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## Analysis of Cross Cultural Management Course Pedagogy Methods in Developing Students' Cultural Intelligence

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### Abstract

Preparing students to able to face the globalization when they enter business world is one of business school responsibility. One way to do that is by increasing their cultural intelligence (CQ) so they can adapt and perform effectively in multi cultural environment. This experimental research tried to find how a business school course can improve students' CQ. This research was done by measuring CQ of students who attend cross-cultural management course at the beginning and at the end of the course. In this course, the students got four treatments to improve their CQ (lecturing, reading literature, sharing session, and field trip). From those four treatments, field trip is the most effective method to learn and understanding about different culture based on students' perception where lecturing is the least effective. Despite that, the combination of these four method in teaching cross-culture result in the improvement of students' CQ and all of its components.

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*Keywords:* cultural Intelligence; CQ; students; cross-cultural

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### 1. Background

The concept of intelligence is not a new concept. This concept has been known for a long time by the scholars. At first, the concept of intelligence is the human brain's ability to process information to solve problems (Gardner,

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2002). Later, this concept about intelligence experienced some diversification. Some examples of this is social intelligence which refers to ability that someone has, so he can build good interaction with other people and do interpersonal tasks (Crowne, 2009). Another type of intelligence is emotional intelligence. Emotional intelligence is believed by some scholars as someone's ability to manage emotions that include perceiving, expressing, understanding, and using emotion so it can lead to effective performance (Crowne, 2009). Finally, one of the new emerging concept of intelligence is cultural intelligence (CQ) that known as someone's ability to adapt and perform effectively in new cultural context (Early & Ang, 2003).

As the advancement in information and transportation technology, people now face less difficulty to interact with people from different countries. Therefore, in order to survive in this situation, someone's ability to adapt with people from different culture becomes important. This situation affects most of people including business students. As globalization come, now business environment is not just limited to national environment but also into global environment. In order to gain more profit, now a lot of businesses expand their market to global market. Therefore, interaction with people from different country and different cultures cannot be avoided. This also becomes a concern for business students as they will enter business world when they graduate from university (Ang & Dyne, 2008; MacNab, 2012). Therefore, it is become one of business school responsibility to prepare their students so they can ready to face globalization. One way to prepare the readiness of the students is by increasing their ability to adapt with different culture by offer course related to it (McCrea & Yin, 2012). One factor that can increase students' adaptation ability in different culture is CQ. People with high CQ will most likely able to adapt faster in different cultural environment compare to people with low CQ (Earley & Mosakowski, 2004; Ang et al., 2007). However, most of studies about CQ were about the effect of CQ while the study about how education can increase someone's CQ still limited (Thomas & Inkson, 2003; MacNab, 2012).

Therefore, this research will try to address the issues about how to increase someone's CQ by conduct experimental research to business students.

## 2. Literature Review

The concept of CQ is not the new concept. Several scholars had already aware about the concept of intelligence that related with cultural aspect (Scholl, 2009). However, not until Early and Ang (2003) developed the model of CQ, the concept of CQ had not attracted too much attention. By using the multiple intelligence concept developed by Gardner, they created a CQ model that explained why some people can adapt in different cultural context successfully where some people find difficulties to adapt (Ang et al, 2007; Scholl, 2009). After that, the researcher attention toward the concept of CQ was increasing.

Since that, a lot of definitions of CQ were emerges. Earley and Mosakowski (2004) defined it as "an outsider's seemingly natural ability to interpret someone's unfamiliar and ambiguous gestures the way that person's compatriots would". Another definition was proposed by Peterson (2004) which defined CQ as "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". In line with this, Thomas (2006) defined it as "the ability to interact effectively with people who are culturally different". Finally, Ekelund and colleagues (2008) have defined CQ as "a system of interacting knowledge and skills, linked by cultural metacognition that allows people to adapt to, select, and shape the cultural aspects of their environment".

Even though there are a lot of definitions, basically CQ is about an individual's ability to adapt and interact successfully with other people from different culture or in new culture environment. Moreover, even although there are different definitions, but the indicator of effective CQ is similar which is how people can have intercultural interactions effectively (Ekelund et al., 2008). Effective intercultural interactions have the following characteristics: can adjust behavior and character so someone can feel comfortable, have good relationship, and perform effectively when interacting with people from different cultures (Ekelund et al., 2008).

Besides the definition, the several scholars also have different components for CQ. Early and Ang (2003) mentioned that CQ is consist of cognitive ability, motivational, and behavioral. A bit similar with that, Earley and Mosakowski (2004) divided CQ components into three factors: the cognitive (head), the physical (body); and the emotional/motivational (heart). Then, Thomas (2006) proposed three components of CQ: knowledge, mindfulness, behaviour. Additionally, Ekelund and colleagues (2008) also proposed three components of CQ: cultural knowledge,

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