



**Measuring International Business
Students' Metacognitive and Behavioural
Cultural Intelligence in Tampere
University of Applied Sciences**

Neea Hietanen

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ABSTRACT

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Neea Hietanen
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Cultural Intelligence in Tampere University of Applied Sciences

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Overall purpose of the research was to see how relation between metacognitive and behavioural cultural intelligence and experiential learning can be seen within Tampere University of Applied Science's international business students. Experiential learning was limited as one-month period of living, studying or working abroad. This topic was significant for the importance of said experiential learning being major part of the studies and justifying the funding it receives.

Data was collected through online survey, including cultural intelligence scale questionnaire with 7-point Likert scale. This research paper is laid out with an introduction giving an overview of the commissioner, research plan and set hypotheses. Literature review introduces used concepts of experiential learning, cultural intelligence and its four aspects as well as three related readings: a study, research article and a book. Methodology gives an idea how cultural intelligence can be researched and how this research was conducted. Results are represented with supporting figures and analysis made based on them. Conclusion sums up the results, gives validation for the research and recommendations for further studies. Full used survey can be found as appendix.

Respondents metacognitive cultural intelligence was found to be high and behavioural cultural intelligence average. Two thirds of the set hypotheses were met as higher age resulted in higher metacognitive cultural intelligence but relation between having done experiential learning and related courses resulting in higher scores not found. Bigger number of respondents would be needed for better results and to be able to make general assumptions about Tampere University of Applied Sciences international business students.

Key words: cultural intelligence, metacognitive, behavioural, experience economy

CONTENTS

1	INTRODUCTION	6
1.1	Commissioner	6
1.2	Commissionaire’s Interest.....	7
1.3	Research Plan.....	8
1.4	Hypotheses	8
2	LITERATURE REVIEW	10
2.1	Cultural Intelligence.....	10
2.2	Experiential Learning	11
2.3	Aspects of Cultural Intelligence.....	11
2.3.1	Cognitive CQ	12
2.3.2	Metacognitive CQ	12
2.3.3	Motivational CQ	12
2.3.4	Behavioural CQ	13
2.3.5	Conclusion.....	13
2.4	Previous Studies	14
2.4.1	Original Research.....	14
2.4.2	The Cultural Intelligence Difference.....	15
2.4.3	Effects of Cross-cultural Management Courses	16
2.4.4	Experiential Learning Activity	18
3	METHODOLOGY.....	21
3.1	Quantitative Research Method.....	21
3.2	Researching Cultural Intelligence and Experiential Learning	21
3.3	Type of Research.....	22
3.4	Research Process.....	24
3.4.1	Background Questions	25
3.4.2	Experience Abroad	26
3.4.3	CQS: Metacognitive Statements.....	29
3.4.4	CQS: Behavioural Statements.....	31
3.5	Methodology of Analysis	33
3.6	Reason for Chosen Methodology.....	34
4	RESULTS	35
4.1	Metacognitive CQ Results.....	35
4.2	Behavioural CQ Results.....	39
4.3	Cultural Intelligence Based on Experiential Learning and Related Courses.....	44
4.4	Effect of Age to Metacognitive and Behavioural CQ	46

4.5 Effects of Traveling to Metacognitive and Behavioural CQ	47
5 ANALYSIS	49
5.1 Metacognitive and Behavioural CQ Comparison.....	49
5.2 Comparing Results to Hypotheses.....	51
5.2.1 Hypothesis 1.....	51
5.2.2 Hypothesis 2.....	51
5.2.3 Hypothesis 3.....	52
5.3 Overall Analysis	53
6 CONCLUSION.....	54
REFERENCES	56
APPENDICES.....	58
Appendix 1: Survey.....	58

ABBREVIATIONS AND TERMS

TAMK	Tampere University of Applied Sciences
IB	international business
CQ	cultural intelligence
CQS	cultural intelligence scale
M1	metacognitive statement 1 (survey's question No. 12)
M2	metacognitive statement 2 (survey's question No. 13)
M3	metacognitive statement 3 (survey's question No. 14)
M4	metacognitive statement 4 (survey's question No. 15)
B1	behavioural statement 1 (survey's question No. 27)
B2	behavioural statement 2 (survey's question No. 28)
B3	behavioural statement 3 (survey's question No. 29)
B4	behavioural statement 4 (survey's question No. 30)
B5	behavioural statement 5 (survey's question No. 31)
Liko	Liiketalous opiskelijat, Business students from TAMK's Finnish side
ESL	English as a second language

1 INTRODUCTION

1.1 Commissioner

This graduation thesis is done for and about International Business of Tampere University of Applied Sciences. In international business -degree students will learn basics of internationally operating business and deeper knowledge on two of their chosen aspects, such as marketing, finance, tourism or entrepreneurship (Tuni 2020). Teaching language is English, thus attracting international students and those who wish to work in multicultural environment. Upon graduation student will become Bachelor of Business Administration. In this text International Business -degree will be referred as IB and Tampere University of Applied Sciences as TAMK.

The degree takes normally 3,5 years. Studies consist of first year working in teams learning about basics of international business, second year of two chosen modules of specialization, third year of mandatory exchange and practical training, leaving the remaining half a year for thesis. Exchange must be at least 3 months long and can also be done as a yearlong double degree in one of the partner universities in Germany, France or United Kingdom. For foreign students choosing to do this degree, exchange period can be substituted by an extra module in TAMK. Minimum practical training length is 5 months and can be done either in Finland or abroad, however is encouraged to include some time in another country. (Tuni 2020)

Currently, by the October 2020, there are 326 students studying international business in TAMK. This amount includes also 79 of the new students having started autumn 2020 that were not included in this research as the data was collected before their time. Therefore, used total amount of possible respondents included 247 students. This amount is distributed within TAMK by 89 being first, 65 second and 64 third year students as well as 29 students of the further years. From the current total amount of IB students (326) 61% have Finnish nationality and 41% another, from 48 different countries around the world. Percentages do

not match to even 100% as some students also have double citizenship. (Koskinen 2020)

1.2 Commissionaire's Interest

Researching cultural intelligence and how the effect of experiential learning can be seen is relatively new study field (Earley and Ang 2003). Since 1990s world has become more globalised and connected over wide cultural borders (Kopp 2020). This has created conflicts that rise from miscommunication, different working habits and overall cultural differences. Gaining cultural intelligence, especially within metacognitive and behavioural aspects of it, can help to ease the situations and make them more naturally flowing. This in successful business is crucial (Earley and Mosakowski 2004).

For TAMK it is interesting to see the effects of experiential learning on different aspects of cultural intelligence. As International Business has a mandatory from 3 to 9 months exchange period abroad (Tuni 2020), all students have a change on improving their cultural intelligence. Collecting funding, such as Erasmus fund, for these is more justified when they are proved to show results that research can provide.

International business students are likely to work within multicultural work environment or even abroad in their future (Smith 2019). Having gained higher cultural intelligence will able better behavioural and development of paradigm towards global world and future's business encounters (Earley and Mosakowski 2004). In addition, function of universities is to help students learn and grow their intelligence, university of applied sciences even more so in practical sense (study.eu 2020). As cultural intelligence is one part of wider intelligence, including it to studies, especially for international business students, is not only recommended but justified according to research results (Earley and Mosakowski 2004).

1.3 Research Plan

Purpose of this research is to see how the relation between Cultural Intelligence (CQ) and experiential learning is shown within International Business students. Cultural intelligence consists of four dimensions: metacognitive, cognitive, motivational and behavioural. Target group, IB students of TAMK, will answer a questionnaire about their experiential learnings such as an exchange period as well as self-evaluate their own cultural intelligence on its all four dimensions.

Aim of the research is to see whether people with more experiential learning experiences would have a higher cultural intelligence than those with less or none. Target group will also be asked about having done any courses on the subject that would have given them knowledge without the researched factor of experiential learning. Different experiential learnings such as working or studying abroad may also effect on what dimension of cultural intelligence person rates themselves having good knowledge of.

This thesis is part of a wider international research (Della Piana 2018/2019) but will solely focus on answers from international business students at Tampere University of Applied Sciences. Despite collecting answers of all four cultural intelligence dimensions, focus will be on analysing metacognitive and behavioural cultural intelligence. The international research, which this one is a part of, will be introduced in literature review.

1.4 Hypotheses

Prior to starting the research, three hypotheses were formed as can be seen below. These hypotheses were researcher's expected outcomes that could be seen from the gathered information. To keep within research limitations, they will solely be targeted to chosen aspects of metacognitive and behavioural cultural intelligence. Analysing results will show whether these hypotheses could be right within IB-students.

1. IB students' cultural intelligence on chosen aspects is high due to the nature of studies being international
2. Students that have done experiential learning or related courses have higher cultural intelligence on chosen aspects than those that have done neither
3. Older students have higher cultural intelligence on chosen aspects due to having had more time to obtain it

First hypothesis addresses the nature of IB studies. As research topic is the effects of experiential learning on certain aspects of cultural intelligence, likely students that have a mandatory experiential learning on their studies would have a high score in it. In addition, people chosen to study International Business could be expected to be interested in international aspects such as different cultures due to the internationality of the studies. However, worth noticing is that the research was not limited into third year students that would have guaranteed already done their study period abroad but also included first and second year students. Of which year on their studies students were, was not asked within the questionnaire.

Secondly, as previous studies have proven both experiential learning and related courses to have a positive impact on cultural intelligence (Eisenberg, Brenner, Lee and Class 2013), it could be predicted that students having done either or both of these would show higher scores than those having done neither. As interviewees were asked what courses they have done related to cultural intelligence or cross-cultural management and if they have done experiential learning, it is possible to compare these students with those that have not.

Third and final hypothesis is related to interviewees' age. As questionnaire was done in university level, the age gap within students can be wide. It is possible that older students have had more time to travel, study and gain experiential learning within their life which could show higher scores on their cultural intelligence. Simply age does not guarantee that this would be the case, but it is one aspect that could affect the results and would be interesting to analyse if this factor can be seen from the results.

2 LITERATURE REVIEW

2.1 Cultural Intelligence

Cultural intelligence, or CQ for short, is a way that a person is able to read culturally different situations intelligently. More specific explanation according to Harvard Business Review says that cultural intelligence is “an outsider’s seemingly natural ability to interpret someone’s unfamiliar and ambiguous gestures the way that person’s compatriots wouldn’t” (Earley and Mosakowski 2004). This means one’s ability to read, interpret and adapt into other person’s unfamiliar ways such as gestures, speech patterns and habits. Harvard Business review would suggest that this kind of intelligence could be part of one’s natural habit (2004) whereas there are also other studies that show it being possible to improve and enhance through cross-cultural courses and experiential learning (Eisenberg, Brenner, Lee & Claes 2013; Kurpis & Hunter 2016). Either way cultural intelligence requires right motivation, some cultural knowledge and good empathy skills. It is worth mentioning that cultural intelligence shows not only in cultural differences between countries but also between workplaces, age groups, subcultures or any cultural definitions, however in this research the focus is on the first one.

Cultural intelligence is wide concept, a fraction within wide range of intelligence itself. Having high level of cultural intelligence can help performing better in multicultural situations. It includes certain amount of emotional intelligence to be able to have empathy to see situations from other person’s point of view and trying to understand why they are acting the way they are in this situation. In global world CQ has become crucial in enabling effective intercultural communication. Studies prove that CQ can prevent miscommunications across cultural borders, help cultural adaption while travelling or moving into other country or enhance leadership in global businesses. (Ziyatdinova 2017)

2.2 Experiential Learning

Experiential learning means type of learning where theory can be put into practise and learning happens through reflecting tasks or happenings. Often experiential learning can offer situations that person has not been prepared for or that do not go according to textbook examples, forcing them to either apply learned or to learn new things during the process. This type of learning can happen alone or within a group, but digestion happens individually through reflection due to events being interpreted differently. Experiential learning can be very effective way of learning. (Beard and Wilson 2006)

Experiential learning can be measured by testing or evaluating knowledge one has gained during the learning period. In some situations, the knowledge was already learned prior to learning period but was enhanced and memorized better throughout. On the other situations, completely new things may be learned. Measuring this can be done for instance through keeping a learning diary during the learning period or filling a questionnaire or even making a test before and after it. Experiential learning in this research is defined as minimum one month stay in foreign country due to studying, working or living, and gained knowledge within metacognitive and behavioural CQ is measured by self-evaluation questionnaire of one's skills.

2.3 Aspects of Cultural Intelligence

Cultural intelligence can be divided into four aspects: metacognitive, cognitive, motivational and behavioural. These four aspects highlight different dimensions that cultural intelligence is present and how it drives a person. One can have high intelligence on one or multiple aspects of cultural intelligence.

Metacognitive and cognitive CQ are more about mental and emotional side of cultural intelligence and how a person views it, whereas motivational and behavioural CQ have higher effect on one's actions (Eisenberg, Brenner, Lee &

Claes 2013¹). Cultural intelligence within a person can either be known thoughts and actions or automatic reactions.

2.3.1 Cognitive CQ

Cognitive CQ is about knowledge of different cultures and what they may include. These can be things like norms, values and practises, but also larger things like legislation and subculture behaviours within a culture. People with high cognitive CQ are able to analyse differences and similarities between different cultures and how they may affect intercultural situations. For instance, when traveling into a new country reading information about how things are done there is cognitive cultural intelligence.

2.3.2 Metacognitive CQ

Metacognitive CQ takes cognitive CQ to the next level not only by having the knowledge but by processing it for higher awareness. Having high metacognitive CQ helps people to interpret and predict others during intercultural interactions. For instance, as time management is viewed differently in Scandinavia than southern Europe, having knowledge of these differences and understanding how they may affect by being part of the culture. Nordic person who is used to set meeting time being the exact time to be present, perhaps even few minutes earlier, should not grow frustrated when joining a meeting in a country where it's norm that actual starting time is later than set time. Metacognitive CQ is not however, about imposing stereotypical assumptions of people, but more about learning proper knowledge of the culture. This helps them to prepare for culturally different situations and ways to deal with possible conflicts.

2.3.3 Motivational CQ

Motivational CQ is about willingness to understand other people's cultural habits and to try implementing them by oneself. High motivational CQ is important to keep learning and improving one's cultural intelligence in general. For instance,

¹ original source: Earley and Ang 2003

people who travel to a new country with a group of people from their own but are still making an effort to speak foreign language and hang out with the locals are showing higher motivational CQ. This offers them a chance to learn more about the culture and build higher cognitive and metacognitive CQ through experiential learning. People with higher motivational CQ tend to cope better with multicultural situations.

2.3.4 Behavioural CQ

Behavioural CQ, as name applies, is about having the ability to intentionally change one's verbal and non-verbal behaviour to match properly cultural situations. This has to do with things like tone, dress code and general actions. For instance, for Nordic person kissing a new acquaintance to cheeks as a greeting may feel uncomfortable, but lack of recognizing it as a way some other cultures greet may lead to accidentally insulting others. On the other hand, people coming from these cultures may show high behavioural CQ by acknowledging that everyone might not feel comfortable with that way. People with high behavioural CQ are able to change their behaviour according to environment's cultural needs and use their cognitive CQ to get used to different cultural habits.

2.3.5 Conclusion

Higher cultural intelligence can be gained through learning and implementing all four aspects of it. Metacognitive and cognitive help a person to have an idea how it should be behaved giving them an advantage in well-working intercultural situation. When one possesses motivational CQ they are likely to keep enhancing their metacognitive and cognitive CQs and want to behave in suitable way. Behavioural CQ is the ultimate cultural intelligence that others see about a person. This is based on the metacognitive CQ they have gathered and processed. However, even if people would have high behavioural CQ and be able to read situations, they might still not be able to act accordingly if they have poor cognitive CQ and thus not enough knowledge of the other culture's ways. People who have the right motivational CQ, positive and open mind for metacognitive and cognitive CQ and want to use their knowledge to understand and implement behavioural CQ are more likely to succeed in cross-cultural environments.

2.4 Previous Studies

In this section previous studies about cultural intelligence and how cross-cultural studies or experiential learning affect it are been looked at, as well as other ways to improve one's cultural intelligence. Focus on the studies have been on economy, business and students making them relevant studies for this research about TAMK's International business students. Also, original international research, which this research is part of, will be shortly introduced.

2.4.1 Original Research

Original research, where other international research like this one started from University of Salerno in Fisciano (SA) Italy. It was conducted from August 2018 till April 2019. As a corresponding author was Bice Della Piana from Department of Management and Innovation Systems. Similar questionnaire was used for both of these researches to keep the results coherent and comparable. Within the University of Salerno, the questionnaire was distributed to students attending courses of Cross-Cultural Management, Cross-Cultural Competence and Economics and Business Management, and looked at all four aspects of CQ. Both university's fulltime students and short time Erasmus+ mobility -students were included.

Total of 219 students responded to the questionnaire. Demographics within the respondents distributed to 55% being female and 64% being between 18 and 22 years old, 26% between 23 and 26 years old and 10% between 27 and 30 years old. This research showed higher average of younger respondents than in current research. The countries of origin within the respondents were 62% Italy, 21% from other European countries and 17% outside of Europe.

Research was made for 3CLab, which is a research lab started in 2017 and based in University of Salerno. It operates with wide network of, for instance, academics and students. The research is still on-going and final results not yet being published. So far progress has brought encouraging results (Di Vincenzo 2020).

2.4.2 The Cultural Intelligence Difference

First resource to be looked at about cultural intelligence is *The Cultural Intelligence Difference; Master the One Skill You Can't Do Without in Today's Global Economy* by David A. Livermore (2011). Unlike multiple previous books he is not focusing on explaining what cultural intelligence is but to give help on how to improve it. This is less of a study and more of a detailed guide on how to improve cultural intelligence. Livermore is well studied on the subject and has written also other books about it.

Right at the beginning of his book he both defines cultural intelligence very well and sums up the reasoning for his books: "The number one predictor of your success in today's borderless world is not your IQ, not your resume, and not even your expertise. It's your CQ --". He refers multiple times to borderless world meaning that different cultures no longer stay within their own "boxes" but one workplace, for instance, may include people from multiple different nationalities, race, age and study backgrounds. Therefore, mastering cultural intelligence has become more important than ever.

Author's enthusiastic and down-to-earth style of writing is able to provide reader with clear understanding and real-life possibilities of CQ instead of complicated academic text full of theories of the subject. He points out that CQ is more than just exploring new country and culture with different language, cuisine and currency, it is about digging deeper and exploring the beliefs and habits. Everyone can be quick to think that their way of life is the right one but it is cultural intelligence at its best to realize that there are as many ways to view the world as there are humans, and sometimes those ways may significantly differ without making one more right. The point is to make the most out of today's multicultural, globalized world and according to Livermore "not only to survive but to thrive in it".

Cultural intelligence itself is not a new phenomenon, it has always been there in wisdom right next to empathy and social skills. The changing world, however, has forced people to recognize it as its own ability and thriving in it to learn and

embrace it. Cultural intelligence can help not only in work environments but also to better come along with neighbours and classmates.

According to Livermore, previous studies² have proven that people with higher CQ are better at adjusting into complex situation of today's globalized work environments. In his book Livermore provides a self-assessment test that reader may use to assess their own cultural intelligence. Test gives reader an idea of their CQ level to find the right strategies that could work based on scores. However, what actually will work, can only be seen through trial and error. The book handles all four different dimensions of cultural intelligence; however they are called with more practical names than other resources' academic ones. Motivational has become CQ drive, cognitive CQ knowledge, metacognitive CQ strategy and behavioural CQ action. Strategies to improve readers' cultural intelligence are divided based on those four dimensions helping the reader to notice strengths and weaknesses within them and suggested changes and options helping them to improve and embrace those. Strategies include also some mental exercises like "visualizing success" to give concrete examples on how strategies could be put to use. Overall ways to improve cultural intelligence are informed in very specific ways.

Final chapters focus on what makes CQ so great in globalized work environments and includes stories from individuals and organizations that have used it and what positive effect they could notice.

2.4.3 Effects of Cross-cultural Management Courses

Second study is called "Can Business Schools Make Students Culturally Competent? Effects of Cross-Cultural Management Courses on Cultural Intelligence" and it is written by Jacod Eisenberg, Barbara Brenner, Hyun-Jung Lee and Marie-Therese Claes. The authors are all from different universities around the world that have joined together in this unanimous research. Their research is focused on how cross-cultural management courses effect on students' cultural intelligence. This research was needed to be done due to highly

² original source: Ruckstuhl, Hong, Ang, and Chiu (forthcoming); Ang and Van Dyne 2008

increased globalization in business world. Business schools need to offer their students education that prepares them into the world outside of classrooms and cultural intelligence has been proven to help in multicultural environments. If it could be proven that business schools can offer courses that stimulate this part of student's intelligence, business schools are able to increase their value as teaching institutions. The research was done within all four dimensions of cultural intelligence: metacognitive, cognitive, motivational and behavioural. It concluded that cross-cultural management courses were able to increase students' cultural intelligence between test taken prior the course and one taken after it. International experience unrelated to the courses was found irrelevant.

According to the research, co-operating daily with people from different cultures and backgrounds has made it crucial for business employees, partners and managers to be cross-culturally competent in their work. A way for universities or other business schools to offer solution to this issue is by having relevant courses to teach their students how to handle these situations that may arise. The research wanted to gather data from students before having done any cross-cultural management courses and re-evaluate the learning after they had. The results were aimed to prove the relation these courses had in improving students' cultural intelligence in all four dimensions and therefore improving their future possibilities to manage multicultural work environments.

The research starts by stating their focus, reasoning behind doing the research as well as laying out some outcomes. From there it goes on to explain cultural intelligence and all of its four dimensions in detail so the reader knows what different aspects is included in cultural intelligence and how they can be shown within human behaviour. Earley and Angs (2003) cultural intelligence scale is also been introduced since the research is using it to showcase and evaluate the results. Following chapters introduce the hypothesis, methods how the research is done and results measured, showing the results and drawing conclusion on them.

The study was made in single location for which a large research university in Austria was used. The tested cross-cultural management course was targeted to undergraduates of international management program to help them prepare to

their semester abroad. The sample group was 80% Austrian, with the remaining 20% being from central and eastern European. Average age of the sample was 22.8 and 59% were female. The CCM course was done through intensive teaching which included 2 and half days of teaching divided into 60% of academic based activities to go through the theory and 40% experiential content like being in contact with someone from the target culture.

The study concludes that cross-cultural management courses were found to have significant effect on students' CQ that were doing the course. Testing students both before and after the course, made sure that increase happened due to the course and not previous learning, may it be academic or experiential. It was also found that the course affected metacognitive and cognitive CQ more than motivational and behavioural aspects of CQ, although some increase could also be seen in those.

2.4.4 Experiential Learning Activity

In *Developing Student's Cultural Intelligence Through an Experiential Learning Activity: A Cross-Cultural Consumer Behaviour Interview* by Lada Helen Kurpis and James Hunter (2016) improvement of cultural intelligence is been looked at through experiential theory as well as contact theory. Research was made in small private Business school in Northwest USA and included sample of American marketing students and Advance English as second language (ESL) students. Point of the research was to study whether the level of participant students' cultural intelligence was increased through interviewing each other's consumer behaviour. Topic was chosen having the marketing students in mind but also keeping it open and easy to discuss for ESL-students. The research article includes all main parts of research; abstract, introduction, literature review, methodology, results and conclusion, and explains in all parts very detailed each term as well as the purpose of those for the research.

The research focused mainly on the marketing side of the business despite proposing such activities for the whole business school. The cultural intelligence mode was based upon Earley and Ang's framework (2003) and all four dimensions, metacognitive, cognitive, behavioural and motivational, were

included into the study. Other theories used were experiential learning theory (Kolb 1984; Kolb & Kolb 2005) and contact theory (Allport 1954). The way adding contact theory expands on experiential learning when related to cultural intelligence, is that not only being in same room with culturally different people is enough for learning, these people need to make a connection of working towards a common goal and ideally be of same peer group to guarantee success.

The Association to Advance Collegiate Schools of Business named being able to work in diverse and multicultural environments as their top learning outcomes in 2013 (AACSB International 2015). The motivation for this research rose from need to have intercultural studies included into Business schools also outside of theoretical classes. Main way of using experiential learning to improve cultural intelligence is through study abroad periods, this however is somewhat expensive way. Kurpis and Hunter proposed on-campus experiential learning activities as cost-effective alternative that could be added to business schools' curriculum.

Research sample of the study was 34 ESL-students and 35 domestic marketing students with the mean age of 20s. Gender deviation was 30.4% female. Task was for students to interview each other in groups of 2-3 ESL-students and 2-3 marketing students about each other's consumer behaviour. Students in each group were set around a round table to showcase each as equals in the conversation. Interview took about 75 minutes, as that was the time of the class, and each wrote thereafter 2-3-page reflection paper as homework. Prior the interviews marketing students had studied about cultural environments and looked at different case studies on the topic. ESL-students had prepared by discussing on stereotypes and cultural differences.

The research included three main hypothesis that were drawn from literature review as predicted outcomes for the research. First hypothesis had to do with ESL-students showing higher cultural intelligence scores than marketing students. This was predicted due to them coming to live in a country other than their home country and to study that country's language. Not only the motivation that it shows but also the experiential learning that has come through it could significantly increase ESL-students' cultural intelligence. Second hypothesis had to do with predicting higher CQ score for students having done intercultural knowledge based on academic courses and or working/traveling abroad. This

hypothesis takes into account that measured CQ can also be due to previous factors and not due to the activity organized. This aspect of the research also makes it less reliable due to not having done CQ-test prior the activity to know the pre-state that could be compared how much the students personally improved due to the activity. Third hypothesis predicts that participation in the intercultural experiential learning activity will positively affect students' self-image about their intercultural skills and motivation and increase self-reported knowledge about other cultures.

Results of the study concluded that such intercultural experiential activities should be endorsed. The students felt, as hypothesis number 3 predicted, the exercise affected positively their confidence and motivation to communicate across cultures as well as increased their knowledge on other cultures. They also felt this was valuable part of their studies and they would like to participate on more cross-cultural learning either through theoretical courses or experiential learning. However, against the set hypothesis number 1 ESL-students scored higher only in cognitive dimension of cultural intelligence, in other dimensions results were fairly the same.

3 METHODOLOGY

3.1 Quantitative Research Method

Quantitative research is a method that gives measurable data about relation between variables. It answers to questions “how much?” and “how often?”. In this method results are being analysed numerically. To make a quantitative research, the questions asked need to be thought beforehand to be within quantitative range. Quantitative answers the researcher collects are being interpreted as numbers and qualitative answers are grouped into numeric form so they can be analysed within quantitative method. These help researcher to describe how certain things are related or different from each other. (Vilkka 2007)

Measured aspects are given symbolic numeral values so data can be gotten into numeric form which can be compared and studied. Questions need to be standardized so all respondents understand them in the same way. For instance, in this research when respondents are asked to rate their own cultural intelligence through different aspects of it, using Likert scale gives scientific numbers for each opinion that may be analysed. If questions were open ended such as “how this situation made you feel?”, the answers could vary too much to be able to unify them and thus draw reliable conclusions.

3.2 Researching Cultural Intelligence and Experiential Learning

Measuring cultural intelligence accurately is quite challenging as there is no IQ-test one can take and get a score to say how good they were. In most research, data about cultural intelligence is collected through Ang et al.’s (2007) CQS, cultural intelligence scale, questionnaire. This type of questionnaire has 20 questions and uses 7-point Likert scale for responses, where 7 corresponds to “strongly agree” and 1 to “strongly disagree”. Questions are divided within four aspects of CQ with each containing from 4 till 6 questions. Advantage of such questionnaire is that it is easy to analyse within quantitative research method due to collecting numeric data and as Likert scale is relevantly widely used

within questionnaires, it is easy to understand for respondents. Disadvantage is that as respondents rate their own opinion about their abilities, there is always margin of error based on people's honesty and thus this type of questionnaire cannot accurately measure person's cultural intelligence. Other ways of researching cultural intelligence include social studies where person's actions (behavioural and motivational CQ) are studied within multicultural environment or different tests that would research person's mindset (cognitive and metacognitive CQ). These ways of research, however, are not able to target all four aspects of CQ but need to be paired with other ways.

Experiential learning is usually measured based on the intelligence or skills gained during the learning progress. This can be researched by measuring one's skills or knowledge both before and after experiential learning and comparing those to see the improvement it had. Disadvantage of this is however that always experiential learning is not that straight forward but can happen due to an unexpected event. Also, saying whether learning happened through theory or experience, is hard to look separately as they both have huge impact on one's learning. Kolb (1984) claims in his experiential learning cycle that effective learning happens through four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to his theory there is no clear starting point which proves that experiential learning is an ongoing progress and thus measuring it can become complicated. Better way of looking at it is to use experiential learning as a tool for learning and research the outcomes of it rather than itself.

3.3 Type of Research

Type of the research is descriptive. It is based on an existing finding of there being a relation between cultural intelligence and experiential learning (Eisenberg, Brenner, Lee & Class 2013; Kurpis & Hunter 2016). Previous studies highlighting and proving the said relation were introduced in literature review as a background information for the research. A survey was used as a way to gather the data from target group, which could then be analysed within the set frames. Survey included basic background questions, open questions about previous experience in the matter and CQS questionnaire. Conclusion of this research

does not create a new theory, but the results are described to highlight how effect of experiential learning for metacognitive and behavioural cultural intelligence can be seen within TAMK's International business students. Also, further study possibilities are suggested.

The research used mixed method. Answers were gathered by using online survey containing both quantitative and qualitative questions, which then were converted into numeric data to be able to use quantitative research method. Questionnaire had two sections; first questions to gather background information and second to gain information on interviewees' self-evaluated skills on different aspects of cultural intelligence. Background information questions asked basic information of age, gender and nationality but also information on studied courses on the subject and performed experiential learning which are highly relevant aspects for the research. These questions were qualitative so the interviewees could explain further what kind of experiential learning and travelling they have done. This gave interviewer an idea whether their experiences were over 1 month as was limited for the definition of research's experiential learning and thus could be used within the research. Second part of questionnaire used quantitative questions where interviewees answered on CQS questionnaire's Likert scale from 1 till 7. These provided numeral data from which an average per each question was used to analyse how different variations reflected to researched metacognitive and behavioural cultural intelligence. Additional information to understand the gathered data was researched through previous studies and published information about cultural intelligence.

Use of CQS questionnaire for this research was chosen due to being proved method of gathering CQ data. As this research is part of wider international study, all data collection methods need to be coherent. Therefore, data was collected from all four aspects of CQ despite using results only from behavioural and metacognitive aspects within this research. Other collected answers will be used in the wider research. Style of questionnaire suited also well for the current world situation of Covid19 as it could be contributed without face-to-face contact.

3.4 Research Process

Research was constructed based on CQS questionnaire and thus included questions in all four CQ aspects. Readymade questionnaire (appendix 1) came from international research team, as same questionnaire and answers from all over the world will be used in wider research. For this research only answers from TAMK's IB students will be looked at.

Questionnaire was provided to possible participants through university's email. First round went targeted to people who had just returned from their exchange or double degree, as those students would definitely fit within the category of having done minimum one-month experiential learning. Second round went to third year students of TAMK's IB and third round to all currently (4/2020) enrolled TAMK's IB students. Overall, the research reached 57 answers thus qualifying for the international research. This is 23% of the possible students who could have respond to the questionnaire. Original plan had been to collect answers during class time which could have affected getting higher answer rate. However, due to Covid19 pandemic, this was not possible to be done in April 2020 when the data was collected.

As data was collected, two aspects of CQ, metacognitive and behavioural, were chosen to be used for this research and analysis done from those. Two aspects were chosen to fit the wanted scale of this Bachelor thesis, all four could have been used for wider research. As the questionnaire also included questions about student's age, studied courses on the topic and previous travels, these answers were used as second variable when analysing the number of students metacognitive or behavioural CQ. Each question was both in Finnish and English as it was used for both Liko and IB students. As also some IB students have Finnish as their first language, they could choose to answer in that one as well. Researcher is fluent in both languages which made reading mixed language answers possible when converting qualitative answers usable for quantitative research method.

Next parts will go through the used questionnaire in more detail to give an understanding what was wanted to be researched. Even though questionnaire

also included answers for cognitive and motivational CQ they will not be highlighted or gone through as they are not relevant for this research' purposes. Full questionnaire can be found as appendix 1 "Survey".

3.4.1 Background Questions

Background questions included 5 different questions about gender, age, country of origin, degree and studied courses. First question about gender and second about age were basic one-choice possible questions, with the age being shown as age ranges interviewee could choose from. Third question about interviewee's country of origin was open question where they could either write their nationality or the name of the country. This question will also be later on used as a base to see whether their studies or travels have given them experiential learning based on cultural intelligence if they have done it for over one month in country other than their home country.

Fourth question asked about degree program they were studying with options of Liiketalous (Liko), International Business (IB) or Proakatemia (proacademy) within TAMK. These all were options there as the same questionnaire was used for also another research made for Liko within TAMK or the email contribution could have reached also some proacademy students, however the answers for this research are all from IB. Fifth, and final question about background, was about courses they had studied that would have covered topics related to cultural intelligence. The answer choices included some courses and/or topics that could have been studied in another courses. Even though this research targets mainly on the metacognitive and behavioural cultural intelligence gained through experiential learning, it is still relevant to find out if interviewees would have gained that knowledge else way such as through related courses, as that would affect the results.

5. Which of the following topics related to cultural intelligence have you covered during your studies? (Mitä seuraavista aiheista kulttuuriseen älykkyyteen liittyen olet opiskellut opintojesi aikana?) *

Cross Cultural Competence (Monikulttuurinen kompetenssi)

Cross Cultural Management (Monikulttuurinen johtaminen)

Intercultural Communication (Kulttuurienvälinen viestintä)

None (En mitään)

Altro: _____

PICTURE 1. Question 5 about studied related courses from used research survey.

3.4.2 Experience Abroad

There were five questions about interviewee's experience abroad. The purpose of these was to map out if they had done experiential learning qualified for this research and also in general if they had had a possibility to gain first-hand knowledge on aspects that could have helped them score higher in CQS questionnaire. Sixth question (of the whole questionnaire) asked in which countries the interviewees had received their formal education. Option chooses were their home country or other in which case they could specify where. This right here is experiential learning for cultural intelligence if the answers differentiated from their country of origin. Seventh questions made the former a bit more specific asking in what kind of study-abroad they had made. This could have been anything from shorth study trip to completing a whole degree abroad. The question was multichose so interviewee could tick all options they had done.

7. What kind of study-abroad experiences have you done? (Mitä koulutukseen liittyvää olet tehnyt ulkomailla?) *

- Study trip (Opintomatka)
 - High School Abroad (Lukio ulkomailla)
 - Erasmus+ for Study (Erasmus-ohjelma)
 - Work or Traineeship abroad (Työssä tai harjoittelussa ulkomailla)
 - Degree or Master not in your home country (Tutkinto tai pääaine muualla kuin kotimaassa)
 - None (En mitään)
- Altro: _____

PICTURE 2. Question 7 about study-abroad experience from used research survey.

As the previous question did not specify whether the done study-abroad experience had been over one month long, thus qualifying as experiential learning for this research, the next question number eight asked to explain interviewee's experiences abroad, more specifically in which countries and for how long. This gave the researcher a chance to see if these people had done studied experiential learning and convert the qualitative information into quantitative. Question was done in this way to eliminate possible error since if people would have been straight asked if they had done experiential learning with yes or no question, they might have not a) understood what was wanted b) claim falsely having done so based on their study trip which actually was only 3 weeks long and thus not qualified.

Ninth question asked about how many countries interviewees had visited in general. This question was used to see whether people who had travelled more would show higher cultural intelligence. Answer option was single choice between ranges of amount of visited countries to be able to compare these as having travelled a lot, medium or little to none. This question did not take into account the length of the visits to different countries thus not counting as having more experiential learning.

9. How many countries did you visit? (Kuinka monessa maassa vierailit?) *

0-3

4-7

8+

PICTURE 3. Question 9 about amount of visited countries from used research survey.

Tenth question asked about in which countries, referring to all the once they had visited in previous question, interviewees had lived in for more than a month. Once again, this question is to test if they have done some cultural intelligence related experiential learning. How this differentiates from previous once is to specify not only having studied there but also lived. This questions likely includes also same countries they have already told having studied in but could also add some new ones where they have worked or simply lived for another reason. Having these questions six, seven, eight and ten separate gives more chance to analyse results from different aspects without other aspects (studying vs working, visit vs living) affecting it. Also, having some of these questions as open end questions like this number 10, gives the researcher a chance to check if same person's answers are coherent and misunderstandings have not happened (e.g. claiming having lived in x country for 3 weeks even though the question specifies only to mention stays over one month).

Final question in this part, number 11 asked about possible future plans interviewees had. This included options like continuing studying in home country or abroad or wanting to work in home country or abroad. This question may be used in analysis to see if people with higher CQ would be more likely to consider themselves working or studying abroad.

11. Future plans (Tulevaisuuden suunnitelmat AMK-koulutuksen jälkeen) *

- Seek a job in home country (Työskentelen kotimaassani)
- Seek a job in another country (Työskentelen ulkomailla)
- Study a further course in home country (Opiskelen lisää kotimaassani)
- Study a course in another country (Opiskelen lisää ulkomailla)

PICTURE 4. Question 11 about future plans from used research survey.

3.4.3 CQS: Metacognitive Statements

There were four metacognitive statements in the CQS questionnaire. These were numbers 12-15 in the whole questionnaire but will later on in the analysis be referred as M1-M4 for clarity. All statements were according to CQS questionnaire standard using 7-point Likert scale.

Statement number 12 (M1) was about how conscious of the cultural knowledge the interviewee is when interacting with people from different cultural backgrounds. This includes the general knowledge they have about the subject, may it be for instance other country's culture or language. Wording of the question also suggest the situation being between people instead of the culture as a whole. Likert scale allows them to place themselves in wide range of the agree-disagree spectrum. Questions were not further explained or given examples so each person could answer as they feel about themselves in such situations.

12. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. (Olen tietoinen millaista kulttuuritietämystä käytän, kun toimin eri kulttuurista tulevien ihmisten kanssa.) *

1	2	3	4	5	6	7		
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

PICTURE 5. Statement M1 from CQS questionnaire.

Statement 13 (M2) was about if interviewee would adjust their cultural knowledge to match the situation. This is not only about having metacognitive CQ as the

previous statement but also how likely interviewee would keep updating their knowledge and re-learning as they go. It may also be that different individuals even though from same culture show different trades making it necessary to adjust known knowledge.

13. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. (Muokkaan omaa kulttuuritietämystäni ollessani tekemisissä ihmisten kanssa, jotka ovat minulle entuudestaan tuntemattomasta kulttuurista.) *

1	2	3	4	5	6	7		
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

PICTURE 6. Statement M2 from CQS questionnaire.

Statement 14 (M3) is about how conscious the interviewee feels they are in cross-cultural interactions. This includes how they apply the knowledge within the situation which may not only be between people but also any encounter with other culture thus creating a cross-cultural interaction. This kind of situation could be for instance for Finnish person visiting Nepalese restaurant and applying their pre-existing knowledge when trying to be polite in respecting the culture.

14. I am conscious of the cultural knowledge I apply to cross-cultural interactions. (Olen tietoinen millaista kulttuuritietämystä käytän monikulttuurisissa tilanteissa.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

PICTURE 7. Statement M3 from CQS questionnaire.

Statement 15 (M4) is about if the interviewee simply uses the cultural knowledge they already have or if they also check the accuracy of it when interacting with people from those cultures. This statement has to do with breaking stereotypes and how likely one would not only believe what they are told from other sources but also question it and re-learn. As metacognitive knowledge is having the theoretical knowledge of cultural intelligence, checking the accuracy from that culture's people is updating the database.

15. I check the accuracy of my cultural knowledge as I interact with people from different cultures. (Tarkistan pitääkö kulttuurinen tietouteni paikkansa, kun toimin eri kulttuurista tulevien ihmisten kanssa.) *

1 2 3 4 5 6 7

Strongly disagree (Täysin eri mieltä) Strongly agree (Täysin samaa mieltä)

PICTURE 8. Statement M4 from CQS questionnaire.

3.4.4 CQS: Behavioural Statements

There were five behavioural statements in the CQS questionnaire. These were numbers 27-31 in the whole questionnaire but will later on in the analysis be referred as B1-B5 for clarity. All statements were according to CQS questionnaire standard using 7-point Likert scale.

In statement 27 (B1) interviewees were asked whether they change their verbal behaviour in cross-cultural situation. Everyone has their own little verbal behaviours that they use either intentionally or unintentionally. These may be due to their culture, living environment or personality. Acknowledging these and changing them if necessary, for the situation shows high behavioural CQ skills. This first statement about behavioural CQ is a wider start for more specific ways of affecting verbal behaviour that are asked in following questions.

27. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it. (Muutan verbaalista käyttäytymistäni, jos monikulttuurinen tilanne sitä vaatii (esim. äänensävy, painotus, aksentti) *

1 2 3 4 5 6 7

Strongly disagree (Täysin eri mieltä) Strongly agree (Täysin samaa mieltä)

PICTURE 9. Statement B1 from CQS questionnaire.

Statement 28 (B2) is about using pause or silence differently in cross-cultural situation. This is partially related to the previous statement, but targets into a

more specific way behavioural CQ may be used in a cultural aspect that is well visible between different cultures.

28. I use pause and silence differently to suit different cross-cultural situations. (Käytän taukoa ja hiljaisuutta eri tavalla erilaisissa monikulttuurisissa tilanteissa.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

PICTURE 10. Statement B2 from CQS questionnaire.

Statement 29 (B3) asks interviewees if they would vary their speaking rate if needed in cross-cultural situations. This could be for instance English person being mindful of how fast they speak when encountering English-as-second language-speaker.

29. I vary the rate of my speaking when a cross-cultural situation requires it. (Muutan puhenopeuttani, kun monikulttuurinen tilanne sitä vaatii.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

PICTURE 11. Statement B3 from CQS questionnaire.

Statement 30 (B4) is about changing non-verbal behaviour when the situation requires it. Both verbal and non-verbal are important aspects of behaviour. This one might be harder for interviewees to judge about themselves as non-verbal behavioural can often be unintentional.

30. I change my non-verbal behavior when a cross-cultural situation requires it. (Muutan non-verbaalista käytöstäni, kun monikulttuurinen tilanne sitä vaatii.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

PICTURE 12. Statement B4 from CQS questionnaire.

In statement 31 (B5) non-verbal behavioural is given an example of changing one's facial expressions and focused on that part. Some cultures are more likely to show all emotions on their face whereas in others it is more common to hide them.

31. I alter my facial expressions when a cross-cultural interaction requires it. (Muutan ilmeitäni, kun monikulttuurinen tilanne sitä vaatii.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

PICTURE 13. Statement B5 from CQS questionnaire.

3.5 Methodology of Analysis

Analysing questionnaire's answers was done by looking at a variable from first part of the questionnaire, like age or studied courses and seeing how students within that variable answered on questionnaire's second part about metacognitive and behavioural cultural intelligence. As metacognitive CQ had four statements and behavioural five statements, they were talked in text and graphs as for instance M1 for metacognitive statement one, B2 for behavioural statement number two and so forth. All full questions and statements from the questionnaire can be found from appendices.

All answers from questionnaire were set into excel to start the analysis. From the data it could be seen how an interviewee having done certain courses or

experiential learning rated their metacognitive and behavioural cultural intelligence. Possible qualitative answers were converted into quantitative by for instance calculating how many answered themselves being a female or from all answers how many had actually done experiential learning qualified for this research. Graphs were made using average from metacognitive and behavioural CQ per students from looked variable to be able to compare the answers. Chosen variables to look at were overall score of metacognitive and behavioural CQ within IB students (figures 5 and 11), experiential learning and related courses (figures 12 and 13), age (figure 14) and visited countries (figure 15).

3.6 Reason for Chosen Methodology

Questionnaire was used as a way to collect answers for the research due to it offering interviewees anonymous. Also, cultural intelligence was self-evaluated by the interviewees and not by researcher. To be able to evaluate other people's cultural intelligence accurately without knowing them would require building a test environment where interviewees' actions and mindset could be analysed. For this research creating such setting was not possible. Furthermore, due to Corona virus pandemic, originally planned class visits to pitch the research and ensure high amount of answers was not possible, and questionnaire ended up being distributed through TAMK's email and additionally third year students' WhatsApp group to reach aimed minimum answers.

From four possible cultural intelligence aspects metacognitive and behavioural were chosen for this research. Using all four would have been too wide analysis for this thesis research and using only one too narrow. Metacognitive and behavioural was chosen to be most interesting and well paired duo due to metacognitive questions showing if interviewee evaluates themselves having cultural intelligence and in behavioural how they feel it affects their behaviour in cross-cultural situations. It is two different things to have cultural awareness and to choose to act accordingly. On the other hand, one may think themselves not having much of a cultural intelligence or having such metacognitive awareness but when given a situation as in behavioural questions choose to act in cultural intelligence way through instinct. Decision to use these two aspects in the research on the above grounds was made by the researcher.

4 RESULTS

Tables 1-15 below show the results of respondents' cultural intelligence on metacognitive and behavioural aspects. Answers from CQS questionnaire as well as other variables from previous parts of the survey were used.

Metacognitive questions are marked M1-M4 for statements 12-15 and behavioural questions B1-B5 for statements 27-31. Other looked factors are age of respondents, how many countries they have visited and whether they have studied cross-management courses or done experiential learning.

In first parts, 4.1 Metacognitive CQ results and 4.2 Behavioural CQ results, statements given in the questionnaire are written on top of each graph for clarity. Numbers from 1 till 7 indicate the 7-point Likert scale used in CQS questionnaire. Other used variables and names of axels are introduced within each table.

4.1 Metacognitive CQ Results

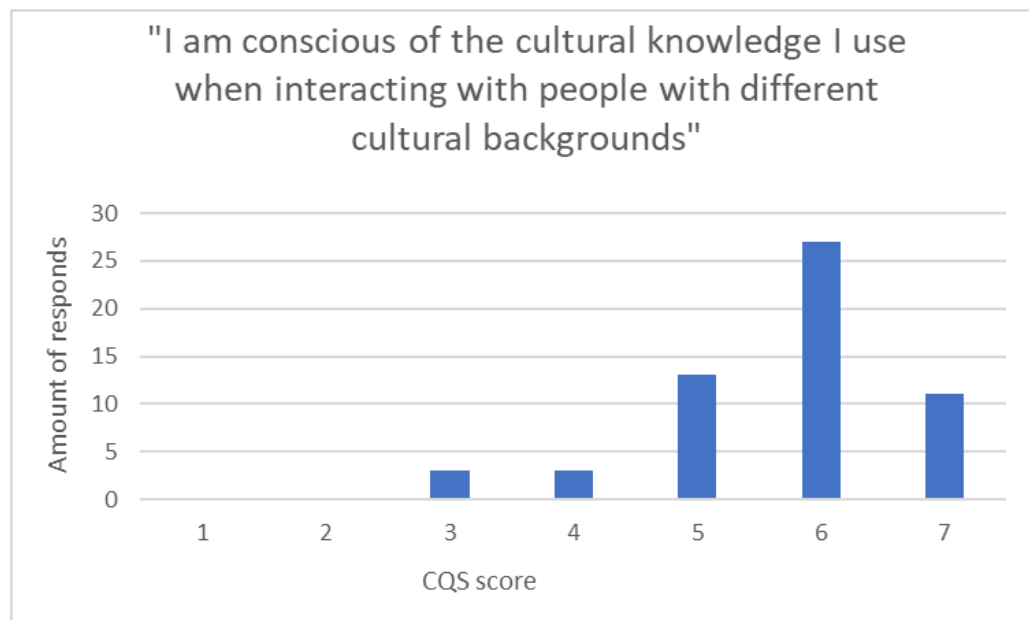


FIGURE 1. Metacognitive CQ results on M1.

First metacognitive CQ statement (M1) in the CQS questionnaire was "I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds". This shows quite unanimous answers as well

over a half answered with scores 6 or 7 “strongly agree”. Lower scores 1 and 2 “strongly disagree” have zero answers. What this graph 1 shows is that respondents consider themselves being conscious about cultural knowledge when they interact with people from other cultural backgrounds. Highest score for this statement came from number 6 with 27 people choosing this option. Second highest were number 5 with 13 people and number 7 with 11 people. Lowest given scores were to number 3 and 4 with three people each.

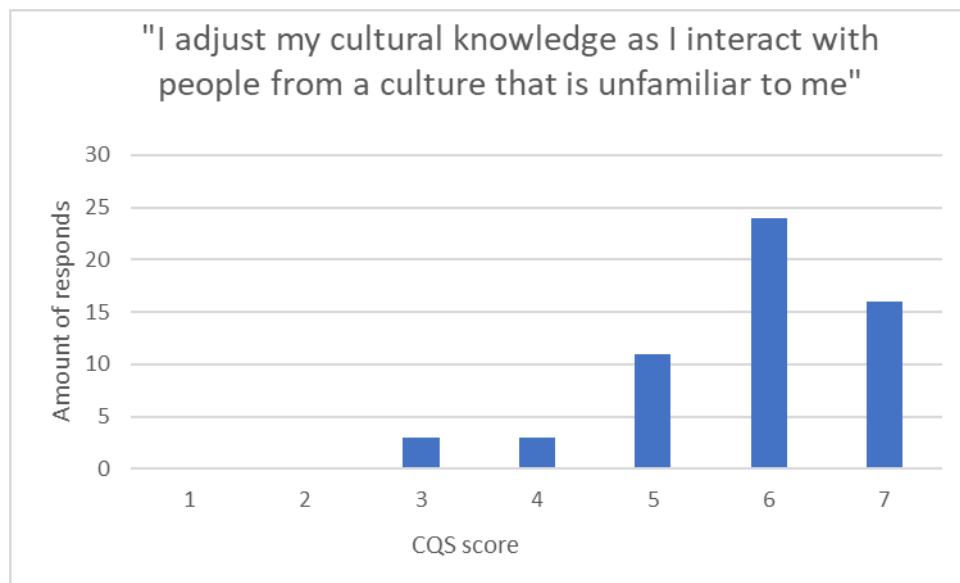


FIGURE 2. Metacognitive CQ results on M2.

Second metacognitive CQ statement (M2) says “I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me”. Scores divide on this one same as in M1, with most responds being on high scores from 5 till 7. Options 1 and 2 of strongly disagree have no answers. Highest score was for number 6 with 24 people choosing that one whereas second highest ones showed number 7 with 16 people and number 5 with 11 people. Table 2 shows that responded TAMK’s IB students are likely to adjust their cultural knowledge when interacting with people from other cultures. Lowest given scores were to number 3 and 4 with three people each.

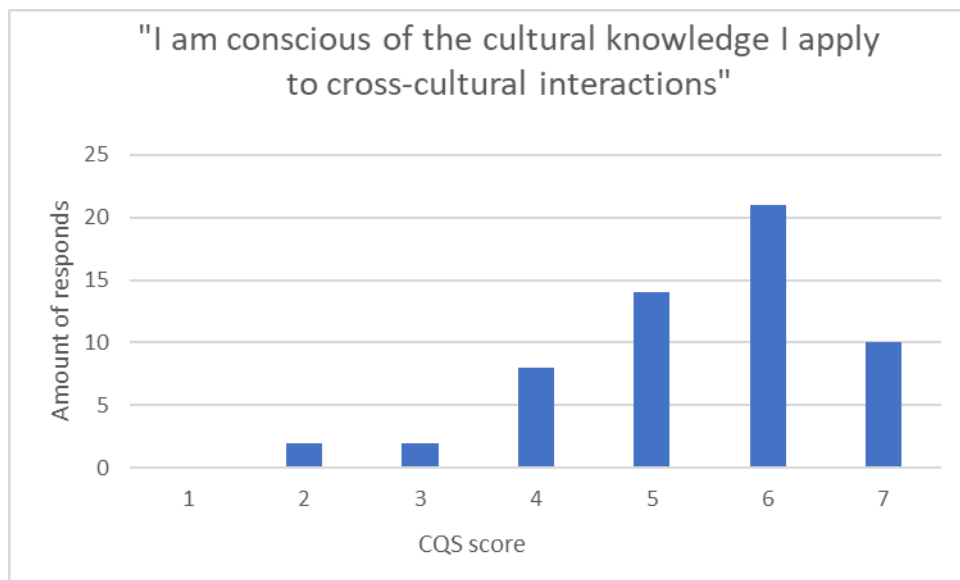


FIGURE 3. Metacognitive CQ results on M3.

Third metacognitive CQ statement (M3) says "I am conscious of the cultural knowledge I apply to cross-cultural interactions". In this statement answers were more divided than in previous M1 and M2. Mainly respondents have still chosen higher scores of 5, 6 and 7 for strongly agreeing, however, also some responds in scores 2 and 3 are seen. Score 1 had zero responds. Highest score is for number 6 by 21 people, second highest for number 5 with 14 people and number 7 with 10 people. Lowest scores came to both number 3 and 2 by two people each. Correlations between people scoring lower with this statement and previous ones could not be seen as those giving lowest scores for M3 had given score 4 or higher to M2 and M1. The graph shows that even though most respondents are conscious about their used cultural knowledge in cross-cultural situations some either are not aware of it or do not think it being important.

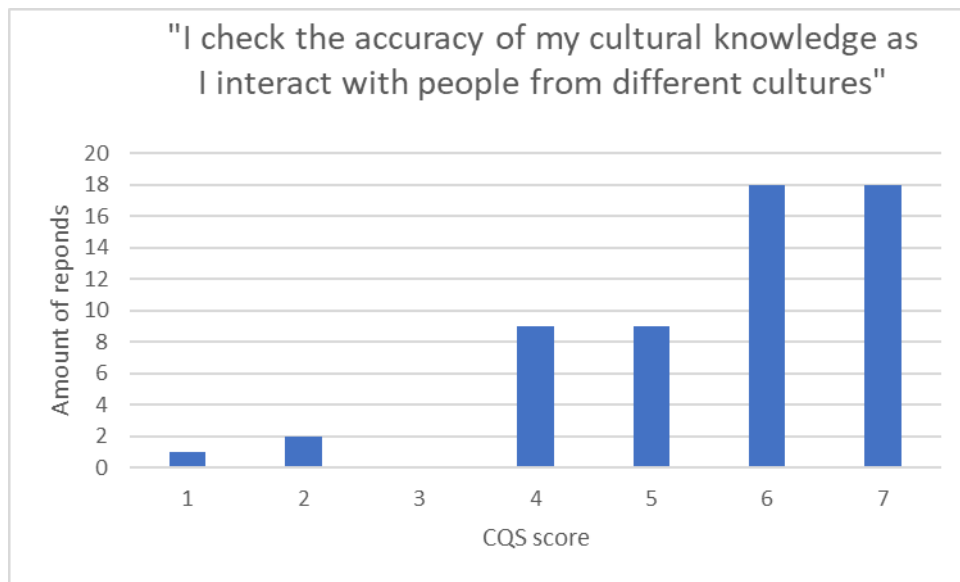


FIGURE 4. Metacognitive CQ results in M4.

Fourth metacognitive CQ statement (M4) says "I check the accuracy of my cultural knowledge as I interact with people from different cultures". Mainly answers are dominated in higher scores 6 and 7 strongly agreeing, however compared to previous statements M1, M2 and M3 the answers are more divided and even the lowest score 1 for "strongly disagree" is being used. Highest scores are number 6 and 7 with both answered by 18 people each. Lowest scores came to numbers 1 with one person and number 2 with two people. Those people scoring number 2 did that despite of scoring high in previous statement M3, showing that they are conscious of the used cultural knowledge but do not check the accuracy of it in multicultural situations. Person scoring 1 in this M4 also scored low in M3 meaning that they do not check the accuracy of the cultural knowledge as they are not conscious of it being used. The graph shows that most respondents do check the accuracy of their cultural knowledge when interacting with people from different cultures and some either do not, would not or both.

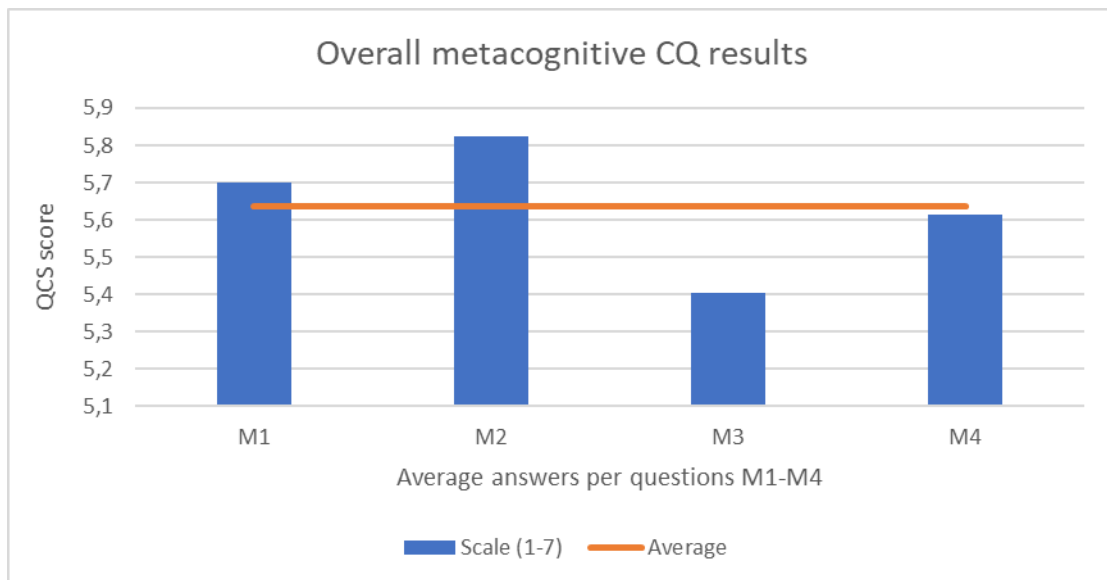


FIGURE 5. Overall Metacognitive CQ results.

Figure 5 shows the average scores for previous statements M1-M4. Average of all the scores to metacognitive CQ statements is 5,6 and can be seen with orange line (table 5). Overall highest score is 5,8 to statement M2 “I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me”. Lowest score is 5,4 to statement M3 “I am conscious of the cultural knowledge I apply to cross-cultural interactions”. If from seven possible scores number 4 is the average, then over all respondents scored their own metacognitive CQ results relatively high.

4.2 Behavioural CQ Results

From here forth results within behavioural CQ statements B1-B5 are looked. Figures 6-10 show how respondent’s answers divided between possible Likert scale scores. Figure 11 shows the averages for the purpose of comparing the statements.

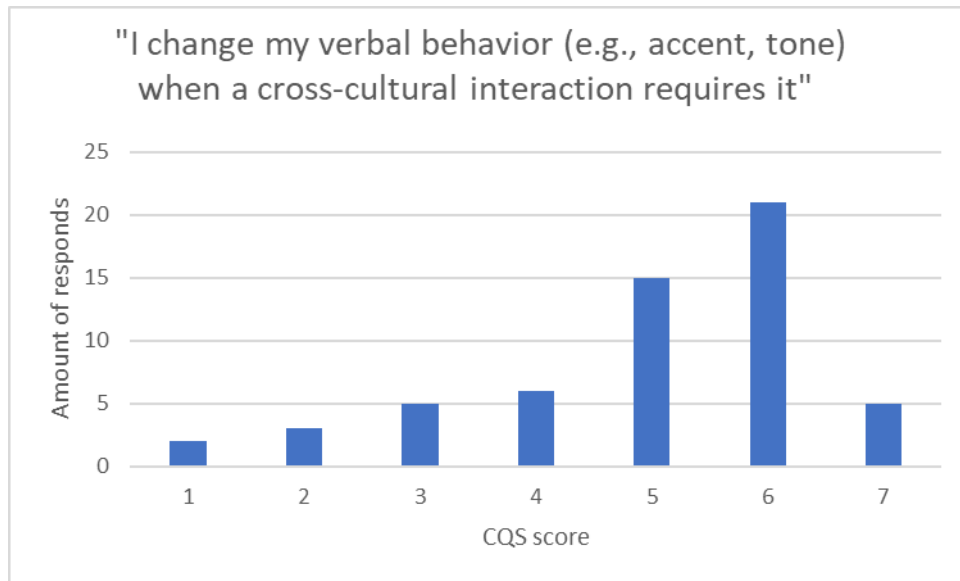


FIGURE 6. Behavioural CQ results in B1.

First behavioural CQ statement (B1) says "I change my verbal behaviour (e.g. accent, tone) when a cross-cultural interaction requires it". Answers divide between all CQS scores with a peak on scores 6 and 5 towards strongly agreeing. Between all the other scores number of answered people were fairly same from two to six people. Highest score was to number 6 by 21 people and second highest to number 5 by 15 people. Table 6 shows that over half of the respondents would change their verbal behaviour when needed, however there still being significant amount of people who either would not or do not keep it important depending how they viewed the statement.

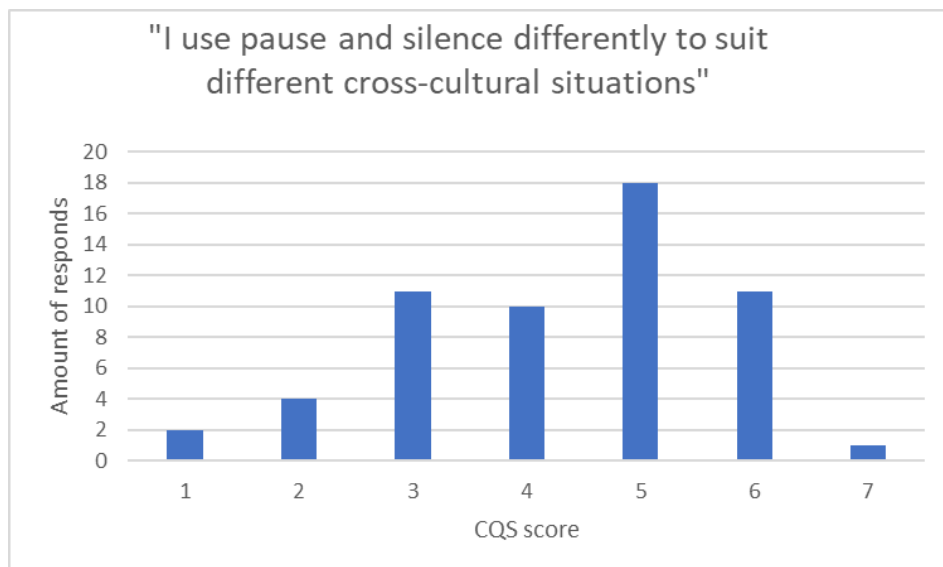


FIGURE 7. Behavioural CQ results in B2.

Second behavioural CQ statement (B2) says “I use pause and silence differently to suit different cross-cultural situations”. This statement shows wider deviation than B1 since also scores 3 and 4 were chosen more often. Highest scores came to answers 5, 6 and 3 and lowest to extreme ends 7 and 1. Highest score in number 5 by 18 people and both in number 3 and 6 by 11 people each. Number 4 scored just one person lower by 10 people. Overall, the answers seem to be more dominant in the middle scores. Lowest score was to number 7 by one person and to number 1 by two people. Table 7 shows that mainly respondents do not strongly agree with differentiating their pause and silence in cross-cultural situations. This graph showed the lowest scores from all behavioural CQ statements.

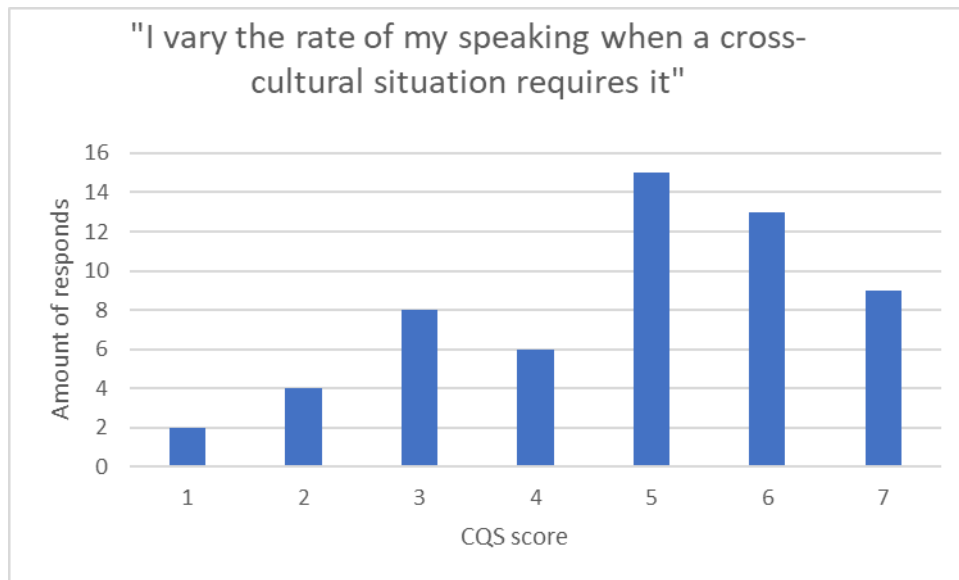


FIGURE 8. Behavioural CQ results in B3.

In the third behavioural CQ statement (B3) it says, “I vary the rate of my speaking when a cross cultural situation requires it”. Mainly answers are situated for higher scores 5, 6 and 7. Highest scores were number 5 by 15 people, number 6 by 13 people and number 7 by nine people. Also, number 3 scored relatively high by eight people from the respondents. Lowest scores were number 1 by two people and number 2 by four people. Based on table 8 over half do vary their rate of speaking when needed or do keep it important in cross-cultural situation.

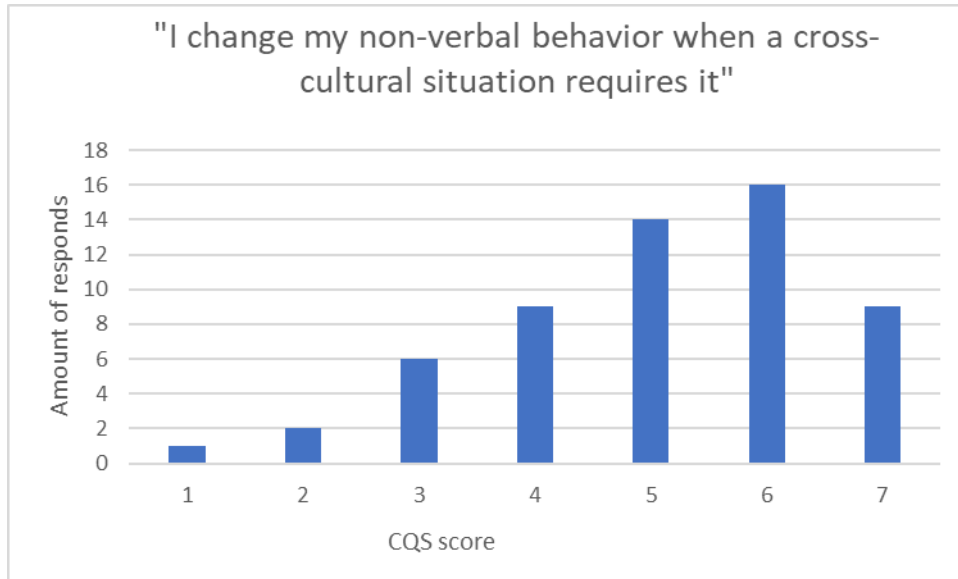


FIGURE 9. Behavioural CQ results in B4.

Statement four about behavioural CQ (B4) says "I change my non-verbal behaviour when a cross-cultural situation requires it". Respondents have been more towards agreeing or strongly agreeing in this statement compared to previous B1, B2 and B3. Highest scores were to number 6 by 16 people, to number 5 by 14 people and both to numbers 4 and 7 by 9 people each. Lowest scores were to number 1 by one person and 2 by two people. Table 9 shows that respondents are likely to change their non-verbal behaviour when needed or keep it as important in cross-cultural situations.

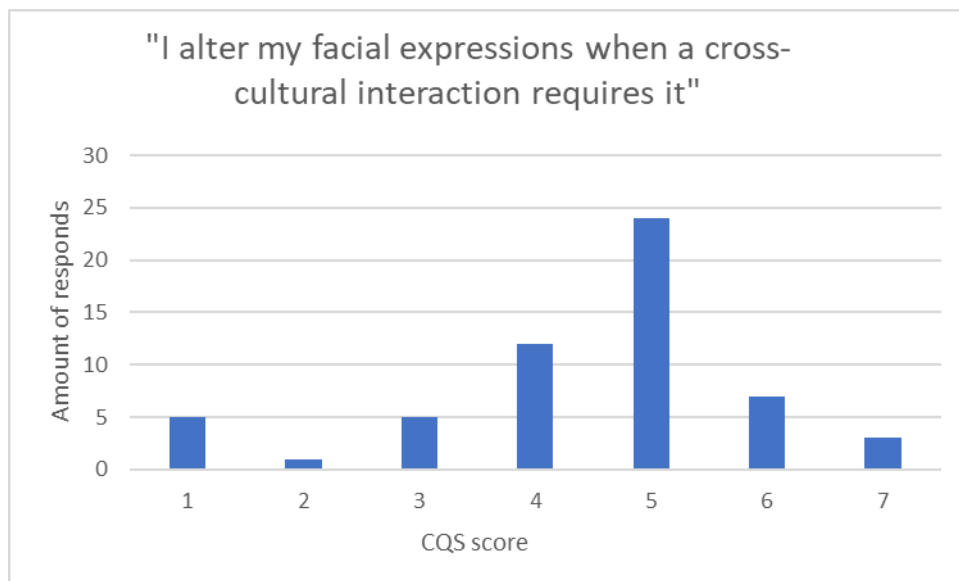


FIGURE 10. Behavioural CQ results in B5.

The fifth behavioural CQ statement (B5) says “I alter my facial expressions when a cross-cultural interaction requires it”. In this statement the respondents were the most unanimous from behavioural statements as over one third answered number 5 and small centring on number 4 as rest of the answers were scattered between all the other scores. Highest score was to number 5 by 24 people and second highest to number 4 by 12 people. Lowest scores were to number 2 by one person and number 7 by three people. Table 10 shows that respondents do agree, however not strongly, about altering their facial expressions when cross-cultural interaction requires it. As score number 4 is in the middle of the scale, respondents answering to that neither agree nor disagree with the statement.

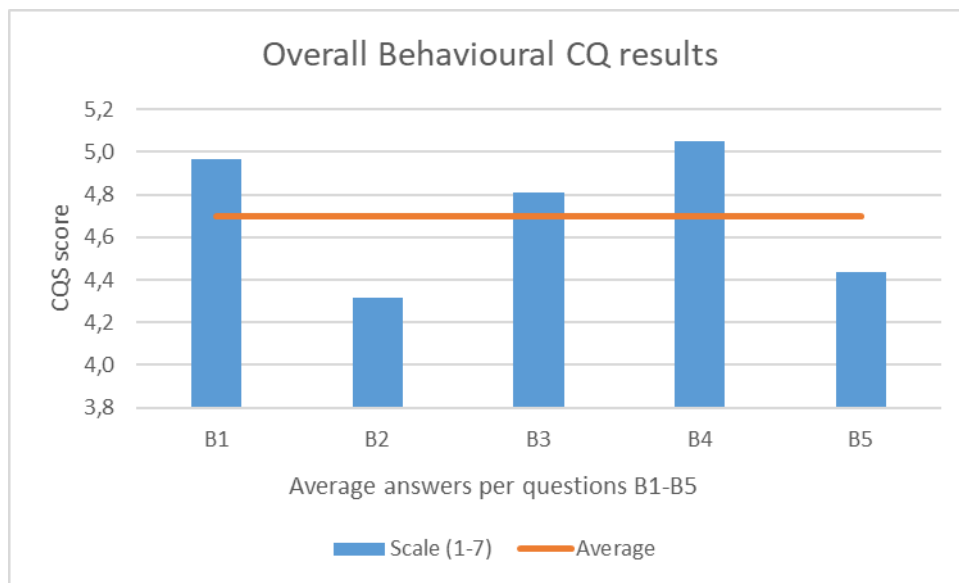


FIGURE 11. Overall Behavioural CQ results.

Figure 11 shows the average scores for previous statements B1-B5. Overall, the behavioural CQ statement scores 4,7 which is shown with an orange line in the graph. This is not much higher than the average score of the CQS score, number 4, for neither agreeing nor disagreeing. This part only shows the results, within analysis reasons for this low score are discussed further. Highest average responds' scores came from statements number B1 “I change my verbal behaviour (e.g. accent, tone) when a cross-cultural interaction requires it” with 5,0 and B4 “I change my non-verbal behaviour when a cross-cultural situation requires it” with 5,1. Lowest responds' average score came from

statement B2 “I use pause and silence differently to suit different cross-cultural situations” with 4,3.

4.3 Cultural Intelligence Based on Experiential Learning and Related Courses

This section processes researched metacognitive and behavioural CQ in relation to variable of either having done related courses or experiential learning, both or none. Experiential learning is counted as minimum one-month period studying, working or living abroad. Related courses to cultural intelligence were for instance cross-cultural management, cross-cultural competence and intercultural communication.

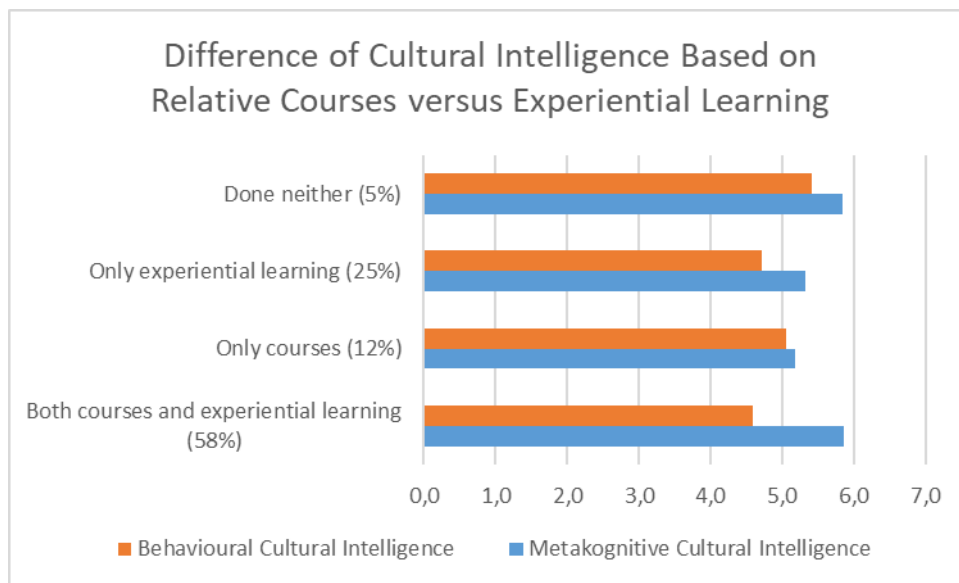


FIGURE 12. Distribution of average answers from experiential learning and done courses within metacognitive and behavioural CQ.

Figure 12 represents respondents metacognitive and behavioural cultural intelligence based on whether they have done experiential learning or cross-cultural management courses. Based on their answers, respondents were divided into having done both experiential learning and courses, only experiential learning or only courses and those that have not done either. CSQ score is shown at horizontal axel and looked variables on left side vertical axel. Answers to

metacognitive CQ are showed with colour blue (below line) and to behavioural CQ with orange (above line).

From the respondents 58% had done both related courses and experiential learning, 12% only courses, 25% only experiential learning and 5% neither. Results show overall score from statements M1-M4 and B1-B5 by those respondents fitting the used variable. Highest score is 5,8 from metacognitive CQ from both variables having done “both courses and experiential learning” and “done neither”. Lowest scores are 4,6 from behavioural CQ “both courses and experiential learning” and 4,7 “only experiential learning”.

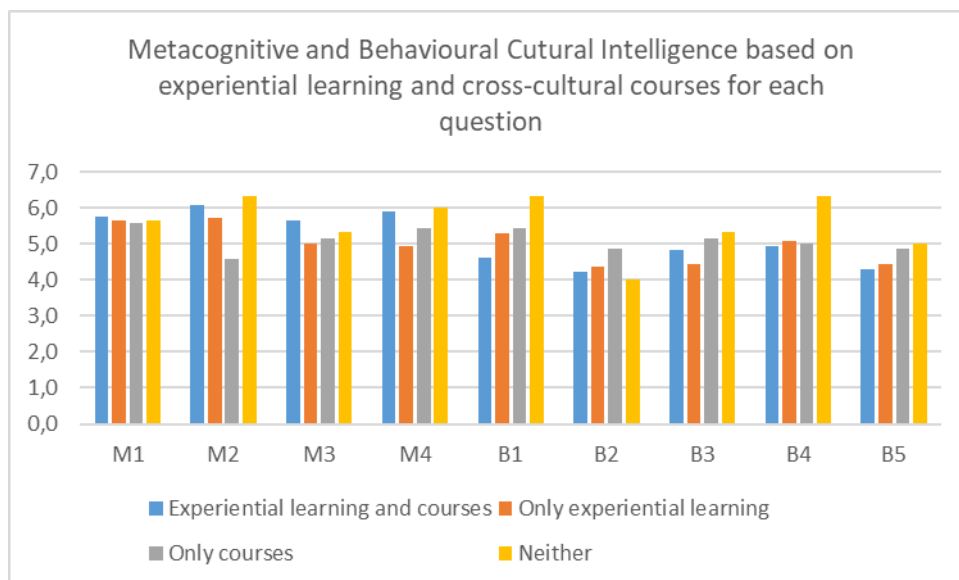


FIGURE 13. Distribution of average answers from experiential learning and done courses within each metacognitive and behavioural question individually.

Average answers per each separate statement (M1-M4 and B1-B5) within the variables of either having done experiential learning, courses, both or neither, can be seen from figure 13. Scores in both figures 12 and 13 seem to follow same pattern seen in previous tables of metacognitive cultural intelligence being higher than behavioural, and statements M1, M4 and B4 show the highest scores. For this part, however, also question B1 seem to have raised higher score, especially by those students that have done neither. Lowest scores were to statements B2 and B5.

Respondents having done both experiential learning and courses show a high score but so do the students that have done neither. Having done neither seems to score evenly well on both metacognitive and behavioural cultural intelligence, whereas those having done both courses and experiential learning seem to rate themselves having higher metacognitive CQ than behavioural CQ. Also, having done only experiential learning is barely even or lower on most questions than having done only courses. It could have been expected that having experiential learning would have scored higher in the behavioural cultural intelligence than having done just courses due to course environment always not being able to create a realistic setting to practise behaviour. However, it needs to be pointed out that the research sampling has been too small to make big assumptions, especially with people having done neither due to there being only 3 people falling to that category. Half of the overall respondents had done both related courses and experiential learning.

4.4 Effect of Age to Metacognitive and Behavioural CQ

This section processes researched metacognitive and behavioural CQ in relation to variable of respondent's age. Of the respondents 37% were 18-22 years old, 40% between 23-26 years, 7% between 27-30 years and 16% over 31 years old.

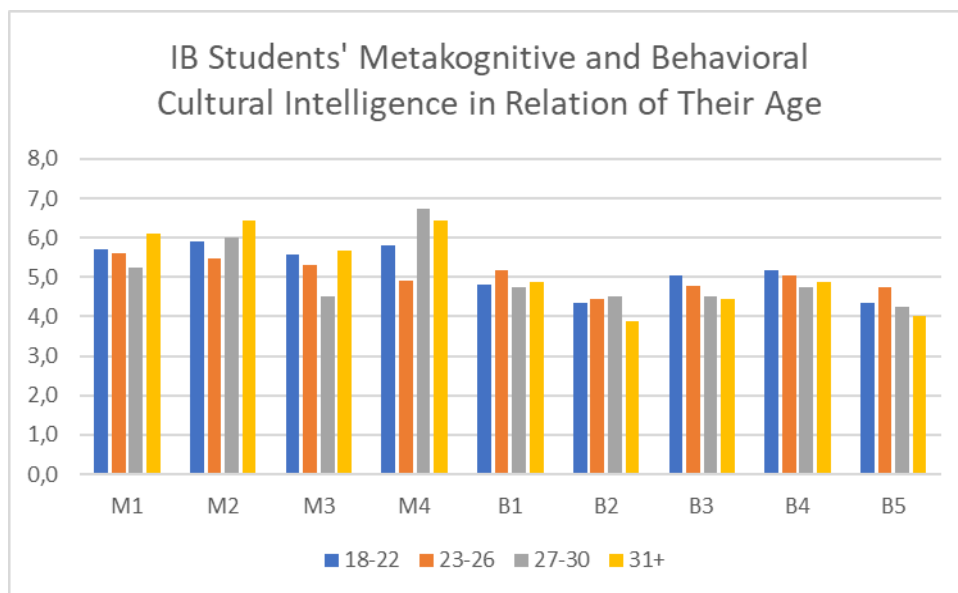


FIGURE 14. Metacognitive and behavioural CQ in relation to respondents' age.

Figure 14 shows how respondents of different age ranges answered on questions about metacognitive and behavioural cultural intelligence. All the answers are average scores within the age range for that certain statement. Horizontal axel shows the statements from M1-M4 and B1-B5 and vertical axel shows the average CQS score. Different balks are from left to right: blue for age 18-22, orange for 23-26, grey for 27-30 and over 31-year-olds as yellow. As in previous graphs, highest answers are from metacognitive statements and lowest ones from behavioural. In questions M1-M4 people over 31-years seem to have scored higher whereas in questions B1-B5 students between younger age ranges from 18 to 22 and from 23 to 26 have higher scores. Overall highest score is 6,8 by students aged 27 to 30 in question M4 "I check the accuracy of my cultural knowledge as I interact with people from different cultures". Similar scores are by students aged over 31 on the same question and same group scoring 6,4 in M2 "I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me". Overall lowest score is 3,9 by students aged over 31 in question B2 "I use pause and silence differently to suit different cross-cultural situations". Similar low scores are in question B5, "I alter my facial expressions when a cross-cultural interaction requires it", by same age group with score 4 and students aged 27-30 with score 4,3.

4.5 Effects of Traveling to Metacognitive and Behavioural CQ

This section processes researched metacognitive and behavioural CQ in relation to variable of amount of the visited countries. More accurate knowledge, especially for the analysis, could have been used if information on what countries had been visited was collected better. Respondents were asked in which countries they had been, but as a qualitative question the responds were not accurate enough to include in this.

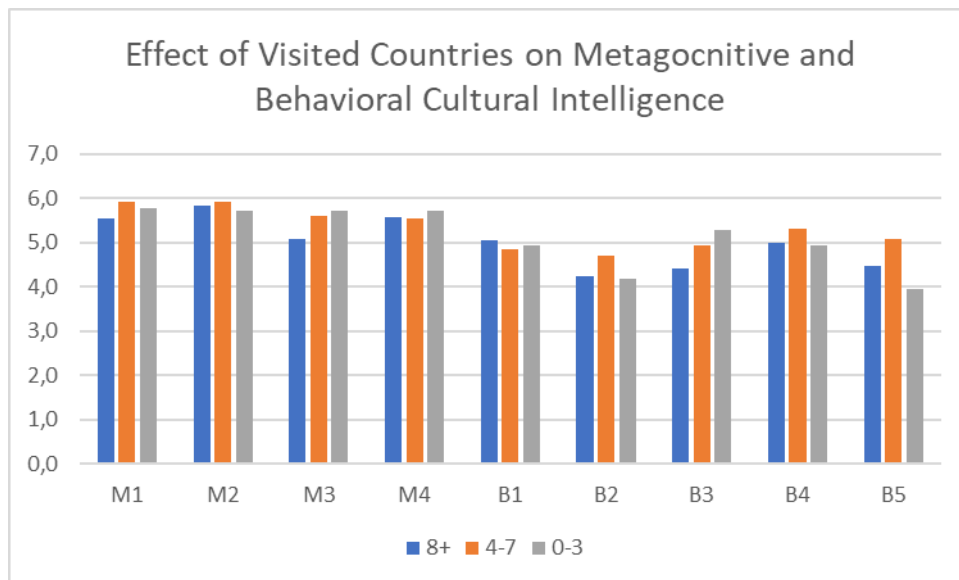


FIGURE 15. Metacognitive and behavioural CQ in relation to number of visited countries.

In the survey, IB students were asked how many countries they have visited with possible answers being 0-3, 4-7 and more than 8. The question did not specify how long these visits to different countries have been or what kind of, so amount of visited countries does not necessarily mean same as having gained experiential learning. On horizontal axel are statements M1-M4 and B1-B5 and on vertical axel CQS score on average answers per statement. Variables of amount of visited countries are marked (from right to left) as grey for 0-3, orange for 4-7 and blue for 8 and more countries.

As in previous questions, metacognitive results in figure 15 show higher score than behavioural cultural intelligence results. Scores are fairly close to each other, with exceptions in questions M4, B2 and B5. In question M4, “I check the accuracy of my cultural knowledge as I interact with people from different cultures”, students that have visited over eight countries scored lower than those that have travelled less. In question B2, “I use pause and silence differently to suit different cross-cultural situations”, students that have visited from 4 to 7 countries scored 0,5 higher than those having travelled more or less. Finally, in question B5, “I alter my facial expressions when a cross-cultural interaction requires it”, students having travelled to three countries or less scored 3,9, which is the lowest score in graph 5, whereas those having travelled from 4 to 7 countries scored 5,1.

5 ANALYSIS

5.1 Metacognitive and Behavioural CQ Comparison

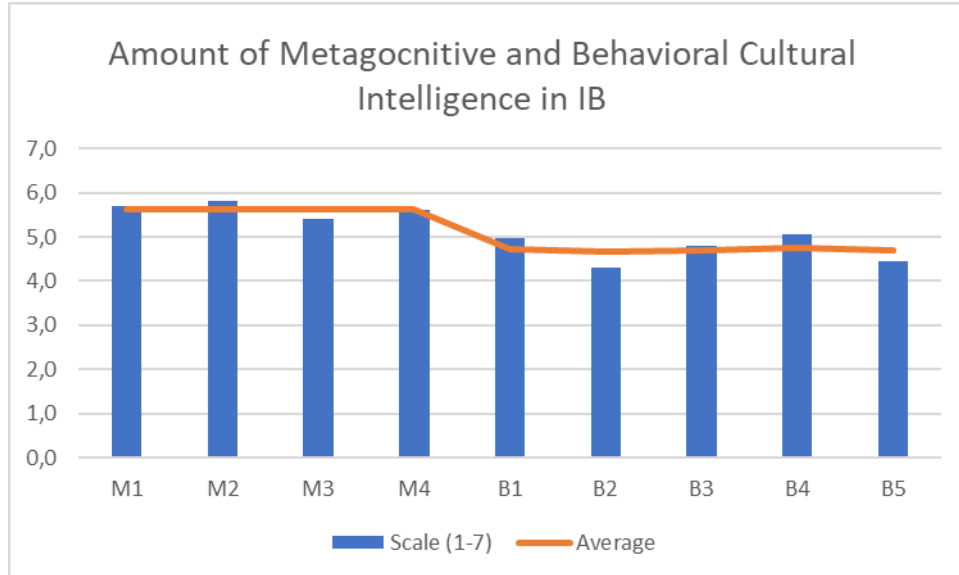


FIGURE 16. Average metacognitive and behavioural CQ per each statement.

Figure 16 combines previously used figures 5 and 11 about average metacognitive and behavioural CQ. Orange average line on top of M1-M4 is the overall average of metacognitive CQ and line on top of B1-B5 the overall average of behavioural CQ. Horizontal axel shows average answers to statements M1-M4 and B1-B5 and vertical axel the CQS score.

As can be seen from the figure and previous results, respondents seem to evaluate themselves having higher metacognitive than behavioural cultural intelligence. They rated themselves being most likely conscious about cultural knowledge when interacting with people from different cultural backgrounds (M1), adjusting their cultural knowledge when interacting for another culture (M2) and check the accuracy of their cultural knowledge (M4). Answers were quite unanimous when it comes to understanding different cultures and the knowledge that one needs to have to have a right mindset for cross-cultural encounters.

However, interesting was to see how different answers could be within one person. For instance, answering statement M3 "I'm conscious of the cultural

knowledge I apply to cross-cultural interaction” with the highest score 7 and yet answering to next statement M4 “I check the accuracy of my cultural knowledge as I interact with people from different cultures” with second lowest score 2. Being conscious of the cultural knowledge used, but not wanting to check the accuracy of one’s knowledge leads the used knowledge possibly being outdated or completely incorrect, therefore, possibly resulting in conflicts during cross-cultural encounter. This raises the question how respondents viewed the statements and if they would have answered different when for instance a specific example situation would have been given. Mostly though people did answers the CQS statements within the same aspect of CQ with only few scores different.

Lowest scores came from behavioural cultural intelligence. Especially using pause and silence as well as affecting other non-verbal behavioural was found less likely to be done. Overall, it seems a bit unfitting that IB student’s, which all respondents were, behavioural cultural intelligence would be lower than metacognitive, since over 80% of respondents have done some experiential learning that exceeds the 1-month research limitation. Such experiential learning should have given the students a chance to enhance their behavioural cultural intelligence in practise. It may be that exactly due to this experience they have realized how much harder changing verbal and nonverbal actions to appropriate interaction with people from different cultures is than having own open mindset towards cross-cultural situations and thus rated their answers accordingly. The results do not, however, show how different cultures where respondents are from or have visited correlates with the answers.

Overall, behavioural statements seem to have more difference between the respondents than in metacognitive statement. This shows that there are more ways to behave culturally intelligent as there are many ways people behave in general but more or less a similar understanding and knowledge about cultural intelligence within the respondents based on their answers given to CQS questionnaire’s statements about metacognitive CQ.

5.2 Comparing Results to Hypotheses

5.2.1 Hypothesis 1

The results seem partially fitting for the first hypothesis predicting IB students' cultural intelligence on chosen aspects being high due to the nature of studies being international. As shown in previous parts respondents CQS score for metacognitive statements M1-M4 was high with overall average of 5,6 out of 7. The hypothesis did not state how high the score should be to consider results being high, but as score 5,6 closes to the higher end it may be considered being fulfilled. To know if it is higher than average within university students, however, requires comparing this research with another. As for behavioural statements B1-B5 the overall average was 4,7 this cannot be considered as high as expected. It is still on the positive side of the scale, but only barely and significantly lower than metacognitive CQ. Worth pointing out though, is that the results did not include majority of TAMK's international business students which mean conclusions may be drawn only from respondents not IB students in general.

In addition, origin of gained cultural intelligence within metacognitive and behavioural aspects cannot be clearly known. To know in which countries and cultures respondents have visited and how closely encountered within their lives could have affected this. Such wide knowledge would make the results more reliable, however, be almost impossible to gather.

5.2.2 Hypothesis 2

Hypothesis two stated that students having done experiential learning or related courses would have higher CQ on chosen aspect than those having done neither. This did not show to be true as students having done both experiential learning and courses show a high score but so do also the students that have done neither. For instance, metacognitive CQ was high (score 5,8) for having done both courses and experiential learning which is understandable as either of those could have enhanced it. Also having high score (5,3) from only having done experiential learning makes sense as they are teaching times to live, study and work in another country. However, even higher score (5,8) was by respondents

having done neither courses nor experiential learning which makes wonder where they have gained the knowledge? Perhaps online, having foreign pen pal, through family relations, own interest - something else that does not come through from the survey. This would explain metacognitive CQ being higher than behavioural CQ since it cannot be known how much respondents have been able to use these skills or where else they could have been gathered.

In addition, in part “having done only courses” overall metacognitive and behavioural CQ scores do not differ much. As done courses are not limited to the ones done in TAMK, there is no way of knowing what they all have included. In study “In Developing Student’s Cultural Intelligence Through an Experiential Learning Activity: A Cross-Cultural Consumer Behaviour Interview” (Kurpis & Hunter 2016) from literature review university course was designed to have experiential learning within it to enhanced students’ cultural intelligence. Even though this kind of experiential learning is not counted as experiential learning in this research, due to not meeting the 1 month limitation on happening abroad set in research framework, it could make the studied course more effective on aiding students’ cultural intelligence.

5.2.3 Hypothesis 3

The metacognitive results in figure 14 are showing higher scores for older age groups, therefore, supporting hypothesis 3 about older students having higher cultural intelligence on chosen aspects due to having had more time to acquire it. It could also be argued that students from higher age groups are possibly more matured thus having better mental understanding of cultural intelligence and being able to control and process the acquired knowledge compared to younger students. However, in behavioural cultural intelligence the younger age groups from 18 to 22 and from 23 to 26 are scoring slightly higher. These results argue with the hypothesis but could possibly be looked through world’s globalization. Younger students may not have as high understanding of cultural intelligence as a concept, but could still almost automatically, due to international influence on social media for instance, see themselves acting a certain way in behavioural situation. Also, older people might be more set in their ways and more reluctant to change their behavioural to adjust to other people’s behaviour.

5.3 Overall Analysis

Respondents who have travelled to less countries seem to have scored higher average cultural intelligence score from metacognitive and behavioural CQ than those that have travelled from 4 to 7 countries or even more. In this case the visited countries do not necessarily have 1-month experiential learning within them, but may also be short holidays, for instance. Therefore, having visited overall more countries is justified not to show higher cultural intelligence score. It would seem that those that have travelled more are less likely to change their behavioural in cross-cultural situations. People are more likely to change their behavioural when they are nervous or scared (Stieg 2020). In a light of this it could be that respondents who have travelled to over 8 countries already have better understanding of different cultural situations and do not feel that nervous need to change how they act. Also, the importance of certain situation would surely affect both one's metacognitive and behavioural CQ as well as of how big of a cultural difference is in question.

Overall a repeating trend was that no matter the variable respondents' metacognitive CQ scored higher than behavioural CQ. It must be remembered that the cultural intelligence score in CQS questionnaire is given by respondents themselves. It may be that IB students that have chosen to come and study not only business but international side of it have both interest and some knowledge of people from other cultures therefore scoring high in metacognitive CQ. Being aware of one's own behaviour, for instance how their tone and facial expressions change, may be hard to judge and scores could look different if done in situation actually needing behavioural CQ and scored by someone else.

6 CONCLUSION

As conclusion, the respondents from TAMK's IB students can be said to have high metacognitive CQ and average behavioural CQ. Highest average metacognitive CQ score came from M2 "I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me" with score 5,8 and lowest from M3 "I am conscious of the cultural knowledge I apply to cross-cultural interactions" with score 5,4. Highest average behavioural CQ score came from B4 "I change my non-verbal behaviour when a cross-cultural situation requires it" with score 5,1 and lowest from B2 "I use pause and silence differently to suit different cross-cultural situations" with score 4,3. Having done experiential learning with the 1-month research frame limit or studied related courses was not found to have a high impact on chosen CQ aspects. Higher age seemed to correlate with higher scores from metacognitive CQ but did not have similar effect on behavioural CQ as younger respondents scored higher on those statements. Number of travelled countries did not make significant difference overall, merely some peaks on separate statements. It may also be concluded that importance of situation and of how big of a cultural difference is in question, has an effect on one's metacognitive and behavioural CQ.

From three set hypotheses two were partially met. Hypothesis 1 predicted IB students having high metacognitive and behavioural CQ due to the nature of their studies. This was found to be true from the respondents within metacognitive CQ but not as high with behavioural CQ. To say for sure if the hypothesis was met would have mean making the hypothesis more specific; currently it did not take into account what is considered the limit of "high", comparison of the score and generalization not being able to be made from all IB students based on small fraction of respondents. Hypothesis 2 about respondents having done both experiential learning and related courses would score higher than those having done neither was not fulfilled based on the results. Hypothesis 3 about older respondents having higher CQ was partially met as older respondents scored higher in metacognitive CQ. This did however not come true in behavioural CQ as depending on statement younger or middle age group scored higher.

What comes to the validity of the research, as survey's second part, CQS questionnaire, was based upon respondents' self-evaluation, it is possible that their answers are not fully truthful – intentionally or unintentionally. Despite being anonymous, interviewee may not want to give a bad image about their international capabilities since being international business students and thus internationality being their field, giving themselves better score. On the other hand, one may not have faith in their abilities and therefore score lower. Possibility of understanding the statements differently is also present and may influence the results.

Results of the research would be more valid in general if more respondents were had. Due to small percentage of TAMK's all International Business students, the answers cannot be kept absolute presentation of the group. Also, in some questions where comparison analysis was done (i.e. having done experiential learning and related courses), other aspects were represented only by few people questioning if the result is the answer of whole group or of few individual people. For further research wider scale would be recommended.

As results are gathered from questionnaire based on respondents' self-evaluation, interesting option for further studies rise within experiential learning. If required research environment could be built, where each candidate is exposed to same situations testing for instance behavioural cultural intelligence and comparing it to same person's metacognitive CQ answers, the results could be more accurate. Test situation could for instance be meeting international people and be asked to act as they feel normal in unknown, cross-cultural situations. It would be interesting to see how people's mind differs from their behaviour, and if their non-verbal body language would change. It may be that people act differently when not thought about it than how they may evaluate themselves acting. Also, metacognitive CQ questionnaire could be done before and after the behavioural CQ situations to see if their knowledge and opinions are changed by it. This kind of research could benefit from psychological researcher.

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APPENDICES

Appendix 1: Survey

1 (7)

Measuring Cultural Intelligence Kulttuuriälykkyyden mittaaminen

Welcome to the questionnaire!

This survey is the base of a research thesis with the purpose to identify, if exist, a relationship between the Cultural Intelligence (CQ) and experiential learning.

The Cultural Intelligence will be measure with the Cultural Intelligence Scale (CQS), a scale that seeks to measure individual ability to understand, act and manage effectively in culturally diverse settings.

The questionnaire will take 5 to 10 minutes. You must answer all questions marked with an asterisk (*). The information gathered is confidential, and the answers will only be processed as statistical observations.

Thanks for your help!
*Campo obligatorio

1. Gender (Sukupuoli) *

- Female (Nainen)
- Male (Mies)
- Other (Muu)

2. Age (Ikä) *

- 18-22
- 23-26
- 27-30
- 31+

3. Your country of origin (Mistä maasta olet kotoisin?) *

4. Your degree program (Tutkinto-ohjelmasi) *

- Liiketalous
- Proakatemia
- International Business
- Altra: _____

5. Which of the following topics related to cultural intelligence have you covered during your studies? (Mitä seuraavista aiheista kulttuuriseen älykkyyteen liittyen olet opiskellut opintojesi aikana?) *

- Cross Cultural Competence (Monikulttuurinen kompetenssi)
 Cross Cultural Management (Monikulttuurinen johtaminen)
 Intercultural Communication (Kulttuurienvälinen viestintä)
 None (En mitään)

Altro: _____

Your experience abroad

6. In which countries did you receive formal education? (Missä maissa olet käynyt koulua?) *

Home country

Altro: _____

7. What kind of study-abroad experiences have you done? (Mitä koulutukseen liittyvää olet tehnyt ulkomailla?) *

- Study trip (Opintomatka)
 High School Abroad (Lukio ulkomailla)
 Erasmus+ for Study (Erasmus-ohjelma)
 Work or Traineeship abroad (Työssä tai harjoittelussa ulkomailla)
 Degree or Master not in your home country (Tutkinto tai pääaine muualla kuin kotimaassa)
 None (En mitään)

Altro: _____

8. Explain your experience abroad. In which country or countries, and for how much time. (Kerro ulkomaan kokemuksestasi. Missä maassa tai maissa olit ja kuinka kauan?) *

13. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. (Muokkaan omaa kulttuuritietämystäni olessani tekemisissä ihmisten kanssa, jotka ovat minulle entuudestaan tuntemattomasta kulttuurista.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

14. I am conscious of the cultural knowledge I apply to cross-cultural interactions. (Olen tietoinen millaista kulttuuritietämystä käytän monikulttuurisissa tilanteissa.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

15. I check the accuracy of my cultural knowledge as I interact with people from different cultures. (Tarkistan pitääkö kulttuurinen tietouteni paikkansa, kun toimin eri kulttuureista tulevien ihmisten kanssa.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

The Cultural Intelligence Scale (CQS) - Kulttuuriälykkyyden asteikko (CQS)

Cognitive CQ (Kognitiivinen kulttuuriälykkyyys)

16. I know the legal and economic system of other cultures. (Tiedän muiden kulttuurien oikeus- ja talousjärjestelmät.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

17. I know the rules (e.g. vocabulary, grammar) of other languages. (Osaan vieraiden kielten sääntöjä (esim. sanasto, kielioppi).)*

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

18. I know the cultural values and religious beliefs of other cultures. (Tiedän muiden kulttuurien keskeiset arvot ja uskonnolliset opit.)*

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

19. I know the marriage systems of other cultures. (Tunnen muiden kulttuurien avioliittokäytäntöjä.)*

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

20. I know the arts and crafts of other cultures. (Tunnen muiden kulttuurien taideteollisuutta.)*

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

21. I know the rules for expressing non-verbal behaviors in other cultures. (Tiedän, kuinka non-verbaalinen viestintä toimii muissa kulttuureissa.)*

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

The Cultural Intelligence Scale (CQ5) - Kulttuuriälykkyyden asteikko (CQ5)

Motivational CQ

22. I enjoy interacting with people from different cultures. (Mielestäni on mukavaa olla tekemisissä eri kulttuurista tulevien ihmisten kanssa.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

23. I am confident that I can socialize with locals in a culture that is unfamiliar to me. (Olen varma, että pystyn toimimaan paikallisten kanssa hyvin, vaikka heidän kulttuurinsa olisi minulle vieras.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

24. I am sure I can deal with the stresses of adjusting to a culture that is new to me (Pystyn sopeutumaan minulle uute kulttuuriympäristöön hyvin.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

25. I enjoy living in cultures that are unfamiliar to me. (Tykkään asua minulle entuudestaan vieraisissa kulttuureissa.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

26. I am confident that I can get accustomed to the shopping conditions in a different culture. (Olen varma, että totun hyvin toisen kulttuurin osto-olosuhteisiin ja ostotapoihin.) *

1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

Behavioral CQ (Toiminnallinen kulttuuriälykkyyys)

27. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it. (Muutan verbaalista käyttäytymistäni, jos monikulttuurinen tilanne sitä vaatii (esim. äänensävy, painotus, aksentti) *)

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

28. I use pause and silence differently to suit different cross-cultural situations. (Käytän taukoa ja hiljaisuutta eri tavalla erilaisissa monikulttuurisissa tilanteissa.) *

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

29. I vary the rate of my speaking when a cross-cultural situation requires it. (Muutan puhenopeuttani, kun monikulttuurinen tilanne sitä vaatii.) *

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

30. I change my non-verbal behavior when a cross-cultural situation requires it. (Muutan non-verbaalista käytöstäni, kun monikulttuurinen tilanne sitä vaatii.) *

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)

31. I alter my facial expressions when a cross-cultural interaction requires it. (Muutan ilmeitäni, kun monikulttuurinen tilanne sitä vaatii.) *

	1	2	3	4	5	6	7	
Strongly disagree (Täysin eri mieltä)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree (Täysin samaa mieltä)