


Chapter 3

Cultural Intelligence for Optimal Outcomes: Diaries, the Violin, and Existential Knowledge

Michael Dent

 <https://orcid.org/0000-0001-5960-0770>
Sunway University Business School, Malaysia

ABSTRACT

Four types of intelligence are relevant to any discussion relating to the future of graduate education: basic IQ (or intelligence quotient), emotional intelligence, artificial intelligence, and cultural intelligence (CQ). All of these will have an increasing impact on the roles of both university students and academics in the future. The difficulty is in assessing what changes these are likely to bring to the educational landscape. This chapter attempts to understand the drivers of change and the likely outcomes. Some small proposals are then made as to how both universities and students should plan for their future. This chapter will not assist you on learning how to play the violin.

INTRODUCTION

The pace of change is accelerating, or so everyone tells us. However, on a daily-basis, things may seem much the same. Amongst the big changes that may slide past us unnoticed include the rising globalization of tertiary education. These changes are partially driven by the decreasing cost of air travel and hence, greater personal

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mobility. But *a fortiori*, education has the twin drivers of university rankings where both international students and international faculty are now both important factors. Additionally, many universities also need to compensate for the shrinking pool of their traditional markets, so increasingly they need to be far more proactive in searching out international students.

Universities face numerous challenges in recruiting students internationally (entry qualifications, foreign country qualification recognition, language etc.). However, once successfully recruited and actually on campus, many feel homesick or unwelcome and leave in the first few weeks. This is problematic for a number of reasons. Firstly, recruitment efforts have been wasted and secondly, instead of a positive word of mouth message we end up with the opposite – negative word of mouth. Negative word of mouth can travel much faster nowadays by way of social media. Research in the US has shown that siblings are a major influencing factor in the choice of institution for further academic study (Goodman, Hurwitz et al. 2015). In this study, a full fifth of younger children followed their elder siblings into the same college. So, one elder brother or sister defecting can have a major impact on recruitment figures. If we also take into account the (very likely) similar impact on cousins, boyfriends/girlfriends and close social circles the effect is magnified still further.

In order to build a strong internationally focused University, one of the capabilities we require is something called Cultural Intelligence (or CQ for short). CQ is similar to intelligence Quotient (or IQ) but measures a person's interest and propensity to interact successfully with other cultures (Fellows, Goedde et al. 2014). This is therefore not the sole responsibility of the University student recruitment office but of all of academic and administrative staff. More importantly it is also a requirement of the home nation students! The impact of the University culture and the level of other student's openness to newcomers can be a deciding factor on whether a new international joiner decides to abort and head back home. So, Universities need to encourage local students to be as welcoming as possible.

In summary, the problem of intercultural competence is becoming a greater problem for students, academics and universities and as we attempt to embrace Industry 4.0, measures that address this issue need to be built into educational strategic plans. Now let us move on to the question of what we mean by intelligence.

INTELLIGENCE

CQ has been defined in the literature as a set of intercultural capabilities that enables an individual to function effectively in the presence of cultural diversity (Ang et al., 2007; Thomas et al., 2008).

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