Assessing Changes on Cultural Intelligence in Two Mexico-Japan COIL Courses

Olivia Hernández-Pozas

olivia.hernández@itesm.mx

Armando Román Flores

armando.roman@itesm.mx

Angélica Santana Fierro

angelica.santana@itesm.mx

Abstract

- CML projects between a Japanese University and Tec were conducted during two consecutive semesters January to May, 2015 and August to December, 2015.

- Cultural Intelligence assessments (CQ)

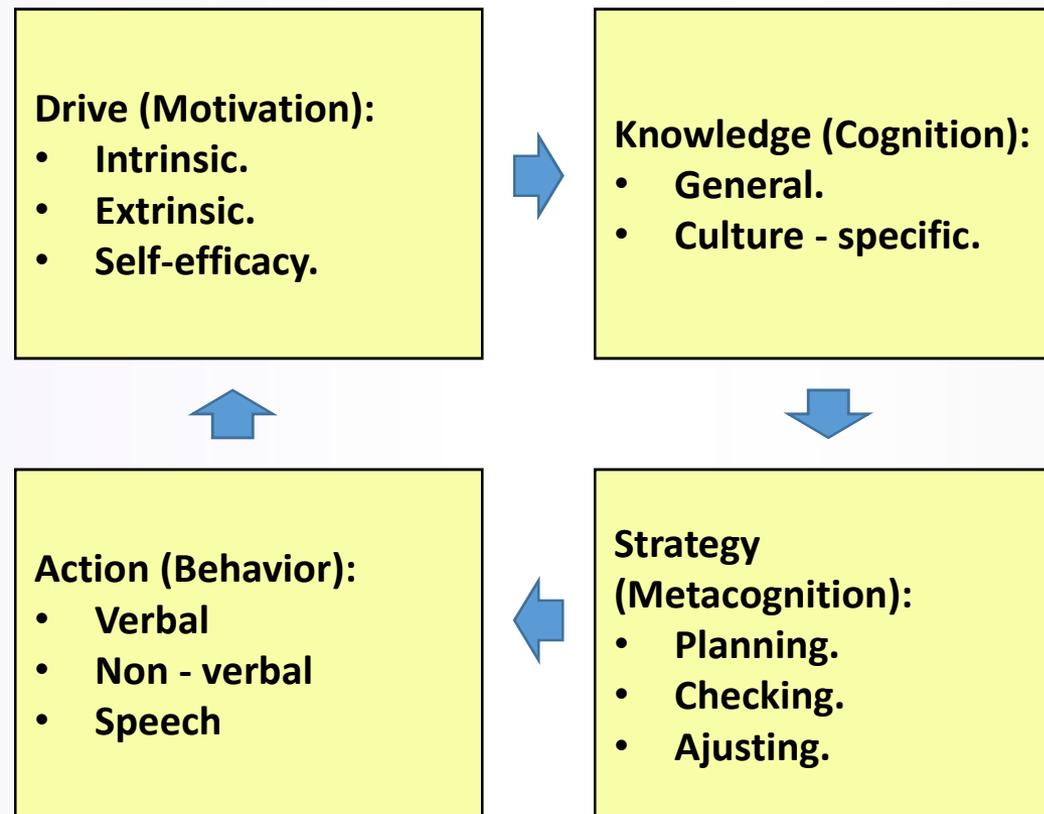- Results suggest that Cultural Adaptation is needed when working on GVTs.

Introduction

- There can be CQ improvement after the experience of working on GVTs.

- But, is it possible that contrary to all expectations, CQ decreases after a challenging GVTs experience?

- COIL projects are not frequently repeated through the curriculum, limiting the opportunities for students to keep on practicing until they excel.

- Therefore, professors need to closely observe since the beginning, to those factors that might cause demotivation and failure.

Theoretical Framework

- Cultural Intelligence has been defined as the ability to work effectively in multicultural contexts, such as national, ethnic and organizational (Earley & Ang, 2003).

- Cultural Intelligence is a multidimensional concept. It has four factors or dimensions: CQ Drive, CQ Knowledge, CQ Strategy and CQ Action.

Cultural Intelligence (CQ)

Drive (Motivation):
- **Intrinsic.**
- **Extrinsic.**
- **Self-efficacy.**

Knowledge (Cognition):
- **General.**
- **Culture - specific.**

Action (Behavior):
- **Verbal**
- **Non - verbal**
- **Speech**

Strategy (Metacognition):
- **Planning.**
- **Checking.**
- **Ajusting.**

Research Design

- Participants included Business students from a University, in Japan and Engineering students, from Tecnológico de Monterrey, in Mexico.

- Business students in Japan were enrolled in a course called Marketing across Culture, while Engineering students were enrolled in a course called Design Methodologies.

Research Design

- Each GVT had eight to ten students.
- Members of each GVT worked together during ten weeks in a collaborative project.
- The purpose of the project was to design a product prototype and work on its corresponding Marketing strategies.
- The project had to solve a real problem for a based-of-the-pyramid community.

Methods

- Multi-method approach, of quantitative and qualitative analysis, to assess CQ pre-test and post-test improvement.

- Quantitative analysis: Out of 118 GVTs participants, from two universities in Mexico and Japan, our sample included 52 students, working during two semesters.

- Qualitative analysis: 14 students participated in two focus groups to identify causes of failure on CQ advancement.
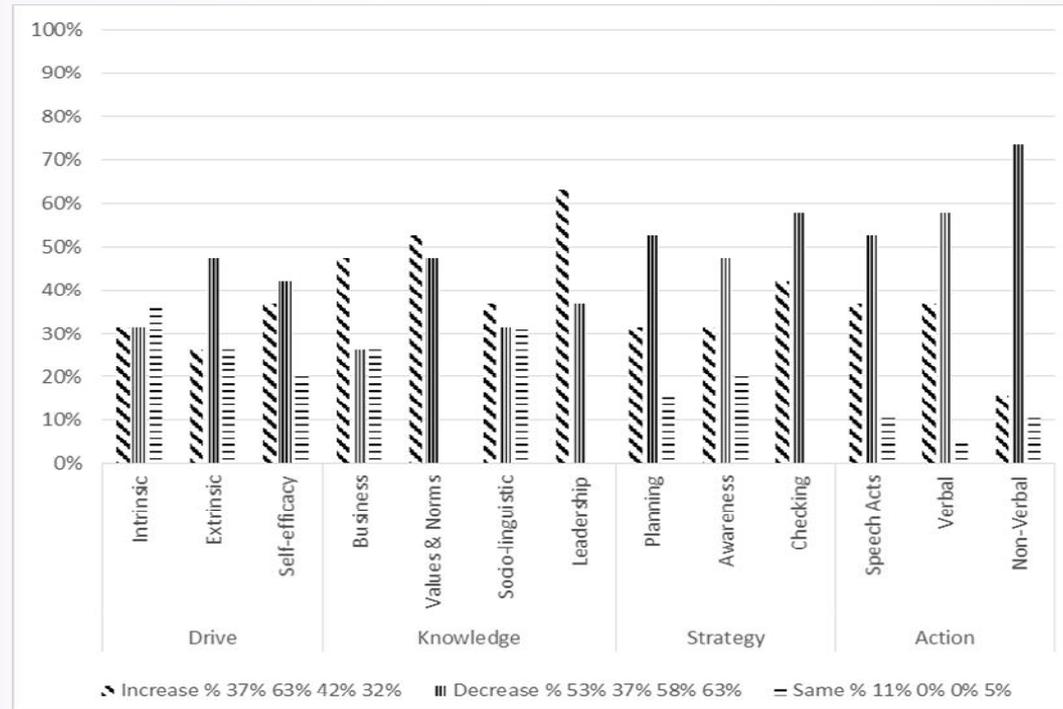
Results

Changes on Dimensions and Sub-dimensions Group #1 Mexico Jan-May, 2015.
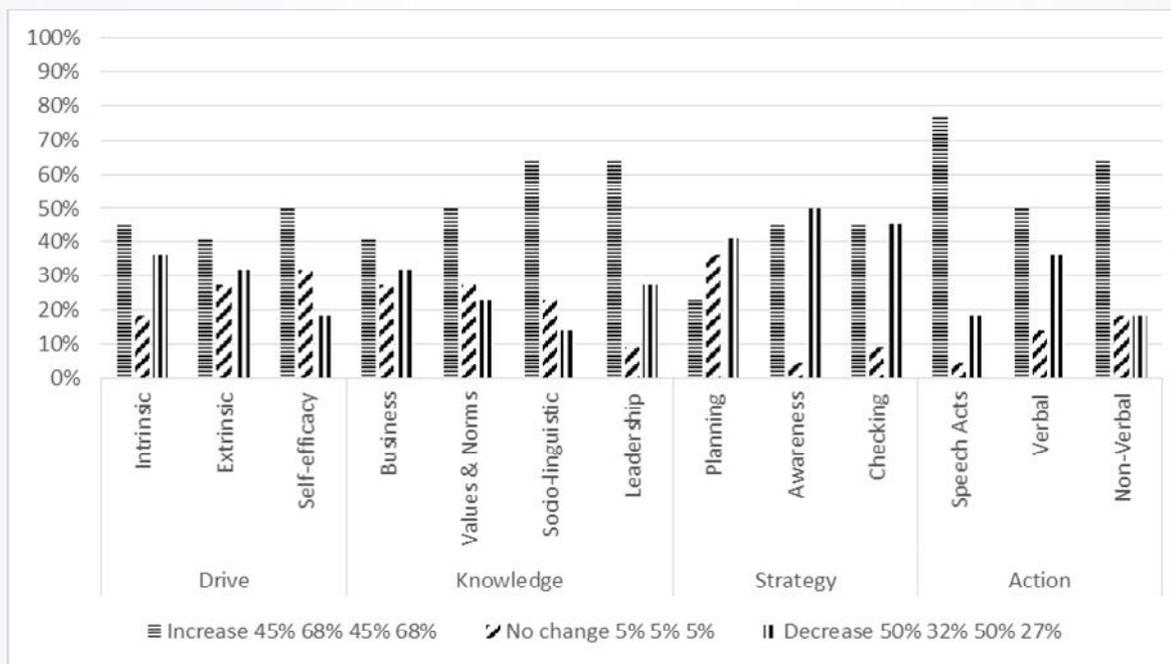
Paired-t-test for Group #1 Mexico Jan.-May, 2105

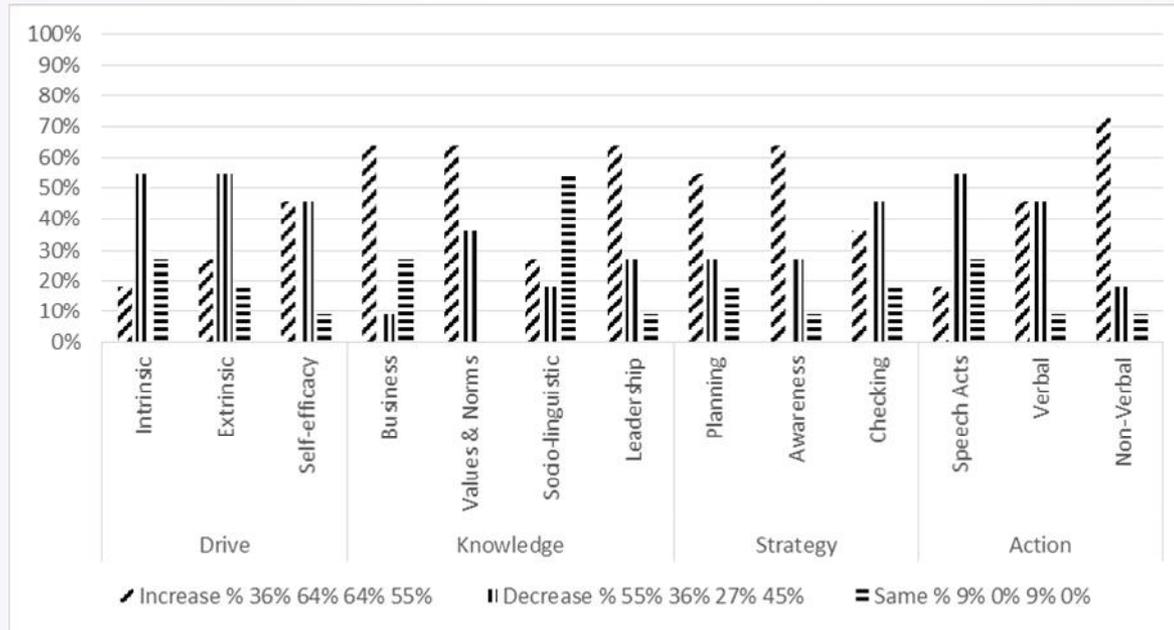| Dimension	Mean T1/T2	StDev T1/T2	T-Value	P-Value	Conclusion
Drive	79.64/79.95	14.23/15.49	-0.10	0.925	Equal
Knowledge	64.00/70.82	16.10/12.26	-2.35	0.029	Not Equal
Strategy	76.45/77.73	17.22/14.12	-0.38	0.707	Equal
Action	60.50/68.55	18.24/14.86	-3.05	0.005	Not Equal

Changes on Dimensions and Sub-dimensions Group #2 Mexico Aug-Dec, 2015.

Paired-t-test for Group #2 Mexico Aug.-Dec, 2105.

Dimension	Mean T1/T2	StDev T1/T2	T-Value	P-Value	Conclusion
Drive	82.95/82.42	11.50/12.49	0.18	0.862	Equal
Knowledge	62.95/67.89	15.89/16.09	-1.33	0.199	Equal
Strategy	79.21/74.21	9.32/12.57	1.45	0.166	Equal
Action	70.26/67.11	14.77/14.45	0.88	0.390	Equal

Changes on Dimensions and Sub-dimensions Group #3 Japan Aug-Dec, 2015.

Dimensions comparison for Japanese Group, Term: Aug.-Dec, 2015.

Dimension	Mean T1/T2	StDev T1/T2	T-Value	P-Value	Conclusion
Drive	87.27/84.82	10.56/11.28	1.08	0.307	Equal
Knowledge	66.45/73.36	17.40/19.10	-2.25	0.048	Not Equal
Strategy	73.91/76.64	10.76/9.70	-1.14	0.280	Equal
Action	72.36/74.45	16.00/12.82	-0.65	0.529	Equal

Qualitative Results

- Students mentioned that the main challenges posed by the project included time difference, active communication and leadership.

- CQ Drive decline:
  - Students unanimously manifested that at the beginning of the collaboration they felt excited but their interest and motivation was diminished by the lack of active engagement and reciprocity on both sides.

- CQ Strategy decline:
  - Students prefer team evaluation instead of individual evaluation-
  - Activities graded by both professors would increase motivation.

Qualitative Results

- CQ Action decline:
  - More time is needed to create a bond among the members of the team.
  - Ice-breaker activities.
- CQ Knowledge:
  - To know more about their partner's culture, rather that only focusing on the project itself.
  - Students mentioned they had stereotypes towards their partners and towards themselves.
  - They felt that they valued other cultures over their own.

Theoretical and practical implications

- Each dimension and sub-dimension may change in a different way and sometimes CQ scores decline.

- CQ dimensions can change depending on individual characteristics.

- We argue that effectiveness on CQ development, will also depend on characteristics of the GVTs-based classroom activities, on support from professors and on the stages of cultural adaptation that students have.

Theoretical and practical implications

- Students need to practice on how to overcome the challenges and adjust to different cultures.

- Recommendations include to consider the size of the team.

- Leadership skills should be promoted in order to build relationships. Particularly, when the culture of GVT members prefers relationships over tasks.

- Cultural training is essential to be able to overcome the obstacles.

- Frequent coordination between professors is needed and cross-lecture and shared evaluations commendable.

Contact Information:
Olivia Hernández-Pozas
olivia.hernández@itesm.mx
Armando Román Flores
armando.roman@itesm.mx
Angélica Santana Fierro
angelica.santana@itesm.mx