

AccessEd: Researcher Development Programme Researcher Engagement and Reflection Log

Workshop: Cultural Intelligence

Outline

This worksheet is designed for you to reflect on the key learning steps from the training workshop you attended and think about workshop learning outcomes in line with your learning portfolio.

We encourage you to make a note of your responses in a word document or otherwise, ensuring your record your reflections and consider what legacy this will have after the training has finished.

Consider the following actions that you might take in relation to this workshop engagement and reflection log:

- ✓ Consider sharing your reflections with your peers – Commonwealth Scholars and others
- ✓ How can you best record your notes and reflections to best suit your own individual style of learning?
- ✓ How might you use reflections from this worksheet log in the future to contribute towards learning in other workshops?

A. Self-reflection: Skills development

1. Rate your confidence in the following 'Signs of High Cultural Intelligence', which were covered during the workshop. Rate the skills from 1-5 (1 = least confident, 5 = most confident):

	Noticing clues about a culture's shared understandings
	Ability to mirror the gestures and customs of the other culture
	Adjusting and understanding the cultural values of your conversation partner
	Curiosity and interest in hearing about multiple perspectives
	Understanding that native culture is not the sole determinant of identity
	Total (max: 25)

2. Below is a list of 'what cultural intelligence looks like in action', as discussed during training.

Rate your perceived strengths in the following areas. This is helpful in understanding what further training opportunities you could pursue (1 = no expertise, 5 = high expertise):

	Adjusting your cadence when you speak, changing annunciations;
	Noting key gestures – also asking if you don't understand them
	Slang and idioms – these can be useful to show understanding, but also sometimes vital for navigating conversations!
	Noting when formality versus informality is expected or useful tools for building relationships
	Using frameworks to help remove what can seem like offensive or confusing actions to see them as potential cultural differences
	Continuing to observe, check and discuss to learn more
	Total (max: 30)

3. What was your biggest learning takeaway from the workshop?

4. How will you apply what you have learnt today to your research/studies, and how does it complement your learning portfolio?

5. What is one commitment you will make to improving your cultural intelligence skills?

E.g.

Skill: Noticing clues about a culture's shared understandings

Action: Actively making an effort to arrange and meet people from different cultures and backgrounds; during these meetings, making an active effort to note clues about a culture's shared understandings.

Category:

Action:

B. Self-reflection: Learning in relation to Cultural Intelligence

6. During training, we discussed 4 different sub-dimensions of cultural intelligence:
- Leadership – how effective management differs and is expected in these contexts
 - Socio-linguistics – good knowledge of verbal and non-verbal communication
 - Interpersonal – understanding values and norms in interacting with others
 - Business/legal – understanding of economic and business structures, policies, etc.

For each of (a) – (d), note down live scenarios / personal circumstances / situations where you will get the chance to practice these sub-dimensions.

<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>

7. Think further about your own cultural experiences in the UK. Reflect on these, to understand what could go differently next time.

Write down:

- What is your biggest surprise since working or studying in the UK?
- Examples of assumptions you have made about others
- Examples of assumptions others have made about you

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8. During training, we discussed cultural value dimensions. For each one, write:
- Which you would define yourself as – where do you sit on the spectrum?
 - How does this impact how you might approach cultural interactions?

Individualism vs Collectivism	(A), (B) etc.
Monochronic vs Polychronic	
Non-expressive vs expressive	
Low vs High Context Communication Styles	
Cooperative vs Competitive	
Being vs doing	
Universalism vs Particularism	
Low vs High Power Distance	

9. We discussed WHY learning to navigate CQ can help (avoid miscommunication; use empathy to a colleague's viewpoint to win them over; meet the important expectations; understand your own boundaries and why; find common ground to avoid/resolve conflict). Write one short term/ upcoming scenario where applying improved CQ will help you.

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10. We discussed the key components to building and improving CQ, which are: 1) Observe, 2) self-reflection and analysis, 3) checking your assumptions, 4) conversations with others, 5) taking a moment to label recognised weaknesses and biases. Practice this on-going cycle during your next encounters.

C. Tools to takeaway: Research Project Management

Below is a list of further tools that can be used for research project management.

(i) Further CQ Test

'Common Purpose' has another online quiz for further testing your Cultural Intelligence. This can be found at:

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

Common Purpose is a not-for-profit organization founded in 1989 that develops leaders who can cross boundaries. This enables them to solve complex problems both in organizations and in cities. They deliver face-to-face and online leadership programmes for multiple generations of leaders: from students in universities to senior leaders in organizations and society.

D. Further reading tip....

Books and articles:

- The Cultural Intelligence Difference," by David Livermore PhD
- "Cultural Intelligence" by Julia Middleton - <https://hbr.org/2004/10/cultural-intelligence>

Search online:

- 'Trompenaar's model of national cultural differences'
- Gardenswartz & Rowe layers of diversity