



Commonwealth Scholars
Professional Development Training

Cultural Intelligence & Communication

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#AccessEdTraining





Welcome to today's workshop

Zoom Housekeeping:

- Please ensure you are **muted** if you are not speaking to the group
 - We will pause for questions as we go
 - If you are having connectivity issues, please try turning off your camera during the presentation; these can be turned on during discussion sections
 - If you have any technical issues please privately message Ed / Hannah in the chat for her help
 - If you have a Question as we go, please use the chat function
 - For breakout groups, we encourage use of your camera if possible please!
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AccessEd: Who are we?



- AccessEd is a non-profit organisation **committed to supporting postgraduate researchers in their professional development and university access programmes to increase social impact globally.**
- AccessEd has expertise working with international students and social enterprises, as well as delivering courses in transferable skills for the 21st century. AccessEd bridges the gap from education to the professional and public sectors.



Introduction to your trainer



Former Management Consultant at PwC delivering training



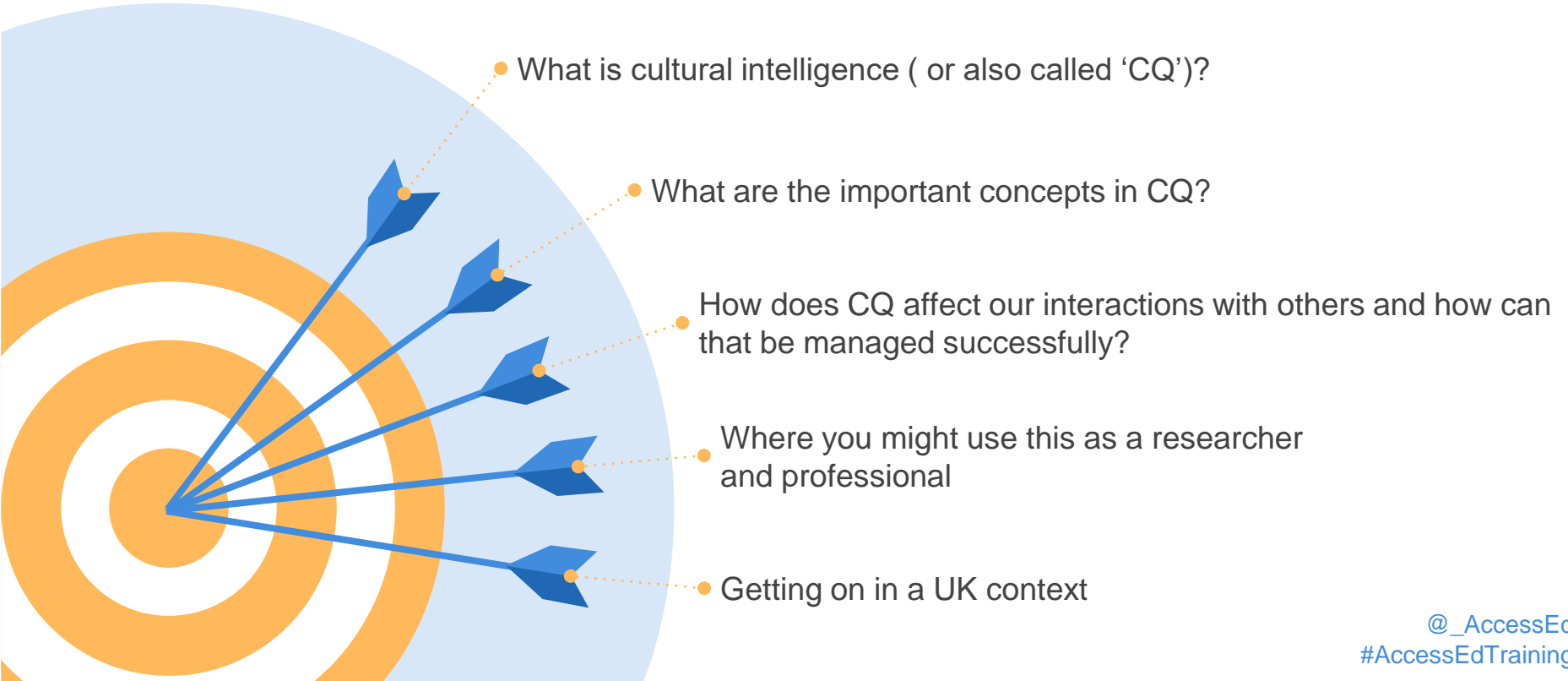
Worked in variety of countries globally including Pakistan, Colombia, The Netherlands, India, Ecuador and China.



Managing Director at AccessEd working in Ireland, Botswana, Hong Kong, South Africa and Malaysia

Session learning outcomes

Understanding of:



Session learning outcomes



Application of:



Ice breaker





Learning: What is Cultural Intelligence and why is it important



What is Cultural intelligence



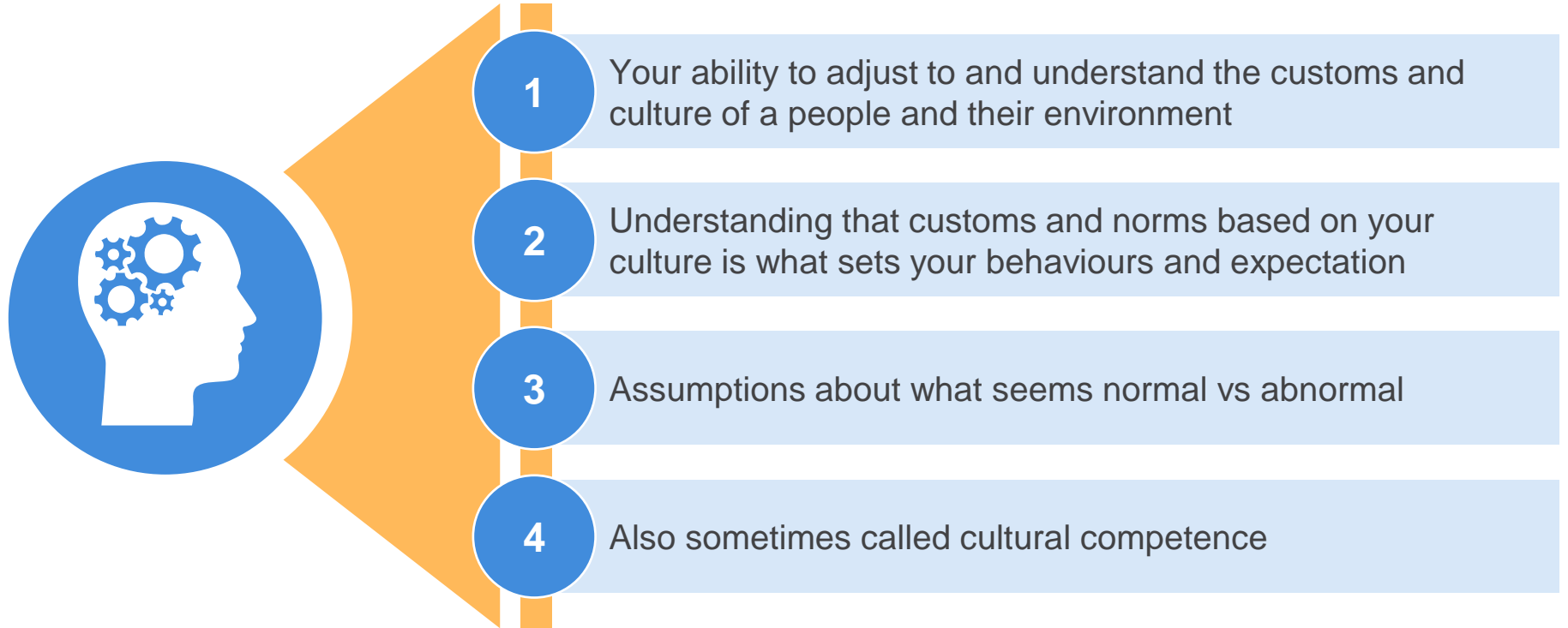
“ An outsider’s seemingly natural ability to interpret someone’s unfamiliar and ambiguous gestures the way that person’s compatriots would

Earley & Mskowski 2004, Harvard Business Review

”



Understanding Cultural intelligence



Why is it important?



Established as a response to IQ and EQ (emotional intelligence) in the early 2000's in an increasingly globalised world



Working in increasingly diverse teams as companies span borders



Good communication means messages, papers and work reach diverse audiences



Getting it wrong can lead to difficulties in communicating smoothly or being misinterpreted

Subdimensions within CQ - what does it look like?



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

Cultural Values Iceberg Theory



Only a small amount of culture is observable.

The iceberg represents what we can see in a culture, versus what might be invisible. To understand these elements, it takes meeting and learning from these cultures as well as individuals, to help understand what's important





Exercise and group discussion: Use the table to think for a few minutes about cultural exchanges, big or small, you have had as a Scholar in the UK.

Have there been assumptions about others that you have gotten wrong? Or assumptions they've falsely made about you?

Is there more you know now that has helped you manage new situations with peers or colleagues?

We'll talk more about the Cultural Value Dimensions in the next section.



Cultural Experiences - Group Discussion



Your country	
What's been your biggest surprise since working in the UK?	
Examples of assumptions you have made about others	
Examples of assumptions others have made about you	



Share one of the above with the group



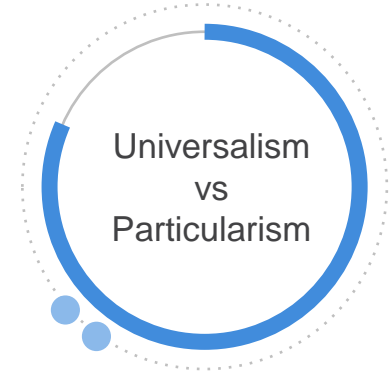
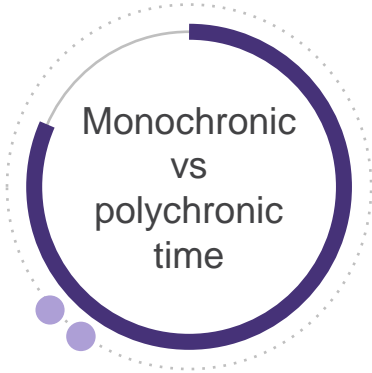
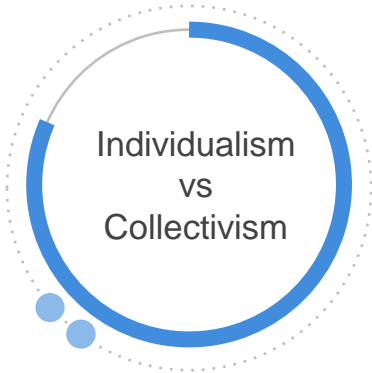
Learning: Cultural Intelligence through understanding Values



Cultural Value Dimensions



A number of theories exist about how desirable change in society is best achieved.



Cultural Value Dimensions



Individualism vs Collectivism	How you see your self-image: do you think in terms of "I" or "we"?
Monochronic vs Polychronic	How you conceptualise time: is it a clock that demands attention or a flexible concept?
Non-expressive vs expressive	How you express your yourself: do you show how you feel or do you remain reserved even when upset?
Low vs High Context Communication Styles	How much context is required to know what is meant: are you direct, or does it take a lot of cultural knowledge to know what you mean?
Cooperative vs Competitive	Do you work with other people in working towards common goals, or a strong desire to be more successful than others?
Being vs doing	Do you work to live or live to work? Does every activity have to have an 'output'?
Universalism vs Particularism	Do you believe there are defined rules we all should follow, or do relationships change how you treat someone?
Low vs High Power Distance	How hierarchical are you expected to be in a situation? Is being deferent a positive?

A focus on...

Individualism vs Collectivism



Individualism

- loosely-knit social framework
- individuals care for themselves and their immediate families
- prize personal freedom and choice; each person has agency

→ **people consider their self-image in terms of “I”**



Collectivism

- tightly-knit social framework
- dependence on relatives and larger in-groups
- unquestioning loyalty within in-group

→ **people consider their self-image in terms of “we”**

A focus on...

Low vs High Context Communication styles



Low Context Communication style

- communication is straight to the point
 - purpose and outcome of conversation is more important than interpersonal relationships
 - Dislike ‘flowery’ language or ‘beating around the bush’
- **may appear rude and pushy to High Context communicators**



High Context Communication style

- conversation moves from the more general to the specific
 - communication relies on subtlety, indirectness and interpersonal relationships
 - shared cultural context is used to convey meaning
- **may appear inefficient and muddled to Low Context communicators**

A focus on...

Low vs High Power Distance

Measures how societies deals with inequalities among people and their expectations of power in a relationship.



High Power Distance

- people don't expect justification of the hierarchical order
 - they accept that power is distributed unequally
 - Socially or formally recognise titles, rankings and positions
- **Expect deference to those are in power or 'outrank' you**



Low Power Distance

- inequalities of power need to be justified
 - people seek to equalise the distribution of power
 - Hierarchy can be seen as an unnecessary barrier to working together
- **Work to make you their equal**

Breakout groups:



You'll be given one of the dimensions from the list. Participants should each share:

- Has it ever affected a situation with someone because you hold a different cultural value dimension?
- How is it different to your expectations?
- How does this framing help you navigate approaches more successfully in future?



Cultural Value Dimensions



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Short tea break

Geographic clusters as a tool



Anglo

Main Values: Doing Orientation, Individualism, Assertiveness, Indulgence

Sub-Saharan Africa

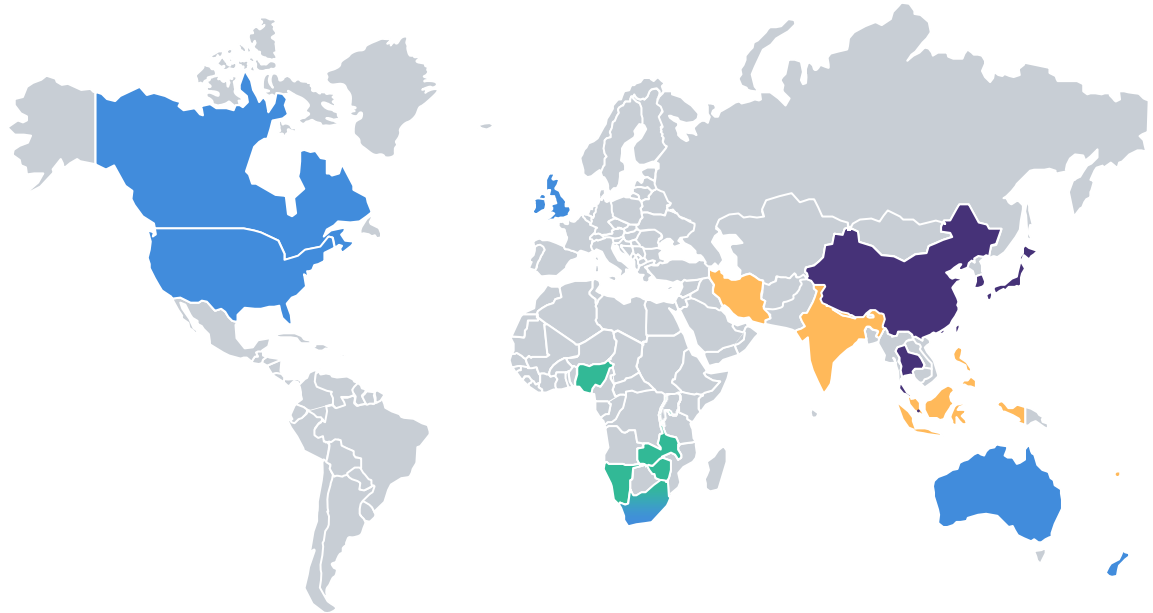
Main Values: Doing Orientation, Collectivism, Short-term Orientation, Humane Orientation

Southern Asia

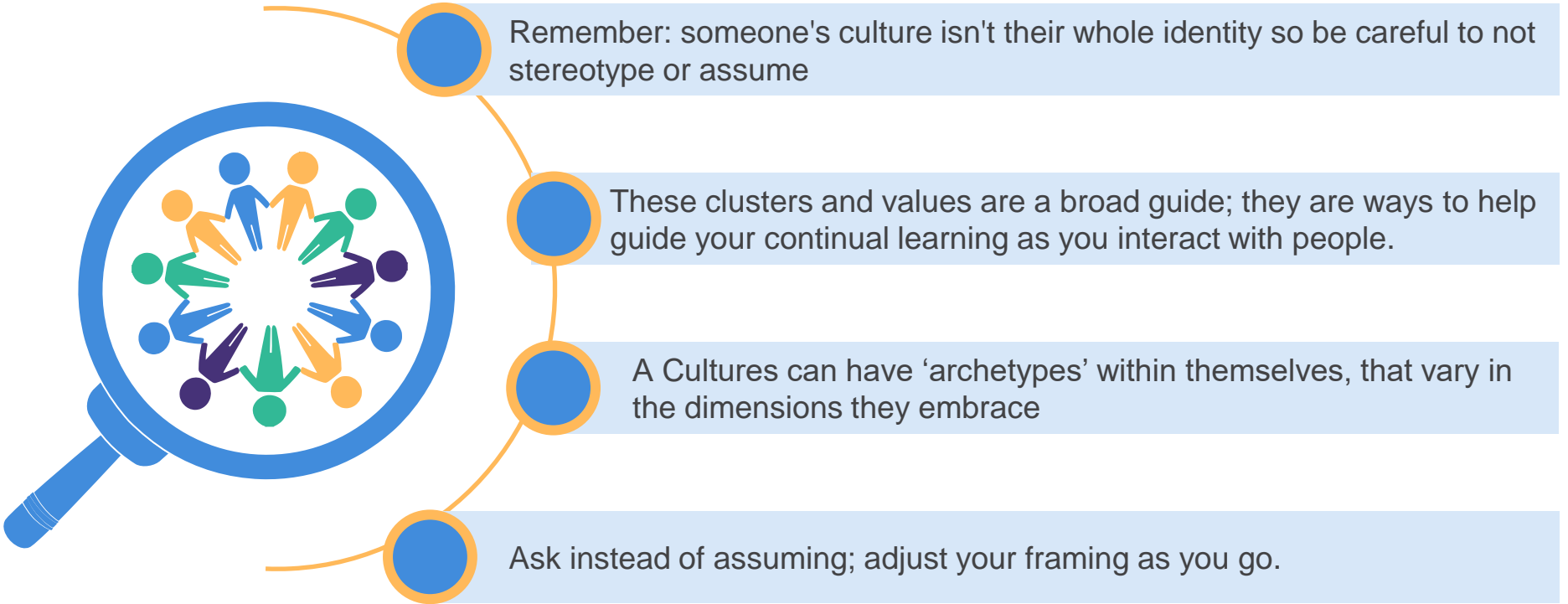
Main Values: Power Distance, Collectivism, Humane Orientation, Doing Orientation (India), Restraint (India & Bangladesh)

Confucian Asia

Main Values: Future Orientation, Power Distance (lower in Japan), Collectivism (excl. Japan), Doing Orientation (excl. Japan), Restraint (China, South Korea and Hong Kong)



Cultural Intelligence vs. Stereotyping





Application: Cultural Intelligence in action and building your CQ



Understanding your existing CQ approach



Breakout room

Please have a look at your pre-training questionnaire

- What's your biggest strength?
- What's your greatest weakness?
- 1-2 minute presentation on your strongest CQ skill from the quiz (ie. cognitive CQ, emotional CQ or physical CQ) and a situation in the past where you think they have shown strong competency in this skill.

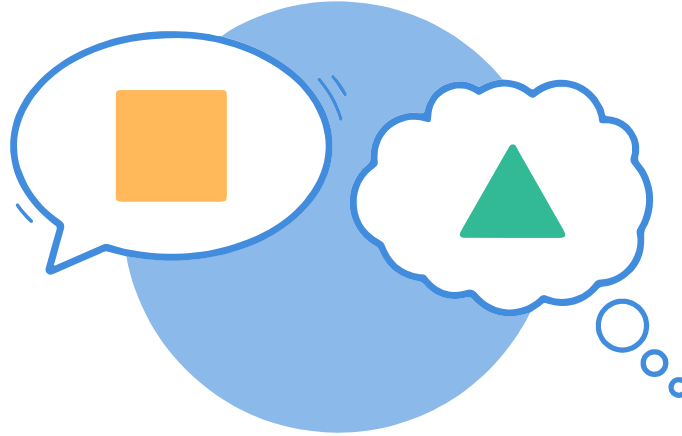


My Lived experience...how to cope?

A few lessons learned over a decade of someone new to the UK...

Speaking the same language does not mean you'll understand each other; expect to get mixed up, most are happy to explain

Take time to talk to others, differentiate between cultural and individual



History shapes more than you realise: bins in train stations...

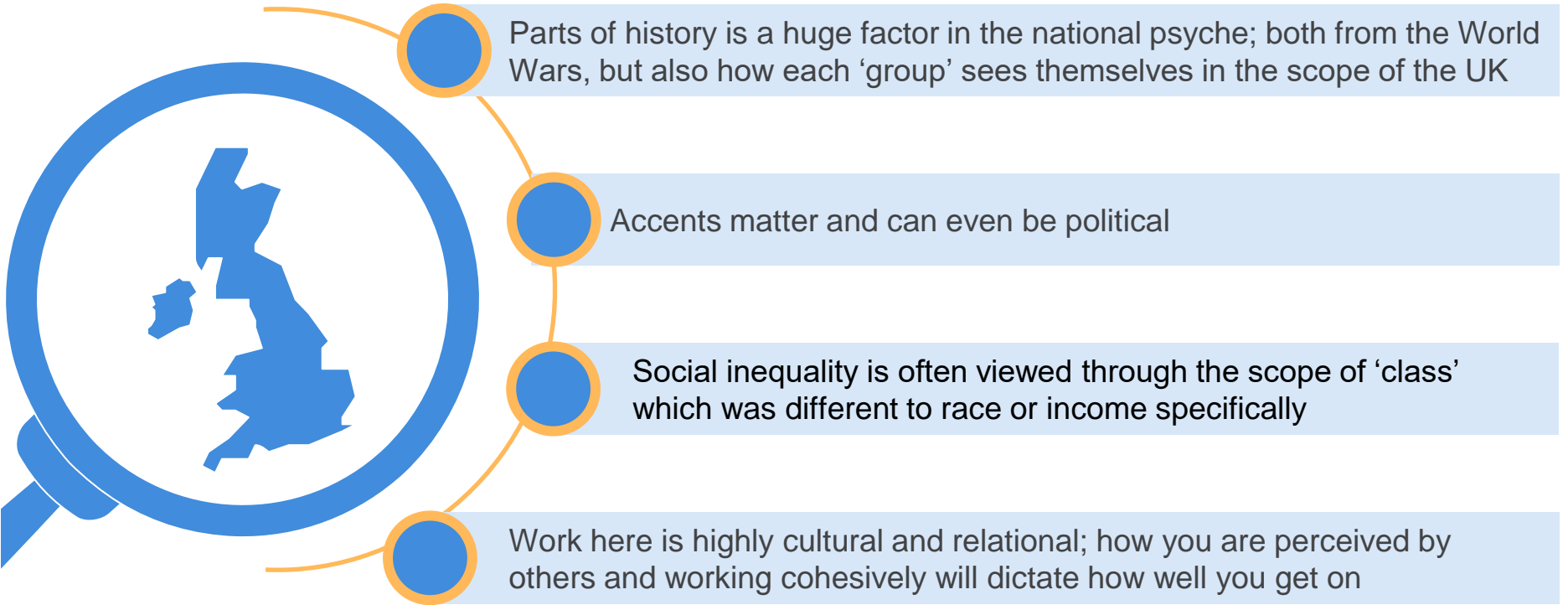
What you say and do has loaded connotation for others: be conscious of where you learn your habits and how they are perceived.

When in doubt: mimicking can help



Lesson: Culture is everywhere and can be a powerful tool to improve how you see the world around you!

Examples of cultural distinctions in the UK...



How do you navigate it and why?

There are two ways to look at applying cultural intelligence:



- the **group** expectations of an environment
- **individual** interactions you'll have to navigate for example with colleagues or friends.

Why learning to navigate with CQ can help:



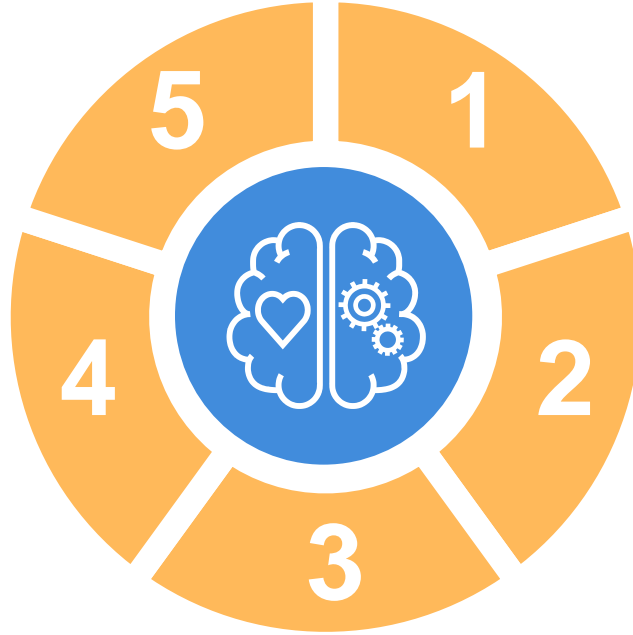
- Avoid miscommunication
- Use empathy to a colleague's viewpoint to win them over
- Meet the important expectations
- Understanding your own boundaries and why
- Find common ground to avoid/resolve conflict

Signs of High CQ



Understanding that native culture is not the sole determinant of identity

Curiosity and interest in hearing about multiple perspectives



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



What does CQ look like in action?



Adjusting your cadence when you speak, changing annunciations; replicating accents can be effective when speaking a new language



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



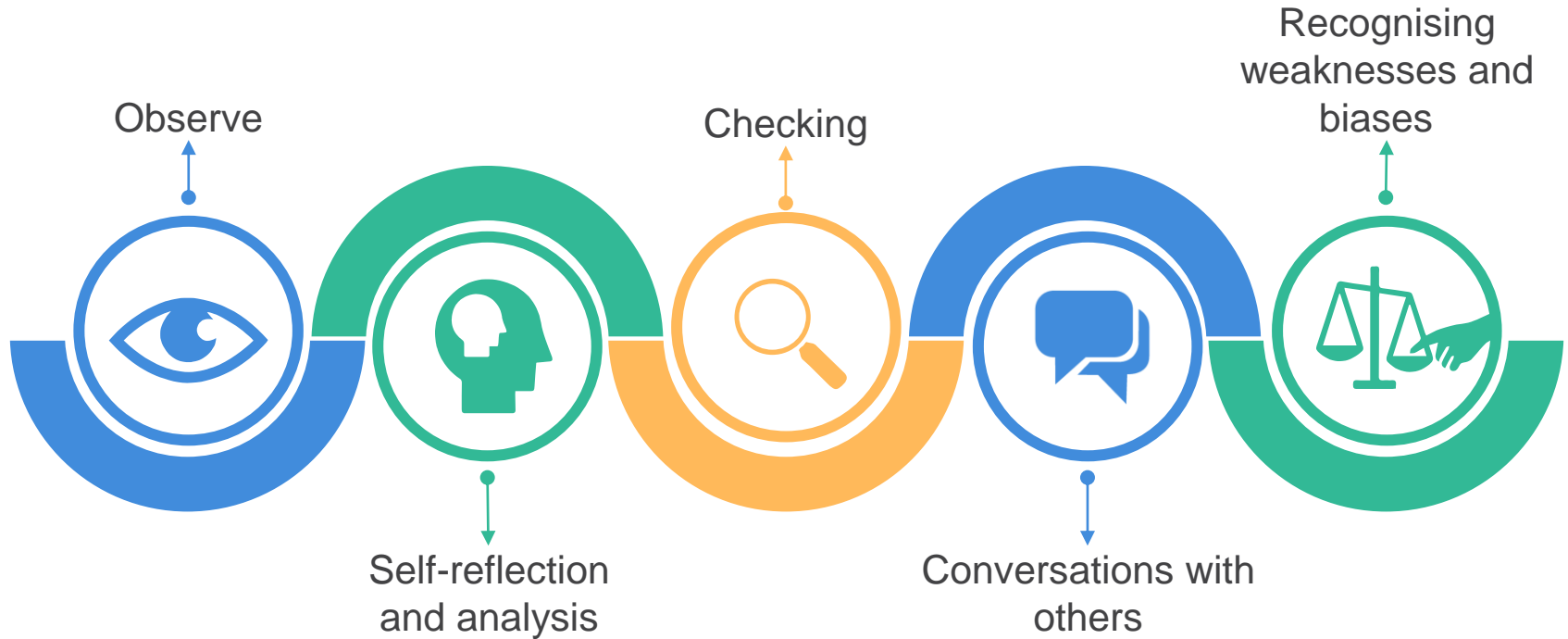
Using frameworks to help remove what can seem like offensive or confusing actions to see them as potential cultural differences



Continuing to observe, check and discuss to learn more




How can we build this? The ongoing cycle of:




How can we improve our strategy?

Building your CQ includes taking time, before a situation occurs, to understand how you tend to build meaning and interpret situations.


In a situation you can:




Have an internal pause -- recognise how you react to unfamiliar contexts and what you are projecting to the other person



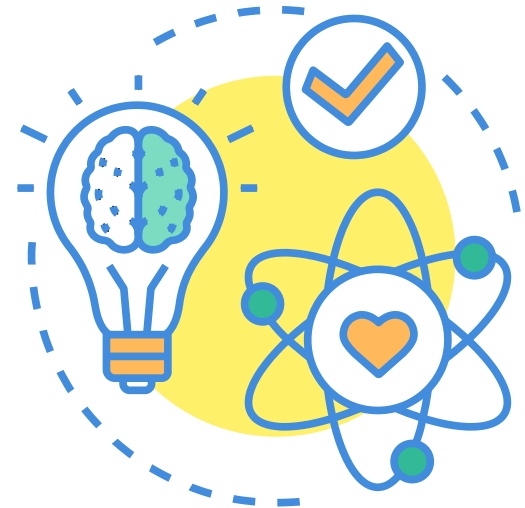
Take a moment to ask questions



Find common ground even if there are areas you can't agree on



Recognise where you perhaps didn't see an area of importance to the other party, apologise, ask how you can improve this



Where might this come up in academia or workplace?



- collaborating on a project
- understanding work-life balance boundaries might vary
- understanding academic hierarchy
- giving presentations to diverse audiences
- understanding boundaries when it comes to ‘shared’ resources



How would you respond to these differently if they were your manager's or advisor's expectations versus a colleague?

Example of a potential misunderstanding...

A group leader who had recently moved back to Japan came to visit his former lab in London and brought gifts for his former employees. He gave a bottle of Japanese sake (alcohol) to every man in the lab. The only woman received a box of soaps.

Being aware of the cultural differences, she understood that being singled out in this scenario had nothing to do with the situation.



Scenarios: Group Discussions



In your break out groups you'll be given one of the following scenarios. Take a moment to read the scenario and discuss how CQ could be used.

- What assumptions are you making?
- Why?
- What could they have done in the moment to change the outcome?



Playing out in the workplace



Scenario 1:



- Two staff members at a UK NGO sent to Singapore to meet with a high net worth individual to discuss potential programme funding
- Met at a café
- During the conversation, the two staff members lounged back into their chairs, crossed their legs and ended up revealing the soles of their shoes toward the client's face
- Discussion came to an uncomfortable stall and awkwardly with the client rejecting partnership proposition



What went wrong here? How could cultural intelligence have helped in this situation?

Playing out in the workplace



Scenario 2:



- Leanne managed a team of individuals at an international startup social enterprise
- Leanne and her team were based in the UK
- Leanne worked in a multicultural team
- One of her team members, who was Spanish, would continuously be a bit late to meetings; 10 minutes or so each time
- The team member didn't seem fazed by this and didn't have an excuse for each time it happened
- Leanne stayed silent about this, but was disgruntled every time it happened. Leanne waited 2 months to bring this up in her team member's development review



How could this situation have been handled differently? How could cultural intelligence have helped inform the response to this situation?

Playing out in the workplace



Scenario 3:



- An American head office of an organisation decided to send a manager called Brendan to the Cayman Islands to head up two offices employing about seventy staff.
- Brendan was from West Coast USA and has lived his whole life in the US.
- Brendan was well regarded in the US office and had been seen as a strong manager.
- Little feedback for 3 months; then a huge drop in morale, disengagement of the staff, and a threat of a 'walk out' unless Brendan removed him from the leadership position in the Cayman Island office.
- The organisation launched a review to find out what had happened.



What could have gone wrong in this scenario? How could cultural intelligence have helped in this situation?

Playing out in the workplace



Scenario 4:



- A junior executive of a British firm was tasked with reaching out to potential new charity patrons
- The executive was told to invite them as a patron, and to ensure they used their full titles (e.g. Lord, Dame, Sir)
- A respected member of the art world and peer in the House of Lords replied expressing interest, asking what the next steps would be.
- The executive was expected to ‘vet’ their background ahead of recommending them to the Senior Leadership, so the executive replied asking for the potential patron to submit a CV and more about themselves
- The potential patron never replied



What could have gone wrong in this scenario? Why did they lose this potential new patron possibly? What could they have done differently?

Take aways...



Constant learning process



Everyone gets it wrong sometimes



Most people like being asked questions about themselves, use that to your advantage



Don't let assumptions allow you to build prejudices; focus on building relationships instead



Harnessing Your CQ: Summary



CQ is channelled into your actions through...



Information: Knowledge you have about how people interact, their expectations and values. Remember not all information is visible!



Body: Mannerisms and gestures – formal (handshakes) and informal (smiling to put others at ease)



Desire (Heart): A deep will and intention to understand the cultural values of others, and to analyse your own!

Group discussion: what have you learnt in relation to your Learning Portfolio aims?

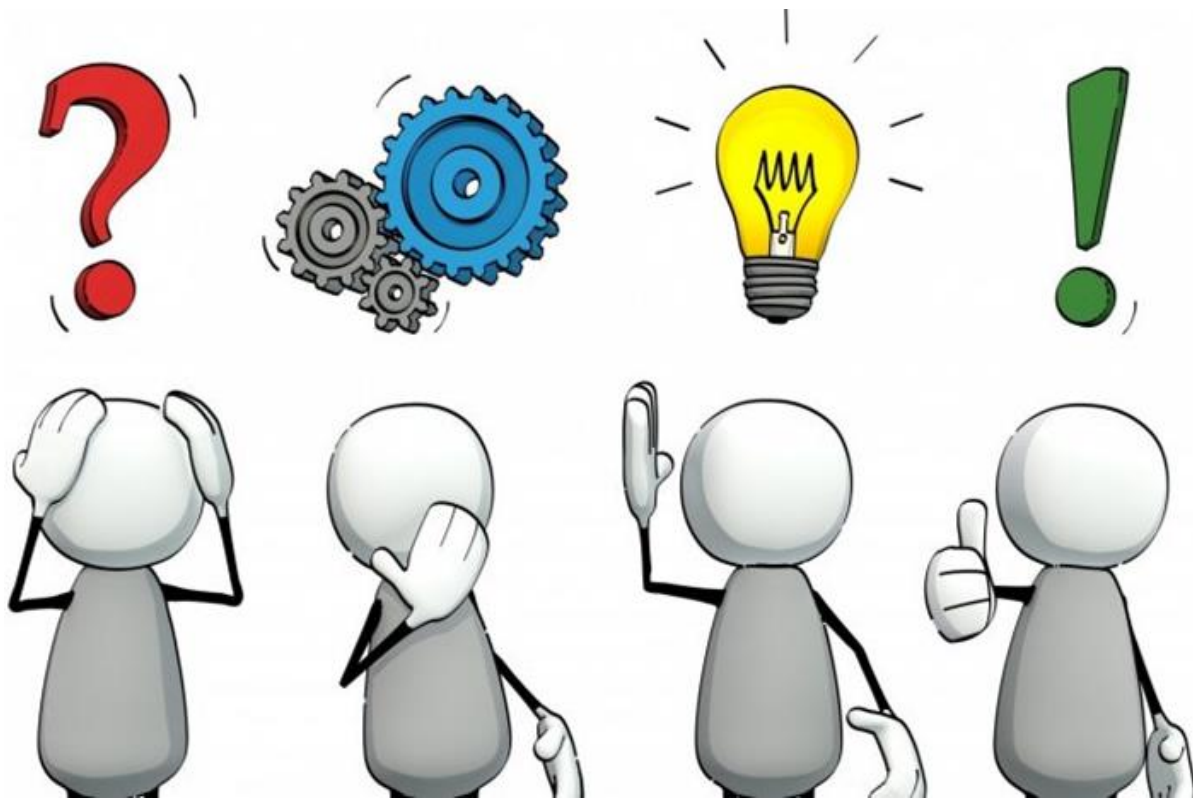


Further reading

- “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*



Reflections





Thank you

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