WHY CULTURAL INTELLIGENCE MATTERS

3 MORE TO SUCCESS THAN JUST GRADES

6-7 WHAT EXACTLY IS CQ?

9 HOW TO DEVELOP CULTURAL INTELLIGENCE

Available in print every fortnight. Look out for our DIGITAL EXCLUSIVE next week! We have two bonus pages in our digital copy this week! Download it at: bit.ly/ldrEmag
By SANDY CLARKE

and DR EUGENE YJ TEE

editor@leaderonomics.com

THE KEY TO A HEALTHIER YOU

Fostering Positive Relationships

By SANDY CLARKE and DR EUGENE YJ TEE
editor@leaderonomics.com

Are your personal relationships bringing out the best in you? Are they making you a better person? Do you find yourself feeling uplifted, encouraged and emotionally supported by your family and friends?

Certainly, the quality of our friendships and close personal relationships varies across our social circles.

The quality of our relationships has long been shown to influence various aspects of our psychological and physical health. Researchers often refer to high-quality relationships as those “high on social support.”

Connecting with others has lots of positive consequences for one’s biological profile; people with high-quality relationships have lower markers for cardiovascular and immune system problems.

Good relationships, in addition to making us feel good, are also important for our health and longevity.

Richard Boyatzis, a professor of psychology and organisational behaviour, contrasted high-quality relationships with low-quality relationships in his work on leadership.

Extending work done on personal relationships, he highlights that different quality relationships are also evident in the workplace.

High-quality relationships are “resonant” in nature, whereas poor-quality relationships are “disssonant.”

We may share a resonant, positive relationship with one boss – a relationship characterised by mutual trust and respect.

This relationship may be constructed with a more dissonant, conflict-prone relationship with another boss.

THE DIFFERENCE

Boyatzis states that the key difference between these relationships is due to a different underlying neurological mechanism that triggers when we form connections with others.

When asked to recall experiences and memories with resonant leaders, participants in one study showed activation in parts of the brain associated with positive emotions.

Recalling memories of dissonant leaders triggered parts of the brain linked with avoidance, decreased attention and compassion, and generally, the experience of negative emotions.

Our brains react to and remember the quality of relationships we have with others. Emotions are central to encouraging us to approach and connect with certain people, while avoiding others.

Boyatzis and his colleagues propose that leaders be mindful of their relationships with their followers.

One such way is to develop more positive, encouraging forms of coaching. For the leader, this means encouraging a growth mind-set by asking followers to envision their best possible selves, and by offering compassionate responses that help them grow.

The same could apply to personal relationships. We can begin by asking ourselves, “Am I mindful about how I interact with my friends and family? Do I react positively and encouragingly when they share good news with me?”

Indeed, by reacting negatively – when we respond passively and critically towards another’s good fortune – we may be damaging our connections and overall relationship with that person.

When we downplay our friend’s recent promotion by saying things like, “Well, that’s great, but you know, Gary has recently won a really prestigious scholarship award,” we’re not resonating with positivity in our relationships.

We should strive to be mindful about how we come across to our friends, how we interact with and support them.

BEING MINDFUL

Of course, we need not expect that all of our relationships are resonant – or even that they should all be resonant – but, we can certainly reflect and be more mindful of whether we are partly contributing to how our family and friends are treating us.

It’s beneficial to be mindful of the connections we have with colleagues, friends, and family. Are we being mindful of how we relate to them?

What could we do to move neutral, normal relationships to more resonant ones?

Perhaps more importantly, what can we do with dissonant relationships? Avoiding the dissonant relationship may seem like an easy solution, but it does little to resolve any further potential conflicts.

One part of mindfully assessing our relationships is to consider them more holistically.

Consider one disssonant relationship, and think about the person’s background and circumstances, along with all other factors which may shape how this person interacts with you.

A mindful assessment of personal relationships is not to take them personally, or at least at face value.

Think about your own reactions and responses to people you might not like very much. Do they remind you of someone you had a run-in with before? Have you heard rumours that they have something against you?

All of these conceptions shape your emotions, which in turn, shape how you respond to others.

IN CONCLUSION

Being mindful when relating to others has been shown to be useful in close relationships.

Married couples, for example, were better able to identify and communicate each other’s emotions and regulate their anger more effectively.

Mindfulness is that crucial element that helps us fine-tune our interactions, helping us connect meaningfully, and more resonantly with others.
I’s a hot topic these days – the diminishing importance of academic achievement in relation to the pursuit of excellence and success. Often, it can seem like a word or two from the likes of Elon Musk or Jeff Bezos can render the traditional path of learning obsolete as we seek to embrace a more entrepreneurial spirit when it comes to our development and growth.

Regardless of how flawed our conventional education model may be, there is no doubt that it still carries significant value in helping our young people cultivate the skills and knowledge necessary to navigate the world upon graduation. We have to be careful not to throw the baby out with the bathwater when discussing traditional education. It clearly retains a great deal of worth.

However, as times change, existing education models seem to be the most resistant in adapting to the new demands ushered in by social and technological advances.

A BREATHE OF FRESH AIR

What we need to consider – and consider strongly – is that focusing solely on academic excellence is neither helpful nor a guarantee of future success, even for those who consistently achieve top marks.

If we want our young people to be prepared for tomorrow’s challenges, it’s an absolute must to have a holistic approach to today’s education, one that includes experiential learning in equal (if not greater) measure to intellectual development.

If we go on the basis of some sort of data then for the first time since 1987, there was no special emphasis given to the academic achievements of students in last year’s announcement of the UPSR (Ujian Pencapaian Sekolah Rendah) results.

ACADEMIC VS SOFT SKILLS

One of the most common concerns of today’s employers worldwide is that while fresh graduates come equipped with the necessary practical skills to do the job, they often lack in real-life skills such as leadership, communication and adaptability, that are needed to cope with the everyday challenges of an industry.

Research from The Sutton Trust – a United Kingdom foundation focused on social mobility – found that over half of teachers surveyed believe that real-life skills (often referred to as soft skills) are actually more important than academic skills in determining the future success of young people.

Tellingly, a staggering 94% of employers, 88% of young people, and 97% of teachers said that life skills are as or more important than academic skills in determining the future success of young people. It’s a breakthrough of some sort.

As founder and chairman of The Leaderonomics Group, Roshan Thiran delves into whose duty it is to ensure our people gain high-quality learning at all levels:

“Academic learning is an integral part of any education system. It’s transferable. But soft skills such as leadership, communication and adaptability are equally important. We have to be careful not to throw the baby out with the bathwater when discussing traditional education. It clearly retains a great deal of worth.”

Whether we look at the examples of people who had billion-dollar ideas or those who are currently in the top 1% in the world, they all have a story to tell. Check out these four incredibly successful people who never finished school.

1. Richard Branson
The British billionaire started his first business, Student Magazine, after having left school at the age of 15 and has since been involved in over 500 companies, including his famous Virgin brand. (Estimated worth: USD5bil)

2. Aretha Franklin
She has a number of honorary degrees from institutions such as Yale, Harvard and Princeton, but ‘The Queen of Soul’ dropped out of school at the age of 15 to look after her first child. Her celebrated singing career has been one of music’s most iconic, and in recognition of her dedication and talent, she was presented with the Grammy Lifetime Achievement Award in 1994. (Estimated worth: USD60mil)

3. Mike Hudack
After leaving school at 15, Hudack joined an internet security firm in Connecticut. Subsequently, he moved to New York to work as a consultant for Time Warner. He later founded Blip.tv in 2005, leaving his position as chief executive officer in 2012 to become Facebook’s product manager. Hudack is currently the chief technology officer of European technology firm, Deliveroo. (Estimated worth: USD200mil)

4. Francois Pinault
The French multi-billionaire is currently the majority shareholder and honorary chairman of the retail conglomerate, Kering. In 1998, he purchased a majority share of London’s famous auction house, Christie’s. Astonishingly, his journey began at the age of 11, when he dropped out of school to work at his father’s lumber mill. It was said that he wanted to leave school, in part, because his schoolmates ridiculed his poor background. (Estimated worth: USD27.8bil)

What sets them apart from others was that they had an opportunity to put their soft skills (such as creativity) to use, and through an arduous learning process, they were able to bring out the best of their talents and make impressive contributions to the world.

It goes without saying that conventional learning does have a role to play in the development of our leaders of tomorrow, but it is time we recognise that it is no longer the central driver for nurturing future success stories.

We have surely arrived at the point where we need to teach our young people to learn more about what’s within themselves rather than just what’s in the school books they read.

Check out these four incredibly successful people who never finished school.
DEVELOPING EQ
WHY EMOTIONAL INTELLIGENCE MATTERS IN A GLOBAL WORKFORCE

CULTURAL intelligence (EQ) was first defined by P. Christopher Earley and Soon Ang as ‘a person’s ability to perform effectively’ in intercultural contexts. MES Global talent solutions identifies it as the ability to look at the global landscape and understand its trends and patterns accurately. While CQ involves looking at the world with multiple organisations which have multiple cultures.

TEACHING GUIDELINES BASED ON EQ
In his book, Working with Emotional Intelligence, author Daniel Goleman stated that based on his conversations with the heads of development at Fortune 500 companies, they complained that there was a lack of fixed standard or yardsticks available for ‘soft skills’ training. Based on these observations, Goleman drew up a set of guidelines to improve emotional competence. The following are the guidelines:

1. Determine readiness
   It is extremely crucial for managers or leaders to identify the individuals who are ready to undergo training.
   If a person is found not ready, managers should make it a priority to develop them.

2. Focus on clear goals
   People need to be aware of what the competence is, and the steps needed to improve it.
   Poorly focused programmes for change will either lead to fuzzy outcomes or fail entirely.
   Therefore, it is important to make specific goals clear and offer a workable plan.

3. Make change self-directed
   When people are allowed to choose their learning programmes according to their needs, the learning process becomes more effective.
   One-size-fits-all training programmes are not effective.

4. Give performance feedback
   According to Goleman, ongoing feedback can encourage and help direct change.

5. Encourage practice
   Ensuring that change lasts requires sustained practice both off and on the job.
   A one-day seminar might be helpful, but it can only last for a short time. The new behaviours gained need to be practiced consistently for months before it becomes a natural thing.

6. Arrange support
   People who are also trying to make the same changes can offer crucial ongoing support.
   Building a network of support will make the change easier.
   Even a single buddy or mentor will help.

7. Encourage
   It would be better if the organisation has an environment that encourages this change, with proper support provided.
   It is also an advantage if it shows that it values the competence, as well as allows experimentation.

TYING IT TOGETHER
According to Goleman, there are two key points that need to be taken note of. Firstly, each of the above-stated elements is necessary for effective learning, but are not sufficient on their own.

The second key point is that the impact of each element increases to the degree it is part of a process that includes the others.

Roubeeni Mohan is a writer at Leaderonomics who believes that written words have a greater impact than spoken words because they last longer. If you have an opinion on how emotional intelligence influences cultural intelligence, do share them with us at editor@leaderonomics.com.

JOIN A ONCE IN A LIFETIME CAMP EXPERIENCE FOR FREE!

Calling all Malaysians aged 13 - 16! SPARK Leadership Camp is back! Happening on 16 - 22 December at Epsom College in Malaysia, stand a chance to earn a fully sponsored spot! All you need to do is present a speech of five to 10 (5 - 10) minutes following the topic below to our panel of industry leaders and participate in a group simulation during the auditions to stand a chance to win.

Audition Day: 18 AUGUST 2018
Speech Topic: IF YOU COULD TEACH EVERYONE IN THE WORLD ONE CONCEPT, WHAT CONCEPT WOULD HAVE THE BIGGEST POSITIVE IMPACT ON HUMANITY?

Register at www.tinyurl.com/sparkauditions2018 or email spark@leaderonomics.com for more information.
By KAREN GATELY
editor@leaderonomics.com

LET’S face it. When we get hiring decisions wrong, the consequences can be painful. Lost time, money and productivity, together with low morale and damaged relationships, are among the most common impacts we see.

The decisions you make about who to appoint to each role, matter not only to the individual’s success but also to the performance of your business as a whole.

Whether recruiting from within or outside your organisation, bringing in talent-ed people with culturally aligned values and behaviours underpins your ability to achieve great results through your team.

Appointing people who are capable brings strength to their role and influences the success of others around them.

THE PROBATION PERIOD: USING IT TO YOUR ADVANTAGE

Have you hired someone, only to find out (soon after their probationary period) that they aren’t meeting expectations?

All too often, leaders miss the valuable opportunity employment probation provides to continue the assessment and validate hiring decisions.

Consider your recruitment process complete only at the end of the employee’s probation. Take deliberate steps throughout the early stages of employment to continue your assessment of each person’s suitability to their role and your team.

When it comes to new hires, there are two essential questions you need to ask yourself and other members of your leadership team:

1. Do they behave in ways that we need and want them to?
2. Can they perform the tasks of the role to the standard we expect?

WHAT TO LOOK FOR DURING THE PROBATION PERIOD

Contemplate what happens when you hire people who bring strong technical skills but an inability to communicate effectively. I.e., they have the ability to do the job but struggle to perform or fit in.

The simple reality you need to face is this: the value anyone adds, no matter how knowledgeable or skilled they may be, is ultimately determined by how well they apply themselves through successful behaviour.

Observe the extent to which your new team member’s approach aligns with what your business values most. If you have defined business values, reflect on how their attitudes and behaviours stack up to each.

For example, creating a workplace environment that inspires and enables innovation demands an open-minded approach from every member of your team. Recognise when a new team member brings an overly directive or aggressive approach that undermines healthy robust debate.

Critically assess people’s ability to build healthy relationships with their colleagues, customers and service providers. Pay particular attention to their tendency to behave with respect and decency and earn the trust of the people they work with. Make sure they hold themselves accountable to high standards of conduct and performance.

Fairly assessing someone’s ability to perform starts with setting clear expectations and then providing the necessary coaching support. After providing the clarity and guidance they need, evaluate whether the team member is able to quickly assume responsibility and operate with appropriate levels of autonomy? Are they able to make sound judgement calls and ask for help when needed? Do they have the ability to learn what you need them to, in the time frame required?

HOW TO MITIGATE A BAD HIRING DECISION

When the new hire does not meet expectations during the probationary period, here are some steps you can take:

1. Engage in honest conversations early

Provide truthful insight to the concerns you hold and help your new team member understand the ways in which they need to improve. Don’t hold your feedback till the end of the probationary period – give them an opportunity to work on it to meet your expectations.

2. Don’t kid yourself

Being overly optimistic about someone’s ability to improve is unhelpful. Recognise when training or coaching is worth investing in, but also understand when the time has come for them to move on.

3. Take the action you need to

When it becomes evident that despite best efforts the person simply isn’t up to the job, part ways respectfully. Avoiding the issue will only prolong the detrimental impact a poor performer can have on your team and business.

4. Learn from the experience

Reflect on how the hiring decision was reached and what you can do to avoid making the same mistakes next time. Invest in your leadership team’s ability to accurately assess candidates, in particular their capabilities and cultural alignment with your business.

Did you know that hiring the right candidate can save businesses a tonne of money? Check out this article by Prethiba Esvary at: bit.ly/righthires

KAREN GATELY, a leader and leadership consultant, is a leadership and people-management specialist. Karen works with leaders and HR teams to drive business results through the talent and energy of people. She is the author of The People Manager’s Toolkit: A Practical Guide to Getting the Best from People (Wiley) and The Corporate Dojo: Driving Extraordinary Results Through Spirited People.
Cultural Intelligence 101
BRIDGING INTERCULTURAL GAPS WITH COGNITIVE SKILLS

By Dr Carol Ho Li Lai Wann editor@leaderonomics.com

Dr Carol Ho Li Lai Wann is a seasoned coach, a potential client, and an SME herself. She understood the hand that was extended for her handshake. Much to her consolation, she arrived, bowed and brought out her business card, the acceptable card with the hand that was extended for the handshake. She had prepared herself for a possible ‘strange feeling credit’.

Strikes of silence, she walked her hand out for the meeting. None of her team members were there yet. Proactivly she was not a company culture, but how could she understand herself and her company with an international client? It was an embarrassment.

“Get everyone here right now!” she directed her personal assistant, breaking the awkward silence. “How is face it? I haven’t talked about it this far!” Sahara wondered out loud as she waited for her team to show up.

It was the going to be a success, given such an enthusiastic and efficient exchange! In this case, both parties would certainly be content.

Culture is so subtle that one may struggle to understand even the most straightforward cultural faux-pas is high.

WHAT IS CULTURE?
Culture is a system of values, beliefs, and norms, that contains a system of norms or a system of values and beliefs that are transmitted from one generation to the next. People learn about cultural beliefs and norms through experience, and these beliefs and norms are shared within a group of people. The end result of a group’s cultural beliefs and norms is a shared understanding of what is acceptable and unacceptable behavior.

Culture is a system of values, beliefs, and norms, that contains a system of norms or a system of values and beliefs that are transmitted from one generation to the next. People learn about cultural beliefs and norms through experience, and these beliefs and norms are shared within a group of people. The end result of a group’s cultural beliefs and norms is a shared understanding of what is acceptable and unacceptable behavior.

CULTURAL INTELLIGENCE (CQ)
Cultural Intelligence (CQ) is the ability to understand and work effectively with people from different cultural backgrounds. It is the capacity to act accordingly when needed. It is the ability not just to understand other cultures but to adopt and adapt when it is more beneficial to do so.

Cultural diversity stimulates innovation and divergent thinking that can lead to new products, services, and business models.

Cultural Intelligence (CQ) can be developed through practice, multicultural education, and experiences with people from diverse cultural backgrounds.

Cultural Intelligence (CQ) is a critical capability of every manager.

People with high CQ are more likely to be successful in multicultural environments.

The range of CQ is more active and aggressive. The agentic approach focuses on the need to manage people from different cultural backgrounds effectively.

CONCLUSION
In simple terms, cultural intelligence is the capability to relate and work effectively across cultures. The ability to use cultural intelligence effectively can lead to more than just avoid conflicts and misunderstandings. It can lead to learning from others and building stronger relationships.

LEADING WITH CQ
Cultural Intelligence is an essential part of leadership. Leaders who demonstrate cultural intelligence are more likely to be successful in today’s multicultural world.

LEADING WITH CQ
Cultural Intelligence is an essential part of leadership. Leaders who demonstrate cultural intelligence are more likely to be successful in today’s multicultural world.

You’re in a situation currently, she is the editor@leaderonomics.com

Kaneshiro, a potential client, extended her hand for a handshake before (planning), during (awareness), and after (adjustment) cultural encounters.

The Chameleon is perhaps the most active and responsive CQ profile. Chameleons are natural leaders who are comfortable with people from all cultural backgrounds. They are able to adapt their behavior to fit the culture of the people they are interacting with.

Most individuals are a hybrid of two CQ profiles.

The yang of CQ is more active and aggressive. The agentic approach focuses on the need to manage people from different cultural backgrounds effectively.

Cultural Intelligence (CQ) is a critical capability of every manager.

People with high CQ are more likely to be successful in multicultural environments.

The range of CQ is more active and aggressive. The agentic approach focuses on the need to manage people from different cultural backgrounds effectively.

CONCLUSION
In simple terms, cultural intelligence is the capability to relate and work effectively across cultures. The ability to use cultural intelligence effectively can lead to more than just avoid conflicts and misunderstandings. It can lead to learning from others and building stronger relationships.

LEADING WITH CQ
Cultural Intelligence is an essential part of leadership. Leaders who demonstrate cultural intelligence are more likely to be successful in today’s multicultural world.

LEADING WITH CQ
Cultural Intelligence is an essential part of leadership. Leaders who demonstrate cultural intelligence are more likely to be successful in today’s multicultural world.
By ETHAN GANES
editor@leaderonomics.com

“Pretty words are not always true, and true words are not always pretty.” – Aiki Flinthart

Honesty is a fantastic policy, with potential to bring clarity, fresh starts, and openness. However, honesty alone is hardly a miracle cure; the way it is conveyed can make all the difference. Do we tell it like it is and expect it to hurt, or do we add in some glitter and hope that the truth is absorbed?

BLURRED LINES

A while back, I ran into a friend of mine from secondary school. The two of us had been in charge of a fundraising event under a school club. We caught up and enjoyed a little bit of chit chat when suddenly he said, “You know, Ethan, I really admire how you led the team. You were really direct!”

I was confused. “Direct” is hardly a word I would use to describe myself. Picking up on my confusion, he continued, “When someone did something you didn’t like, you just told them off!”

As the look of shock spread across my face, I remembered an incident where the event treasurer was late in providing the programme funding. I recall saying, “You’re overdue. You’re doing a terrible job.” – All this with a cold deadpan stare.

My memory of being ‘direct’ was just about as direct as a knife to the heart – accurate and deadly, more effective at killing off motivation than clearing the air.

I couldn’t help but wonder: Why in the world did I get praise for saying those things? There are a lot of blurred lines.

Soon, it dawned on me that my friend could have misread the scene; it wasn’t being direct, it was being blunt.

BEING BLUNT VS BEING DIRECT

There’s a subtle difference between being blunt and being direct. Being blunt is being honest, but often in a rude manner.

Being direct is being honest and genuine, while remaining diplomatic and respectful. They are both forms of honesty, but the difference is all in the tone and feel.

In my earlier story, I was trying to tell my treasurer that she wasn’t getting things done. “You’re doing a terrible job,” definitely got the idea across, but no doubt it came off as harsh.

To be as honest and clear as possible, I thought I needed to emphasise the intensity of the situation. Instead, I ended up hurting feelings in my attempt.

A better way to have said it would’ve been: “I notice that you have not been keeping up to expectations.”

Keeping this in mind, here are some tell-tale signs that can help you identify a blunt statement:

1. It sounds too personal

Tone is useful for more than the music world. The pronouns we use have the potential to make a statement sound accusatory.

Using too many ‘yous’ can make things sound like blame. “You are behind schedule.”

Instead of saying “Your reports are late”. This gets the point across and paves the way for a healthy conversation.

2. Check the adjectives

Words like ‘terrible’, ‘horrible’, and ‘disappointing’ are great adjectives, but they also carry a lot of negativity connotations. While they are very useful, with great power comes great responsibility.

“Everything you do is great.”

3. The WHY and HOW OF BEING DIRECT

Generally, people do want to improve. Being direct helps show them the areas for improvement and helps them separate ‘self’ from the point the other person is making – it makes things objective.

When they don’t take it personally, it helps them distinguish exactly what needs to change.

When suggestions are given and come off as angry, it could result in the receiver feeling like they are the problem, rather than their actions or habits.

Here are some things that may help add tact to honesty:

1. Focus on the action

Keep the spotlight of the statements on the action you have observed, rather than labelling the person’s character.

For example, saying “You are lazy”, attaches a label. Saying “Your progress is slow”, focuses on the visible behaviour, and does not make it a personal description.

2. Make it an observation

Instead of stating a conclusion. “When suggestions are given and come off as angry, it could result in the receiver feeling like they are the problem, rather than their actions or habits.”

“Your reports are late”, approach it by saying “I notice that your reports are late”. This gets the point across and paves the way for a healthy conversation.

3. Remember the point

Beating around the bush is an incredible past time for those of us who love being diplomatic. At the end of the day, when it comes to sharing a hard truth, it’s important to keep the main point and deliver it.

Before having a tough conversation, be ready with a single sentence that clearly states the point. This helps ensure that no matter what, the message stands.

AT THE END OF THE DAY

Many years after secondary school, I am now more active than ever in curricular activities.

Many times, there’s a situation where a truth must be told, and it is so tempting to just drop untruthful firebombs.

Whenever that happens, I step back and remember that being blunt can hurt, it can break bonds. Taking the time to rearrange my words on the other hand, strengthens trust.

The difference between being blunt and being direct is challenging to identify in day-to-day living. Yet this subtle difference can lead to someone feeling down and demotivated, or more aware and conscious.

Choosing to be a direct communicator makes avoiding movie spoilers look easy, but it’s the kind of honesty that makes life a clearer picture.

Ethan is passionate about meeting and understanding people. Filled with a strong sense of wonder and curiosity, to him challenges are only learning opportunities. Allegoric to half the planet, he has learned to look for the silver lining in every dish life brings him.
By DR YUAN LIAO
editor@leaderonomics.com

I

Q, EQ now CQ? As globalisation has rendered the business environment more complex, dynamic, and competitive, the ability to function effectively in different cultural contexts, called Cultural Intelligence (CQ), has never been more important for organisations.

Employees who possess a high level of cultural intelligence play an important role in bridging divides and knowledge gaps in an organisation: educating their peers about different cultures; transferring knowledge between otherwise disparate groups; helping to build interpersonal connections and smooth the interpersonal processes in a multicultural workforce.

Culturally intelligent employees also possess the potential to drive up innovation and creativity, due to their ability to integrate diverse resources and help the business make best use of the multiple perspectives that a multicultural workforce brings to the workplace.

Such abilities go beyond simply being intelligent, emotionally mature, and/or having good general social skills.

CQ is a system that consists of three interactive components – cultural knowledge, cross-cultural skills and cultural metacognition.

While these three components of CQ can be developed in different ways (see below), it’s important to note that they do not operate in isolation from each other.

Cultural Knowledge is composed of content (what) and process (how) knowledge of other cultures, such as how and when people express disagreements with each other, and how to give feedback to subordinates.

How To Develop It: You can gain cultural knowledge through multiple channels, such as newspapers, movies, books, travelling to another country, or working with or being friends with people from a different culture.

Cultural Metacognition (sometimes called Cultural Mindfulness) is the knowledge of and control over one’s thinking and learning activities in the specific domain of cultural experiences and strategies. Being culturally mindful means one is aware of the cultural context, consciously analyses the interactive situation, and plans courses of actions for different cultural contexts.

How To Develop It: In order to improve cultural metacognition, you need to practice mental exercises where you are observing others’ behaviours, analysing situations and reflecting on your own behaviour.

Pay attention to how the other party acts and reacts to you in a number of situations – this serves as the foundation for evaluating whether your behaviour has achieved your desired goal. Based on this analysis, you can then decide what action you wish to take next.

Reflect on successful as well as unsuccessful intercultural interactions and write down what knowledge and skills you have used during those interactions. Are there any clues you missed or misread? Was there any word or behaviour you did not know how to interpret? What would you do differently in a similar context?

Again, this learning experience will be optimised if you are mindful during intercultural interactions and analyse your own behaviour as well as your counterpart’s reactions.

Cross-Cultural Skills consist of a broad set of skills instrumental for intercultural effectiveness, specifically:

- relational skills: whether you enjoy talking and interacting with people from other cultures
- tolerance of uncertainty: whether you are able to tolerate uncertainties, ambiguities and unexpected changes in an intercultural interaction
- adaptability: whether you can change your behaviour according to the cultural demands
- empathy: whether you can put yourself in a culturally different person’s shoes and imagine the situation from his or her perspective
- perceptual acuity: whether you understand other people’s feelings and subtle meanings during intercultural interactions.

How To Develop It: Cross-cultural skills are best developed through experiential learning, e.g. through studying or working in a foreign culture where you can practice these skills through trial-and-error.

The development of these skills is accelerated when one is equipped with the appropriate cultural knowledge that was developed earlier. For example, if you know that in cultures such as Spain meeting someone 10 minutes after your arranged time is not considered late, you will feel more at ease when a Spanish colleague does not turn up exactly on time for a meeting. Similarly, being adaptive in a new cultural context requires the knowledge of how to behave appropriately in that culture.

This learning experience will be optimised if you are mindful during intercultural interactions and analyse your own behaviour as well as your counterpart’s reactions.

In order for CQ to work effectively, the developer of CQ, called Cultural Intelligence (CQ), has to be aware of their cultural knowledge, cross-cultural skills and cultural metacognition.

Becoming culturally intelligent how to adapt to different cultures

How To Develop It: Cross-cultural skills are best developed through experiential learning, e.g. through studying or working in a foreign culture where you can practice these skills through trial-and-error.

The development of these skills is accelerated when one is equipped with the appropriate cultural knowledge that was developed earlier. For example, if you know that in cultures such as Spain meeting someone 10 minutes after your arranged time is not considered late, you will feel more at ease when a Spanish colleague does not turn up exactly on time for a meeting. Similarly, being adaptive in a new cultural context requires the knowledge of how to behave appropriately in that culture.

This learning experience will be optimised if you are mindful during intercultural interactions and analyse your own behaviour as well as your counterpart’s reactions.

Cultural Metacognition (sometimes called Cultural Mindfulness) is the knowledge of and control over one’s thinking and learning activities in the specific domain of cultural experiences and strategies. Being culturally mindful means one is aware of the cultural context, consciously analyses the interactive situation, and plans courses of actions for different cultural contexts.

How To Develop It: In order to improve cultural metacognition, you need to practice mental exercises where you are observing others’ behaviours, analysing situations and reflecting on your own behaviour.

Pay attention to how the other party acts and reacts to you in a number of situations – this serves as the foundation for evaluating whether your behaviour has achieved your desired goal. Based on this analysis, you can then decide what action you wish to take next.

Reflect on successful as well as unsuccessful intercultural interactions and write down what knowledge and skills you have used during those interactions. Are there any clues you missed or misread? Was there any word or behaviour you did not know how to interpret? What would you do differently in a similar context?

Again, this learning experience will be optimised if you are mindful during intercultural interactions and analyse your own behaviour as well as your counterpart’s reactions.

Cross-Cultural Skills consist of a broad set of skills instrumental for intercultural effectiveness, specifically:

- relational skills: whether you enjoy talking and interacting with people from other cultures
- tolerance of uncertainty: whether you are able to tolerate uncertainties, ambiguities and unexpected changes in an intercultural interaction
- adaptability: whether you can change your behaviour according to the cultural demands
- empathy: whether you can put yourself in a culturally different person’s shoes and imagine the situation from his or her perspective
- perceptual acuity: whether you understand other people’s feelings and subtle meanings during intercultural interactions.

How To Develop It: Cross-cultural skills are best developed through experiential learning, e.g. through studying or working in a foreign culture where you can practice these skills through trial-and-error.

The development of these skills is accelerated when one is equipped with the appropriate cultural knowledge that was developed earlier. For example, if you know that in cultures such as Spain meeting someone 10 minutes after your arranged time is not considered late, you will feel more at ease when a Spanish colleague does not turn up exactly on time for a meeting. Similarly, being adaptive in a new cultural context requires the knowledge of how to behave appropriately in that culture.

This learning experience will be optimised if you are mindful during intercultural interactions and analyse your own behaviour as well as your counterpart’s reactions.

Cultural Metacognition (sometimes called Cultural Mindfulness) is the knowledge of and control over one’s thinking and learning activities in the specific domain of cultural experiences and strategies. Being culturally mindful means one is aware of the cultural context, consciously analyses the interactive situation, and plans courses of actions for different cultural contexts.

How To Develop It: In order to improve cultural metacognition, you need to practice mental exercises where you are observing others’ behaviours, analysing situations and reflecting on your own behaviour.

Pay attention to how the other party acts and reacts to you in a number of situations – this serves as the foundation for evaluating whether your behaviour has achieved your desired goal. Based on this analysis, you can then decide what action you wish to take next.

Reflect on successful as well as unsuccessful intercultural interactions and write down what knowledge and skills you have used during those interactions. Are there any clues you missed or misread? Was there any word or behaviour you did not know how to interpret? What would you do differently in a similar context?

Again, this learning experience will be optimised if you are mindful during intercultural interactions and analyse your own behaviour as well as your counterpart’s reactions.
By LISA ARIE
editor@leaderonomics.com

I was recently asked why it’s impor-
tant to teach our children leadership and innovation. My response. You don’t have to.

Every person is wired with the instincts to lead and innovate. All you have to do is hone and develop these natural instincts.

Our best recourse to having great lead-
ers is to provide environments where people of all ages can discover and fine-
tune their natural tendencies to innovate and lead.

IT BEGINS WITH CURIOSITY

Curiosity is central to innovation. It is also a primal instinct. Curiosity is hard-
wired into us to enhance our survival.

If you doubt that curiosity remains an element of being granted five minutes during a silent retreat with a Zen Buddhist monk I poured out the grief, railed against the injustice, and in the end, exhausted, I stared up at the figure that was swimming in my tears and said, “How do I get past my pain and my anger?”

I have found that simple ques-
tions keep curiosity fresh and at hand.

Questions such as:

- Asking yourself on a regular basis: “What is important to you, and why?”
- Or as you interact with others, ask them: “What is important to you, and why?”
- A child sees things with clarity, because a child hasn’t developed the filters that often prevent us from seeing possibilities and truths. Curiosity enables us to take the blinders off and see things fully and clearly and perhaps even to regain some of that child-like wonder we once had. Curiosity enables us to be, and develop, great leaders.

What question can you ask yourself today that will stimulate your curiosity for tomorrow?
TREAT PEOPLE AS THEY ARE

By DAN ROCKWELL
editor@leaderonomics.com

“Don’t be so busy with goals and plans that you forget that people get things done.”

It’s frustrating to expect people to be like you when they are like—well, them. Understanding and accepting people is leadership’s missed opportunity.

UNDERSTAND VALUES

Values energise behaviours, drive commitments, and produce satisfactions. There’s a woman on my team who loves to help people feel like they belong. It’s a thing of beauty to see someone who is such a positive force on the team. By contrast, a colleague who starts too many things and finishes too few is a bit of an enigma. It’s frustrating to expect people to be like you when they are like… well, them. Understanding and accepting people is leadership’s missed opportunity.

UNDERSTAND DREAMERS

Dreamers love ideas, jump quickly, and sometimes flame out. Invite them to explore new ideas. Warning: Beware of dreamers who start too many things and finish too few.

UNDERSTAND INTROVERTS

Quiet introverts enjoy time to reflect. If you want an introvert to move forward, give them time to think. UNDERSTAND DOERS

Doers need a clear goal and reason to move forward, give them time to think. UNDERSTAND EXTROVERTS

Aggressive extroverts respond to kind but firm instruction. It’s not anger, but confidence that reaches the point of assertion. Warning: Beware of dreamers who start too many things and finish too few.

UNDERSTAND FOUR PEOPLE PRINCIPLES

1. Adapt where you can.
2. The way you treat people reflects who YOU are.
3. Always seek the best interest of others, especially when confronting or correcting.
4. Practice kind candour, forward-facing curiosity, and courageous transparency with all. Humility is the secret to effective candour, curiosity, and transparency.

Dan Rockwell is passionate about leadership. He has also owned two businesses and served 15 years as a workforce development consultant for a Penn State University special affiliate. Write in to editor@leaderonomics.com to get in touch with Dan or share your input on how a person should treat another individual.

Online Exclusive

It is never easy to face rejection. We either dwell on it or deal with it. We crave bigger roles and have high expectations—yet we are not wired to handle rejection very well. Anna Tan discusses how we can deal with rejection. Read the article at: bit.ly/ATRejection

For effective assimilation, leaders should be able to identify the right person for specific tasks; not profiling them according to their age bracket. Check out this article at: bit.ly/diversepersonalities

Self-control is essential to leadership, yet it’s a topic hardly ever discussed. Gurpreet Singh discusses a leader’s need for self-control and five ways to cultivate it. Listen to the podcast: bit.ly/RYGselfcontrolGS

QUOTES

“It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head—it is the unique intersection of both.” —David Caruso
Sara received an email saying that her proposal will not be considered by the company. This came as quite a shock—just a few days ago, Mark, her superior, seemed quite positive about it. Sure, he’d taken only a cursory glance at it, but Sara just thought he probably was too busy.

Here’s the thing: if Sara understood body language, she would have realised that he was trying to avoid it and indirectly project his disinterest in the proposal.

Body language is a language without spoken words. It’s non-verbal communication which sometimes plays a greater indication compared to verbal communication.

Here are some body language tips to practise and look out for:

1. **Watch People’s Feet**
   - This might seem strange, but people’s feet movement say a lot about how they feel. When one tries to conceal or even control their emotions, it’s usually focused on facial expressions. Your legs and feet, since unrehearsed, usually project a different story.
   - Under stress, people will often display nervousness and anxiety through increased foot movements. Their feet will fidget, shuffle, and wind around each other or around the furniture, stretch and curl to relieve tension, or even kick out in a miniaturised attempt to run away.
   - Studies show that observers have greater success judging a person’s real emotional state when they can see the entire body. You may not know it, but instinctively you’ve been reacting to foot gestures all your life.

2. **Eye Contact**
   - Try to maintain eye contact with the person you are communicating with. Why? Because not only does it show confidence, it also indicates interest and indirectly conveys the message, “You are important and I’m listening to you.”
   - Avoiding eye contact implies submission and nervousness, and makes it seem like you’re trying to hide something. One way to help you practise is by looking in the mirror and talking to yourself—try maintaining eye contact with yourself.

3. **Firm Handshake**
   - When John F. Kennedy was running for president, he commissioned an entire study to determine the perfect handshake. Sounds bizarre? Not really. A firm handshake— not a ‘dead fish’ handshake or a bone-crushing one—actually speaks volumes about a person. A firm handshake projects confidence, trustworthiness, and a sense of mutual respect.
   - A study on handshakes by the Income Center for Trade Shows showed that people are twice as likely to remember you, if you shake hands with them.
   - The researchers also found that people reacted positively to those they had shaken hands with, by being more open and friendly.

4. **Mirroring**
   - Mirroring, in simple terms, just means imitating the gestures, speech patterns, and body movements of another. The great thing about this is that it’s actually a way of saying you agree, or are even fond of a person. When one individual mirrors another, it brings about a sense of belonging and mutuality. This helps in building rapport between the two individuals.

Rohini is a law graduate and freelance writer. Her areas of interest are personal development, social rights, and reflective writing. Share your thoughts about body language with us at editor@leaderonomics.com.
By LILY CHEAH
editor@leaderonomics.com

TODAY’S work environment is varied and the world is at our finger tips. With globalisation, ease of flight and the advent of technologies like emails and video conferencing, dealing with various countries is not only within reach, but has become a norm. Cultural differences are all around us in Malaysia, with the different ethnicities, and migration bringing more cultures to our doorstep. To ensure smooth and effective communication in our work dealings in this multicultural setting, here are eight tips to bear in mind when dealing with people of different cultures.

1 HAVE AN OPEN MIND AND BE WILLING TO LEARN

Firstly, having the right attitude is probably the most important thing to building successful inter-cultural relationships. Not many things are more offensive than when a person speaks with an air of condescension and body language that says, “My way is far superior to yours”. Appreciate cultural differences and make an effort to understand them.

2 UNDERSTAND VALUE SYSTEMS

At times, we may observe behaviours and reactions that seem very perplexing, such as a Chinese person taking offence at being given a clock as a gift. However, behind these behavioural choices, lie a rich system of values, beliefs and world views. Much like an iceberg, it is easy to see what is above the water, but we must be aware of the rest of the iceberg that provides the foundation for the tip. Only then do we get a better understanding of cultural norms.

The Chinese, for instance, associate clocks with death and therefore react negatively when they receive this as a gift. Refrain also from touching the head of a Cambodian or passing anything over their head. Just like in most Asian cultures, in Cambodia, the head of a person is considered sacred.

3 KNOW HOW TO GREET ONE ANOTHER

A handshake is the most common practice in the business world, although this can vary from place to place. In France, for instance, the handshake is brief compared with the firmer handshake used in America. However, always be prepared for other forms of greeting. Although this can vary from place to place. In France, for instance, a handshake is the most common practice in the business world, although this can vary from place to place. In France, for instance, the handshake is brief compared with the firmer handshake used in America.

4 BE AWARE OF PERSONAL SPACE

Norms regarding personal space will vary according to cultures. Breaching someone’s personal space is not only uncomfortable for them, but it will distract them from your conversation. In England, a comfortable amount of space will be the distance where two people can extend their hands slightly and shake hands together. In Japan, the acceptable distance is slightly wider than this, to take into account the room needed for bowing. Do not get too close so that heads clash as you bow.

5 FIND OUT GENDER ETIQUETTE

Different belief systems will give rise to different sets of acceptable interactions between men and women. In more conservative cultures, physical contact between men and women in public is frowned upon. In such a case, a nod and smile will suffice. In India, men and women shouldn’t go beyond a handshake. This can be taken very seriously. Recall the public incident of actor Richard Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.

6 AVOID LANGUAGE THAT IS DIFFICULT TO UNDERSTAND

Especially if conversing in a language that is not the mother tongue of the person you are speaking to, avoid idioms - colloquial phrases that mean something different to the literal meaning of the words. An example would be: “I’m pulling your leg.” We tend to use these when we are trying to be friendly or casual. Especially if communication needs to be efficient and clear, use straightforward language that can be taken literally. Don’t give them the short end of the stick. Make it a piece of cake for them to understand us.

7 WATCH YOUR HAND SIGNALS AND GESTURES

Our hands can speak just like our lips can. Just be careful of the different meanings that hand gestures can take. These slight hand movements could have a devastating impact on relationships.

Making a circle with our thumb and index finger and holding it up will retain “OK” in countries like America. In places like Brazil, this is considered an extremely offensive gesture. When we eat too much, we may extend our palm out to indicate we have had enough. In Greece, this gesture is known as the mou贫困手 and is considered very rude. Avoid gesturing your hands too much so that your body language remains neutral.

8 BE POLITE AROUND THE MEAL TABLE

Eating together is a time of sharing and bonding, and hosts and observe their behaviours, including how they of chopsticks, it is considered offensive to wave them locally. If a social host may have gone to some lengths to obtain that for local delicacy is presented to you, it is rude to refuse. The host in some European countries like Germany, hands don’t make assumptions and be aware of the etiquette.

Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.

Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.

Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.

Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.

Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.

Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.

Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.

Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.

Gere kissing Bollywood star Shilpa Shetty several times on the cheek during an AIDS awareness event in New Delhi in 2007. Complaints were filed and the court issued arrest warrants for both Gere and Shetty for offending local sensibilities.
**CULTURE CLASHES**

**FINDING YOUR WAY AROUND THE GLOBAL VILLAGE**

According to Trompenaars and Hampden-Turner, there are three universal dilemmas or problems facing every organization and indeed every country.

- **Relationships with people**
- **Relationships to tone**
- **Relationships between people**

Put slightly differently — culture is the way in which a group of people solve the problems and dilemmas stated above. Understanding how a culture responds to these fundamental issues, will help to contextualise behaviour and provide a platform that will hopefully allow for backstop for understanding.

**EAST VERSUS WEST**

An American CEO engaged in negotiations with a Japanese firm, exchanged polite greetings with his Japanese opposite numbers and performed a Kimono dance, which the American felt had gone on too long.

At last, in the meeting, it appeared that they were getting to the root of the problem. The Japanese president was being evasive and ducking all the straight questions. He kept replying that “with goodwill and sincerity,” all such questions could be satisfactorily answered. As part of the greeting ceremony, the parties had exchanged menchi (business cards). The American had laid the cards out on the table in front of him in the same pattern as the seating arrangements. This left the Japanese unable to call each delegate by name. As the meeting grew more stressful, and his impatience with the evasiveness of the answers heightened, he picked up one of the cards, rolled it into a cylinder, unrolled it, and began absent-mindedly cleaning his nails! Suddenly he felt the horrified eyes of the entire Japanese delegation on him. There was a long pause, after which the Japanese president stood up and withdrew from the room. The American looked at the battered menchi in his hand — it belonged to the Japanese president. The American CEO remembered that the Japanese rarely answer directly to a superior, nor do they want to build relationships, and that the menchi is aligned and symbolic of the status of the person as well as the relationship being created — he would probably not have mangled the menchi, lest alone whilst the person was watching!

It is customary for Koreans to exchange gifts in business. A western representative kept refusing the offers, fearing that he was being bribed. The Koreans were merely following their custom to present a gift, and kept providing bigger and more expensive presents as they thought that the gifts that they had offered were not good enough!

**AFRICANISMS**

When entering a lift in Africa, men would move past any women at the front to enter first. In most cultures, this would appear downright rude! In African culture — the man must prepare the way and ensure that it is safe for women to follow. African people speak very loudly even at close quarters. This seems to be intrusive and irritating to others, unless you understand that they simply want everyone to know that they are not gos-

**So how do we reconcile these differences?**

Some famous authors contend that there are issues and culture that the French and women that are just not meant to be understood — try as we may! The best we can do is research the culture that we are trying to understand. We need to compare and contrast the elements of behaviour with our own, in an attempt to grasp the underlying intentions of what we are experiencing. Actions may not always be what they seem as I have indicated by the examples in this article. We need to be more self-aware of our own actions, and prepare our minds to different and often interesting ways of how others make sense of our world.

One thing that rarely fails is the sense of humour and a genuine smile. If we have made an error, we need to be able to admit it, apologise, and move forward. Hopefully we will all be able to have a good laugh at our differences as we learn more about each other and our humanity through communication and sharing. We live in an ever diminishing global village that requires that we be more compassionate, co-operative, and compromising. As most of the most difficult things in life, we need to engage in continuous learning and self-improvement to be prepared to face and understand challenges and turn them into opportunities on great experiences.

**BY DEBBIE POZOBON**

**WHAT IS ALE挂在**

Editor@leaderonomics.com

L I S T E N to the new breed of international managers, and you soon will be overwhelmed by their acronyms. They want an efficient SBM that is run using TQM, with stock delivered AT, and CFTI distributing to customers whilst subject to MBOs. If this does not take place, they will use BPR to achieve the company’s objectives!

The question is — just how true are these management solutions? Are these “truths” about what effective management really is, truths that can be applied anywhere, under any circumstances?

Even in experienced international companies, many well intended “universal” applications of management theory have turned out badly. For example, pay-for-performance has in many instances been a failure on the African continent because these are particular, although unspoken, rules about the sequence and timing of reward and promotions. Similarly, management-by-objective schemes have failed in southern Europe because managers have not wanted to conform to the abstract nature of policy guidelines. Even the notion of human resource management is difficult to translate into other cultures, coming as it does from a typically Anglo-Saxon doctrine. It borrows from economics the idea that human beings are resources, like physical and monetary resources, and tends to assume almost unlimited capacities for individual development.

Yet indeed, international managers and employees have it tough. They need to operate on a number of different premises at any one time. They have to contend with their culture of origin, the culture of the country in which they are working, as well as the culture of the organisation for whom they are working. Those readers who are married might argue that it is impossible to understand someone of their own culture, never mind a person from the other end of the world. So what do we do? How do we cope in this melting pot of diversity?