

Время выполнения задания – 180 мин., язык – английский.

1. Read the article and answer questions below. Answers should be given in English (70 points).

What Leads to Cultural Intelligence?

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Abstract

The ability to interact effectively in multiple cultures is not a skill possessed by all; yet, it is becoming more important in today's global business world. Recently, this skill has been labeled cultural intelligence (CQ), and has caught the attention of business leaders and researchers alike. While previous studies have examined potential outcomes of cultural intelligence, possible antecedents are examined herein. This investigation generates some insight regarding the impact of cultural exposure on CQ, as well as developing an understanding of how the depth of cultural exposure influences a person's cultural intelligence. Findings indicate that certain types of exposures to other cultures (such as education abroad and employment abroad) and the level of exposure from these experiences increases cultural intelligence. These findings are critical for multinational firms as managers hire, promote, train, and prepare employees for international assignments. Additionally, some have discussed how cultural intelligence is a critical skill for global business leaders, and it seems likely that CQ will become increasingly important due to the rise of diversity in the workforce.

1. What is cultural intelligence?

It is often easy to see when someone makes a cultural blunder. For instance, during a business meeting at the Paris location of a United States multinational company, a visiting Turkish employee used an aggressive tone in his attempt to discuss the financial status of the company with U.S. and French executives. The company had been performing poorly over the past few months and the employee not only highlighted the problem, but also criticized the executives who were his superiors. What he failed to recognize during this interaction was that he not only insulted the executives by his tone and aggressiveness, but also

embarrassed himself and them. He believed that he was making a positive impression on those at the meeting via his knowledge of the company; yet, his difficulty adjusting to the cultural setting and inability to interpret the cultural cues present actually created a negative impression. The situation became uncomfortable for the other people at the meeting. What could have been a productive dialog about the financial status of the company developed into an argumentative session, which ended abruptly without resolution.

In another instance, during a meeting with people from all over the world at a German institution, an individual from the United States was eating an apple and drinking a large bottle of water while loudly discussing why she believed it was unfair that

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she could not rollerblade in the bike lane in Germany. She could not seem to understand why the Germans were so offended by her actions, and during the meeting she did not recognize how her current behaviors of eating, drinking, and conversing loudly were making those from other countries uncomfortable. Throughout the interaction, she failed to interpret the cultural cues others from around the world were displaying; later, she stated how surprised she was at her difficulty adjusting to life in Germany.

In both of these cases, the subjects were unaware of the cultural cues being conveyed to them. Each had problems adjusting to their new cultural setting; however, other individuals were able to make the adjustment. How is it that some individuals are more successful than others in a cross-cultural business situation? How can some people travel easily from country to country and effectively conduct business, while others may only be effective in a few countries or completely ineffective outside their home country?

The ability to interact effectively in multiple cultures has recently been labeled *cultural intelligence* (CQ). It is defined as a "multifaceted competency consisting of cultural *knowledge*, the practice of *mindfulness*, and the repertoire of *behavioral skills*" (Thomas & Inkson, 2004, pp. 182-183, italics in the original). CQ is a capability that allows individuals to understand and act appropriately across a wide range of cultures (Thomas, 2006). It is thought to be a "culture-free construct that applies across specific cultural circumstances" (Ng & Earley, 2006, p. 10). It is a person's capability to adjust to diverse cultural situations (Ang, Van Dyne, & Koh, 2006; Earley & Ang, 2003) and effectively adapt to various cultural settings (Ng & Earley, 2006). It improves understanding in cross-cultural interactions (Earley, 2002; Sharma & Mulka, 1993). Peterson (2004) stated that CQ "is the ability to engage in a set of behaviors that uses skills (i.e., language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts" (p. 89). In order to be culturally intelligent, an individual needs to know how to suspend judgment of a situation until multiple cues can be assessed, as well as integrate and understand the knowledge gained from the situation (Triandis, 2006). It is thought that individuals with a high level of CQ have "a strong mastery and sense of emotional display and physical presence" (Earley, Ang, & Tan, 2006, p. 34). Researchers of cultural intelligence are seeking to understand why some individuals are more effective than others in adapting to new cultural settings

(Ng & Earley, 2006). Determining what contributes to this ability, which is grounded in multiple intelligence theory (Alon & Higgins, 2005; Ang, Van Dyne, Yee, & Koh, 2004; Earley & Ang, 2003), is a crucial question.

CQ is composed of four parts: meta-cognition, cognition, motivation, and behavior. High CQ individuals use all four in unison (Ang et al., 2004; Ang et al., 2006; Earley & Peterson, 2004; Ng & Earley, 2006). *Meta-cognition* is defined as an individual's knowledge or control over cognitions that leads to deep information processing (Ang et al., 2004). It is concentrated in the ability to process information and the knowledge of processing it (Earley & Ang, 2003), as well as the individual's motives, goals, emotions, and external stimuli (Thomas, 2006). It is not sufficient to simply know oneself to obtain high CQ; individuals must be able to be flexible in their self-concept, and have the ability to integrate new components into their self-concept (Earley & Ang, 2003).

Cognition refers to using knowledge of self, the social environment, and information processing (Earley & Ang, 2003); with regard to CQ, it involves the general knowledge about the structures of a culture (Ang et al., 2006; Ng & Earley, 2006). It is information gained from experience and education that involves specific norms, practices, and conventions, including universal facets of culture as well as culture-specific differences (Ang et al., 2004).

The *motivation* aspect of CQ involves a person's interest in learning and functioning in cross-cultural situations (Ang et al., 2004; Ang et al., 2006). This facet of CQ includes three primary motivators: enhancement, or wanting to feel good about oneself; growth, or wanting to challenge and improve oneself; and continuity, or the desire for continuity and predictability in one's life (Earley et al., 2006). This component directs and motivates an individual's adaptation to a new cultural setting, and it can be broken down into enhancement, efficacy, and consistency (Earley & Ang, 2003; Ng & Earley, 2006).

The final facet of CQ is *behavior*, or the action aspect of the construct (Earley et al., 2006). It includes a person's ability to exhibit the appropriate verbal and non-verbal behaviors when interacting with others from a different cultural background (Ang et al., 2004; Ang et al., 2006; Ng & Earley, 2006), and to generally interact competently with individuals from diverse backgrounds (Thomas, 2006). This may also include the inhibition of displaying certain behaviors (Earley & Ang, 2003), and the recognition that not interacting may be appropriate (Thomas, 2006).

Currently, no information exists regarding what leads to higher levels of CQ. Each of these aspects of

CQ would be essential to individuals who are working with people from other cultures. It is crucial, therefore, for managers to understand what the antecedents to CQ are, in order to incorporate this knowledge into their global business plans.

Understanding CQ will provide some insight for organizational leaders as they select employees for international assignments, such as expatriate positions which occur when an individual lives and works outside his or her country of citizenship (Carpenter, Sanders, & Gregersen, 2001; Inkson, Arthur, Pringle, & Barry, 1997; Reuber & Fischer, 1997; Sambharya, 1996; Takeuchi, Tesluk, Yun, & Lepak, 2005). These assignments, which are used to develop future organizational leaders and global managers (Baruch, 2002; Lazarova & Caligiuri, 2001; Luthans & Farner, 2002), are important when international experience is considered a critical component of firm strategy (Yan, Guorong, & Hall, 2002). Yet, they are costly for firms (Birdseye & Hill, 1995; Krell, 2005; McNulty & Tharenou, 2004; Stroh, Gregersen, & Black, 2000), and even more costly when the employee fails the assignment (Ashamalla, 1998; Johnson, Lenartowicz, & Apud, 2006). Despite the costs, multinational firms believe the increasing globalization of trade, commerce, and capital necessitates transferring individuals to foreign subsidiaries for assignments (Forster, 1997). Sending the right individual, meaning an employee who can be effective and successful in a foreign country, is critical. It has recently been suggested that aspects of CQ are antecedents to cross-cultural competence which may influence success or failures in international business (Johnson et al., 2006). Therefore, firms need to understand what could lead an employee to have a higher CQ, which in turn should lead to more effectiveness while abroad.

Since no information exists discussing what leads to increasing cultural intelligence and what contributes to higher levels of each facet of CQ, some primary questions arise: What leads to higher levels of cultural intelligence? What leads to higher levels of each of the facets of cultural intelligence?

2. The relationship between cultural exposure and cultural intelligence

Culture can be thought of as an onion, whereby the outer layers represent explicit products of the culture, the middle layer the norms and values, and the core the assumptions about existence (Trompenaars & Hampden-Turner, 1997). Exposure to various national cultures allows a person to become familiar with the products, norms, values, and assumptions of that culture. Cultural exposure, defined here as

experiences related to a region that aid in developing a familiarity with or understanding of the norms, values, and beliefs of that region, is likely to contribute to higher cultural intelligence. This is the first attempt to connect exposure to other cultures to cultural intelligence.

An individual can become familiar with the national culture through many means; for instance, by traveling, studying, reading, or viewing television programs. A person can also become familiar with another culture by interacting with someone from that culture. Yet, some cultural exposures are more significant than others. For example, some of the more significant means of gaining international understanding include "jaunts to overseas customers or suppliers, short visits to international divisions, and long-term emersion in a new host culture" (Yamazaki & Kayes, 2004, p. 362); organization-initiated expatriate work assignments or individually driven overseas work experience (Inkson et al., 1997); exposure to other cultures as a third-culture child, meaning an individual who as a youth accompanies his or her parent(s) on an overseas assignment (Selmer & Lam, 2004); and being a significant other of an expatriate.

While these are only a sampling of the experiences that may lead a person to develop a new cultural understanding, each is considered significant because the individual has actually experienced another culture by visiting it or residing in it. Therefore, developing an understanding of another culture is gained from experiences in that culture; this, it is thought, will eventually lead to a deeper understanding of a culture's norms. During long-term foreign stays—generally longer than a year (McNulty & Tharenou, 2004; Puccino, 2007)—a person can gain a fairly complex cultural understanding, via multiple cues provided by observing others and their reactions (Earley & Peterson, 2004). Although it is acknowledged that the depth of an individual's exposure may vary based on the experience he or she has had in another culture, research suggests that through extensive exposure to another culture an individual may develop a better understanding of that culture, especially since there appears to be a ubiquitous relationship between cultural influence and intercultural contact (Chen & Isa, 2003).

An individual learns from these experiences that intercultural encounters differ from normal experiences, in that they challenge a person's assumptions and thinking (Earley & Peterson, 2004). Exposure to other cultures allows individuals to "learn to select and apply the appropriate tools, adapting them when necessary" (Johnson et al., 2006, p. 534). By interacting in a culture, an individual will be influenced by that culture, which will influence that

individual's level of knowledge and understanding about the culture, and how that differs from his or her own. Phillion (2002) found that an individual can learn much about appropriate behavior by observing and experiencing situations. When individuals go abroad, they learn what is and is not appropriate in their new context. This indicates that cultural exposure can positively impact developing a cultural understanding.

There are varying degrees of exposure. The level of an individual's exposure may be based on the amount of time spent outside an individual's country of citizenship; on whether the time spent was in one or more countries; whether the countries visited were culturally distinct from each other or the person's native country; and the extent to which an individual chooses to experience the local culture during a visit. Cultural exposure is therefore multidimensional, and entails many potential components.

3. The study

In this study, the initial investigation examined whether a person had any type of exposure abroad—including work, education, vacation, or other experiences (e.g., missionary work or military experience) — versus not having any. The second level of analysis examined those who had experiences abroad: Did the depth of the experience, measured by the number of countries visited, influence that individual's CQ? It was anticipated that being exposed to other cultures not only influenced cultural intelligence, but also that the depth of exposure influenced CQ. The different types of exposure examined are identified in the oval in Figure 1. It was expected that

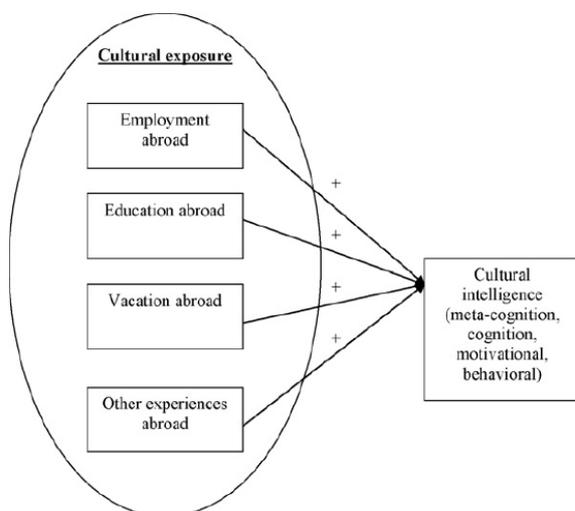


Figure 1. Possible antecedents of cultural intelligence

each type increased an individual's level of CQ. The Appendix provides the details of sampling. Since little information exists on cultural intelligence, the research conducted was exploratory. Specifically, various types of exposures and the depth of exposures were examined to determine if they influenced an individual's level of cultural intelligence.

4. Exposures that impact CQ

4.1. Individuals who have been abroad have higher levels of cultural intelligence

The first analysis (Table 1) examined those who had been abroad for various reasons, versus those who had not. In general, those who had been abroad for employment and education were found to have higher levels of CQ. Other types of exposure, such as vacationing abroad, did not increase an individual's level of CQ.

This analysis also uncovered one variable not related to cultural exposure, but which had an impact on total CQ: simply being currently employed. This may have occurred because employment can provide the opportunity for individuals to be exposed to other cultures through other means, such as working with people from different cultures, which is an experience that was not assessed here.

Next, each of the aspects of CQ (meta-cognition, cognition, motivational, and behavioral) were examined to determine which exposure variables influence them. Participants who had experienced education and employment abroad showed higher levels of meta-cognitive CQ. Education abroad also generated higher levels of cognitive, motivational,

Table 1. Significant variables for each analysis

	Analysis 1: Cultural exposure in binary form
Total CQ	Employment Employment abroad Education abroad
Meta-cognitive CQ	Employment abroad Education abroad
Cognitive CQ	Education abroad
Motivational CQ	Education abroad
Behavioral CQ	Education level Living outside country of citizenship* Part-time student status* Employment Education abroad

* Indicates a negative relationship.

and behavioral CQ. Therefore, the findings indicate that certain types of cultural exposures also impact the facets of CQ.

As with the previous analysis, some non-exposure variables were examined to see if they influenced the components of CQ. The only facet affected by any of the non-exposure variables was behavioral CQ. It was higher in those who were currently employed, a result similar to that mentioned in the previous analysis. Additionally, those with higher levels of education showed higher levels of this aspect of CQ. This may be because more education can provide more opportunities to interact with individuals from different cultures; therefore, these individuals may be aware of how necessary it is to modify their behavior during cross-cultural interactions. Curiously, behavioral CQ was negatively affected by currently living outside an individual's country of citizenship. This may be related to an experience the participant recently had in their host culture, such as an experience of culture shock, leading an individual to question his or her ability to act appropriately in another culture.

Being a part-time student also negatively affected behavioral CQ, which is an interesting finding. Part-time students tend to be non-traditional students who are often older than the typical college-aged student. It is possible that those who are older have had more experience interacting with individuals who are not from their home culture, and so are aware of problems that have developed in these interactions. As a result, they may doubt their ability to interact effectively with others, which will translate into lower behavioral CQ. Table 1 includes a summary of the findings.

4.2. The depth of exposure increases cultural intelligence

The second analysis (Table 2) looked at the depth of exposure to other cultures, in order to provide a deeper understanding of how the extent of an individual's exposure impacts cultural intelligence. Each participant was asked to indicate the countries they had visited in each category. Then, the total number of countries visited was used to determine the depth of the individual's experience. Overall, those who had visited more countries for employment and education had higher levels of CQ. Whether an individual was currently employed (a non-exposure variable) also continued to have a positive impact on total CQ scores.

The meta-cognitive CQ tended to be higher in those who had visited more countries for employment, and was also higher for those who were U.S. citizens. This is a fascinating finding, considering that this did not impact CQ in Analysis 1. While U.S. citizens are sometimes criticized for not being able to adapt well in other cultures, it appears that—at least, in this study—among those who have been abroad, more trips to foreign countries have increased their ability to process cultural knowledge. Cognitive CQ and behavioral CQ were both higher in individuals who had made more visits to foreign countries for employment and education. Motivational CQ provided different results. It was higher in individuals who had visited more countries for vacation and other purposes, which was the first time these variables had an impact on any aspect of CQ. Behavioral CQ was also higher for those who were currently employed. Table 2 shows a summary of the findings.

Table 2. Significant variables for each analysis

	Analysis 2: Cultural exposure measured by number of countries visited
Total CQ	Employment Number of countries visited for employment Number of countries visited for education
Meta-cognitive CQ	Number of countries visited for employment U.S. citizenship*
Cognitive CQ	Number of countries visited for employment Number of countries visited for education
Motivational CQ	Number of countries visited for vacation Number of countries visited for other purposes
Behavioral CQ	Employment Number of countries visited for employment Number of countries visited for education

* Indicates a negative relationship.

4.3. Study summary

Many have witnessed the cultural blunders of others, such as the recent incident where actor Richard Gere kissed the celebrity Shilpa Shetty at a benefit in India, setting off protests. This public cultural mistake showed how some people are unaware of how to act appropriately in other cultures, while other people do not commonly make those mistakes. This study attempted to investigate what leads an individual to have higher levels of cultural intelligence.

No one can deny that rapid globalization is occurring, and that the skills of being culturally intelligent are useful not only to those who travel abroad, but also to every individual in the workplace. While some workers may never work outside their country of citizenship, many will interact with customers, clients, suppliers, and co-workers who are themselves outside their home country. As such, it is important for organizations to understand that some types of exposure to other cultures increase cultural intelligence and the underlying components of CQ. Specifically, those who had been abroad for employment and education demonstrated more CQ than those who had been abroad just for vacation or other reasons. Additionally, an awareness of how the depth of the exposure influences CQ is also critical. The number of countries an individual had visited for education and employment had a significant influence on a person's level of CQ. On the other hand, the number of countries an individual had visited for vacation or other purposes did not impact total CQ.

5. Suggestions for managers of multinational firms

Cultural intelligence has only recently been identified as important to multinational organizations. Some researchers suggest that aspects of CQ will lead to cross-cultural competence, which should influence the success of international business (Johnson et al., 2006). There are several areas in which developing an understanding of what leads to higher levels of CQ may have a positive influence on firms. In the increasingly global workplace, sensitivity to the cultures of others should facilitate conducting business. Therefore, it may be important for firms to consider the CQ of all their employees. The following sections will discuss how these findings relate to education and internships, training, expatriation, and global leadership.

5.1. Education and internships

Research for this article showed that study abroad seems to have an impact on total CQ, as well as most of the underlying components of CQ. While study abroad is on the rise—in 2004, over 200,600 U.S. students went abroad for education (McMurtrie, 2006)—firms may want to consider giving additional support for study abroad programs at universities, in order to encourage more students to take advantage of these opportunities. Organizations may choose to partner with universities in the form of providing study abroad internships and scholarships, either at the undergraduate or graduate level. The internships could be used as a way of screening and training potential employees, similar to how many accounting firms often use internships as a way to screen prospective candidates, in some cases even before they enter their last year of college. Some firms already use such globally-focused programs, but more organizations need to initiate them so a greater cultural understanding can be developed in the workplace. Scholarships may provide an opportunity for individuals who would not normally be in a financial position to consider studying abroad to take advantage of the programs at their universities, thereby increasing the pool of future employees who are high in CQ.

It has been found that U.S. students who studied abroad have a greater global perspective and greater international career aspirations (Sharma & Mulka, 1993). Moreover, those who have been educated abroad were found to be more likely at some point to pursue international careers (Norris & Gillespie, 2005), or to seek work at global companies (Opper, 1991). By creating a larger pool of candidates who already have high levels of CQ, global companies can build the skills of their future workforce and increase the likelihood that these globally-minded individuals will seek employment at their firms.

5.2. Training

Some have suggested that firms do not prepare individuals enough for international assignments (Johnson et al., 2006); yet, training has been identified as one of the key activities that will contribute to expatriate return on investment (McNulty & Tharenou, 2004). Therefore, it is important for organizations to determine how to appropriately train individuals for international assignments. Since education abroad seems to impact CQ at various levels, it is possible that firms should consider training individuals in the foreign countries as opposed to their home country. This approach may be useful not

only for those who are expatriates, but also for those who interact with individuals from other countries as part of their work.

Additionally, it is possible that individuals who have had multiple vacation experiences abroad, and who are therefore probably high in motivational CQ, would like to receive additional training on interacting effectively in other cultures. Organizations could target training programs to them, and design the programs to enhance overall CQ by using their vacationing experiences abroad as the foundation to build on their cultural knowledge. It may be necessary to tailor training programs on CQ to fit the differing levels of cultural understanding that employees have.

5.3. Expatriation

Selecting individuals for expatriate assignments is often a difficult task; yet, it is thought to be a key aspect of the return on investment in an international assignment (McNulty & Tharenou, 2004). Firms should consider examining employees' CQ level prior to sending them abroad, which should help to minimize some of the common cultural issues that often occur during these assignments. Understanding what can increase CQ will aid organizations during this process, and allow organizations to develop more successful expatriates. Findings of this study indicate that multinational organizations should consider hiring individuals with previous international exposure, specifically individuals who have worked or studied abroad. Firms should examine the number of experiences individuals have had abroad as a proxy for the depth of their exposure, which may be particularly useful when considering multiple candidates for a position. It may also be important for managers to look at individuals who have had several vacationing experiences abroad, because their desire to learn about other cultures is high, as indicated by the research showing that these participants have a higher level of motivational CQ. These individuals could also be successful expatriates if they are properly trained regarding how the work experience abroad will differ from vacation experiences abroad.

It has also been indicated that organizations are using technology to interact with individuals in other countries, rather than sending people (Krell, 2005; Solomon, 2000). Yet, the findings here suggest that being exposed to other cultures through visits has a positive influence on cultural intelligence, providing additional support for previous studies that found many non-financial benefits to long-term international assignments (McNulty & Tharenou, 2004). Firms may want to reevaluate their decisions

to rely solely upon technology to interact outside their home country. Doing this will not help their employees increase their CQ, which may generate problems in the long run because managers who interact with individuals in other countries only through technology may be less likely to accurately understand and interpret cultural cues being displayed by those outside their culture. Relying upon technology alone may limit a person's ability to interpret cues, including body language and tone. Moreover, this can create a limited understanding of the other culture, which may result in ineffective interactions.

For example, managers in a small U.S.-based financial company that had a foreign office in Great Britain would often become frustrated during their interactions with individuals in the British office. It was not until a few managers were sent for a 6-month stay in the foreign office that a new understanding of the British culture developed, which alleviated some of the past frustration. At another firm, a U.S. manager believed he had received agreement on the timetable for a project because of a yes response from a Japanese manager. He did not realize this answer did not necessarily indicate agreement by the Japanese manager, so he could not understand later why the project was not proceeding as previously scheduled. Each of these examples highlights how interactions in other cultures are likely to lead to developing a better cultural understanding than relying solely upon technology; therefore, these findings support continued expatriation of workers and sending individuals on foreign assignments, despite the costs.

5.4. Global leadership

Global leadership skills have become increasingly important in the dynamic work environment, and it has been suggested that cultural intelligence can even lead to developing global leadership success (Alon & Higgins, 2005). As firms prepare employees to assume global leadership positions, they should not only train them, but also send them on foreign assignments to be exposed to other cultures. If a firm develops CQ skills during internships, training, and expatriation, then successful global leaders should ultimately be developed. In global organizations high levels of CQ are likely to influence the success of global leadership, so firms should consider individuals who have had multiple global assignments and some education abroad. Even if a leader does not intend to leave his or her home country, selecting the appropriate person to interact with foreign subsidiaries should have a positive effect on the organization.

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Appendix. Details of the sampling procedures

A convenience sample collected through multiple methods was used to contact possible participants. Initially, the survey was posted on a listserv at a large, culturally diverse northeastern United States university. Then, individuals at multiple organizations were contacted to complete the survey. Finally, several sections of business classes at a moderately-sized northeastern university were also asked to participate for extra credit; half of the sections were night classes that included non-traditional students. All participants were encouraged to forward the web survey to anyone they felt would like to participate, and several sent notification that they did.

There were 140 usable surveys completed. The sample group was fairly diverse, being comprised of 11% non-U.S. Citizens; 64% currently employed; and 85% students, of which 19% were part-time. Educational experience of the population also varied: 61% had completed at least a high school degree, 5% had completed an Associates degree, 19% had completed a Bachelors degree, 14% completed at least a Masters degree, while the balance of less than 2% had completed a Doctoral degree. The international experience of the sample was diverse, too, with 76% having at least one international experience: of these experiences 74% had vacationed abroad, 19% had been educated abroad, 11% had worked abroad, and 6% had other experiences abroad, which included such things as missionary work.

CQ was assessed using a survey generated by Ang and colleagues (2004), which had been previously validated. Ang and colleagues (2006) also used this measure to determine that CQ was distinct from, but correlated with, the Big Five personality factors, which include extraversion, conscientiousness, agreeableness, openness to experience, and emotional stability.

Measurement of international exposure has varied from study to study; yet, many do not assess the multifaceted nature of exposure (see Carpenter et al., 2001; Reuber & Fischer, 1997; Takeuchi et al., 2005). Therefore, for this study participants were asked whether they had ever visited or lived in

a country outside their country of citizenship for education, work, vacation or recreation, or other. For each category, participants were asked to indicate the number of countries they had visited. Thus, individuals were first assessed by whether they had been abroad for any reason, and this was a binary measure; those who had been abroad were then asked to indicate the countries they had visited, and this was used as a proxy for the depth or level of their exposure. The more countries visited, the greater the level of exposure.

Other possible predictor variables were also examined, such as whether an individual had lived outside their country of citizenship, their education level, student status, and employment status. If the participant was a student, he or she was also asked to indicate their enrollment status (full- or part-time), their GPA, and their degree program.

Questions to answer:

1. Please explain how cultural intelligence (CQ – total and by components) helps to interact successfully in multicultural contexts? (10 points)
2. Two foreign students at the university start their studies. For Tom it is already the third trip on an international student exchange program, and for Jerry it is his first experience abroad. Which one of them will adapt better to new circumstances? Please explain why, using the theoretical grounds provided by the article. (10 points)
3. Try to identify the factors that influence the development of cultural intelligence. Please reflect on your personal experiences and demonstrate how these factors contribute to all components of CQ. If you cannot think of such experiences, please use some case from a movie, book, another person etc. (15 points)
4. Please think of the ways to increase CQ in a university's multicultural environment (except for the general ones that are used in the article). (15 points)
5. Can you think of a study involving one of the components of CQ described in the article? Try to come up with your own research question that could be checked empirically and formulate a hypothesis with the variables that you would study. (20 points)

2. Case study (30 points)

Please, identify the areas of interpersonal interaction where the misunderstandings happened. Describe the reasons for these misunderstandings and the tension between the South Korean partners and Mr. Smith, while relying on your knowledge of theories from cross-cultural, social and organizational psychology. How would you make your negotiations successful if you were in Mr. Smith's place?

An American pharmaceutical company was negotiating with its partners in South Korea. Soon the American delegation was invited to South Korea to discuss a joint project. Considering that signing of the contract was very important for the American company, the management decided to delegate the most skilled and effective manager – Mr. Smith.

Mr. Smith was traveling alone. When he approached his South Korean hosts at the airport, they looked confused and kept looking at the crowd with expectation. Mr. Smith felt the puzzled look of his partners focusing on him, so he quickly collected himself, took on a confident expression and went to greet his partners. He shook hands with them and patted them on the shoulders. The Koreans smiled, one of the men invited him to follow them into the car.

The meeting began at the office with a small informal conversation, then Mr. Smith suggested starting the discussion of the project. He described in great detail the interests, goals and strategies of his company to implement into the future project. The Koreans nodded and said "yes" to almost all ideas. Smith felt very confident and was optimistic. While Mr. Smith was describing his points, he noticed that many South Korean partners were focusing on their phones. Then one of partners asked Mr. Smith what he thought about a particular strategy. He was ready for this question and replied promptly that this strategy cannot be implemented. The Koreans looked irritated and surprised at this answer and redirected their attention to their phones. Regardless of that, after the meeting Mr. Smith had a favorable impression; he believed that the cooperation with Korean partners is definitely happening, since they agreed on virtually all points of his speech. In addition, he clearly and honestly answered their questions. A week later, the Korean partners rejected the project.