

# An Introduction to Cultural Intelligence

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Douglas McConnell gives this challenge: We must become students of culture so as to lead wisely in an era of globalization. . .

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Erin Meyer notes, the culture in which we grow up has a profound impact on how we see the world.

The way this works, according to Meyer is how, In any given culture, members are conditioned to understand the world in a particular way, to see certain communication patterns as effective or undesirable, to find certain arguments persuasive or lacking merit, to consider certain ways of making decisions or measuring time natural or strange .<sup>2</sup>

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The word s roots come from the Latin

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Richard and Evelyn Hibbert observe that each culture has a more superficial, easily visible level and deeper level that is harder to see.<sup>12</sup> A way of visualizing this comes from 

influences their intelligence. For example, intelligent people in these cultural contexts display these attributes:\*



. %8; >6#/' 1+' 2(&''\*+' #' 8(focus primarily on achieving goals, completing assignments, and efficiently completing work. In these cultures, productivity and results are highly valued, and people often prioritize tasks over relationships. Communication tends to be direct and explicit, and schedules and deadlines are strictly followed.

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harmony are prioritized, and direct confrontation is typically avoided. In Saudi culture, communication may rely heavily on contextual understanding and non verbal cues, focusing on preserving social relationships and avoiding direct criticism.

Due to their exposure to multiple cultures, TCKs tend to have a broader, more global perspective. They are often more aware of global issues and more likely to think beyond the confines of a single national or cultural framework.

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**Diplomat s Children:** The children of diplomats often move frequently between countries, experiencing various cultures throughout their childhood.

**Military Brats:** Children of military personnel stationed abroad often grow up in different countries, adapting to various cultural environments.

**Expatriate Families:** Children whose parents work overseas for international companies, NGOs, or other organizations often live in countries different from their



This generation may develop a hybrid identity, incorporating elements of both the original and host cultures, but with a stronger orientation towards the host culture. They will likely participate fully in the host country's social, educational, and economic systems.

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3H%O-\*((\$6#(5%\*%98/%18/(1(D"8+#%\*/%-(A third generation Malaysian Australian might primarily identify as Australian, with only a peripheral connection to Malaysian culture. They may not speak Malay or Mandarin, but they might still celebrate major Malaysian holidays more symbolically or have a nostalgic interest in their heritage. Their social circles and lifestyle would largely reflect mainstream Australian culture.

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/3(#%\$80)" (,' &)" 09\*  
>(! 6&/' +%\*(D++/' 2' 8=(The openness and inclusiveness of the host society can significantly impact the ease with which migrants and their descendants assimilate.

For example, whether people in a culture are rewarded for setting and meeting challenging goals. <sup>43</sup> In other words, whether cultures are cooperative versus competitive. At one extreme is: Encourages and rewards group performance ; and at the other extreme: No rewards and encouragement for goals; more relaxed in terms of achievement. <sup>44</sup>

Leading individuals means to establish the relationship before completing the task; and build trust on the basis of care for personnel and family

one extreme: Planning, investing, and delays of individual or collective gratification and the other extreme: Spontaneity, enjoying the present. <sup>54</sup>

A leader leads \_\_\_\_\_ oriented individuals by helping them get to quick wins , and to focus on the present ; and \_\_\_\_\_ oriented individuals to save now for the future , and emphasize the long term success \_\_\_\_\_ past and future.

! " @M\$%' B\*+%,, - (#)6)87\* individualist collectivist : ¶The degree to which people express pride, loyalty, and cohesiveness in their organizations or families. For example, the extent to which people are devoted to their organizations or families , such as whether individual action is more valuable than consensus and collaborative efforts . David Livermore refers to this as the difference between emphasis on individual goals and rights and c emphasis on group goals and personal relationships .

Anglo, Germanic Europe and Nordic countries;  
Confucian Asian, Eastern Europe variations, Latin Europe variations, Sub  
Saharan Africa; Arab nations, Latin America, Southern Asia variations.

To the extent to which a society, an organization, or group relies on established social norms, rituals, and procedures to avoid uncertainty. For example, the degree to which one is at ease with unknown, unpredictable outcomes. This emphasises cultures that are either oriented toward uncertainty or toward creating certainty and stability.<sup>78</sup> One on extreme: Need for established social norms and rituals, and practices and on the other extreme: Comfortable with ambiguity and predictability.<sup>79</sup>

Leading

individuals means to avoid dogmatic statements, a



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