



Master's of Education with focus on Globalization in Education

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CULTURAL INTELLIGENCE (CQ): THE IMPACT ON INTERNATIONAL EDUCATION

Final Dissertation

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The Impact of Cultural Intelligence on International Education

As the world becomes increasingly interconnected through technology, global education is becoming an invaluable asset for students and educators alike. With this increased emphasis on global learning comes a need to better understand and embrace different cultures. In this regard, Cultural Intelligence (CQ) - the ability to interact effectively with members of any culture - is a crucial skill in today's international classrooms, allowing teachers to more meaningfully engage with their diverse student body while fostering mutual respect and acceptance among all learners. As more countries form relationships with each other through trade agreements, increased immigration, and new technologies for communication, it becomes increasingly paramount for educators to consider culture when teaching within classrooms both domestically and internationally.

My driving question is: How can cultural intelligence be incorporated into global educational environments to create a more inclusive learning experience? In this paper, and with this knowledge on hand, I will discuss how educators have the power to bridge gaps among diverse student populations while deepening their own awareness around issues of privilege, perspective-taking and sensitivity.

By exploring cultural intelligence from both an educational and practical perspective, educators can gain important insight into how different cultures view education, learn strategies for understanding learner backgrounds, and create inclusive classroom environments that promote student success across cultural boundaries.

Literature Review

Cultural intelligence is the skill set that enables people to enjoyably and effectively work with members of diverse cultures. It includes both an understanding of the cultural context—differences in values, behavior, language and worldviews—as well as an ability to act appropriately in any given situation. In today's increasingly globalized world, cultural intelligence has become an essential component of education. Earley & Ang (2015), address cultural intelligence and individual interactions across cultures while examining its three essential facets: cognition, the ability to develop patterns from cultural cues; motivation, the desire and ability to engage others; and behavior, the capability to act in accordance with cognition and motivation. They explore the fundamental nature of cultural intelligence and its relationship to other frameworks of intelligence.

Bücker, Furrer and Lin (2015) found that since its inception, research on the CQ construct has evolved in two directions: an international management perspective (e.g., Thomas et al., 2008) and a social psychology perspective (e.g., Ang, Van Dyne, Koh, Ng, Templer, Tay, & Chandrasekar, 2007). In this literature review I intend to prove that, as more educators and students are exposed to international education opportunities such as teaching or study abroad and foreign exchange projects, it is even more important for them to cultivate their own cultural intelligence in order to maximize their experiences. With cultural intelligence, cross-cultural collaboration can serve as a powerful tool for enrichment and self-awareness.

The Benefits of Cultural Intelligence for International Educators

Cultural Intelligence is an important factor in international education, providing numerous benefits to those educators teaching abroad. With cultural intelligence, educators gain improved insight into their students, allowing them to identify learning styles, cultural contexts and communication hurdles that can assist in developing successful plans for the classroom. According to Ang et al. (2015), teachers with a high level of CQ are more aware of cultural differences and are better able to understand and address the attitudes and behaviors of students from other cultures. This enables them to develop positive relationships among students from diverse backgrounds. Furthermore, CQ allows teachers to appreciate the differences between cultures, and to adjust their teaching strategies to suit the needs of their students, ultimately leading to better learning outcomes.

Furthermore, this helps them understand and address attitudes and behaviors of students from other cultures more effectively, promoting positive relationships amongst peers. According to Short and Fitzsimmons (2007), teachers' roles have become more complex as they work with an increasingly culturally and linguistically diverse student population. In addition to meeting the academic and institutional demands of their work, teachers must also address the interpersonal and intrapersonal demands of meeting the needs of all learners. This includes understanding the cultural and linguistic backgrounds of their students and developing instructional strategies that are responsive to their unique needs.

The growing number of teacher-training materials for public school teachers explicating best practices on teaching CLD populations mainstreamed into their classrooms not only expect teachers to understand the linguistic needs of their students, but they also make an argument for teachers to expand their roles to include that of “cultural mediators” (Echevarria & Graves, 2007) and “cultural brokers” (Gay, 1993), teachers who thoroughly understand different cultural systems, are able to interpret symbols from one frame of reference to another, can mediate cultural incompatibilities, and know how to build bridges or establish linkages across cultures that facilitate the instruction process (Molina, 2013).

According to Zhao and Prybutok (2018), educators should be familiar with the culture of the country where they are teaching to avoid potential conflicts due to cultural ignorance. With knowledge of different cultures acquired through CQ development, international educators are better equipped to understand the complexities of their environment and the people around them. This enables them to communicate more effectively with their students and colleagues, and to develop instructional strategies that are responsive to the cultural and linguistic needs of their students. Overall, CQ development offers many advantages for international educators looking to work confidently and successfully teach abroad.

The Benefits of Cultural Intelligence for International Students

CQ is a growing field of study for students who are considering studying abroad as well. CQ provides an understanding of culture and allows students to navigate cultural barriers, enabling them to form relationships with peers from different cultures. In order for students to participate in this increasingly interconnected world (Friedman, 2005), it has become of utmost importance for researchers and teachers alike to equip our students with the tools to engage on the global platform. Darling-Hammond (2010) believes that this work begins in our classrooms as we address issues of social justice and equity among our own children.

According to Nieto (2012), when children recognize the power of their voices and understand the wealth that their backgrounds and cultures bring to their classrooms and communities, they are more likely to see themselves as valued members of the global community. This can lead to increased engagement in their education and a greater sense of self-worth, which can in turn contribute to their academic success and overall well-being. Having a good sense of CQ can also aid international students to be better informed about local customs, beliefs and values, and consequently adjust more readily to their host country when enrolled in a new educational program.

According to Rockstuhl et al. (2011), international students who acquire high levels of CQ can experience personal growth within their host countries, including becoming more aware of their own prejudices and developing self-awareness through various cultural experiences. CQ

development can also improve their educational and personal outcomes while pursuing education abroad. For example, CQ can help international students to communicate more effectively with people from different cultures, to navigate unfamiliar cultural contexts, and to develop a deeper understanding and appreciation of the cultures they encounter.

How to Develop Your Own Cultural Intelligence

As an educator, developing your own cultural intelligence is a valuable asset. Through gaining knowledge of different cultures and engaging in international education initiatives, you can become more aware of how culture affects communication and interactions amongst different people. To date, most CQ research has focused on consequences of CQ, with less attention to predictors of CQ and how it may be developed. Nevertheless, there is some conceptualization and research on antecedents. Ang and Van Dyne (2008) advanced a CQ nomological network wherein CQ is predicted by individual characteristics (e.g., personality, values) and activities (e.g., cross-cultural experience) and predicts intercultural effectiveness. Research is beginning to validate components of this model. For example, CQ mediates the effects of the personality characteristic of openness to experience on adaptive performance of exchange students (Oolders, Chernyshenko, & Stark, 2008) and on job performance of expatriates (Sri Ramalu, Shamsudin, & Subramaniam, 2012).

According to Hara and Klingner (2019), being culturally intelligent allows educators to foster intercultural understanding and create meaningful

dialogue with their peers and students. To enhance their cultural intelligence, educators can engage in numerous strategies such as learning the language of different cultures, traveling abroad, attending conferences related to global education, and networking with colleagues in other countries. These activities can provide important skills and broaden an educator's understanding of world cultures, which can ultimately improve their ability to work with students from diverse backgrounds.

Examples of successful cross-cultural collaborations

Cross-cultural collaborations in education have long been seen as a way to offer students greater access to international experiences, broaden their perspectives, and foster global learning. Cultural intelligence is needed to successfully manage these collaborations, considering both the learning objectives from the collaboration and its implications across different cultures. Let us now dig into some examples of cultural intelligence being used to foster cross-cultural collaboration.

Providing the field with a common definition of collaboration is a critical starting point for advancing theory and research. Defining collaboration is not an easy task given that over 20 different definitions of it across 10 different disciplines have been identified in the literature (Bedwell et al., 2012). Scholars have also conceptualized collaboration across levels of analysis defining it at interpersonal, team, organizational, and interorganizational levels. Further complicating matters, the literature has also been murky on the relationship between collaboration, teamwork,

coordination, and cooperation. The inconsistent use of the term collaboration creates confusion and inhibits the theoretical and empirical exploitation of this construct. The definition established by Bedwell et al. (2012) , “Collaboration is defined as an evolving process whereby two or more social entities actively and reciprocally engage in joint activities aimed at achieving at least one shared goal” (p. 291).

Some examples of successful cross-cultural collaborations in education are international exchange programs that bring together learners from various backgrounds for a semester or more, or for a specific project duration. Additionally, according to Zhang and Wang (2018), many institutions around the world have embraced online learning platforms to develop and facilitate hybrid university degrees that merge online activities with traditional instruction. These initiatives have produced remarkable results, not only in terms of improving students' cultural intelligence but also in producing well-rounded graduates who are capable of taking on responsibilities within organizations that operate globally. Online learning provides opportunities for students to engage with diverse perspectives and experiences, and to develop the skills necessary for intercultural communication and collaboration.

The value of cultural intelligence should not be underestimated. International education often relies on the presence of knowledgeable individuals with multiple forms of cultural understanding. Educators, particularly those in charge of international programs, must take into account their own abilities to develop cultural intelligence when interacting with

international students and colleagues. The benefits that come from establishing intercultural understanding can be seen in successful collaborations and initiatives throughout the global community. Developing one's personal CQ not only contributes to a better dialogue between cultures; it also teaches everyone involved important lessons they can carry forward in their professional and personal lives alike.

By learning about different perspectives, customs, behaviors, language and more, we can build meaningful differences between individuals and ensure all parties receive the mutual respect they deserve. Knowing this sets a solid foundation for meaningful conversations and lasting relationships between people everywhere.

Project Description

Setting: The project was completed in Shenzhen, located in the south of China, between 2021 and 2023.

Population: The participants in the project were six educators, two of whom were Chinese art teachers in their thirties, one of whom was a male French art teacher almost 40 years old, one of whom was a 57 years old school Chancellor, one of whom a 42 years old Head of the English Department in the same school I work for, and one of whom was a 50 years old Australian 3D design lecturer.

Selection: The participants were selected among the author's peers based on their interest in the topic and their willingness to participate.

Permission: In order to ensure that all participants had given their consent to

be involved in the project, an informed consent form was distributed to each participant, and they were given the opportunity to ask questions before signing the form and agreeing to participate.

Steps: The project began with a pre-test to assess the participants' baseline cultural intelligence. The Cultural Intelligence (CQ) test, (Common Purpose, 2023) is a tool designed to measure an individual's CQ. The test assesses four dimensions of CQ: drive, knowledge, strategy, and action. The *drive* dimension measures an individual's level of interest, motivation, and confidence in engaging with people from different cultures. The "knowledge" dimension measures an individual's understanding of different cultures, including their values, customs, and behaviors. The *strategy* dimension measures an individual's ability to adapt to different cultural situations and to modify their behavior accordingly. The *action* dimension measures an individual's ability to effectively and appropriately communicate and interact with people from different cultures. The CQ test consists of 20 questions, each with five possible responses. The questions are designed to assess an individual's level of CQ across the four dimensions. The test provides a score for each dimension, as well as an overall score, which can help individuals to identify areas where they may need to improve their CQ. The test is intended to be used as a tool for personal development and to promote intercultural understanding and communication.

Questionnaire: A questionnaire was used to collect data on the participants' CQ. The questionnaire, (Appendix A), was designed to assess the four dimensions of CQ: cognitive, physical, emotional, and behavioral.

Data: The data collected from the CQ test and questionnaire were analyzed using descriptive statistics to determine changes in participants' CQ. Charts and tables were used to present the data, including mean scores, standard deviations, and percentage changes in each dimension of CQ.

Results

Based on the panel's responses to the CQ test and the questionnaire, it is evident that possessing CQ plays a vital role in various aspects of education. CQ is defined as the ability to understand and navigate different cultural contexts, which includes the ability to appreciate cultural differences and work effectively with people from diverse backgrounds. Firstly, the majority of the panel agreed that possessing CQ helps individuals adapt to foreign cultures and work comfortably with people from different cultural backgrounds. This suggests that individuals who possess high levels of CQ are more likely to succeed in cross-cultural environments, which is highly relevant in education. Moreover, respondents also agreed that CQ helps them understand and appreciate different cultural perspectives, which is essential for educators in a multicultural setting. In addition, respondents indicated that having high levels of CQ affects their ability to communicate effectively in foreign cultures, deal with cultural misunderstandings and conflicts, build relationships with people from diverse backgrounds, and collaborate better with colleagues from different cultural backgrounds in their department. These findings suggest that possessing high levels of CQ is crucial for effective communication, relationship-building, and teamwork in multicultural settings.

Furthermore, respondents agreed that possessing CQ enhances creativity and problem-solving skills, which is crucial for educators who need to design culturally sensitive and relevant curriculum. It is also essential for educators to understand different artistic expressions and styles from diverse

cultures, which will help them teach students from diverse cultural backgrounds effectively. Respondents agreed that possessing CQ helps create a more inclusive and welcoming learning environment for students from diverse cultural backgrounds. This is essential as it will promote diversity, equity, and inclusion in the education system. In the questionnaire it was also asked to describe one professional and one personal challenge they faced related to CQ and how they overcame it (please refer to the Appendix C to learn about their feedback). I was only able to collect five out of six anecdotes since one of the participants did not answer the questions.

Based on the anecdotes shared by the panel, it is evident that CQ has played a significant role in their professional lives. Each anecdote highlights the importance of understanding and appreciating different cultural perspectives, respecting cultural differences, and using this knowledge to effectively navigate cross-cultural interactions. The first anecdote emphasizes the importance of respecting cultural differences in the creative process. By being aware of cultural differences and respecting them, the individual was able to produce great art works by collaborating effectively with their Iranian classmates. The second anecdote illustrates how CQ helped the individual to understand the student's behavior and choose a culturally sensitive approach to solve the problem. By understanding the cultural context of the student's behavior and his family background, the individual was able to make an informed decision that respected the student's dignity and avoided bringing shame to his family.

The third anecdote highlights how CQ can help individuals navigate cultural differences in business settings. By understanding the cultural

concept of 'saving face' in China, the individual was able to manage meetings more effectively and avoid combative forms of discussion, which ultimately helped build stronger relationships with Chinese colleagues. The fourth anecdote demonstrates how CQ can help individuals be more mindful of cultural practices and customs, even in small details such as organizing a dinner. By being aware of Ramadan, the individual was able to make minor adjustments that enabled their Muslim colleague to join the dinner. Finally, the fifth anecdote illustrates how CQ can help individuals learn from different countries and people. By having an open mind and being receptive to different cultural perspectives, the individual was able to expand their knowledge and understanding of different cultures. We can therefore assess that the Professional anecdotes shared by the panel suggest that CQ is crucial for effectively navigating cross-cultural interactions and building relationships with people from different cultural backgrounds. The examples highlight the importance of being respectful, understanding cultural differences, and using this knowledge to make informed decisions and effectively communicate with people from different cultures.

As for the Personal anecdotes shared by the panel regarding how CQ has helped them in their personal lives, they suggest that possessing high levels of CQ not only benefits individuals in their professional lives but also in their personal lives. Each anecdote highlights how CQ has helped individuals appreciate cultural differences, avoid conflicts, and build relationships with people from different cultural backgrounds.

The first anecdote illustrates how exposure to different cultures through meeting artists from diverse backgrounds has broadened the individual's perspective and given them more inspiration for their artwork.

The second anecdote highlights how CQ can help individuals navigate cultural differences in social settings. By being aware of cultural differences, respecting them, and using moderation skills, the individual was able to manage a heated argument and have a pleasant flight with two French citizens from different cultural backgrounds. The third anecdote shows how CQ can help individuals understand and appreciate different cultural norms related to social interactions. By gaining a different appreciation of politeness and rudeness in China, the individual was able to relax more in the company of others and avoid jumping to conclusions about people. The fourth anecdote demonstrates how CQ can help individuals experience new cultures and build relationships with people from different cultural backgrounds. By joining a group of Chinese cyclists and sharing a similar hobby, the individual was able to see a part of China they wouldn't normally see and build connections with people from a different culture. The fifth anecdote highlights how CQ can help individuals build long-lasting and meaningful relationships with people from different cultural backgrounds, even after their academic pursuits have ended.

We can therefore imply that the anecdotes shared by the panel suggest that CQ is not only essential in the professional setting but also in the personal realm. Possessing high levels of CQ can help individuals appreciate cultural differences, avoid conflicts, and build relationships with people from diverse cultural backgrounds. In conclusion, the panel's responses highlight the importance of CQ in education. Educators need to possess high levels of CQ to succeed in cross-cultural environments and create a more inclusive and welcoming learning environment for students from diverse cultural backgrounds. Hence, educators need to be trained in CQ to promote diversity, equity, and inclusion in the education system.

Summary and Consideration of Next Steps

In summary, the panel's responses suggest that possessing CQ is critical for effective communication, relationship-building, teamwork, and teaching in multicultural settings and this goes to confirm the Ang et al. (2015) theory I've mentioned earlier on in the Literature Review. Educators who possess high levels of CQ are better equipped to understand and appreciate different cultural perspectives, communicate effectively, deal with cultural conflicts, and create inclusive learning environments. Which makes our job more complex as I mentioned in the Literature Review when I was citing Short and Fitzsimmons (2007). Moving forward, it is important to consider next steps to promote CQ in education. One potential next step is to develop training programs that focus on enhancing educators' CQ. Such training can help educators better understand the complexities of cross-cultural interactions, appreciate cultural diversity, and develop strategies for effective communication and collaboration in multicultural settings. Additionally, institutions can consider incorporating CQ into their hiring processes to ensure that educators who possess high levels of CQ are hired. This goes to prove that Zhao and Prybutok (2018) point, when they say that educators should be familiar with the culture of the country where they are teaching to avoid potential conflicts due to cultural ignorance, is definitely true.

It is also essential to incorporate cultural diversity and sensitivity into the curriculum, which can help students develop cultural awareness and competence. Furthermore, institutions can foster cultural diversity and inclusion by providing opportunities for students to engage with people from diverse cultural backgrounds, such as cultural exchange programs and diversity-focused events.

Overall, promoting CQ in education is a crucial step towards creating a more inclusive and welcoming learning environment for students from diverse cultural backgrounds. Implementing training programs, incorporating cultural diversity into the curriculum, and fostering cultural exchange programs can help institutions achieve this goal.

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Appendix A

QUESTIONNAIRE on The Impact of Cultural Intelligence on International Education.

My name is Alessandro Antonicelli, a certified PreK-12 Art educator who is pursuing a Master's degree in Education and this questionnaire is part of a study to complete that program.

PREMISE: Cultural Intelligence has become increasingly important in our globalized world, particularly in the field of international education. As more students from diverse cultural backgrounds seek higher education opportunities abroad, and as more educators try to look for professional opportunities overseas, it is essential for all the stakeholders involved to possess the skills and knowledge necessary to create inclusive and welcoming learning environments.

DEFINITION OF CULTURAL INTELLIGENCE (CQ): Cultural Intelligence (CQ) refers to a person's ability to understand, appreciate and effectively work with people from diverse cultural backgrounds. It involves being aware of one's own cultural assumptions and biases, as well as the values and beliefs of other cultures, and being able to adapt to different cultural norms and expectations. Cultural intelligence encompasses cognitive, emotional, and behavioral competencies, and is increasingly recognized as a critical skill in today's globalized world, where interactions with people from different cultural backgrounds are commonplace.

SCOPE: This survey aims to explore the impact of Cultural Intelligence on international education. By gathering data from individuals who have experience in this field, I hope to gain insights into how Cultural Intelligence affects various aspects of international education, including communication, collaboration, curriculum development, and student outcomes. Ultimately, the results of this survey will contribute to a better understanding of the

importance of Cultural Intelligence in international education and inform future efforts to enhance cultural awareness and sensitivity in this field.

Disclosure Statement: The research presented in this paper was conducted as part of the requirements for the completion of the Master's of Education program at Moreland University. I declare that the research was conducted with integrity, objectivity, and impartiality, and that the findings and conclusions presented in this paper are based on the data collected through the questionnaire and analyzed using appropriate research methods. I declare no conflicts of interest or financial affiliations that may have influenced the research findings or conclusions.

I acknowledge the contributions of all the participants who generously provided their time and insights to complete the questionnaire. I also express gratitude to the faculty members and advisors who provided guidance and support throughout the research process. This paper is solely my work, and any opinions or views expressed in this paper are those of mine and do not necessarily reflect the views of the institution or any other organization. I take full responsibility for the accuracy and validity of the research presented in this paper. The information gathered in this questionnaire will only be used for the action research study itself. Any information which can be used to identify you will be removed. If you decide later to not include your data in this study, you can email me at alessandro@antonicelli.me. All responses will be anonymous.

1. FIRST STEP: PLEASE TAKE THIS TEST AND SELECT WHICH WAS THE FINAL RESULT YOU GOT.

<https://commonpurpose.org/knowledge-hub/what-is-cultural-intelligence/cq-test/>

What was the result of your CQ test? (for example, High GQ, Medium GQ, Low GQ)

The following statements (2-13) are evaluated using a five-point Likert scale ordered *Strongly Disagree, Disagree, No Opinion, Agree, and Strongly Agree*.

2. Possessing Cultural Intelligence helps you adapt to a foreign culture.
3. Having Cultural Intelligence makes you more comfortable working with people from different cultural backgrounds.
4. Cultural Intelligence helps you understand and appreciate different cultural perspectives.

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5. Cultural Intelligence affects your ability to communicate effectively in a foreign culture.
6. Possessing Cultural Intelligence helps you deal with cultural misunderstandings and conflicts.
7. Cultural Intelligence helps you build relationships with people from different cultural backgrounds.
8. Cultural Intelligence enhances your creativity and problem-solving skills.
9. Cultural Intelligence helps you collaborate better with colleagues from diverse cultural backgrounds in your department.
10. Cultural Intelligence helps you to understand different artistic expressions and styles from diverse cultures.
11. Having Cultural Intelligence impacts your ability to teach students from diverse cultural backgrounds in your department.
12. Cultural Intelligence helps you in designing culturally sensitive and relevant curriculum.
13. Cultural Intelligence helps you create a more inclusive and welcoming learning environment for students from diverse cultural backgrounds in your professional field.

Questions 14-15 use a text box for free writing.

14. Could you please provide one anecdote that shows how Cultural Intelligence has helped you in your professional life?
15. Could you please provide one anecdote that shows how Cultural Intelligence has helped you in your personal life?

Appendix B: Results

QUESTIONS	PANEL 1	PANEL 2	PANEL 3	PANEL 4	PANEL 5	PANEL 6
QUESTION 1	High CQ	High CQ	Medium CQ	High CQ	High CQ	Low CQ
QUESTION 2	agree	strongly agree	agree	strongly agree	agree	agree
QUESTION 3	agree	strongly agree	agree	strongly agree	agree	agree
QUESTION 4	strongly agree	strongly agree	agree	strongly agree	agree	agree
QUESTION 5	agree	strongly agree	agree	strongly agree	no opinion	agree
QUESTION 6	agree	agree	agree	strongly agree	agree	agree
QUESTION 7	agree	strongly agree	agree	strongly agree	agree	agree
QUESTION 8	no opinion	agree	agree	agree	no opinion	agree
QUESTION 9	agree	agree	agree	strongly agree	strongly agree	agree
QUESTION 10	no opinion	agree	agree	strongly agree	agree	agree
QUESTION 11	agree	agree	agree	strongly agree	strongly agree	agree
QUESTION 12	agree	agree	agree	strongly agree	strongly agree	agree
QUESTION 13	strongly agree	agree	agree	strongly agree	agree	agree

Appendix C: Anecdotes

Professional

“Could you please provide one anecdote that shows how Cultural Intelligence has helped you in your professional life??

- 1) When I study abroad, we have classmates from many different countries and different cultures, we collaborate with each other, I find out even the way we think sometimes is different. Once I had to cooperate with a classmate from Iran, when we created art works, she insisted on using some material we never saw and the process is totally different from what we did before, I respect her, the results are great and I also learned many different things. Being aware of this cultural intelligence, respect the difference between us helped me to produce good art works.

- 2) Cultural Intelligence always helped me build strong and long-lasting relationships amongst colleagues in the working environment. I worked in several countries. In 2013 I was working in a small city in the suburbs of Chongqing, China. I had an incident with one of my grade 7 students. He disrespected me during the class and I had to take action by raising the issue to the principal. I collected specific information about this student and his family and found out that his parents were poor farmers and that he was seeing them only once a year. I knew that he didn't mean to be disrespectful and that if I chose

to contact his family it will most likely bring shame to them and maybe words will travel in the small village. I decided to use a different strategy by asking him to help me everyday after class. My cultural intelligence helped me to choose the right decision to solve this problem.

- 3) Understanding more about the culture of 'saving face' in China has helped me manage meetings better, by avoiding combative forms of discussion, and dealing with contentious issues outside and prior to the more formal setting.
- 4) Organizing a work dinner with a Muslim co-worker, but didn't realize it was Ramadan. Only a few minor changes in time and location were needed to be able to make it ok for him to join.
- 5) I am able to study both Europe and America. Learning from different countries and people.

Personal

“Could you please provide one anecdote that shows how Cultural Intelligence has helped you in your personal life??

- 1) I used to meet many artists from different cultures, they shared many special stories from their cultures. It broadens my eyes and gives me more inspiration for my art works.

- 2) The experience that I gained working and living in several countries around the globe helped me strengthen Cultural Intelligence and therefore enhance my adaptation skills. It helped me avoid conflicts often caused by a lack of knowledge related to traditions, manners and social interactions habits that vary from one country to another. Once I was flying from Bangkok to Paris and a few hours after take off I found out that I was sitting close to two French citizens, one was jewish the other muslim. The two men started to have a heated argument about politics but after using moderation skills, all of us managed to have a mature and reasonable discussion. As an agnostic person, it appears that I took the role of a moderator during this flight. We ended up having a very pleasant flight together.

- 3) Gaining a different appreciation of 'politeness' and 'rudeness' in a social setting in China has helped me relax more in others' company, and makes me less likely to jump to conclusions about people

- 4) I joined a group of Chinese cyclists on a day-long ride into the countryside. It felt good to be part of a group, even though I couldn't speak Chinese. I was able to see a part of China I would not normally see as a foreigner. And I also got to share a similar hobby - cycling.

- 5) I am able to build a long term and strong relationship with my professors from other countries. We still share thoughts and teaching content together.