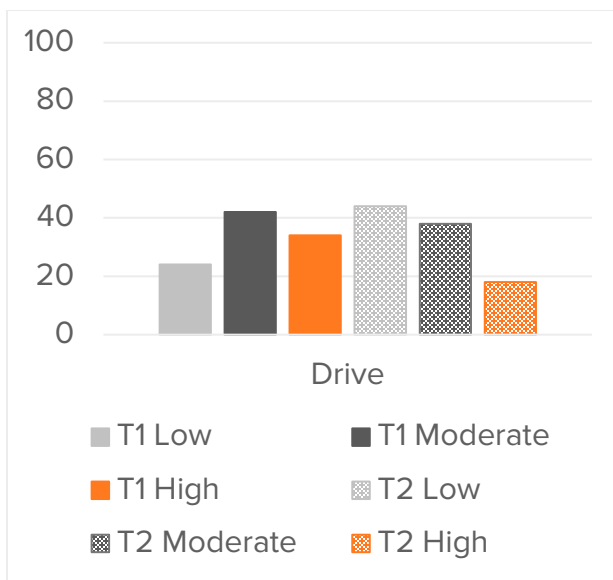
- SWEG NCOs' average Pre (T1) scores were around or slightly above global norms.
- Post (T2) scores decreased for all capabilities except CQ Knowledge, which increased slightly.

The following graphs show the Pre (T1) distribution of scores among the participants.

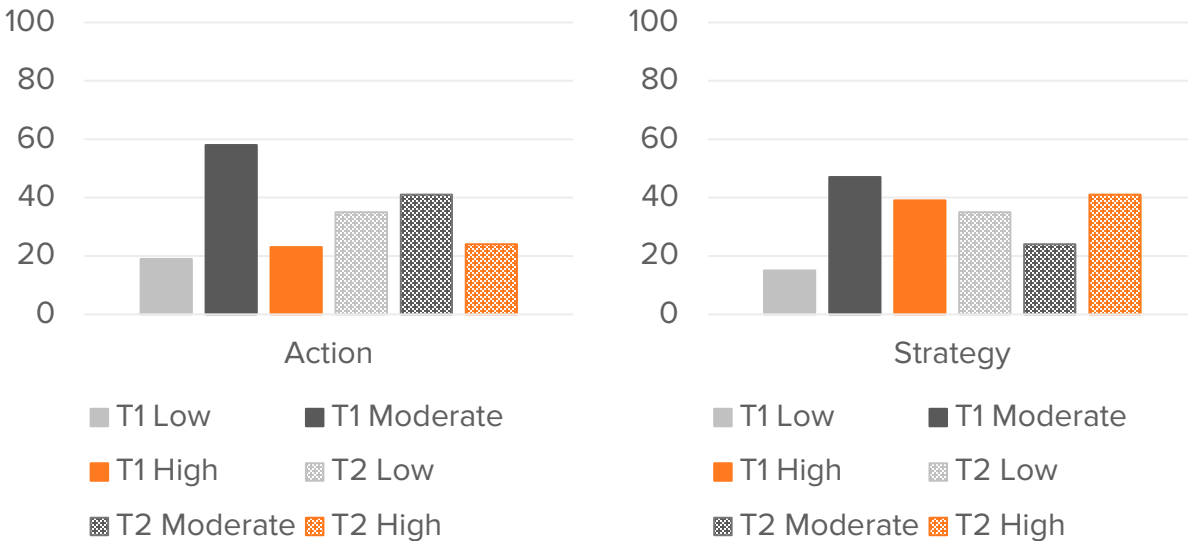
Low represents a score that is in the bottom 25% of worldwide norms.

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.



*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.



Note:

- Pre (T1) participants’ scores are primarily in the moderate range for all capabilities.
- The number of participants in the low range increased for Post (T2) scores for all four capabilities.
- Nearly a quarter of participants are in the low range for CQ Drive for T1 and this increased to over 40% for T2. Special attention should be given to those who scored in the “low” range of CQ Drive, a critical capability needed to persevere in light of mission objectives.

Cultural Values

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 10 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.

*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.

Cultural Value	Range	Average
Individualism – Collectivism The extent to which personal identity is defined primarily as an individual versus primarily as a member of a specific group (e.g. your family or work group).	26-98	73
Low – High Power Distance The extent to which one prefers a flat, egalitarian approach to leadership versus a more top-down, hierarchical leadership style.	3-98	64
Low – High Uncertainty Avoidance The extent to which one prefers to be flexible and adapt to changing circumstances versus reducing and avoiding uncertainty.	9-98	61
Cooperative – Competitive The extent to which one prefers to achieve results collaboratively versus competitively.	26-98	80
Short – Long Term Orientation The extent to which one prefers to focus on immediate results versus results that may come several years later.	34-98	59
Low – High Context The extent to which one prefers communication that is explicit, direct, and clear versus communication that is more indirect, emphasizes harmony, and saving face.	18-98	51
Being – Doing Orientation The extent to which you prefer quality of life versus proactively working toward goals.	3-98	84
Universalism – Particularism The extent to which one prefers to apply the same standards to everyone versus making exceptions for friends and family.	3-98	55
Neutral – Affective The extent to which one prefers to hide your emotions versus show them.	3-98	45
Monochronic – Polychronic The extent to which one prefers to do one thing a time versus multitasking.	3-92	59

*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.

C. Defense Intelligence Agency

Three groups from Defense Intelligence Agency (DIA) were invited to complete the *CQ Pre/Post Military Survey* before and after Intelligence Community’s Strategic Language Program (SLP). This is a 10-week course that participants completed in the fall of 2018. Assessment participation was voluntary. Participants took the assessment online and received a personalized feedback report following both T1 and T2 participation. CQC worked with key leadership from DIA, as well as with Raluca Angelescu and Molly Sampson from Diplomatic Language Services to ensure the most effective use of the assessment.

The following demographics provide a snapshot of this group.

Gender

Female	Male	Other
60%	40%	0%

Number of Languages Spoken

One	Two	Three+
5%	35%	60%

Number of Countries Lived in at Least 6 Months

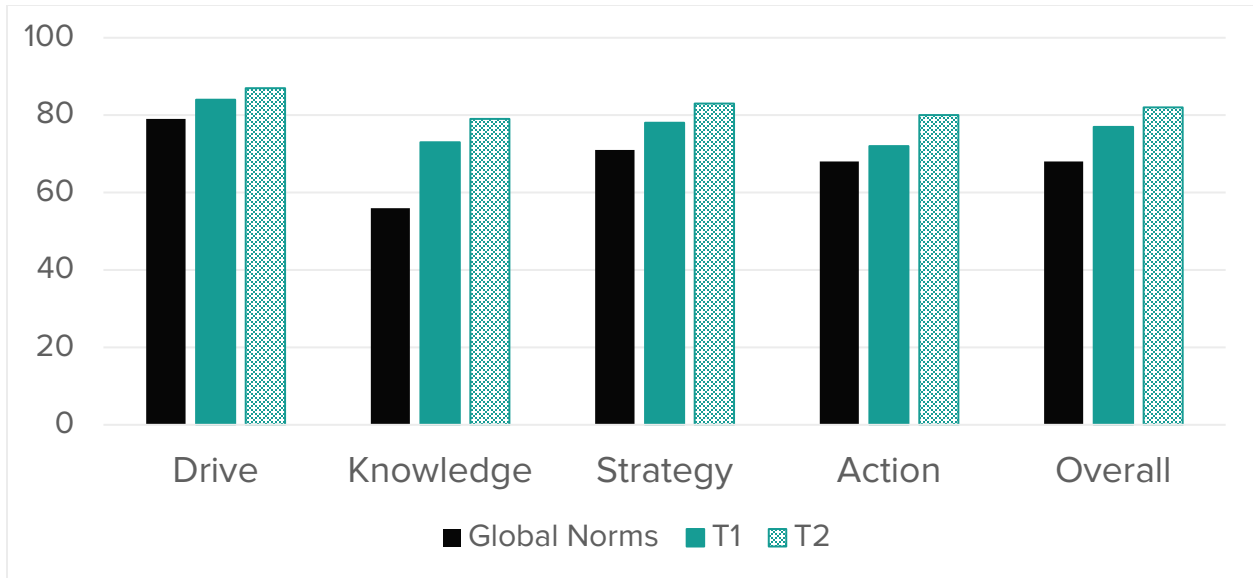
One	Two	Three+
25%	50%	25%

Prior Intercultural Experience

None	Limited	Moderate	Significant	Extensive
0%	15%	20%	20%	45%

CQ Scores

The following graph shows Pre (T1) and Post (T2) scores for DIA.



Note:

- Average Pre (T1) scores are at or above global norms for DIA participants, with CQ Knowledge being much higher than global norms.
- Strong Post (T2) scores in CQ Knowledge and Strategy show that students are developing their ability to accurately analyze and interpret data in the midst of intercultural situations. These are the most relevant capabilities for intelligence gathering and analysis.

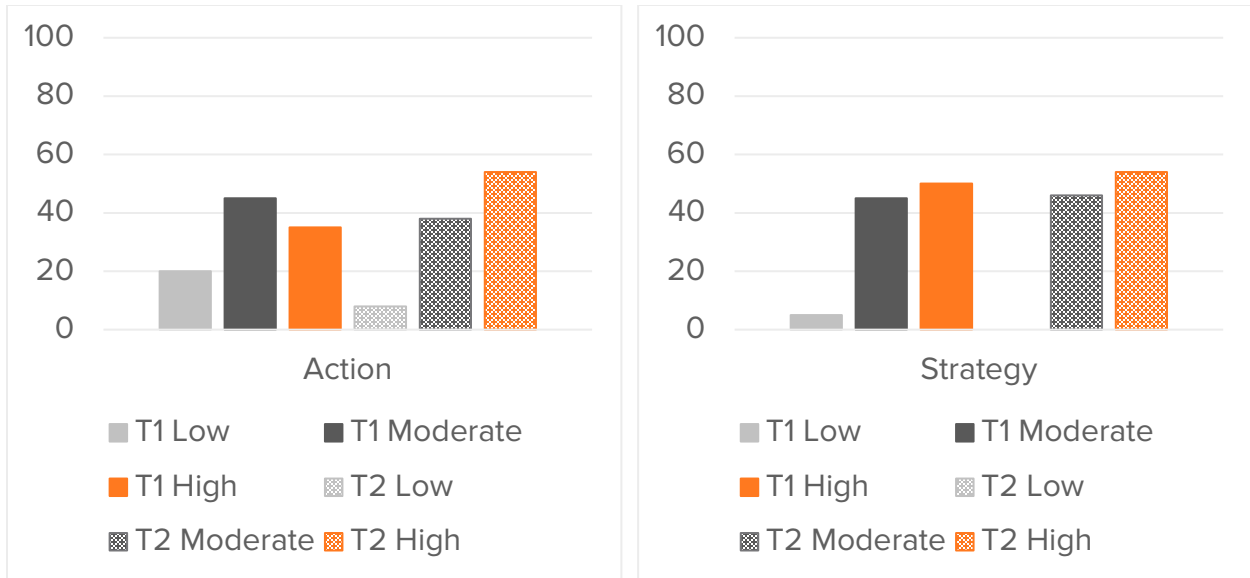
The following graphs show the Pre (T1) and Post (T2) distribution of scores among the participants.

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.





Note:

- For Pre (T1), more than 60% of participants are in the high range for CQ Knowledge, with the rest in moderate. This grew to over 80% in high and the rest under moderate for T2.
- In Post (T2, CQ Drive scores shifted to an even distribution between moderate and high for T2). Those in the low range decreased.

Cultural Values

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 10 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.

Cultural Value	Range	Average
Individualism – Collectivism The extent to which personal identity is defined primarily as an individual versus primarily as a member of a specific group (e.g. your family or work group).	18-98	69

Low – High Power Distance The extent to which one prefers a flat, egalitarian approach to leadership versus a more top-down, hierarchical leadership style.	9-84	62
Low – High Uncertainty Avoidance The extent to which one prefers to be flexible and adapt to changing circumstances versus reducing and avoiding uncertainty.	26-98	63
Cooperative – Competitive The extent to which one prefers to achieve results collaboratively versus competitively.	42-98	68
Short – Long Term Orientation The extent to which one prefers to focus on immediate results versus results that may come several years later.	34-75	52
Low – High Context The extent to which one prefers communication that is explicit, direct, and clear versus communication that is more indirect, emphasizes harmony, and saving face.	18-84	50
Being – Doing Orientation The extent to which you prefer quality of life versus proactively working toward goals.	42-98	84
Universalism – Particularism The extent to which one prefers to apply the same standards to everyone versus making exceptions for friends and family.	3-84	43
Neutral – Affective The extent to which one prefers to hide your emotions versus show them.	26-92	59
Monochronic – Polychronic The extent to which one prefers to do one thing a time versus multitasking.	26-92	68

D. 300th Military Intelligence Brigade

The *CQ Pre/Post Military Survey* was administered to 27 participants from 300th Military Intelligence Brigade. These participants are from 3 eleven-day immersion programs through Concordia Language Villages. Participants completed the assessment online approximately two weeks before and one month after participation at Concordia Language Villages. Three groups were invited to take the T1 in Fall 2018 and one was invited to complete T2. The remaining T2 assessments are scheduled to be completed in Spring 2019. Participants receive a personalized

feedback report following completion of T2. Although group sizes are small, participations rates have been strong.

The following demographics provide a snapshot of this group.

Gender

Female	Male	Other
19%	81%	0%

Number of languages spoken

One	Two	Three+
12%	50%	38%

Number of countries lived in at least 6 months

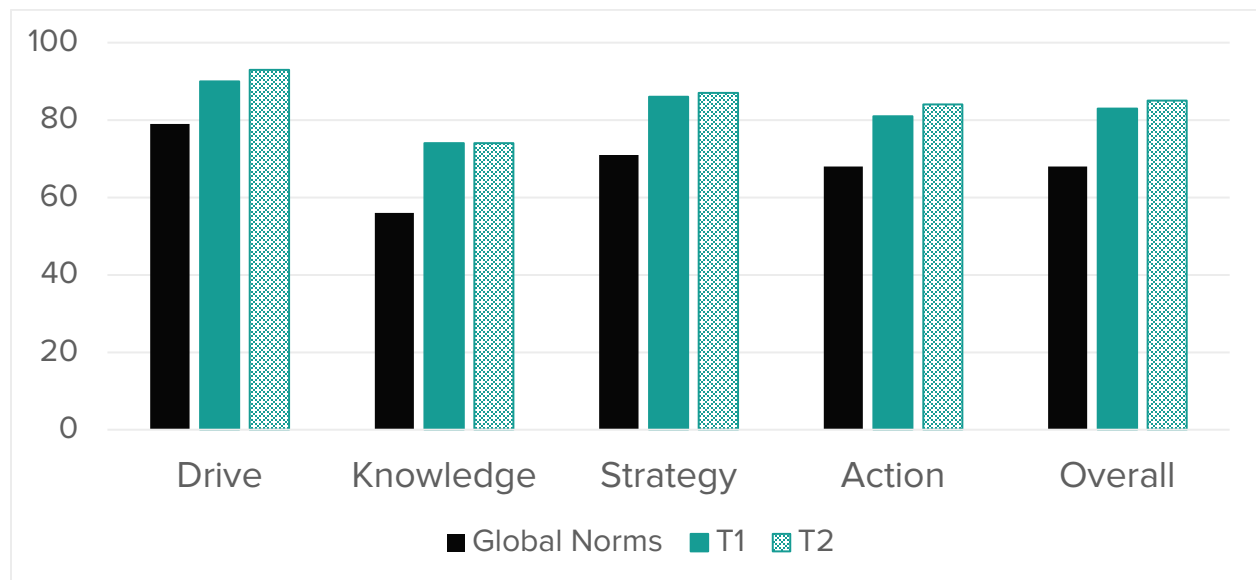
One	Two	Three+
38%	35%	27%

Prior intercultural experience

None	Limited	Moderate	Significant	Extensive
0%	4%	42%	23%	31%

CQ Scores

The following graph shows Pre (T1) and Post (T2) scores for 300th Military Intelligence Brigade.



Note:

- 300th MIB Pre (T1) scores are very promising, with average scores in all capabilities well above global norms.

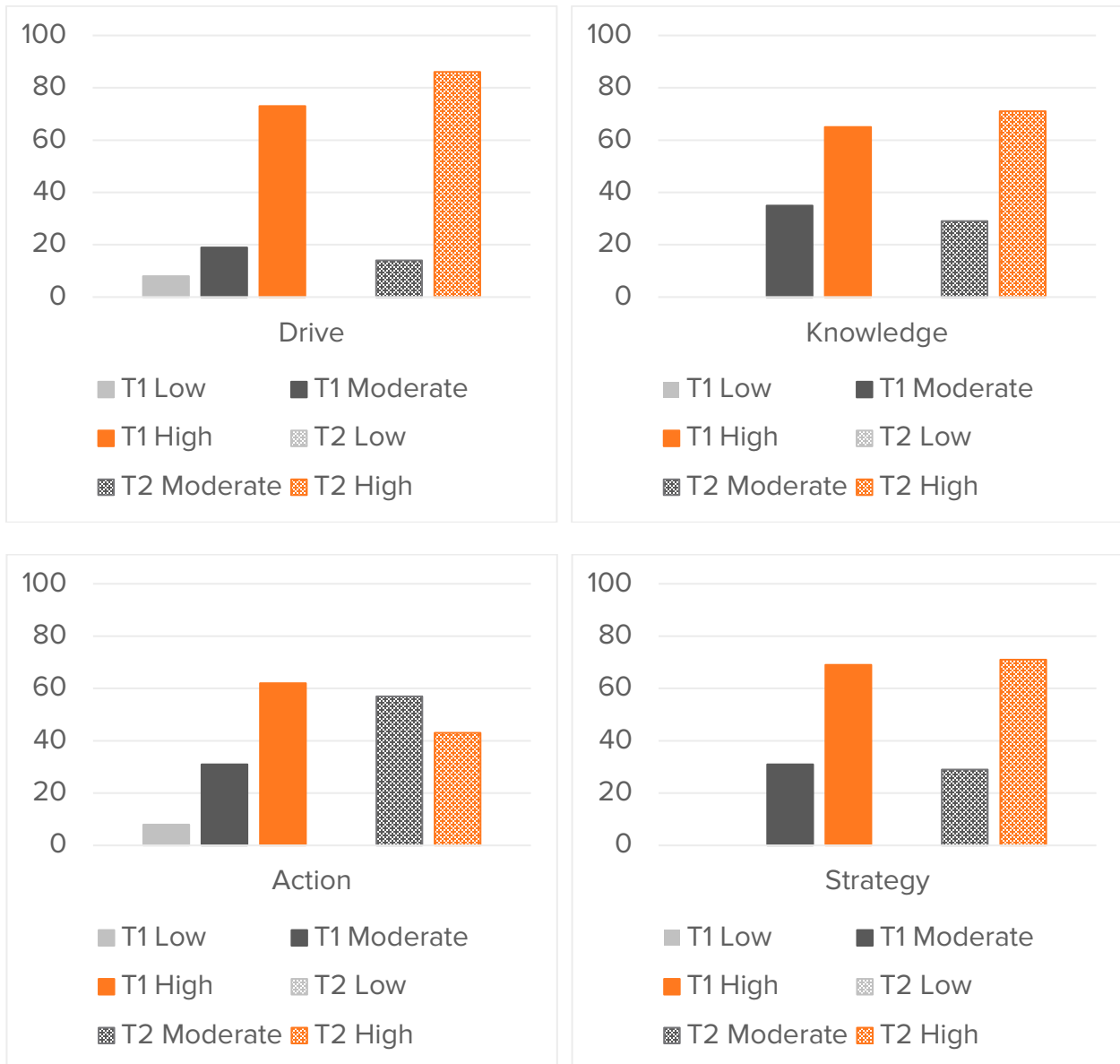
- Post (T2) scores showed growth in all areas except for CQ Knowledge, which remained stable.

The following graphs show the Pre (T1) and Post (T2) 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.



*T2 scores are only reflective of one of the three participant groups.

Note:

- For Pre (T1) scores, more than 50% of participants are in the high range for all capabilities.
- While a few participants are in the low range for CQ Drive and Action for T1, all participants are in either moderate or high ranges for all capabilities for T2.
- Some T2 participants saw a decrease in CQ Action scores. Additional T2 assessment will highlight whether this is a trend.

Cultural Values

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 10 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.

Cultural Value	Range	Average
Individualism – Collectivism The extent to which personal identity is defined primarily as an individual versus primarily as a member of a specific group (e.g. your family or work group).	26-98	75
Low – High Power Distance The extent to which one prefers a flat, egalitarian approach to leadership versus a more top-down, hierarchical leadership style.	26-92	70
Low – High Uncertainty Avoidance The extent to which one prefers to be flexible and adapt to changing circumstances versus reducing and avoiding uncertainty.	18-98	73
Cooperative – Competitive The extent to which one prefers to achieve results collaboratively versus competitively.	42-98	76
Short – Long Term Orientation The extent to which one prefers to focus on immediate results versus results that may come several years later.	42-75	55

Low – High Context The extent to which one prefers communication that is explicit, direct, and clear versus communication that is more indirect, emphasizes harmony, and saving face.	26-84	53
Being – Doing Orientation The extent to which you prefer quality of life versus proactively working toward goals.	67-98	90
Universalism – Particularism The extent to which one prefers to apply the same standards to everyone versus making exceptions for friends and family.	3-98	49
Neutral – Affective The extent to which one prefers to hide your emotions versus show them.	18-92	56
Monochronic – Polychronic The extent to which one prefers to do one thing a time versus multitasking.	9-92	57

E. TRADOC Cultural Understanding and Leadership Program – Spring/Summer 2018

Post/T2 Assessment only, no Pre/T1 for this group

The *CQ Military Survey* was administered to 961 TRADOC Cadets returning from Cultural Understanding and Leadership Program (CU&LP) missions worldwide. Participants completed the assessment online as they returned from their programs throughout summer of 2018. Participants received a personalized feedback report. Key leadership at TRADOC was identified and provided with group reports and evaluation data at the conclusion of the group's participation. Program evaluation data consists of a spreadsheet listing individual scores for each of the four CQ capabilities. Identifying information (names, emails, etc.) is not included.

The following demographics provide a snapshot of this group.

Gender

Female	Male	Other
30%	70%	0%

Number of languages spoken

One	Two	Three+
61%	32%	7%

Number of countries lived in at least 6 months

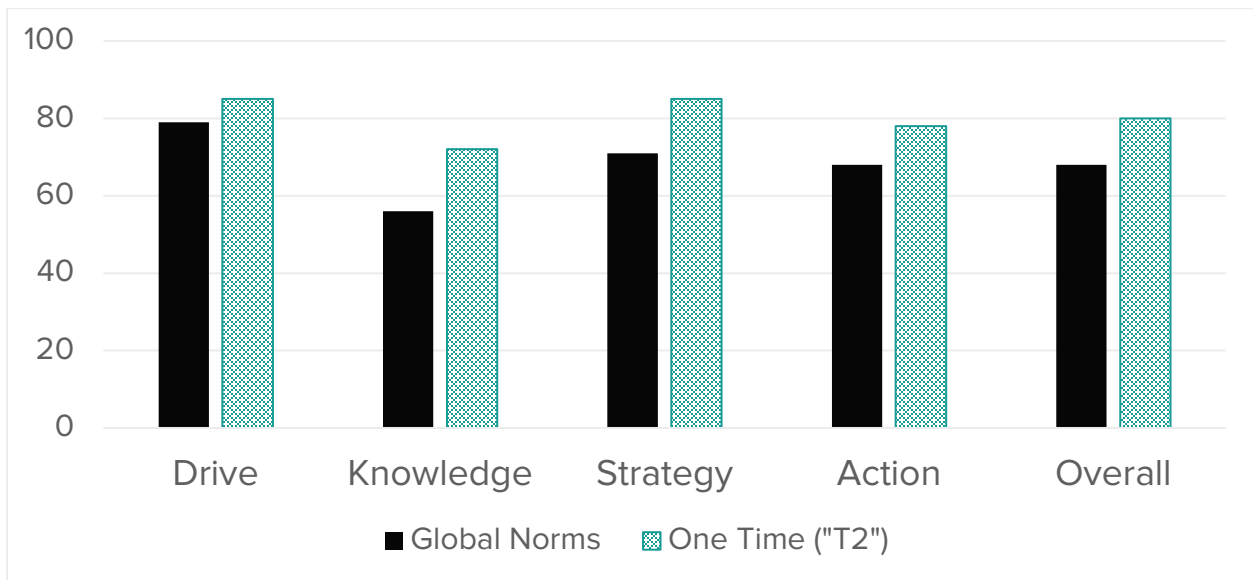
One	Two	Three+
84%	11%	5%

Prior intercultural experience

None	Limited	Moderate	Significant	Extensive
1%	18%	36%	29%	16%

CQ Scores

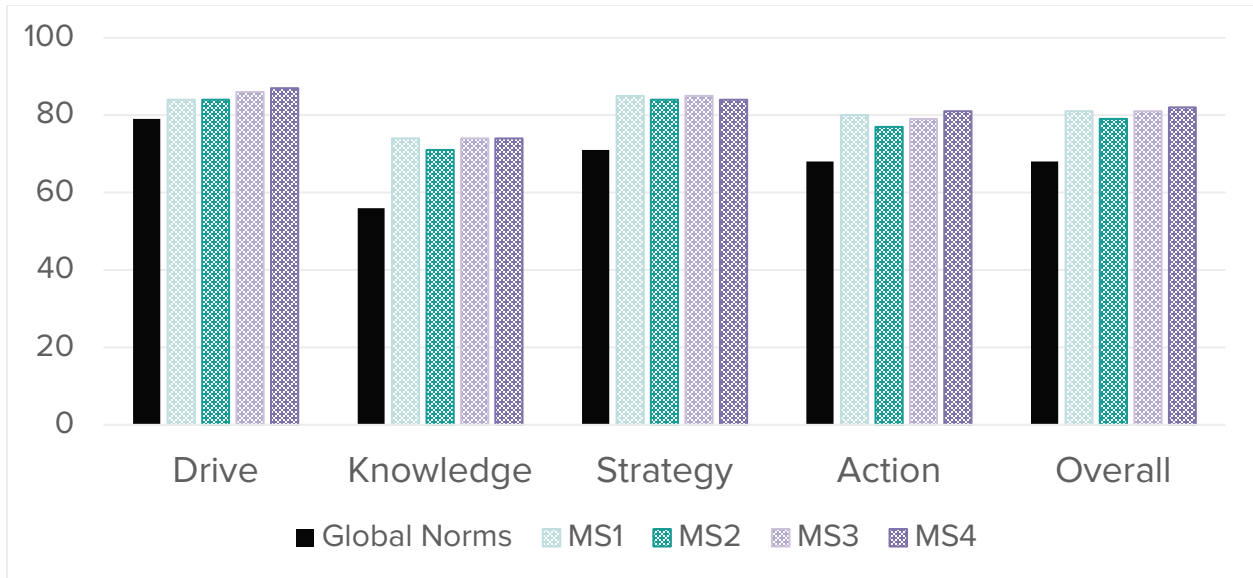
The following graph shows the CQ scores for all spring/summer 2018 CU&LP participants.



Note:

- CU&LP Participants scored above global norms in all capabilities.
- CQ Knowledge and Strategy scores are particularly high, with average Knowledge scores being 16 points higher than worldwide norms, and average Strategy scores 14 points higher than worldwide norms.

The following chart shows CQ scores for each capability per graduation (MS) year.

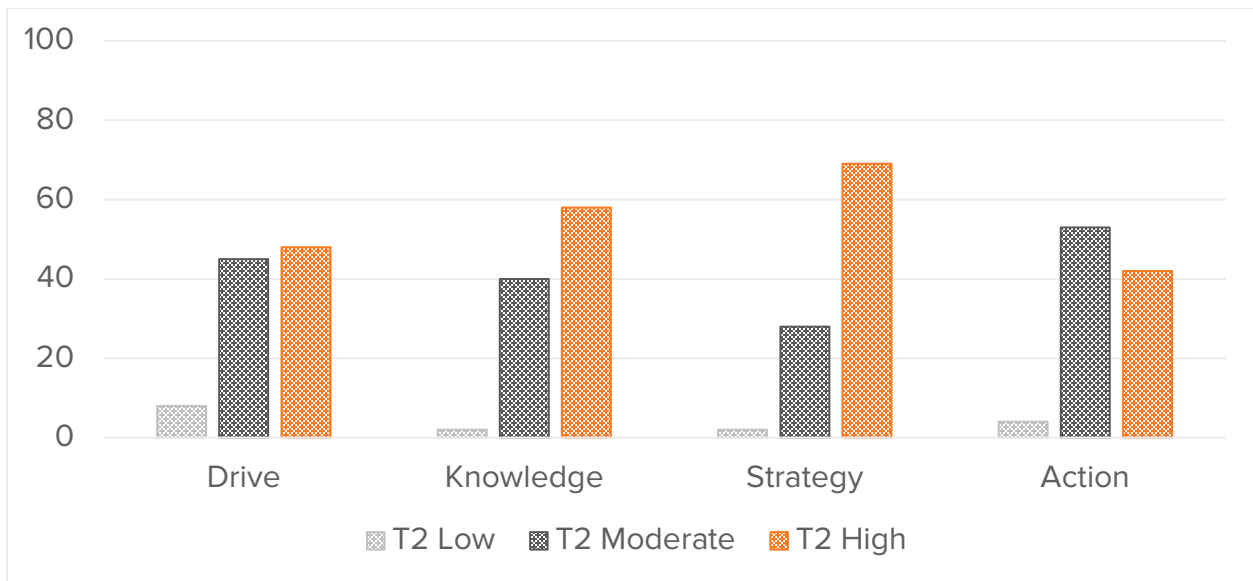


The following graph shows the distribution of scores among the summer/fall CU&LP participants.

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.



One Time ("T2" Returning from Experience Abroad)

Note:

- More than half of participants fell in the high range for CQ Knowledge and Strategy.
- Most participants fell in the moderate or high range for CQ Drive and Action.

Cultural Values

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 10 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.

Cultural Value	Range	Average
Individualism – Collectivism The extent to which personal identity is defined primarily as an individual versus primarily as a member of a specific group (e.g. your family or work group).	3-98	77
Low – High Power Distance The extent to which one prefers a flat, egalitarian approach to leadership versus a more top-down, hierarchical leadership style.	3-98	72
Low – High Uncertainty Avoidance The extent to which one prefers to be flexible and adapt to changing circumstances versus reducing and avoiding uncertainty.	3-98	76
Cooperative – Competitive The extent to which one prefers to achieve results collaboratively versus competitively.	3-98	78
Short – Long Term Orientation The extent to which one prefers to focus on immediate results versus results that may come several years later.	3-98	58
Low – High Context The extent to which one prefers communication that is explicit, direct, and clear versus communication that is more indirect, emphasizes harmony, and saving face.	3-98	49
Being – Doing Orientation The extent to which you prefer quality of life versus proactively working toward goals.	3-98	90

Universalism – Particularism The extent to which one prefers to apply the same standards to everyone versus making exceptions for friends and family.	3-98	51
Neutral – Affective The extent to which one prefers to hide your emotions versus show them.	3-98	57
Monochronic – Polychronic The extent to which one prefers to do one thing a time versus multitasking.	3-98	63

F. TRADOC Cultural Understanding and Leadership Program – Fall 2018

Pre/T1 Assessment; T2 to follow in 2019

The CQ Pre (T1) Military Survey was administered to 1,045 TRADOC Cadets in the fall of 2018 who have been selected to participate in a Cultural Understanding and Leadership Program (CU&LP) deployment during summer training 2019. They are completing the assessment online prior to beginning pre-mission training for their CU&LP overseas mission. Post (T2) assessments are scheduled to be administered in summer of 2019 when Cadets return from deployment. Participants will have access to a feedback report following participation with T2. Again, key leadership at TRADOC was identified and provided with group reports, status reports, and evaluation data at the conclusion of the group's participation. Program evaluation data consists of a spreadsheet listing individual scores for each of the four CQ capabilities. Identifying information (names, emails, etc.) is not included.

The following demographics provide a snapshot of this group.

Gender

Female	Male	Other
29%	71%	0%

Number of languages spoken

One	Two	Three+
68%	27%	5%

Number of countries lived in at least 6 months

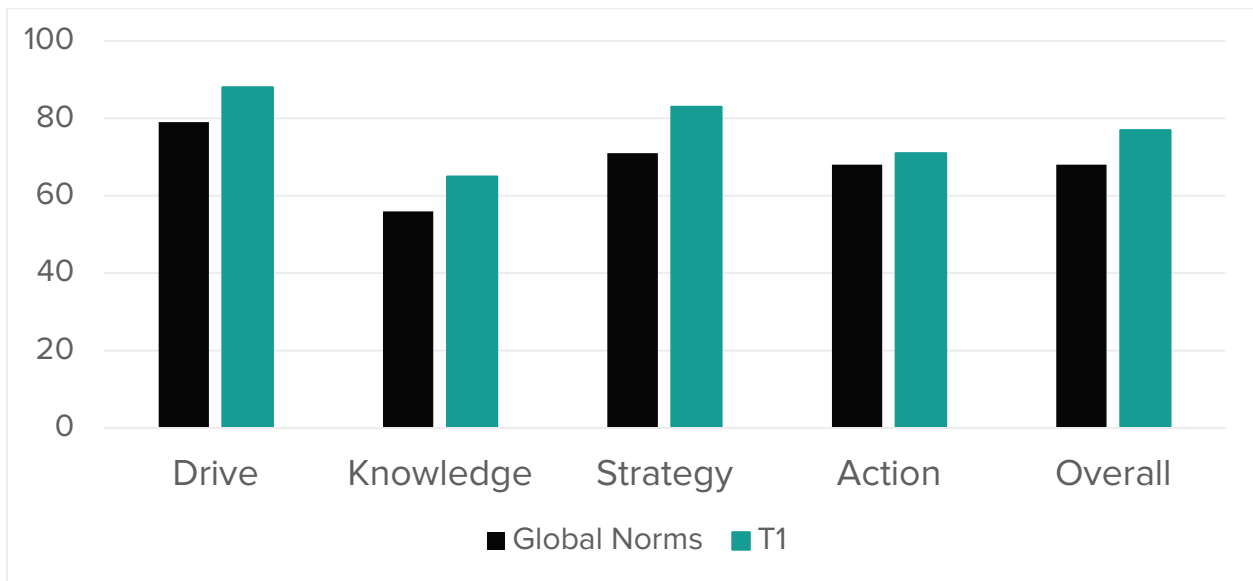
One	Two	Three+
85%	12%	3%

Prior intercultural experience

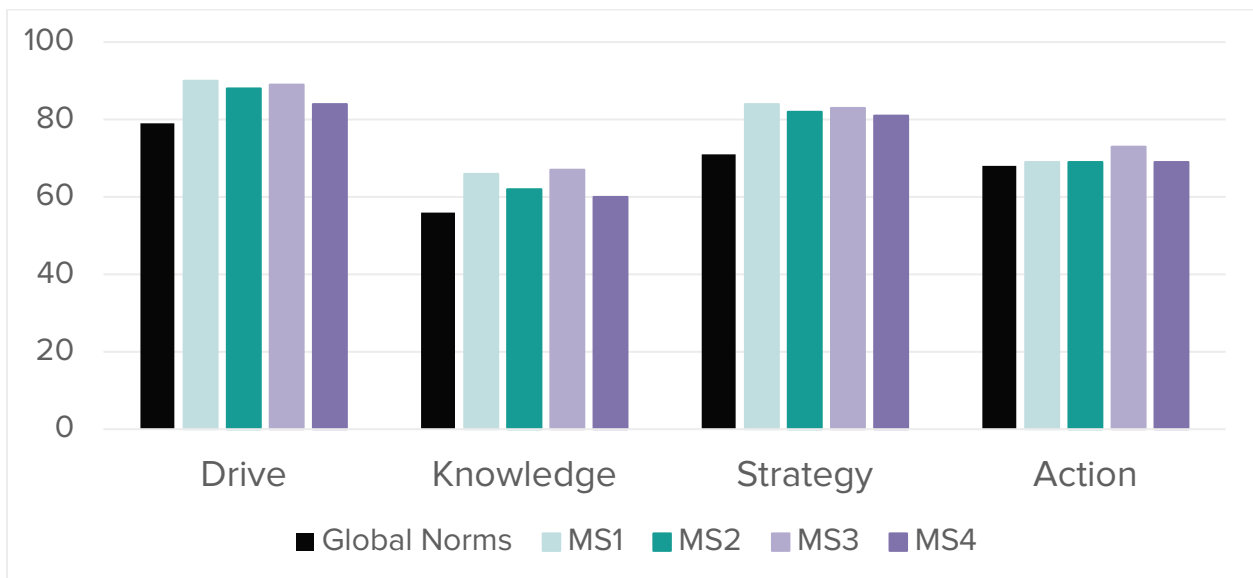
None	Limited	Moderate	Significant	Extensive
0%	18%	42%	29%	11%

CQ Scores

The following graph shows the CQ scores for all spring/summer 2018 CU&LP participants.



The following chart shows CQ scores for each capability per graduation (MS) year.



Note:

- All four groups of CU&LP Participants scored above global norms in all capabilities.
- CQ Drive is above global norms and fairly consistent for all MS groups.
- Scores for CQ Knowledge vary across the four classes.
- CQ Strategy scores are well above global norms for all four groups.
- CQ Action scores are close to global norms for all groups, with MS3 scoring the highest.

The following graph shows the distribution of scores among the fall 2018 CU&LP 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.



Note:

- More than half of participants fell in the high range for CQ Drive and Strategy.
- Most participants fell in the moderate range for CQ Knowledge and Action.

Cultural Values

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 10 cultural value dimensions.

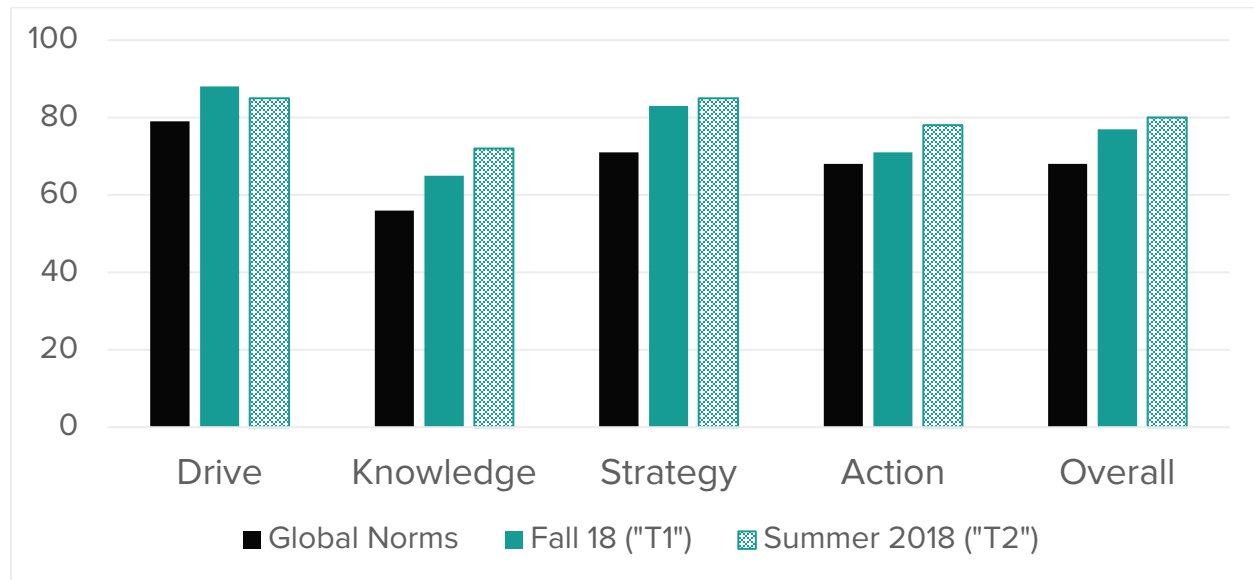


Cultural value ratings are only included in T1 of the CQ Assessment and feedback because cultural value ratings remain stable across time. Further, participants should not be encouraged to change their cultural value preferences but instead, to use the feedback as a source of self-awareness to help improve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

Cultural Value	Range	Average
Individualism – Collectivism The extent to which personal identity is defined primarily as an individual versus primarily as a member of a specific group (e.g. your family or work group).	3-98	79
Low – High Power Distance The extent to which one prefers a flat, egalitarian approach to leadership versus a more top-down, hierarchical leadership style.	18-98	77
Low – High Uncertainty Avoidance The extent to which one prefers to be flexible and adapt to changing circumstances versus reducing and avoiding uncertainty.	18-98	79
Cooperative – Competitive The extent to which one prefers to achieve results collaboratively versus competitively.	26-98	82
Short – Long Term Orientation The extent to which one prefers to focus on immediate results versus results that may come several years later.	18-98	55
Low – High Context The extent to which one prefers communication that is explicit, direct, and clear versus communication that is more indirect, emphasizes harmony, and saving face.	3-98	46
Being – Doing Orientation The extent to which you prefer quality of life versus proactively working toward goals.	51-98	92
Universalism – Particularism The extent to which one prefers to apply the same standards to everyone versus making exceptions for friends and family.	3-98	50
Neutral – Affective The extent to which one prefers to hide your emotions versus show them.	3-98	54
Monochronic – Polychronic The extent to which one prefers to do one thing a time versus multitasking.	9-98	60

TRADOC Cultural Understanding and Leadership Program Comparison

While the *CQ Military Survey* was administered to two different groups of CU&LP participants, the following chart compares the two groups' scores. This provides a baseline for what might be expected to surface when the current cadet group (completed the Pre (T1) assessment this fall) takes the T2 in 2019.



Note:

- Preliminary group results suggest that 2019 T2 results will also show growth in CQ Knowledge, Strategy and Action following cadets' experiences abroad. However, further study will be needed to verify this and provide additional insight.
- CQ Drive is lower for those returning from their experience abroad. This could be related to fatigue from the experience. Both CQ Drive average scores are still well above global norms.

G. US DoD Open Program

The remaining *CQ Military Surveys* were administered to participants across a variety of DoD contexts as a way to introduce them to a way of measuring cultural readiness. These groups included participants from U.S. Army War College, Defense Intelligence Agency Diplomatic Language Services, U.S. Marine Corp Center for Advanced Operational Culture Learning, Foreign Area Officers, United States Naval Academy International Programs Office, U.S. Coast Guard Academy, U.S. Marine Corps Forces Special Operations Command, and Naval Special Warfare Command. The assessment was completed online, and individuals received a personal feedback report. Participants had the option to complete the Pre and Post assessment to see how the assessment works, but this was not set up to focus on change from a particular event or duration of time given the multiplicity of programs and participants. Despite a broader application than the other populations, access to the CQ Assessment allowed a diverse group of DoD personnel and stakeholders to develop strategic plans for implementing CQ assessment and education.

The following demographics provide a snapshot of this group.

Gender

Female	Male	Other
61%	39%	0%

Number of languages spoken

One	Two	Three+
28%	44%	28%

Number of countries lived in at least 6 months

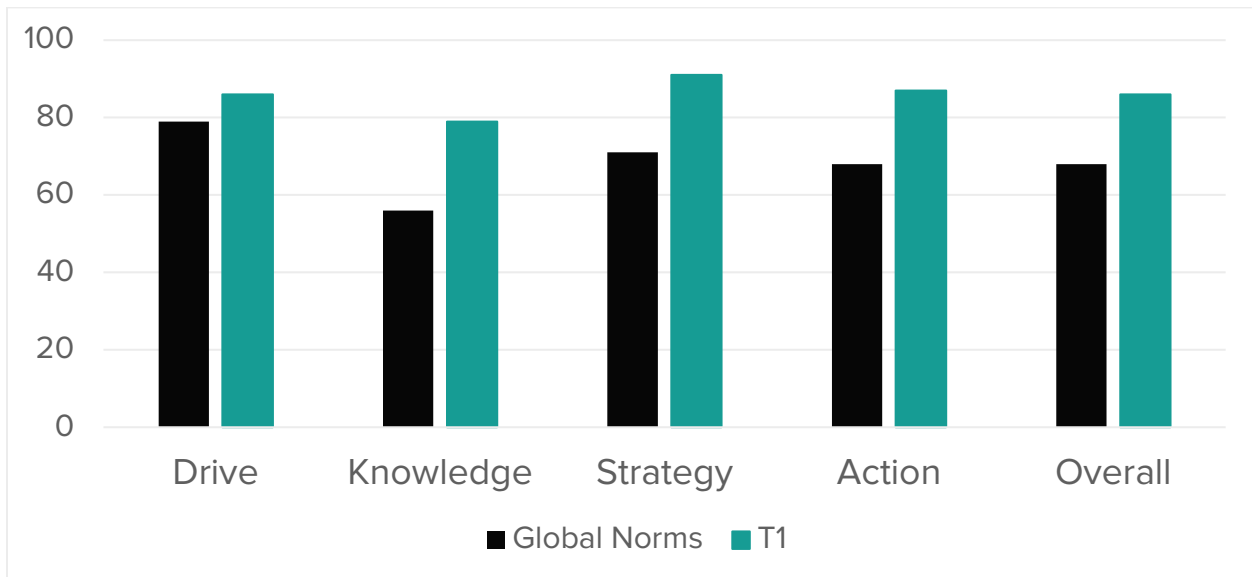
One	Two	Three+
22%	28%	50%

Prior intercultural experience

None	Limited	Moderate	Significant	Extensive
0%	6%	17%	33%	44%

CQ Scores

The following graph shows Pre (T1) scores for the DoD Open Program.



Note:

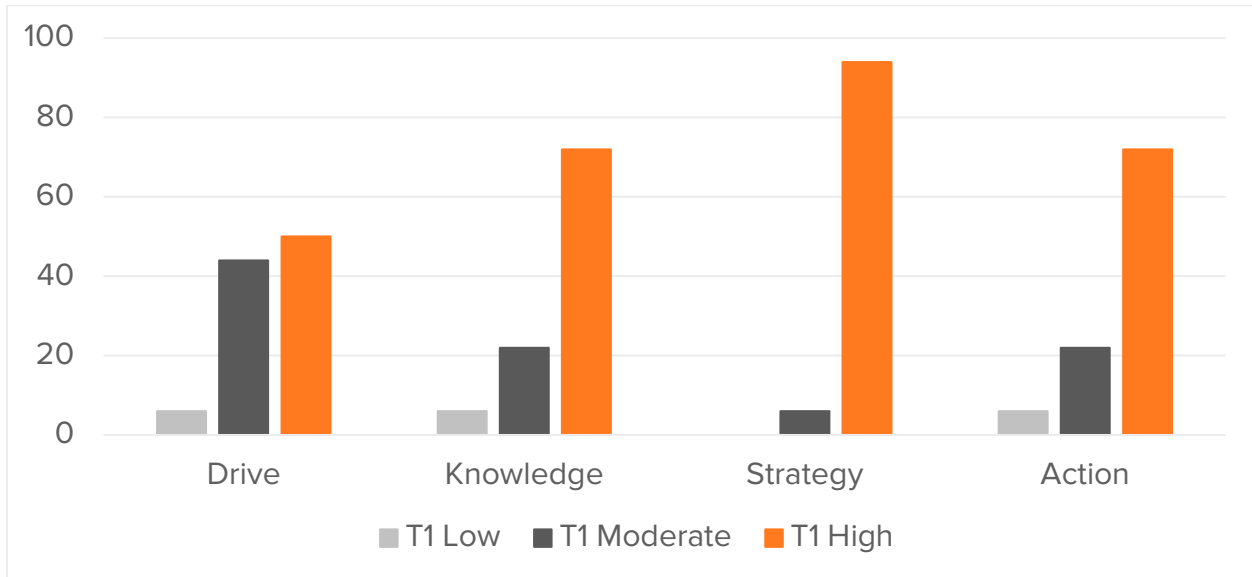
- Scores are above global norms for all four capabilities.
- CQ Knowledge, Strategy and Actions scores are much higher than global norms. Average CQ Knowledge scores are 23 points higher, average Strategy scores are 20 points higher, and average Action scores are 19 points higher.

The following graphs show the Pre (T1) 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.



Note:

- Nearly all participants fell in the high range for CQ Strategy. This may be related to the roles of participants, who tended to be in leadership positions within their division.
- More than 70% of participants fell in the high range for CQ Knowledge and Action.
- Most participants were in the moderate or high range for CQ Drive.

Cultural Values

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 10 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.

Cultural Value	Range	Average
Individualism – Collectivism The extent to which personal identity is defined primarily as an individual versus primarily as a member of a specific group (e.g. your family or work group).	26-98	77
Low – High Power Distance The extent to which one prefers a flat, egalitarian approach to leadership versus a more top-down, hierarchical leadership style.	18-92	61
Low – High Uncertainty Avoidance The extent to which one prefers to be flexible and adapt to changing circumstances versus reducing and avoiding uncertainty.	18-84	55
Cooperative – Competitive The extent to which one prefers to achieve results collaboratively versus competitively.	3-98	57
Short – Long Term Orientation The extent to which one prefers to focus on immediate results versus results that may come several years later.	42-75	55
Low – High Context The extent to which one prefers communication that is explicit, direct, and clear versus communication that is more indirect, emphasizes harmony, and saving face.	9-67	40
Being – Doing Orientation The extent to which you prefer quality of life versus proactively working toward goals.	59-98	86
Universalism – Particularism The extent to which one prefers to apply the same standards to everyone versus making exceptions for friends and family.	3-84	48
Neutral – Affective The extent to which one prefers to hide your emotions versus show them.	3-98	47
Monochronic – Polychronic The extent to which one prefers to do one thing a time versus multitasking.	42-92	68

V. ANALYSIS

The average T1 scores across all populations assessed are above the worldwide norms except for SWEG NCOs, which are close to the worldwide norms. This is encouraging because it suggests that that even prior to the respective training programs and interventions, the populations assessed have the intercultural skills that are at least on par with or better than sophisticated, global professionals from organizations like Google, BMW, Goldman Sachs, Coca-Cola, IBM, etc. Several groups had many individuals with CQ scores falling in the high range. These individuals will stand apart as having exceptional skills for working and leading in culturally diverse situations.

Furthermore, most populations saw significant improvement in their CQ capabilities as a result of the respective training program. However, some capabilities were increased more than others. This can help program leaders determine ways to modify their instruction and curriculum based upon which capabilities and competencies most need to be enhanced.

It's important to remember that cultural intelligence is malleable therefore even individuals who score low or moderate in CQ can improve their skills.

T1-T2 CHANGES (Pre and Post Assessment Results)

The malleability of cultural intelligence is demonstrated in the changes that occurred between T1 and T2 for those populations that took the assessment before and after a culture training program. There were changes in the T1 and T2 scores in all the specific training programs evaluated as part of the work performed for the period of performance.

The overall CQ averages across all programs assessed increased between the pre and post assessment, except for SWEG NCOs which as noted repeatedly, had insufficient T2 participation to provide reliable pre-post data. However, there was wide variability in which CQ capabilities were improved across the programs.

- **DIA** scores increased in three of the four CQ capabilities (CQ Knowledge increased 8%, CQ Strategy by 6%, and CQ Action by 11%), indicating the program is highly successful at building CQ and in particular, at **developing the capability to do intelligence gathering from culturally diverse groups.**
- **SWEG Officers'** CQ also increased in three of the four CQ capabilities with CQ Knowledge growing by 17%. This suggests the program is highly successful at building cognitive understanding and the resources for seeking out cultural knowledge as needed. This growth combined with the increase in CQ Drive and CQ Strategy sets them up for **highly adaptive performance in a cross-cultural setting.**
- **300th MIB** saw increase in CQ Drive and maintained the high CQ scores between pre and post assessment. Despite the brevity of the program, this preliminary sampling suggests the participants have grown in their ability to **psychologically adjust to hostile cultural environments and achieve mission success.**
- **CU&LP** and **SWEG NCO** have either nonexistent or insufficient pre-post data to make any valid analysis. However, the preliminary results are very promising and help guide an effective design for program evaluation in 2019.

It's important to highlight that the scores highlighted above and throughout the report are simply aggregate findings. Not every participant increased or decreased the same as the entire group. As demonstrated in the distribution of scores, some individuals saw significant improvement across one or more capabilities while others saw little change. In a few cases, individual CQ scores decreased. This demonstrates that the same intervention has different results with different students. Furthermore, the student's active participation in developing their CQ is a critical factor in whether training further develops cultural readiness skills.

The primary insight provided by the data collected from the respective programs is that different programs and populations have a different impact on which intercultural skills are developed. Additional qualitative and quantitative data and analysis is needed before making any conclusions about the effectiveness of the specific programs involved. The number of participants, the variation in how the T1 results were debriefed, and the variability of when participants completed T2 is a limitation that should be considered in analyzing these findings. This is a limitation that will be addressed in 2019 programs to provide more robust program evaluation data.

PERFORMANCE OUTCOMES BASED ON CQ RESULTS

As noted earlier in the report, there is mounting research behind the predictive validity of CQ scores for specific performance outcomes. Even though participants only completed the self-rated version of the CQ Assessment, these scores still have a high degree of reliability and validity. The broader research on cultural intelligence across twenty years and over 100,000 subjects shows convergence in self and observer CQ ratings. Therefore, even when only the self-report version of the assessment is used, there is a high degree of reliability in the results. Controls are in place for social desirability so "gaming" the results cannot be easily done by participants.

As a result of the data collected from these DoD participants, the following indicates the total group's level of proficiency in the following outcomes. For CU&LP, scores from the summer 2018 (group returning after intervention) were used. SWEG NCO were excluded from this analysis given the low and inconsistent T2 participation.

*NCO T2 scores were consistently low. However, participation rates were low therefore no conclusions should be drawn about program effectiveness based on these preliminary results. SWEG is working on increasing participation rates for 2019 programs.

The ratings stem from calculating the interactive effective of the CQ capabilities together to predict the following three outcomes. Ratings are on a scale of 1-5:

- 1 = Below average performance predicted
- 2 = Average performance predicted (on par with global norms)
- 3 = Good performance predicted (above global norms)
- 4 = Above average performance predicted (significantly above global norms)
- 5 = Superior performance predicted (top 5%)

Population	Cross-Cultural Adaptability (Effective Direct Contact)	Judgment and Decision Making (Effective Indirect Contact)	Adaptive Performance (Can learn and adapt on the fly")
SWEG Officers	3	5	4
DIA	4	5	4
300 th MIB	4	5	4
CU&LP	4	5	4

CULTURAL VALUES

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

Even though participants share common interests and a shared mission as DoD 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. It allows individuals and their leaders to anticipate the cultures where an individual is likely to have the most conflict. For example, an individual scoring very low on context (e.g. a very direct individual who expects explicit communication) may find working with a high context tribal community in Afghanistan very disorienting. With the development of cultural intelligence, this individual will be better able to adjust their communication style as needed.

The following summarizes the cultural value diversity across the populations surveyed. The greatest diversity in cultural values was in **uncertainty avoidance (tolerance for ambiguity)**. This is the degree to which an individual relies upon tradition or detailed plans to eliminate ambiguity. Cultures across the world vary widely on this cultural value so having military leaders who reflect that diversity provides built-in expertise. However, it has to be used strategically with cultural intelligence. Without CQ, those low in uncertainty avoidance are frustrated by individuals and cultures who are high uncertainty avoidance, believing that they are unwilling to take any risks and lack confidence. Without CQ, those high in uncertainty avoidance are frustrated by

individuals and cultures who are low uncertainty avoidance, believing that they are careless and don't take time to avoid unnecessary uncertainty.

The distribution of cultural values is fairly similar to what is seen among other U.S. professionals surveyed. However, Collectivism and High-Power Distance are manifested in a very pronounced way across many of the DoD populations surveyed (all for one, and respect for rank).

Cultural Value	SWEG Officers	SWEG NCO	DIA	300 MIB	CADETS	OPEN	AVG.
Individualism – Collectivism	34-98	26-98	18-98	26-98	3-98	26-98	73
Low – High Power Distance	18-98	3-98	9-84	26-92	3-98	18-92	66
Low – High Uncertainty Avoidance	18-98	9-98	26-98	18-98	3-98	18-84	66
Cooperative – Competitive	51-98	26-98	42-98	42-98	3-98	3-98	74
Short – Long Term Orientation	42-84	34-98	34-75	42-75	3-98	42-75	56
Low – High Context	18-75	18-98	18-84	26-84	3-98	9-67	49
Being – Doing Orientation	51-98	3-98	42-98	67-98	3-98	59-98	87
Universalism – Particularism	9-92	3-98	3-84	3-98	3-98	3-84	50
Neutral – Affective	3-84	3-98	26-92	18-92	3-98	3-98	53
Monochronic – Polychronic	26-98	3-92	26-92	9-92	3-98	42-92	63

VI. CONCLUSION

Overall, results of the Assessing Culture and Regional Training Programs Across DoD project completed as part of Contract H9821018C0004 are very promising. The findings offer strategic insights about the cultural readiness of those assessed and the potential for DoD as DLNSEO expands its strategy, policy, and services for measuring cultural readiness.

The CQ scores from the populations assessed are equivalent to, or higher than, worldwide norms 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. **Given that DoD participants are consistently scoring above the worldwide norms for all four CQ capabilities, we will use the data collected to date to recommend DoD norms.** This will provide a more useful benchmark for evaluating program effectiveness.

The most important outcomes from the work performed are:

- **Different programs improve different CQ capabilities.** The broader use of the *CQ Military Survey* across the respective populations demonstrated the ability to look more specifically at what elements of intercultural competence are developed through which interventions. CQ Knowledge is consistently built across all the programs evaluated but the other three CQ capabilities (Drive, Strategy, and Action) vary significantly between programs. This is an important area for future analysis given that CQ Knowledge by itself is inadequate to ensure mission success.
- **There is variability in the pre-post CQ changes among participants in the same program.** The distribution of scores follows a traditional bell curve but some participants saw a much more significant increase or decrease between pre and post assessment than others did. While the primary emphasis of this contract is evaluating overall program effectiveness, the individual responsibility for building CQ needs to be carefully considered.
- **Debriefing the CQ Assessment enhances the value for individual participants.** While the CQ reports are presented in a user-friendly manner, participants may struggle to understand the relevance and significance to their military career apart from a debrief session. The most successful programs included debriefs after T1 and T2. At the very least, a debrief after T1 helped the participant focus on the CQ capability that needed the most attention during the respective intervention.
- **Program officers will gain additional value by focusing on the CQ scores that are most closely tied to learning outcomes.** Each CQ report includes 27 different ratings (CQ capabilities, CQ sub-dimensions, cultural values). The detailed results are useful but can also be overwhelming. The results will have more value for program design by identifying which CQ results are most specifically connected to specific learning outcomes for the respective programs. Further, given the use of the ARC model to inform the customized military version of the CQ Assessment, additional correlation between the ARC competencies and CQ results will benefit the respective programs.
- **The Adaptive Readiness Score included in this report is the first step toward developing an overall Cultural Readiness Ranking based on CQ results (or a CQ DoD ranking).** Additional work will be done by the Cultural Intelligence Center, DLNSEO, and

the participating program leaders during the next PoP to determine a research-based, relevant way to address this need. Ideally, this will involve the development of multiple military scenarios that involve complex cultural situations with a demonstration of how individuals are predicted to respond in light of their CQ DoD ranking (e.g. An individual with a CQ DoD ranking of X, is likely to take the following action.)

The first year of this contract allowed for a much more robust assessment of DoD cultural training programs than was possible previously. The strategic foresight to allow for renewal of the contract across multiple years creates the opportunity for a longitudinal analysis of several programs. This was a key factor in gaining the support and commitment from several program officers. Going forward, it will be extremely valuable to include some of the same programs that were evaluated in 2018, as well as adding additional programs.

We are extremely gratified by the opportunity to have completed this work together with DLNSEO. While we're privileged to work with many world class companies and universities across the world, it's the utmost honor to support and enhance the cultural readiness of the U.S. forces as they protect our borders and build a more peaceful world.

A special word of thanks to Mr. Marc Hill for his ongoing vision and leadership for addressing the Department's need to assess the effectiveness of cultural training programs and measure individuals' cultural readiness. Mr. Hill together with Mr. Graham Plaster and Ms. Amy Hunt have served as critical partners in helping us gain access to a diversity of programs across DoD and offering insider insight. The culture team at DLNSEO continually demonstrate their personal commitment to building CQ in their own lives and it's apparent that their work on behalf of DoD is driven by a keen sense of mission. In addition, we're grateful to Dr. Michael Nugent for his support of this work and his overall leadership of DLNSEO. His own scholarship and experience in this field continues to be a tremendous asset to the Department. Finally, the program officers and staff from the respective organizations who have used the assessment have worked diligently to ensure the efficacy of the work done together as a part of this contract.

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 and we're grateful to be a small part of how DoD is addressing this need.

We stand ready to make our research and services available for ongoing efforts to support the interests of the U.S. military. We are confident that cultural intelligence can be an integral part of improving strategic gains, saving lives, and making the world a more secure, just place.

VII. 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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