Cultural Intelligence as a Skill Taught in an Entrepreneurial Education setting

Proposal for improvements of a cultural intelligence learning programme as part of the Minor in International Entrepreneurship and Development at TU Delft

MOT2910: MSc Thesis Project

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CQ Knowledge

CQ Strategy

CQ Drive

CQ Action

TUDelft

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by

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Preface

This thesis forms research that was conducted from September 2023 to February 2024 on behalf of the Delft Centre for Entrepreneurship. The Master Thesis was written to meet the graduation criteria for the Master's Program Management of Technology at the Delft University of Technology.

Readers who are especially interested in reading about cultural intelligence, entrepreneurship, and how they relate to it can find this in the literature review in Chapter 1. The ideas are also summarised in a mindmap as a visual guide in Section 4.2. All the recommendations and ideas for CQ education activities that do not require significant changes in resources in an educational program can be found in Section 5.5.

This thesis came to be from my passion for culture and experience abroad. I learned about CQ during my exchange in Singapore in 2019, when I took their course in the subject. Since then, it has been in the back of my mind and came in handy during my second exchange in Chile in 2022. Having spent the past two years on an entrepreneurial journey alongside my studies and spending much of my time communicating between engineers and business-minded individuals, conducting a thesis approaching communication across cultures in a fast-moving entrepreneurial world seemed like the ideal way for me to end my time at TU Delft.

I am grateful for the support and encouragement from my thesis committee.

Starting with my supervisor, Ellen van Andel, who was open from the beginning to let me lead the research and conduct it on the two topics that interested me highly: cultural intelligence and entrepreneurship. She supported me in my journey, talking me through roadblocks, getting me in touch with all the right people along the way and encouraging me to submit my first abstract for a paper in the social sciences field.

Victor Scholten completed the committee by accepting to act as the chair for this thesis work and guided me through all the important moments in the thesis timeline. Even though he is not an expert on the topic, he treated the thesis topic with an open mind and was happy to guide me through the feedback during all our committee meetings and took the time to make sure we knew what the following action points were.

My second supervisor, Martin Sand, never missed an opportunity to remind me how curious he was about my work, as it was a completely new field to him. He gave me valuable conceptual feedback and identified gaps in my thinking, which improved my work on how the puzzle pieces of my conclusions fit together.

Finally, I am thankful for Gareth supervising me through the final phase of my thesis during Ellen's leave. He helped me in the critical phase of concluding the work and helped me understand the importance of the educational relevance of the minor to the students.

I would also like to thank all the students who were willing to give their time in interviews with me, as well as Nyambura Kamau and Catherine Wu who helped coach me through the conclusions of my thesis.

Last but not least, I want to thank my family, who have always supported me through my academic journey and my partner Mateusz Lentner, for picking me up through the hard moments of writing this work.

I hope to figure out which culture I belong to one day. Stay curious, keep asking better questions, and never forget the power of empathy.

Francesca van Marion
Delft, February 2024

Summary

Core of the Problem
Entrepreneurship education often overlooks the fact that Cultural Intelligence (CQ) can affect how entrepreneurship is done internationally. This hinders global collaboration and innovation. Despite frameworks like EntreComp and CQ Scale, there's a gap in addressing intercultural competencies. This gap undermines the effectiveness of entrepreneurial training in preparing individuals for success in diverse global markets. As entrepreneurship increasingly uses internationalization strategies, cultivating CQ alongside traditional skills like IQ (Intelligence Quotient) and EQ (Emotional Intelligence) becomes more critical. Traditional methods of teaching CQ focus mainly on CQ knowledge and classroom lectures, which is inadequate considering how easy it is to find oneself in an intercultural environment today. This thesis will shed light on other ways to support CQ education and propose specific activities for a minor programme at the TU Delft.

Activities
This study focused on students from the International Entrepreneurship and Development (IED) minor at TU Delft. It employed subquestions to investigate the connection between entrepreneurship and CQ, exposure and experiential learning, and potential educational improvements. The study sought to understand how cultural intelligence can be better integrated into entrepreneurial education programs to foster reflective learning through an extensive literature review and qualitative interviews with students. It used the well-established frameworks called EntreComp and the CQ Scale to develop interview questions and map out the study activities that were already undertaken during the minor.

Findings
The findings revealed a significant overlap between CQ and entrepreneurship, emphasizing the importance of self-efficacy and learning through real-world experiences. It also showed that entrepreneurship skills alone can change per country, and thus, the EntreComp framework should be extended to include CQ in its competencies. Students with prior intercultural exposure demonstrated deeper reflection and adaptation skills, highlighting the value of experiential learning. However, challenges such as language barriers and ruptures in the learning cycle were identified. The latter has been connected to a low level of starting CQ in an individual in literature and was observed as a phenomenon in the data collected for this thesis. Furthermore, course mapping shows that the core focus should be on expanding education activities to target CQ Action and boost CQ Drive and Strategy activities. All these findings indicate areas for improvement in current educational approaches.

Recommendations
Practical suggestions to educators for the IED minor program include integrating lectures on Equality, Diversity, and Inclusion (EDI), providing cultural coaching from experienced peers (students who are not part of the teaching staff), and incorporating challenging tasks abroad to enhance CQ Strategy, Drive, and Action skills. The new tasks might include making two local friends abroad or attending one local festival and interacting with three people at this event to then write about them in the final report. Each activity can provide boosts in different areas of CQ learning.

   Further research is needed to address limitations and explore the impact of CQ education on entrepreneurial outcomes. Learning more about how and why the learning cycle breaks down in some student experiences will be crucial. It will give clues on how to improve the education programme further. More extended research studies can also shed more light on quantitative data showing whether students have actually improved their CQ and Entrecomp skills after the minor programme ends.

   By implementing these recommendations, educational programs can better prepare students for success in an increasingly interconnected and diverse global framework. The IED minor offers an excellent landscape for students to cultivate their skills in both CQ and Entrepreneurship.

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Nomenclature

Abbreviations

Abbreviation	Definition
IQ	Intelligence Quotient
EQ	Emotional Intelligence
CQ	Cultural Intelligence
CQS	Cultural Intelligence Scale
IED	International Entrepreneurship and Development
EDI	Equality, Diversity and Inclusion

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Introduction

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1.1. Problem Description

We are used to seeing entrepreneurs come up with clever solutions for problems that their peers face on a daily basis, or the industry sees in its daily processes. They usually start close to home and expand from there (Helms et al., 2014). However, some find gaps in the market in countries far from their own. While these countries may have some things in common with the entrepreneur's home country, they probably also have many differences. The latter can mean different solutions might be required to solve a similar problem. Whether entrepreneurs are looking to expand their business or start from scratch in a new country, it will be key for them to understand that these cultural differences exist and learn how to deal with them if they want their venture to be successful. A few companies that have taken this direction from the Netherlands include GOAL3 and Layco. Both produce medical devices which are designed for markets in Africa. Exploring new markets requires some cultural intelligence for interacting with locals but also understanding their needs and why they might be different from the Netherlands.

The world as we know it is becoming a more global place daily, as we can see from the previous example. When Entrepreneurs used to focus on establishing themselves locally, they now often start building their business plans with a global vision in mind from the beginning (Helms et al., 2014). Working in the interconnected world requires more than just IQ and emotional intelligence skills. The latter has already been extensively documented in the literature concerning entrepreneurship. However, newer social intelligence types such as cultural intelligence (CQ) still require further research (Ang et al., 2020). Wu (2022) gives a deep yet simple overview of IQ, EQ and CQ and how they interact with each other. They conclude that in our modern world, you really need all three. Figure 1.1 gives an overview of how all three relate.

There are many studies on management and leadership in the CQ context (Javidan et al., 2006; Nardon & Steers, 2008); but only a few studies make that connection with entrepreneurship (Helms et al., 2014). This is a gap that needs filling. We need to know more about how CQ skills can help entrepreneurs identify market gaps worldwide (Muzychenko, 2008) and understand the intricacies of entering these markets. This can range from understanding why the legal framework is the way it is in a given country or how to negotiate with potential partners and customers in the target market. Entrepreneurs with high CQ can increase the chance of success of business ventures and become a competitive advantage to the company when they play their cards well (Ang & Inkpen, 2008).

On a more fundamental level, about conversations in our personal lives, we negotiate and interact daily. Each of those conversations could include cultural differences as people are individuals with diverse backgrounds, even in one country. This makes understanding others important for getting things done beyond work.

Learning new skills usually starts with training and education. Entrepreneurial courses and studies have already shown their value at universities and incubators. Adding cultural intelligence to that can arm an entrepreneur with a good set of tools to take on global markets. Learning used to be very classroom-
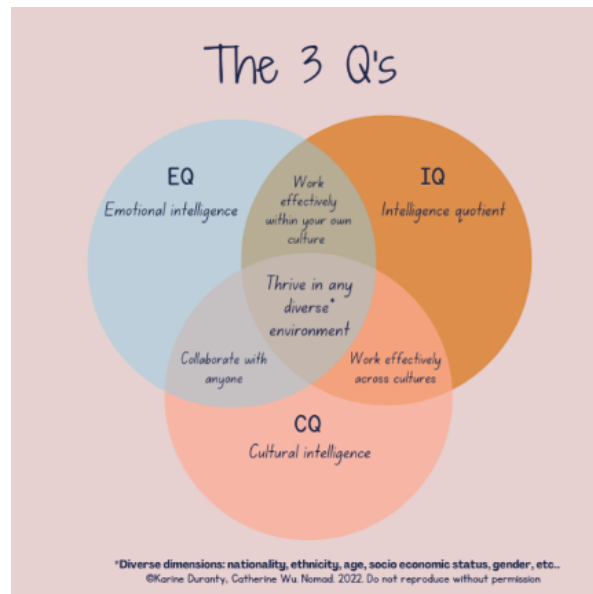
Figure 1.1: The 3 Q's (Wu, 2022)

oriented, and students were taught particular things. For cultural intelligence, this would be like training on just the culture the person plans to visit. However, the individual should be able to adjust to any culture they may encounter on the fly. Entrepreneurs also need to be able to adjust quickly to changes, even if they are not related to culture. Many managers in companies whose work includes travel argue that both of these things (entrepreneurship and cultural intelligence) are things they have learned mostly on the job. Exposure, therefore, leads to the conclusion that experiential learning (Kolb, 1984; MacNab, 2012) might be the most effective way of teaching these soft skills, improving on traditional training methods (Ang & Van Dyne, 2008; Earley & Peterson, 2004). Experiential learning states that the individual enters a learning cycle where they observe and evaluate what they have experienced to develop and test new ways of tackling the challenges they face. This cycle keeps going as the individual learns.

This study hopes to show that experiential learning of cultural intelligence in an entrepreneurial environment can be further improved for students at higher education institutions. It will build on the similarities found between entrepreneurship and cultural intelligence as skills (e.g. self-efficacy (Helms et al., 2014), a concept to be elaborated in as part of the literature review). The cultural intelligence scale Scale (Ang & Van Dyne, 2008) and the EntreComp Framework (European Commission. Joint Research Centre., 2018) will serve as tools to help find the commonalities across CQ and Entrepreneurship. This thesis also hopes to encourage students in education to reflect on their experiences and improve their skills in both cultural intelligence and entrepreneurship.

To conclude, the world needs more global entrepreneurs with the tools to deal with innovation worldwide. Training and education programmes must be updated and introduced to prepare and inspire new entrepreneurs and ensure they have the tools to succeed.

1.2. Scientific Relevance

Research has often brought up managerial and leadership competencies in combination with cultural intelligence (Ang & Inkpen, 2008; Ang & Van Dyne, 2008; Ang et al., 2007, 2020). It is a skill global managers find critical and seem to learn on the job most of the time. The connection with entrepreneurship, however, has not been discussed in the literature as much but has some impactful pointers showing that CQ and entrepreneurship have many characteristics in common (e.g. self-efficacy) (Helms et al., 2014). This gap can start to be filled by learning more about entrepreneurial and CQ education using two established frameworks, the cultural intelligence scale (CQS) and the Entrecomp framework, to inspire interview questions directed at students in an entrepreneurial programme.

1.3. Societal Relevance

Sometimes, we believe that Social Intelligence is related to the individual's personal characteristics. Still, just like how entrepreneurship is taught in courses, Cultural Intelligence can also be taught, learned and improved over time (Ang et al., 2020). This means that everyone can learn to be more culturally intelligent. Global collaboration is what we need if we want to solve global issues such as climate change. Learning to communicate and understand each other will help us innovate together towards brighter futures. This report will conclude with a proposal for a curriculum that includes cultural intelligence in the Minor for International Entrepreneurship and Development. It should be practically applicable and leave the students with new knowledge on how to interact with anyone different from them in an open-minded manner.

1.4. Minor in International Entrepreneurship and Development (IED) TU Delft

This study will be based on data collected from students participating in the Minor International Entrepreneurship and Development ("International Entrepreneurship & Development", 2023) at the TU Delft. The rest of this section will describe the minor, course material, and preparations the students go through. It will end with a paragraph explaining what cultural conclusions the students from previous cohorts came up with. This will help guide the hypothesis and interview questions for this research study.

1.4.1. Description of the Minor Programme

During the Bachelor's degrees at TU Delft students need to complete a minor programme. This is for one semester in their third year. During this time, students will either go on exchange or complete a minor programme in Delft or the Netherlands for six months or one semester.

This research study will focus on the Minor International Entrepreneurship and Development ("International Entrepreneurship & Development", 2023). The Minor is broken up into two parts. In the first half, the students take three courses intended to prepare them for the second half, where they go abroad to an organisation, usually in the Global South.

They take the following three courses:

- Entrepreneurial Thinking (4 ECTS)
- Preparations for Intercultural Research Projects (7 ECTS)
- Beyond Development: Pluriverse for Sustainability & Impact (4 ECTS)

1.4.2. Preparation Course Material

Before the students go to their field projects, they take three preparation courses. One of them introduces culture and how it differs. The course material specific to cultural matters is described below.

Preparations for Intercultural Research Project

The course aims to "prepare the students for their research projects as first-time researchers" (van Andel, 2023). Part of the course is on how to do research and plan out a project, but what this study is primarily interested in is the cultural preparation the students get in advance of their travels.

First, the students learn about entrepreneurship and teams. They engage in intercultural roleplay learning, the first step in communicating across cultures. The students are presented with a definition of culture and how it can be seen as an iceberg. The visible small part of culture is small compared to the invisible bottom two-thirds of the iceberg. Other concepts, such as the self and how different people interpret each other in the Johari Window are explored. All this ends by explaining why cultural differences exist and how they can be described in theory and explored in practice.

The students are assigned to conduct an expert interview with someone who knows the culture of their destination country and draw up a culture map comparing their culture to that of the host country. The cultural map dimensions are based on those described by Meyer (2014) in her book "The Culture Map". The map is explained in subsection 2.3.2. The concept of authentic flexibility is also explained. The students should learn how to act with one foot in their culture and the other free to move and adjust to the new culture.

Finally, the students are asked to write about the cultural context of their host country in their final report based on what they found out in the interview and researched on their cultural differences. This knowledge will help the students prepare in advance before they arrive.

Beyond Development: Pluriverse for Sustainability & Impact
This course replaced a course called Development, Sustainability & Impact (Delgado Medina, 2023). It encourages students to understand that there are different ways of looking at the world. They should think about how sustainability means different things in different contexts and perspectives. Their internship abroad probably looks different from their perspective compared to that of the project providers in their host country. Finding the overlap between those two perspectives can be a challenge. The course covers the following list of broad topics:

- Intersectionality
- Inclusive language
- Decolonizing engineering
- Design for sustainability
- Bottom-up social innovations
- Small-scale business model
- Circular communities
- Theory of change (ToC)

Decolonisation is a topic that likely will have the most cross-over with CQ as colonisation in the past is something that has influenced culture and how certain countries have a perspective of others. This will be looked out for during the interviews.

Entepreneurial Thinking
This course teaches some of the basics of having an entrepreneurial mindset (Scholten, 2023). The instructors review some of the theories and items entrepreneurs should know. They base the course on the competencies from the EntreComp Framework and map each lecture or learning point back to the Entrecomp Framework to ensure all skills are covered. The skills the students learn in this course are expected to be used during their internship abroad.

1.4.3. Student Field Project Description

As mentioned at the beginning of this section, students taking part in the International Entrepreneurship and Development Minor go abroad to complete projects with companies and other organisations. They travel to Africa, Latin America and South East Asia. The projects are sometimes businesses run by Dutch entrepreneurs abroad, but can also be local projects started and run by locals in the villages the students are staying in. This year, the students are going to Tanzania (Zanzibar), Ghana, Gambia, Uganda, Benin, Sierre Leones, Columbia, Ecuador, Costa Rica, Maldives and Indonesia. The project the students complete abroad is defined by themselves with feedback from their project providers and lecturers from Tu Delft. Every project is unique, but all projects will require the students to get accustomed to a new culture in some way or another and deliver results to their project.

1.5. Problem Statement, Research Questions and Objectives

This section will elaborate on the details of the project. Problem statement, research questions and objectives will be explained.

1.5.1. Problem Statement

As we face an ever more international and interconnected world, there is not enough research on the connection between Entrepreneurship and Cultural Intelligence. Combining the two will be vital to solving global issues with innovative solutions for a brighter future for society. Inspiring more young people to follow the route of entrepreneurship and cultural intelligence starts with education. We need more well-designed educational programmes to make a difference and fill the gap. These programmes are now often found as training programmes for executives or, in a few cases, courses for MBA-level students (Earley & Peterson, 2004). This type of education is not expected at bachelor and master levels,

where many entrepreneurial introductory programmes occur. A well-designed education programme can make a difference in career choices for many young adults, so focusing on how we can improve these will be key to starting more successful and impactful businesses abroad and ensuring young graduates can help create more culturally intelligent organisations.

1.5.2. Main Research Question

How can cultural intelligence be better integrated into entrepreneurial education programmes to encourage learning through reflection?

The main research question comes from the interest in finding out more about CQ and Entrepreneurship in a combined scenario. As it will not be possible to test how the students do in their careers after the course, the element of active reflection during the project was brought into the question.

To answer the main research question, sub-questions were written out based on three categories. It would have also been possible to develop three subquestions independently; however, this list is more representative of thestep by step thought process which happened during the conception and writing of this thesis.

Subquestions:

1. Connecting Entrepreneurship and Cultural Intelligence

    • What do Entrepreneurship and Cultural Intelligence have in common?
    • How does the EntreComp Framework and the Cultural Intelligence Scale (CQS) overlap?

2. Exposure and Experiential Learning

    • How does the exposure on a short-term trip abroad change how students think about other cultures in an entrepreneurial context? Does exposure increase CQ learning?
    • How do students adjust differently to their environments?
    • How does language ability affect entrepreneurial success abroad?

3. Educational Improvements

    • What extra support do the students need to prepare before their trip and learn on the fly during the entrepreneurial experience abroad?
    • What features of cultural intelligence training need to be included in the Minor in International Entrepreneurship and Development?
    • How should Cultural Intelligence be taught at the university level to encourage more world-mindedness in entrepreneurs early on? How can training be improved as part of entrepreneurial education programmes?

Connecting Entrepreneurship and Cultural intelligence (1), as well as Exposure and Experiential Learning (2), are the two topics which will primarily be answered through an extensive literature review. These answers and data from student interviews will then help devise answers to the final subquestions on Educational Improvements (3).

All the questions will be answered in the discussion chapter (chapter 5 of this report after a summary of the results of the literature review is described in the results chapter (chapter 4).

1.5.3. Research Objectives

Propose improvements to the course curriculum teaching/training cultural intelligence in an entrepreneurial environment as part of a university programme sending students on short-term field projects abroad.

This study will be specific to the minor in International Entrepreneurship and Development at TU Delft but will present learning outcomes that could be applied to other training programmes as well.

1.6. Research Design Overview

The connection between entrepreneurship and CQ in an educational context needs to be further explored, which is why this study will be conducted in an exploratory manner. The researcher will be reviewing literature on educational settings for CQ and entrepreneurship and gathering qualitative data from the students who are taking part in the minor for International Entrepreneurship and Development. The data will be gathered through semi-structured interviews and focus groups.

To design the interview questions, this research will base the questions on two well-established frameworks: the EntreComp Framework (European Commission. Directorate General for Employment, Social Affairs and Inclusion., 2018; European Commission. Joint Research Centre., 2018) and the Cultural Intelligence Scale (CQS) (Ang & Van Dyne, 2008; Engle & Crowne, 2014; Helms et al., 2014). Both are used to evaluate the individual's skill level in the respective area. The CQS will be fully used, whereas only a few specific competencies will be looked into for the EntreComp Framework. In particular, the ones most relevant or linked to Cultural Intelligence. This report will elaborate on which competencies are chosen and why in the literature review (chapter 2) and methodologies sections (chapter 3).

A major limitation this study will encounter is the longitudinality of the study. Data will only be gathered before and while the students are away. It will not be possible to gather data on the students after their experience abroad as the thesis period does not last long enough for that.

On the other hand, interviews should shed more light on how students deal with the entrepreneurial, intercultural environment, something currently lacking in the literature.

For more information on the full thought process of the research, section 3.1 reports it in detail.

2

Literature Review

2.1. Introduction

Before getting into definitions and details about Entrepreneurship, Cultural Intelligence and their education programmes to date, this thesis introduces two mindset-related concepts.

First, the concept of Us vs. Them. It is a concept that we are not consciously aware of but more something we practice without noticing. Rosling et al. (2018) explains it well in his book called Factfulness. The first chapter explains how gaps exist in our minds. We create them all on our own. Sometimes, they come from beliefs and the way we grow up thinking the world is like. But more often than not, it comes from how data is displayed.

Rosling et al. (2018) Refers to what is called the gap instinct, the feeling when there is a gap between us and them, and there are only two levels to what is being perceived. The reality is that there are multiple levels or multiple factors. In this chapter, they bring their examples down to four levels. You can categorise people and where they lie into these four factors. Understanding the other's opinion and situation can help realise that the gap is not really there and that there is always a way to meet halfway. This idea will become relevant in cultural intelligence and conflict.

In relation to the gap instinct, it is all about our mindset. We need to think about how we learn. Some people have fixed mindsets; others have growth mindsets (Fitzhugh, 2010). Slow learning is acceptable so long as progress is recognised, realised, and awarded. It will encourage a growth mindset. It is crucial to pick up skills like entrepreneurship and cultural intelligence where success is challenging. Failing and learning at these skills is how the individual learns.

These two ideas show how mindset and reflection on that mindset are key. The ideas will pop up throughout this thesis.

Much of the focus of this thesis and the upcoming literature study is on entrepreneurship and cultural intelligence, bringing attention to the topic.

A way that individuals, often managers, will prepare to go abroad on a regular basis is through three strategies: cultural fluency, creating a global mindset and a way of learning cultures as they go, or as Nardon and Steers (2008) would say, on the fly.

Cultural fluency involves fully learning and understanding the culture and language of the host country. It is usually a method when the person plans to spend multiple years in the destination country. This can be seen as a more traditional way of learning cultural intelligence.

A level-up is developing a global mindset. With globalising works, it is advised that cultural fluency in one culture is not enough. The individual should be able to interpret and understand multiple cultures at once. They need to be able to use this knowledge in novel situations on the fly.

These skills will be important to entrepreneurs within companies as well as those starting their own companies worldwide. If we break this thought down even further, realistically, even outside the business world, it is hard to get anywhere without understanding others' perspectives. We interact and negotiate with individuals every day and need to be able to meet each other halfway. This will be easier with some, but it can be challenging when commonalities become harder to find between two people.

This literature review will start by covering the basics of Entrepreneurship and Cultural Intelligence and how they are taught in education today. Then, connections will be made between Entrepreneurship and Cultural intelligence, connecting the Cultural Intelligence Scale and EntreComp Framework. The literature review will end with a list of gaps found in literature, and a mindmap showing all of the most important concepts and how they connect with each other will be included in the results chapter (chapter 4).

2.2. Entrepreneurship

According to Helms (2006), Entrepreneurship is "the process of identifying opportunities, marshalling the resources needed to take advantage of the opportunities, and creating a new venture for the purpose of providing products or services to customers and achieving a profit".

Entrepreneurship can mean individuals starting a company with partners or co-founders. This would be the more traditional way that people see entrepreneurship at first thought. However, entrepreneurship can also be practised within a company. There might be people with entrepreneurial thinking in a company who come up with innovative solutions that can solve immediate complex issues in a company (Verburg, 2021). Either way, entrepreneurs almost always rely on a team of people around them, and most of them will also carry certain characteristics which are associated with entrepreneurship as a skill.

The rest of this chapter will briefly introduce key features of entrepreneurs and a short section on education in entrepreneurship.

2.2.1. Key Features of Entrepreneurship

Entrepreneurs are often characterised by their competencies such as creativity, innovative thinking and risk-taking attitudes. The ability to meet objectives through planning and managing large projects is often also considered in Entrepreneurship (European Commission, 2012). This again shows how entrepreneurship is not limited to the activity of starting a company. Its competencies are also important in teams within companies or projects at university.

Another feature of Entrepreneurship is that it can, to some extent, be taught. Henry et al. (2005a, 2005b) talk about how there is a science part and an art part to entrepreneurship education. The science part is what is teachable, whereas the art part is what is mostly agreed on to be not teachable. Helms et al. (2014) also backs up the teachability of entrepreneurship. They also reiterate how risk-taking and opportunity-seeing have become key competencies for entrepreneurs.

Finally, and most importantly to this study, Helms et al. (2014) explicitly mentions that there is a growing need for entrepreneurs with a global mindset able to identify business opportunities beyond the borders of their home countries. Internationalisation strategy is becoming a core pillar from the start of the startup journey to market and, therefore, needs to be considered from day one.

2.2.2. Entrepreneurship Education

The thing about education is that it is never one size fits all. It is a dynamic and challenging environment which needs much further research, according to (Blenker et al., 2014). For one, different genders will react differently to prompts in education, but every student is from a different background. This is also why Wilson et al. (2007) study how entrepreneurial education can affect women in their pursuit of entrepreneurship. They conclude that self-efficacy is a predictor of the success rate of entrepreneurs. More importantly, though, they mention that entrepreneurship education could serve as an equaliser, allowing those with less access to such careers to follow that path. Entrepreneurial education at the university level might not teach students everything they need to know to be successful (if only the science but not the art part), but it will at least open a window of opportunity through which the individual can see and access the tools they need to follow the career path.

Many universities today have technology transfer offices, entrepreneurship centres or incubators. All of these will not take an entrepreneur directly to their successful business venture, but they will help the entrepreneur start their venture on a good footing, with support and knowledge around them to take the next steps.

This study will not focus on entrepreneurial education per se, as this would make the study very

broad. It will, however, focus on the cultural part of education, which can be included in entrepreneurial study programs. The next sections will build the context for cultural intelligence from the ground up to give the reader the information they need to move on to this report's methodologies and results sections.

2.3. Cultural Intelligence

Intelligences come in different forms. A more well-known intelligence is the intelligence quotient IQ. We use it to measure general intelligence. Others can be referred to as social intelligence. The latter, also known as emotional Intelligence, is one of them, and it is one that many leaders score highly in, as it gives them skills to work well together with others (Earley & Peterson, 2004). According to Rockstuhl et al. (2011) Emotional Intelligence predicts leadership success in domestic environments. Emotional intelligence differs from cultural intelligence in a way that it is easier for managers and leaders to empathise with those more similar to them (Earley & Peterson, 2004) (which also explains how they relate better to those close to their own culture). Emotional intelligence reflects how the individual performs problem-solving with others and how they can connect with others emotionally. It also explains how the individual is in control of their own reactions and emotions.

On the other hand, cultural intelligence predicts how well leaders or managers do in cross-cultural environments, or more specifically, in their "cross-border leadership effectiveness" (Rockstuhl et al., 2011). Earley and Peterson (2004) refer to cultural intelligence as a capability that allows the manager to adapt across cultural situations. It shows how the individual understands, reflects, interprets and acts on new cultural input.

The leap from high emotional intelligence in a domestic setting to high cultural intelligence in an intercultural setting can be large. Mainly, the difference comes in when we realise that emotional cues in one culture might be expressed differently or also interpreted differently in another culture (Earley & Peterson, 2004). Interpreting this, emotional intelligence skills in some interactions can completely fall flat if the cultural settings are vastly different.

Before continuing to explain cultural intelligence in more detail, we should take a quick look at what culture actually is. As taken from the course material van Andel (2023), Anthropologist Edward Burnett Tylor (1871) defines culture as follows: "Culture is that complex whole which includes knowledge, belief, art, moral, law, customs and any other capabilities and habits acquired by man as a member of society". We find culture in behaviour, whether verbal or non-verbal, but also material objects that are common to a group of people or a society.

The other important thing to know about culture is that there is little that we see. How we or others interpret things is a much larger portion of culture, often visualised as the bottom part of an iceberg. It comprises the underlying assumptions, structures and mental models which are not apparent to newcomers. Most values in culture are not visible. Engle and Crowne (2014) repeat the sentiment of how values and culture can be seen as parts of an iceberg. They also use the onion as an analogy, explaining how values can be very deep under the visible layers.

Cultural differences are apparent worldwide. It already starts when you meet new people abroad or meet people in your own country who come from abroad or when you're travelling and find yourself as a foreigner. They probably act differently than one expects and might do things in an unusual or inefficient way.

One of the most confusing things I used to experience living in an international community in Luxembourg was always how to greet others. Was it a kiss? If so, how many? Maybe it was actually only a hug or a handshake. Did this depend on where they were from, or did they adapt to the local culture? There are so many questions for what should seem like a simple everyday situation. These cultural rules don't end in direct interactions. They can be more subtle. In a working environment, it can be particularly crucial to understand when your coworker is trying to give you feedback. The Dutch prefer it direct, no beating around the bush, whereas the Americans like their negative feedback wrapped in positive notes on either end, what will often be referred to as the "shit sandwich". It is important to interpret these cues correctly or deliver the feedback in a way that will not offend the other. Misunderstandings can easily lead to inefficiencies at work, and being aware of the pitfalls is the first step to overcoming cultural differences (Wu, 2019).

With an increasingly globalised world and organisations, there is a need for more cultural intelligence skills. We see it daily in the diversification of domestic workforces [1] (Wu, 2019). These skills also help predict and understand intercultural contexts and their outcomes. Examples of those contexts include cultural adaptation, expatriate job performance, global leadership, intercultural negotiation effectiveness, team processes in multicultural teams, and short-term programs abroad such as study abroad (Van Dyne et al., 2012).

The importance and basics of cultural intelligence have been outlined, but it is time to give the concept of Cultural Intelligence (CQ) a definition.

Cultural Intelligence, or CQ, is defined as the capability of an individual to function effectively [2] in situations characterised by cultural diversity. (Ang & Van Dyne, 2008)

In other words, "an individual's capability to detect cultural rules and norms and to create new sets of cultural rules and norms to function effectively in culturally diverse environments" (Wu, 2019).

Diving deeper into cultural intelligence, the following sections will discuss its history, a few concepts related to CQ as well as the four-factor model, culture value mapping and training and education.

2.3.1. History, Introductory Terms and Challenges in Cultural Adaptation

This section will introduce the history of cultural intelligence and a few concepts related to the research field that will be useful during this study. These include cultural flexibility, how personality and culture are related, and a short explanation of faultlines, what they are, and how they appear.

History
Cultural Intelligence research dates back to the early 1900s; it was only set apart as a stream from psychology during World War II (Ang et al., 2020). Much of the early research in cultural intelligence came from Hofstede, Markus and Kitayama, and Schwartz. They set some of the basics and determined early versions of our current frameworks. These frameworks were usually broken down into dimensions. One of the more popular ones was developed by Geert Hofstede (2011). He also coined the term power distance as one of the proposed six dimensions. In a nutshell, The dimensions allow us to plot individuals or cultures on a map and compare them to each other. The six dimensions Hofstede defines are Power Distance, Uncertainty Avoidance, Individualism versus Collectivism, Masculinity versus Femininity, Long Term versus Short Term Orientation and Indulgence versus Restraint. More on the different dimension frameworks will be explained on culture value mapping in subsection 2.3.2.

Ang et al. (2020) expand further on the history of cultural intelligence and how globalisation is one of the large triggers for its need. An interconnected world provides many opportunities but also means that we see many more conflicts and tension in cross-cultural interactions.

The idea of mapping out culture only takes an individual so far. It will be impossible to map out every culture perfectly and know how to act in each one. Learning only about the host culture might not be useful in today's interconnected world, as there are internationals and expats worldwide. This is why Ang and Van Dyne (2008) and Ang et al. (2020) continue to describe their views on cultural intelligence and how they build their 4-factor theory from previous research on culture. The details of this theory are explained in subsection 2.3.3.

Janssens and Cappellen (2013) Further further explore specifically the Cultural Intelligence of Global Managers through explorative interviews. They make a point out of using the four-factor model rather than culture maps.

This research is still relatively new, yet built on cultural studies which started over a century ago. This is why the idea of flexibility will appear a few more times in this study.

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[1] referring to workforces that were dominated by locals from a country before but are now diversifying in culture more and more

[2] Function effectively here is defined vaguely. As this study is not attempting to evaluate how effectively individuals work in cross-cultural situations, it can be left and simply acknowledged as vague in this statement.

Cultural Flexibility, Personality and culture

Individuals are not only influenced by their national country culture but also by regional, organisational, functional and even professional culture. This makes it hard to categorise people into simple country boxes. This also refers to how everyone has the same beliefs, values and behaviours in no country. People still differ in their personal needs and characteristics, even if they are different from their typical culture (Nardon & Steers, 2008).

It is important to remember that culture is complex. This is why we try to categorise people into cultural boxes according to their country. It is helpful to understand behaviours but will not necessarily serve as a good predictor (Nardon & Steers, 2008).

This is where the idea of cultural flexibility comes in. A term coined by Meyer (2014) in her book on Cultural Intelligence. It is impossible to perfectly map a person's culture before you have met them, based only on their culture. They still have personality and character. In addition, you might be interacting with someone who is also actively trying to change their behaviour to adapt to yours. It is important to realise this in all cultural interactions about oneself and the other person.

Meyer (2014) describes authentic flexibility as having one foot rooted in your own culture and the other able to move left, right, back and forth to other cultures. It is all about being flexible during and between interactions.

Earley and Mosakowski (2004) gives a very practical guide on how adapting to cultures and showing the effort put into adjusting to local customs can already win over trust. It is a way of proving that one has already, to some extent, entered and accepted their culture. The activity of changing behaviour will come easier to those who have exercised this more often in the past. It might also come easier to those who are in contact with more culture from their upbringing, maybe from moving around as a child or having more than one nationality in the family. This often comes from the fact that these individuals are likely to be more detached from their own culture, making it easier to adapt to new customs (Earley & Mosakowski, 2004).

Faultlines

Faultlines are a concept found in teams[3] and can lead to conflict if not identified and managed properly. They relate to the Us vs. Them concept, which can exist in teams with cultural differences. These faultlines are a dimension of asymmetry, and although they start out dormant, they can be activated by dynamics in the group (Hinds et al., 2014). This is why it is important to know them in advance and manage them well within the team. More on values and identifying team culture will come later in this chapter.

Challenges in Cultural Adaptation

Nardon and Steers (2008) clearly show some of the top issues with cultural adaptation, which are also relevant to this study. They outline specifically the following three:

1. We don't always know in advance when an intercultural meeting is to happen. They happen on short notice or in the moment, which leaves little to no time to research and prepare in advance.
2. It is not always evident which culture we should adjust to.
3. Meetings across cultures more and more often happen online instead of in person.

As mentioned in section 1.4, the students will be thrown right into an intercultural situation where they need to learn often online how to work with their project providers before arriving abroad. Many project providers are locals, but some are also Dutch. Some have experience with Dutch students, others do not, making it unclear which culture the students might adapt to. They need to figure this all out on short notice as their projects abroad are limited in time. How the minor programme overlaps with findings in literature is discussed in subsection 5.3.1.

The following two sections will discuss two important mental models for improving and understanding cultural intelligence. First, culture value maps, and then the four-factor model of cultural intelligence.

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[3]This could be teams of students in projects, companies, or even teams in sports or games. A team here is seen as a group of people working towards a common goal.

2.3.2. Culture Value Mapping

As mentioned in the section above on history, much of the study in cultural intelligence started by mapping cultures according to different dimensions. This would allow for a comparison of one's own culture with that of the host country the individual is about to visit or live in.

Nardon and Steers (2009) briefly summarises the existing models and how the models have evolved and overlap. Generally, they span anywhere from 3-9 dimensions, which can be displayed as scales.

The five core cultural dimensions that are most common between the models are:

- hierarchy-equality = power organisation in groups and society in general
- individualism-collectivism = how social relationships manifest themselves in individuals and groups
- mastery-harmony = what relationship people have with the natural and social environment
- monochronism-polychronism = how time is used and organised
- universalism-particularism = the importance of relationships vs. rules when it comes to behavioural control

More authors (M. Gelfand, 2018; M. J. Gelfand et al., 2011) refer to and analyse specific dimensions between culturally diverse groups. These two papers specifically focus on rules and how they are followed in diverse cultures and tight vs. loose cultures. These are two different ways of referring to the same dimension.

Javidan et al. (2006) uses culture mapping to describe how a manager working with different cultures should act and understand the host culture. It is a practical view of how the theory can be applied in practice.

For the sake of simplicity and alignment with the preparation course the participants of this study get (see subsection 1.4.2 for more on the course information), the culture map from Meyer (2014) will be used. The Culture Value Map model defines 8 different dimensions.

- **Communicating** (Low Context // High Context)

  Communication can be very low context, where the story is told as is, very clearly, with all the details in a simple manner. The recipient should not have to interpret anything. When the story is told in high context, it is important to watch for signs or how things are said; reading between the lines is common in such cultures. Body language becomes important here.

- **Evaluating** (Direct Negative Feedback // Indirect Negative Feedback)

  Feedback, especially negative, comes in many different forms. Some cultures will be very blunt about the feedback. Others will focus on how it is delivered, maybe wrap it in some positive notes, or even deliver it privately.

- **Persuading** (Principles First // Application First)

  Persuading is the way an individual convinces another about a view or an opinion. They might give a holistic view by showing what they mean; others might use deductive or inductive arguments to make their point.

- **Leading** (Egalitarian // Hierarchical)

  This mostly refers to the structure of the culture. Some cultures have flatter work structures than others. The latter can be very company culture-dependent as well. In hierarchical cultures, how elders are addressed can, for example, play an important role.

- **Deciding** (Consensual // Top-down)

  Decisions can be made as a group consensually or they can be given by the boss, top down. Even though many hierarchical cultures also have top-down decision-making, this should not be assumed to be the case. The dimensions are separate because they are not always the same for each culture. In Japan, for example, the culture is very hierarchical; however, decisions in a company are made by consensus from the bottom up. The group decides, and as the decision progresses, the boss will decide that the group is already in consensus.

- **Trusting** (Task-based // Relationship-based)

  Trust is built differently depending on the cultures in question. In some, it depends on the relationship and is built through going out for dinner, drinking coffee or interacting with each other
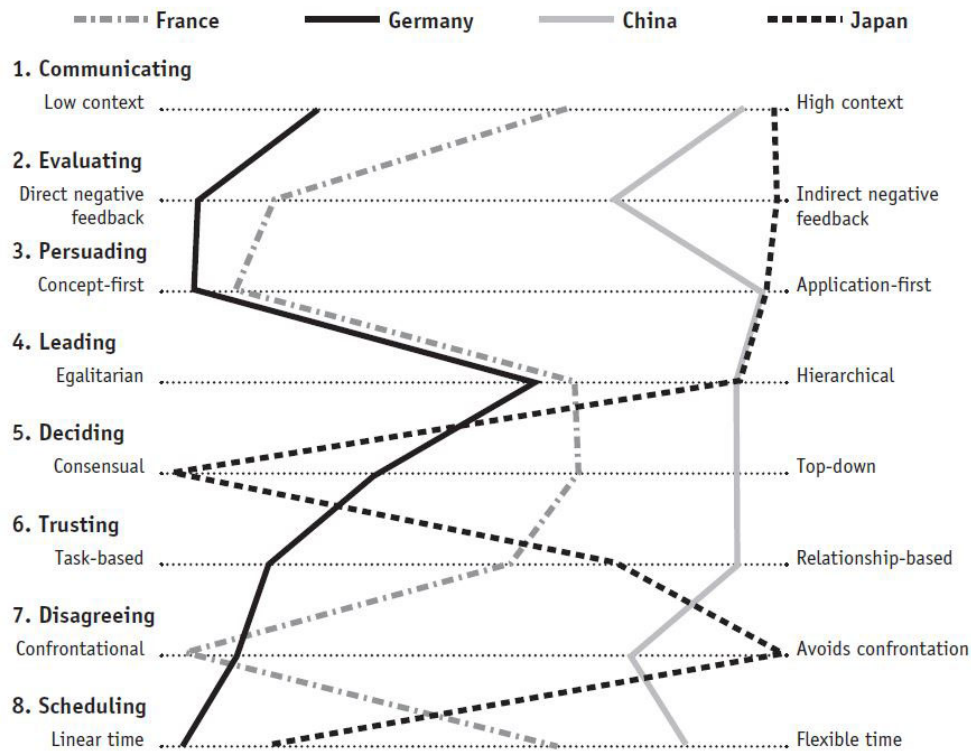
Figure 2.1: Example of a Culture Map from Meyer (2014)

in other ways. Task-based trust is linked to the other person's achievements and how well they have done in the past on a particular task.

- **Disagreeing** (Confrontational // Avoids confrontation)

  Disagreement can happen openly in front of the team or publicly in some cultures, but in others, it is something that happens behind closed doors. The latter will be more conflict-avoidant, as they are from cultures where losing face is not done.

- **Scheduling** (Linear-time // Flexible-time)

  Some cultures adhere to schedules and only start a new task after finishing the previous one. Other cultures operate on a more flexible time when circumstances that are unforeseen arise. Similarly, problems are dealt with when they arise, not necessarily prevented in advance.

The principle is that the individual will map their own culture on this map and compare it to the country they plan on visiting/interacting with. Figure 2.1 shows an example of how a culture map might look like comparing different cultures.

Culture Value Mapping teaches a lot about knowledge of culture, and usually a very specific one. However, it misses when we need to discuss and test strategies to improve our actions in foreign cultures. The next section will explain the four-factor model, which attempts to expand on the latter.

2.3.3. Four Factor Model of Cultural Intelligence
As explained in the previous section, there are many different authors who have come up with new ways of defining cultural intelligence which support training methods for professionals and students learning about the topic in preparation for work abroad.

  To break down cultural intelligence and find actionable ways to improve the skill, Van Dyne et al. (2012) write about the four-factor model. It breaks cultural intelligence down into four factors and then further dimensions. First, the four factors are:

- Cognitive CQ (also referred to as CQ Knowledge): do you know the cultural rules?

- Metacognitive CQ (also referred to as CQ Strategy): can you create strategies to work with the cultural rules?
- Motivational CQ (also referred to as CQ Drive): how much effort are you willing to put in?
- Behavioural CQ (also referred to as CQ Action): can you enact appropriate behaviours to engage others with your strategy?

Figure 2.2: Four Factor Model Cultural Intelligence (Cultural Intelligence Center, 2018)

Cognitive CQ or CQ Knowledge
"The individual's knowledge structures about cultural institutions, norms, practices and conventions in different cultural settings." (Van Dyne et al., 2012)

It is divided into two subdimensions:

- Culture-general knowledge = knowledge of universal elements that make up a cultural environment
- Culture-specific knowledge = declarative knowledge about manifestations of cultural universals in a specific domain as well as the procedural knowledge required to know how to be effective in that area

The first refers to knowledge that can be either objective or subjective. It allows individuals to categorise information and organise an easy framework for cultural differences and similarities. Objective culture is everything that can be seen, as well as fundamental human needs and relating to others, the universe and the environment. It will include many things like typical roles of males and females, knowledge about economic, legal and political systems, religious beliefs,... Subjective culture is more about the hidden psychological features of cultures. These could be values, beliefs, norms and assumptions.

Context-specific knowledge can be based on a domain. This is either culture context-specific or the domain might be a particular subculture[4].

Metacognitive CQ or CQ Strategy
"The individual's level of conscious cultural awareness and executive processing during cross-cultural interactions." (Van Dyne et al., 2012)

It consists of three subdimensions:

- Planning = the act of strategising before entering a culturally diverse situation.

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[4]These could be, for example, diplomats, educators, business managers, engineers or demographic subgroups.

- Awareness = knowledge of self and others in real-time and knowing that cultural thinking exists
- Checking = reviewing assumptions and adapting mental assumptions when actual experiences differ from what the individual expected

During planning, the mind is making action plans. Planning happens in advance when the individual considers the interaction's long-term and short-term goals and consequences. There is ongoing deep thinking to anticipate what the individual should do before the interaction and what the other person might do during the interaction.

Awareness is something that happens in an individual in real-time. The individual knows how culture influences the individual's mental processes and behaviours and those of others in the interaction. The individual is also aware of the intercultural situation by reading the room. Awareness also relates to how individuals can make sense of themselves and others in cross-cultural situations. There is also an aspect of proactivity to it.

When the individual is checking, they are checking their own and others' cultural assumptions. These interpretations are also checked after the interaction. This is all part of the adjustment process. It is comparing what we thought would happen to what is happening in reality.

Motivational CQ or CQ Drive
"The individual's capability to direct attention and energy towards learning about and functioning in situations characterised by cultural differences." (Van Dyne et al., 2012)

We find three sub-dimensions:

- Intrinsic interest = because it is inherently satisfying, the individual values the culturally diverse experience in and of itself
- Extrinsic interest = the individual values the tangible, personal benefits that can come from culturally diverse experiences
- Self-efficacy to adjust = task-specific confidence but applied to culturally influenced situations

Intrinsic interest can come from the straightforward enjoyment of working with international people or the interest in working in diverse teams. These intrinsic benefits are generated by oneself and are not dependent on the situation or others.

Extrinsic interest is linked to the benefits one can get from the skill, often professionally—for example, the sense of being more employable because of these multicultural experiences. The individual might also have a better reputation because of this international work.

Finally, self-efficacy is an essential factor in motivation. The feeling of capability and being able to deal with the stress that comes with adjusting to a new culture contributes to self-efficacy. Overcoming the feeling of failure when communication mishaps arise is a big part of staying motivated to improve CQ skills.

Behavioural CQ or CQ Action
"Individual's capability to enact a wide repertoire of verbal and nonverbal actions when interacting with people from different cultures." (Van Dyne et al., 2012)

This factor is divided into four important factors:

- Verbal behaviour = flexibility in vocalisation
- Non-verbal behaviour = flexibility in communication that is communicated with gestures, facial expressions, and body language instead of through words
- Speech acts = changes in the manner of communicating specific types of messages: requests, invitations, apologies, gratitude, disagreement, and saying no

Verbal behaviour includes things like accent and tone, the way things are said. The words usually have some of the meaning in them but only sometimes all of it. It also includes speaking faster or slower and louder or softer. Inflexion might also be varied, and the conversation partner might use pauses and silences. With these things, it is possible to change the amount of warmth, enthusiasm and formality conveyed.

Non-verbal behaviour includes a lot of body language and clothing and how formal or informal it is based on the situation. Greetings are also a large part of non-verbal communication. Facial expressions and gestures make up a lot of non-verbal behaviour. How close individuals sit and stand next to each other and changing the amount of eye contact is also considered behavioural.

Speech acts are usually quite different depending on where you are. Expressing these things appropriately, depending on where you are, is also highly important.

2.3.4. CQ training and education

Training and education in every field change and improve over time. CQ education also has traditional ways of teaching, which have been critisied with recommendations for improvements. Earley and Peterson (2004) and Van Dyne et al. (2012) define the dimensions of CQ in their paper. They already mention how traditional training is very focused on context-specific knowledge. The training participants are generally prepared to live in a foreign country by being taught about the culture. However, once they get there, they will likely encounter international people worldwide and have to deal with many cultures simultaneously. Subcultures will also be present, even in an international crowd, and this and the host country's culture will require the skills to adjust quickly to new environments. There should be more focus on learning the range of cultural variations instead. The challenges in cultural adaptation relevant here, as listed in subsection 2.3.1, further prove how cross-cultural interactions have changed and need newer and adapted training.

Ang et al. (2020), Earley and Peterson (2004), and Engle and Crowne (2014) also refer to the problems in current training forms.

Specifically, Earley and Peterson (2004) mentioned that intercultural training is now almost synonymous with cultural value models by authors like Hofstede, Trandis and many more. Also, Erin Meyer (Meyer, 2014) uses the idea of cultural value models to help the reader understand cultural intelligence. Earley and Peterson (2004) argues that this approach has a problem: awareness of cultural values cannot substitute knowledge of interpersonal interactions. The same goes for how values on their own are not very predictive of human behaviour. The link between cultural values and the individual's actions is not very strong, even though there are many decades worth of research on it by, for example, Triandis (2000) and his other texts.

One of the reasons Earley and Peterson (2004) argue their point is because global managers are spending less and less time in a specific country, making it hard to keep teaching only for the target country.

Engle and Crowne (2014) extend this thought process by writing about how international experience can impact cultural intelligence. They base their research on cultural intelligence theory and contact hypothesis theory. The latter proposes that higher contact in a contextual environment can improve inter-group relations. Their research concludes that they see a significant increase in the four factors of CQ after the short-term experience abroad. There are, of course, also limitations to consider in this research. The honeymoon phase when arriving in a new country can impact the results. The period abroad should preferably be longer than the honeymoon phase, but how long does this period remain? Exposure does seem to make a difference to CQ either way.

The next two sections will give an overview of traditional training and current inefficiencies in CQ training and then describe proposals for new training programs and how they should be structured.

Traditional training

Traditional training starts with participants being assessed for their cultural intelligence level and then being selected for training programs. Most programs will then focus on growing the participant's cultural intelligence by training cognitive awareness and knowledge of the host culture. The problem here is that it is impossible to expect the participant to learn and remember all the cultural information before visiting the host country. This does not address metacognitive competencies (Earley & Peterson, 2004).

Traditional training can also include culture-specific assimilators. They help the participant gain intercultural experiences, but again, these are limited to only the target culture (Earley & Peterson, 2004).

Next, there is also experiential training, which is more applied in, for example, role plays, field visits or simulations. It engages participants more and gives examples to work with; however, this type of

training can be very emotionally taxing for some participants and trainers (Earley & Peterson, 2004).

We also need to talk about self-awareness training, which raises participants' awareness of their own culture and how people from other cultures might react. The potential loss of self-esteem is also treated in these programs. However, this training is also culture-specific and not very generalisable (Earley & Peterson, 2004).

Finally, there is behavioural training, where the participant learns how to behave in the target culture and also realises the consequences of their own verbal and nonverbal behaviours in the target culture. This training, however, is also taxing and does not get used often. However, this training is very important for well-rounded cultural intelligence training (Earley & Peterson, 2004).

Summary of the inefficiencies of current training (Earley & Peterson, 2004):

- There is an assumption that all individuals need similar amounts of exposure and training.
- Most cultural training is currently based on cognitive or knowledge-based training and awareness of the target culture only. The training is missing the metacognitive aspect.
- Training programs assume a strong link between cultural values/norms and behaviours of the individual with the culture. This is a simplistic way of looking at the culture and behaviour of a person from a particular culture.
- Training relies on analogue learning. There is no discussion on the themes behind the answers for learning activities. There is not enough room for reflection in the simulations. Earley and Peterson (2004) explains it well: "Most people have relatively limited capacity for transferring a concept from an example case to a novel situation unless there is a specific discussion of the metacognitive strategies in the various teaching tools."

Proposal for new training

Earley and Peterson (2004) recommend that future training includes metacognitive, motivational, and behavioural aspects. It will be a significant change from the current way of training based on a cultural value system.

In addition, Ang et al. (2020) mention experiential learning theory by Kolb (1984) as a perspective that puts emphasis on the real-life experiences to develop capabilities as complex as CQ. More on experiential learning and its application to CQ training in Figure 2.3.4. The focus in this section will be on the proposal by Earley and Peterson (2004) so the former can build off that in the following sections.

First, education and training show the learner's ability to acquire, retain and interpret different experiences and information. Even though emotional intelligence is related to cultural intelligence, the latter really takes off where the former stops (Earley & Mosakowski, 2004). The added value of CQ is how a person can develop new behaviour if required for the situation. They break down the training into the four CQ facets.

Starting with metacognitive-cognitive facet training refers to the self, mental models and sewing together one's own knowledge and experience with social identity and social roles. Strategising to do well in these circles.

Awareness is not enough to guarantee success and flexibility in CQ encounters. Understanding other cultures also refers to how the individual must abandon and replace old concepts with new ones. This also connects to Meyer (2014) thoughts on how authentic flexibility is required (see subsection 2.3.2. People who are less connected to their original culture may find this easier (Earley & Mosakowski, 2004). In short, metastrategy is an important item that needs to be learned by the participant during training through reflection and discussion with others so they can get closer to the right answer next time a novel situation arises.

Next, efficacy (Earley & Peterson, 2004) highly influences the motivational aspect. Specifically, self-efficacy is how individuals feel confident in developing solutions for cultural challenges. Low efficacy expectations mean the individual will give up quickly after failure to communicate. They will not maintain a commitment to improving their skills. People with high CQ with a strong sense of efficacy "work smart as well as hard" (Earley & Peterson, 2004).

In addition to self-efficacy, goal setting is important. These goals don't need to be big. They might start with learning how to order a coffee or do groceries, but these goals will grow over time (Earley & Peterson, 2004). Succeeding at the small goals can motivate to achieve the bigger ones. Goals act as anchors which guide actions in the future.

Norms and values will also affect motivational CQ as they will guide which type of activities the individual likes to participate in and which they do not (Earley & Peterson, 2004). Values can impair adjustment to a culture if the individual is not willing to be a little flexible with them. Knowing these values in advance is good to see how they can be made more flexible to meet others, especially in international teams.

Finally, behavioural facet training includes expanding the repertoire of behaviours that can be given in new situations (Earley & Peterson, 2004). The bigger this is, the easier it will be to respond in novel situations. Positive self-image is a part of behavioural CQ. Generally, individuals want to maintain that image positively and will adapt their behaviour to that of the host culture, whether in a restaurant or a business negotiation (though the latter is more challenging to learn).

The methods used here are role modelling. Mimicry helps in many situations. Often, it is done subconsciously but can lead to good results in new situations. An example Earley and Peterson (2004) gives is about social distance, which is closer in South American cultures than in many Western European countries. Not adjusting to the closer social distance can make South Americans feel apprehensive and maybe hesitant about the interaction without them really understanding why that is the case.

Participants in CQ training can grow their behavioural repertoire through simulations and role-plays. Otherwise, personal experience in the host country can also teach behaviours in novel situations upon reflection after the situation arises.
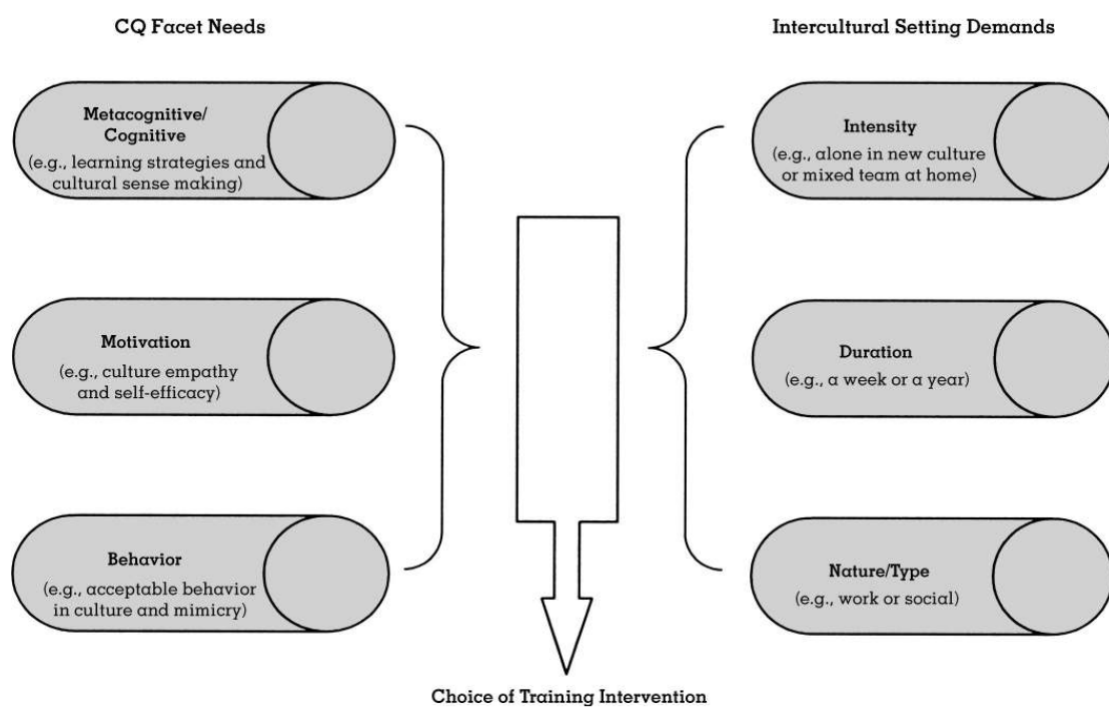
Figure 2.3: Designing an Intercultural Training (Earley & Peterson, 2004)

Earley and Peterson (2004) also propose the diagram in Figure 2.3 showing the facets needed along with the demands for the intercultural setting, which will determine the training intervention.

What is key here is that not only do the facets make a difference in training, but intensity, duration and nature also need to be curated to achieve the goal.

In conclusion, Earley and Peterson (2004) don't propose one specific training that is best for the future,

rather, they advocate for training to take a new direction. All CQ facets should be addressed, and multiple methods can be used to address these. They are already testing new approaches at the Nanyang Business School in Singapore (Wu, 2024).

Case Studies on Study Abroad and how it is related to exposure and experiential learning

As already mentioned in the introduction to this section on education and training (subsection 2.3.4), Engle and Crowne (2014) says that international experience and exposure increase the general level of CQ. Following this train of thought a little bit deeper, we see that Carlson and Widaman (1988) and Salisbury et al. (2009) make similar discoveries.

Carlson and Widaman (1988) find out that students who went abroad for one year of their study programme showed higher cross-cultural interest, levels of international political concern and cultural cosmopolitanism. The group also have more positive and more critical viewpoints about their home country, in this case, the USA. This makes sense because it takes leaving one's own culture behind to look back on it critically and realise how one is different from others (Van Dyne et al., 2012).

Salisbury et al. (2009) summarises previous studies on how study abroad affects students in the following ways:

- "develop a deeper understanding and respect for global issues"
- "more favourable attitudes toward other cultures"
- "stronger intercultural communication skills"
- "improves personal and professional self-image"
- "better foreign language skills"
- "improved self-confidence, ability to handle ambiguity, insight into their own value systems and maturity"

Many of these items match with concepts that were mentioned in previous subsections as well. Especially self-image that improves as the individual becomes more culturally aware. Better attitudes and the ability to handle ambiguity confidently can improve self-efficacy, which affects metastrategy and motivation.

From Individual to Interdependent Learning

The importance of education should now be clear. Previous subsections have also clarified that traditional learning is insufficient in a globalised world. Experience can make a big difference, adding to traditional education methods.

Nardon and Steers (2008) write about moving from individual learning (which we can see as related to traditional culture-specific learning in the classroom) to interdependent learning (which gives access to relying on others to learn together through discussion or role-plays in CQ). Their paper specifies going from individual to interdependent learning.

Managers and entrepreneurs must "learn how to learn" about dealing with different cultures and novel situations in varied environments(Nardon & Steers, 2008).

Individual learning is related to the experiential learning theory. Nardon and Steers (2008) break it down into four stages: concrete experiences, reflective observation, abstract conceptualisation, and active experimentation. The learning process might begin in any of the four stages shown in Figure 2.4.

Concrete experiences will give the individual a feeling that they have acted in the wrong way; there is a moment where the person realises they have done something wrong. Those feelings will prompt the individual to try and understand what is happening through reflection. The individual will find the disconnect and see how what is happening differs from the expectation. Then, the individual will try to guess why the person reacted the way they did and make sense of that situation. During abstract conceptualisation, the individual will develop a theory of what is going on and find a plausible explanation for the solution to the problem. Finally, the solution is tested, and the results are observed, restarting the learning cycle.

The key elements to this cycle are grasping experiences and transforming them as needed.

Experiential learning remains an important concept in management development literature. However, it has been criticised because it doesn't include the social aspect of learning; there is no learning with
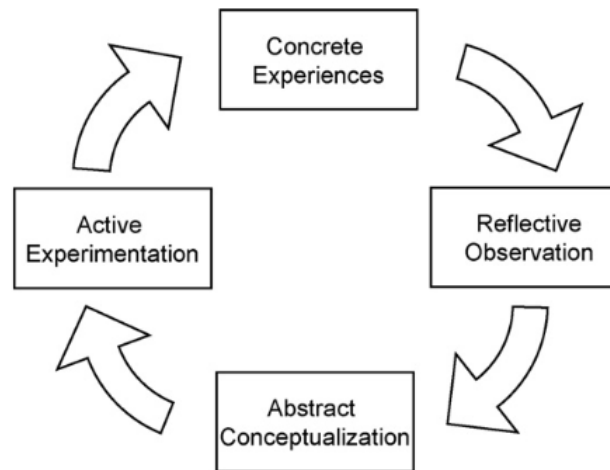
Figure 2.4: The Experiential Learning Process (Nardon & Steers, 2008)

others. Nardon and Steers (2008) therefore develop an intercultural interaction learning model. It focuses on two more individuals learning and experiencing simultaneously. It is broken down into four main areas:

- Negotiate identity: the ability to engage in concrete experiences
- Negotiate meaning: the ability to reflect and observe
- Negotiate new rules: the ability to develop new theories
- Negotiate new behaviours: the ability to take action

The theory is based on the experiential learning cycle but includes other individuals with whom experiences can be shared and discussed to develop better new strategies that can be retested. This is because the experiential learning theory on its own ignored the social aspect of learning. Nardon and Steers (2008) point out that intercultural interaction is all about the social aspect, so their proposed extension to the experiential theory fixes those issues. This report will not go into the detail of each of these four main areas but will focus more on the experiential learning cycle and the fact alone that reflection together in a group can help individuals come up with better strategies for intercultural situations.

More on Experiential learning

The previous section focused on one paper explaining the experiential learning cycle. This section will add to that by showing work from other authors in the same field.

Experiential learning is a term coined by Kolb (1984), who sees learning as a process rather than a series of outcomes. Experience plays a central role in the learning cycle, as already shown in Figure 2.4. In the previous section Nardon and Steers (2008) describe how they see the theory fitting into cultural intelligence. Two other papers also refer to and use the experiential learning cycle, connecting it to cultural intelligence.

MacNab (2012) proposes a 7-stage Experiential CQ Education process where the individual goes through an experience and is provided with feedback by their teacher at defined points along that process.

This Figure 2.5 shows the proposed seven-stage learning process.

The table brings back elements of CQ, experiential learning as an educational process, and relying on interdependent learning in the group discussion stage at the end. Reflection is also used and encouraged as a tool throughout the learning process. The overlap between this and the course material in the IED programme is discussed in more detail in subsection 5.3.1.

Seven Experiential CQ Education Stages	Summary Explanation	Related Aspects	Time to Allocate	Relation to Cusher and Brislin's (1996) Five-Step Learning Process
Stage 1	Awareness development of (a) culture, (b) CQ, and (c) categorizations/ stereotypes	Lectures, readings, film, lab exercises, critical incidents	About 2-4 weeks	Awareness
Stage 2	Experiential instructions provided	Discussion/lecture, course website instructions, e-mail communication, syllabus information	Introduce at the beginning of training	Awareness (preparation for)
Stage 3	Pre-experience check	Pre-experience check form (see Appendix B); e-mail communication	Administer about 2-4 weeks in advance of the planned experience	Awareness (preparation for)
Stage 4	New culture experience	Open communication channels with e-mail and planned meeting times	Allow a 1-3 week window	Experience
Stage 5	Post-experience internalization	Analytical write-up and application	Allow 2-3 weeks	Internalization
Stage 6	Teacher feedback and communication	Post-experience feedback form (see Appendix C)	Allow 2-3 weeks depending on the number of students/ trainees	Communication
Stage 7	Group discussion and social sharing	Group discussion report (see Appendix D)	Allow one or two sessions	Social sharing

Figure 2.5: Experiential Cultural Intelligence (CQ) Education Summary (MacNab, 2012)

Another paper by Ng et al. (2009) proposed a way for global leaders to transfer their experience working abroad to learning outcomes that have been critical to their global leadership development. Specifically, they propose CQ as a moderator. It becomes more likely that the individual with an assignment abroad will engage in the experiential learning cycle. This will result in global leadership self-efficacy, new ways of seeing cultures, more accurate mental models for leading teams across cultures and new flexibility of leadership styles in cross-cultural situations. See Figure 2.6 for the model used in this research.

The paper concludes with implications for organisational training and practices regarding international job assignments.

One of the most interesting findings from Ng et al. (2009) is how a low level of CQ in an individual can even halt the experiential learning cycle. In this study, this is interesting as some of the interviewees might show this experience as well. The paper concludes with little research on how managers translate their knowledge into learning outcomes. This thesis attempts to fill part of that gap by getting students to reflect on their experience and draw learning outcomes during their own assignments abroad.

This section shows how the experiential learning cycle can also come into play during the interviews conducted in this study. Some conclusions might be able to be related to this and help propose suggestions for curriculum improvement on CQ in an entrepreneurial setting.
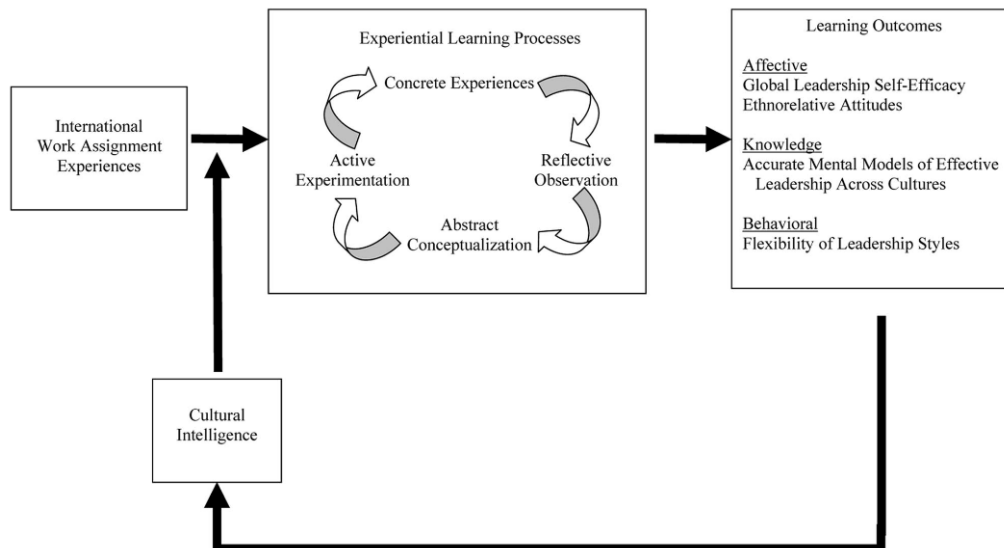
Figure 2.6: Cultural Intelligence and Experiential Learning for Global Leadership Development in International Assignments (Ng et al., 2009)

2.3.5. Other aspect of communication where CQ has relevance

Organisational CQ

Another that might be of interest to this study is written up by Livermore et al. (2022). They argue that there is such a thing as organisational CQ. Basically, not only individuals but teams and organisations can and should be culturally intelligent to keep up with today's globalising world. It is developed by setting deliberate and dynamic routines and norms based on how the organisation and the environment are organised. It is also about team members being flexible with their own cultural and personal values to create a new culture within the group that works for all without individuals having to give up what they believe in.

Conflict

In a globalised world offering opportunities in all corners of the globe, the unfortunate reality is that cross-cultural interactions lead to conflict and tensions. These can inflate to wars if not dealt with well, but the more day-to-day conflicts that people experience are usually in a work environment. Brett (2018) and Triandis (2000) both discuss intercultural conflict at work. They look at different perspectives. Brett (2018) refers to three groups of cultures: honours, dignity and face cultures. They all react differently to negative feedback and have different emotions associated with the situation, which can lead to conflict. Triandis (2000) talk about two ways that culture is connected to conflict. One is in how distant the cultures are from each other. The larger the difference, the easier conflict might arise. The second aspect is that the culture treats groups of people that do not fit into the crowd differently, creating a feeling of unwelcomeness, resulting in conflict.

Conflict in cross-cultural situations is mentioned in this study because it is important to remember that much of the research in the field comes from the need to resolve these conflicts. This study, however, is not focused on conflict, keeping this literature section short.

Language ability as a key to success

Language is related to culture and can be the cause of miscommunication. Maharana and Chaudhury (2017) points out that language proficiency in the host country's language significantly impacts how well the business is operated. Business always includes communication, and language plays a role in that hand-in-hand with CQ. In addition, sometimes, when an individual is less proficient in a language, they can be seen as less intelligent. This is usually a subconscious assumption that can lead to casting out.

Johnstone et al. (2018) reiterate the importance of language ability globally, especially for entrepreneurs. They go as far as saying that it is a course of competitive advantage. Language skills will

elevate legitimacy, trust and awareness and improve respect between the business and the customer. The skill can be very helpful culturally in an environment such as Europe, where most countries speak a different language.

Finally, Hinds et al. (2014) looks more at how the lack of language ability can create dormant fault-lines in teams. As explained in subsection 2.3.1, faultlines are usually dormant but can be activated within a team. Hinds et al. (2014) write about how language ability often is a dormant faultline within a team. It is usually active by other factors, such as when the team had power contests.

2.3.6. Final remarks on Cultural Intelligence

In this final section, there are a few final conclusions on cultural intelligence, things to keep in mind as this study is completed.

Expectancy disconfirmation: Cultural learning is most likely to happen when we make experiences that challenge our cultural expectations (Wu, 2019).

Cultural learnings are also often made the hard way, by making mistakes first and then reflecting on those situations to improve them next time.

1. Culture is a set of rules that differ across groups
2. We do not see our own culture until we experience different cultures
3. Anyone can learn CQ through active exploration and practice

All this was learned during the "Cultural Intelligence at Work" course in Singapore in 2019 (Wu, 2019).

In conclusion, Cultural Intelligence is a skill that can be learned. Its education and training have room for improvement, but current options have already been discussed above.

The next section will describe the connections between Cultural Intelligence and Entrepreneurship.

2.4. Cultural Intelligence in an Entrepreneurial context

Entrepreneurship and Cultural Intelligence have notions in common, which Helms et al. (2014) explores extensively in their paper. They argue that EQ and entrepreneurship have been extensively studied. The same applies to entrepreneurial characteristics in undergraduate students: open-mindedness, need for achievement, pragmatism, tolerance of ambiguity, vision, risk-taking and internal locus control (Helms et al., 2014).

However, there is not much literature connecting CQ and Entrepreneurship, although there is seemingly a connection, making it important for entrepreneurs and their business success. Helms et al. (2014) list many references connecting entrepreneurship and cultural intelligence. Most importantly, they establish that "entrepreneurs capable of understanding, functioning and managing within global settings (possessing high CQ) create a competitive advantage by being valuable, rare, non-substitutable and inimitable (Ang & Inkpen, 2008; Helms et al., 2014). Their literature review concludes that "entrepreneurs high in CQ will be better able to function within a global setting and as such should be committed to increasing CQ as a supplement to enhancing entrepreneurial capabilities through commitment to entrepreneurial education".

The most meaningful connection that has been found between CQ and Entrepreneurship is that of self-efficacy, which is required for both successful entrepreneurship and cultural intelligence competencies. Self-efficacy is a term coined and deeply researched by (Bandura, 2012). It refers to how an individual is confident in their ability to succeed, which motivates them.

Self-efficacy improves the persistence that individuals engage in education (Zimmerman, 1995), and self-efficacy is also related to entrepreneurial intentions (Wilson et al., 2007). The individual needs to believe that they can gather funding and make their dream happen; the simple knowledge of how to start a business is not enough (Helms et al., 2014). The same goes for motivational CQ where the individual needs self-efficacy to stay motivated even after they fail in an intercultural situation (Earley & Peterson, 2004; Ng et al., 2009). They give an example saying that an individual can love the country and empathise with the people, but this does not mean they are motivated to face the challenges that will inevitably exist upon arrival in the host country. Other facets are also affected by self-efficacy, meaning the motivated individual is more likely to solve challenges and, therefore will likely also engage

in more strategic thinking and reflection (Earley & Peterson, 2004). Earley and Peterson (2004) also explicitly state in their paper that "self-efficacy is a key to effective intercultural training". Ng et al. (2009) also reiterate the importance of self-efficacy in the effort to persist when tasks are challenging, also emotionally. They also make the connection with Bandura (2012)'s research.

The result from this is that self-efficacy is also a required component for successful entrepreneurial behaviours relating to high CQ.

This information clarifies that integrating CQ efficiently into entrepreneurial education programs is possible and encourages opportunity in a globalising world.

Finally, Şahin and Gürbüz (2020) also writes about how entrepreneurial orientation and international performance might be moderated by cultural intelligence. The study is part of the few studies that connect CQ and Entrepreneurship along with Helms et al. (2014).

This study will be combining knowledge on cultural intelligence and entrepreneurship through the combination of the Cultural Intelligence Scale (CQS) (see subsection 2.5.1) and the EntreComp framework (see subsection 2.5.2). The competencies are further described in detail in the section below, but it is important to mention here that two of the competencies in the EntreComp framework are self-efficacy and self-awareness. Both latter competencies have previously been argued to be connected to CQ. The following section will elaborate on the two frameworks mentioned in this paragraph.

2.5. Frameworks

Below, we describe two frameworks that are used to evaluate an individual's level of either CQ or entrepreneurship competencies: the Cultural Intelligence Scale and the EntreComp Framework. These frameworks will be used to inspire and generate the interview questions. The latter will help structure and guide which concepts are being tested in the students during the interviews.

2.5.1. Cultural Intelligence Scale (CQS)

The Cultural Intelligence Scale (CQS) is a scale that can measure an individual's level of cultural intelligence. It was developed by Ang and Van Dyne (2008). The full scale can be found in Appendix A.

There is a self-report and observer version of the scale. They both consist of 20 items spread across the 4 CQ facets (CQ Knowledge, CQ Strategy, CQ Drive, CQ Action). These items are used to develop the interview questions. The Scale has been used and tested by other researchers (Engle & Crowne, 2014; Helms et al., 2014; Janssens & Cappellen, 2013). They either used the scale during interviews with global managers or participants in training (Janssens & Cappellen, 2013), or used the scale directly in, for example, student groups going abroad for a short project (Janssens & Cappellen, 2013).

2.5.2. EntreComp Framework

The EntreComp Framework is a system that breaks down entrepreneurship into measurable competencies. There are 15 competencies of equal importance broken down into threads, which are building blocks for each competence. Each thread has learning outcomes which can be measured in progression levels from foundation to intermediate, advanced and expert (European Commission. Directorate General for Employment, Social Affairs and Inclusion., 2018). A survey testing each thread to give the participant an idea of their level of entrepreneurship and show improvement over time is the survey is taken longitudinally.

The EntreComp framework can be used in many instances. Whether for education programme development or in industry assessing professionals within a company. European Commission. Joint Research Centre. (2018) gives a few examples of how EntreComp has been used all over Europe. The Framework was designed in such a way that it can be used to suit the context in question.

This study will not focus too much on the background of EntreComp, but more on getting straight into its application. In Figure 2.7, the 15 competencies are represented. Detailed descriptions and breakdowns of the competencies can also be found in European Commission. Joint Research Centre. (2018). From the 15 competencies, the following are chosen to be used in detail in this study as they are most relevant to cultural intelligence.

Competencies used in this study:

- Ideas and Opportunities

Figure 2.7: EntreComp Competencies(European Commission. Joint Research Centre., 2018)

- Spotting Opportunities
- Valuing Ideas
- Ethical & Sustainable thinking

- Resources

  - Self-awareness & Self-efficacy
  - Motivation & Perseverance
  - Mobilising others
  - Mobilising resources

- Into Action

  - Taking initiative
  - Coping with uncertainty, ambiguity & risk
  - Working with others
  - Learning through experience

The competencies were used to inspire the interview questions. Spotting Opportunities and valuing ideas are two areas of entrepreneurial skill that are affected by culture and can change drastically from one group to another. Planning ventures internationally from the start is already becoming the norm, so spotting opportunities and knowing how they are valued in other countries is important. Closely related to this, Ethical & sustainable thinking will always be of importance and can change based on the setting.

As already discussed in section 2.4, Self-awareness & Self-efficacy and Motivation & Perseverance are items that both CQ and Entrepreneurship have been seen to have in common. This is a reason why these were a must to be included in the interviews. Then, Mobilising others and resources can often be a point of frustration for many when it does not go smoothly. The likelihood of misunderstandings and not achieving one's goals in this area is even higher when cross-cultural communication is involved. This can range from what resources are needed to when and how they are delivered.

Finally, taking initiative will be important to meet the project's cultural and entrepreneurial goals. It will also be needed when things go wrong, which is why coping with uncertainty, ambiguity & risk will be of importance. Cultural misunderstandings are often filled with ambiguity on what the right solution

is. Sometimes, there is more than one, and sometimes, the idea might be risky. Working with others will naturally be necessary in any project abroad, whether with team peers or the locals around the project. One of the big reasons why CQ exists is because scientists were coming up with theories on resolving workplace conflict across cultures. This study focuses on education when combined with experience and reflection. The interviews should be able to give some insight into how the students are experiencing, reflecting and learning.

2.5.3. What do the Frameworks have in common?

The two frameworks presented in the previous section are specific to two different topics: CQ and Entrepreneurship skills. However, they have a few competencies in common. This section outlines which have overlap. This study hopes to observe some of that overlap during student interviews.

- Self-efficacy
- Motivation & Perseverance
- Self-awareness
- Action component in both theories

Self-efficacy and Self-awareness are concepts that have already been brought up to be overlapping in section 2.4. In these two frameworks, the overlap is seen once again. The components of motivation and action are also prevalent in both. Motivation is measured and can translate into action. However, the origin of the motivation and the resulting actions can be tailored towards Entrepreneurship or CQ goals. Some may still have overlap or encourage activity in each other. For example, if an individual is looking to solve a cultural conflict, the resolution might also positively impact the project result.

2.6. Gaps in Literature

To conclude the literature review, here are a few of the gaps found in the literature that have inspired the main research question and the sub-questions. Different output will be used to fill or partially fill some of these gaps. The type of output (literature review results or interview results) is detailed below, along with the gap.

- Helms et al. (2014) mentions that there is a need to learn more bout how and why CQ can affect the commitment to entrepreneurial education and the success of entrepreneurs after that education. As already mentioned in the introduction of this thesis, the effect of education on future employment cannot be measured in the timeframe of this thesis. This is why this study will focus more on the students at the moment and their reflection capabilities. This will be looked at through student interviews. An insight into careers in entrepreneurship could be given through professional interviews.

- Engle and Crowne (2014) comment on how interviews can give more insight into the individual and how they react to cultural situations. A survey alone will not give that kind of exploratory data or opportunity. Based on these interviews Ang and Van Dyne (2008) and Earley and Peterson (2004) wonder how training methods should be adjusted from traditional methods. Student interviews could shed light on this as well.

- Wilson et al. (2007) and Zimmerman (1995) wonder whether the level of CQ affects the interest in entering into entrepreneurial education? Research states that CQ level affects the experiential learning cycle (Ng et al., 2009), so there may be a connection with entrepreneurship training. In general, there is a gap in information on how experiential learning affects the individual in question and whether this should be included in training or not. A combination of literature review and interviews can explore answers to fill this gap partially.

- Helms et al. (2014) and Wilson et al. (2007) have found that self-efficacy is a factor that CQ and entrepreneurship have in common. The research on the topic, however, is limited. Literature review and interviews should give more insight into the topic.

- In line with the previous gap, more research on the broader set of commonalities between CQ and Entrepreneurship is needed (Ang & Van Dyne, 2008; European Commission. Joint Research Centre., 2018) (e.g. they can both be taught, rely on self-awareness, self-efficacy, motivation,....). This will be tackled through a literature review.

- Earley and Peterson (2004) bring up the aspect of metacognition in CQ and how reflection and discussion are needed to find a 'correct' answer to cultural issues. This Is brought up in the interviews and worked with as a tool to see how the students respond to this way of thinking.

2.7. Final remarks

This section presents an extensive but not exhaustive past of the literature on CQ, Entrepreneurship and their commonalities. In chapter 4 the literature review results are presented as a mindmap to give an overview of the above concepts. In chapter 5, this thesis discusses the results and answers to the first two topics of subquestions for this thesis.

3

Methodologies

3.1. Research Design

Before getting into the details of data collection and analysis, the idea and flow of this study should be explained. This study started with an idea and keywords for topics that were of interest to the researcher: Cultural Intelligence and Entrepreneurship. As the students of the Minor in International Entrepreneurship and Development spend half their time abroad working on an entrepreneurial project. A literature review was conducted, collecting details on the concepts and finding out how the keywords overlap in their education and competencies, answering subquestions in topic 1. These formed the basics of what was being searched for during individual interviews with students from the course. The individual interviews were meant to test and see at what level the students think about cultural and entrepreneurial matters early on or before their travels abroad. Some purposely challenging questions were included in the interview, which the students were not expected to have an answer for yet, as they would have had to use reflection to do so. However, the questions hopefully got the students to think about their actions in the past few weeks and will have some reflective thoughts during the follow-up focus group session, which was planned with the students three weeks later, after they have experienced some time abroad working on their projects. At this point, it should be possible to see whether the students have made reflective progress and on what level this reflection and re-strategising was completed. Data and results from the interviews and literature review will help answer subquestions from topic 2. All the information gathered will help answer subquestions in the final topic 3, to generate the final output and objective of the study.

Figure 3.1 shows graphically how the different parts of the research were performed and fit together to answer the research question.

The details of how the interviews were set up as well as everything else around the data collection and analysis is described in more details below.

All the data collected in this thesis is either observations or interviews, all expressed as qualitative data as part of this exploratory study.

3.2. Research Setting

As described in previous chapters, the research will be conducted as part of a minor programme called International Entrepreneurship & Development. The students in this minor take courses in the first half of the semester and travel to complete a project abroad during the second half of the semester. More details on this are in section 1.4.

The research is specific to an educational environment where entrepreneurship and related competencies are taught to bachelor's students.

3.3. Participants

The participants in the interviews are the students taking the minor programme and a few professionals involved with cultural intelligence or have experience working across cultures in some capacity.
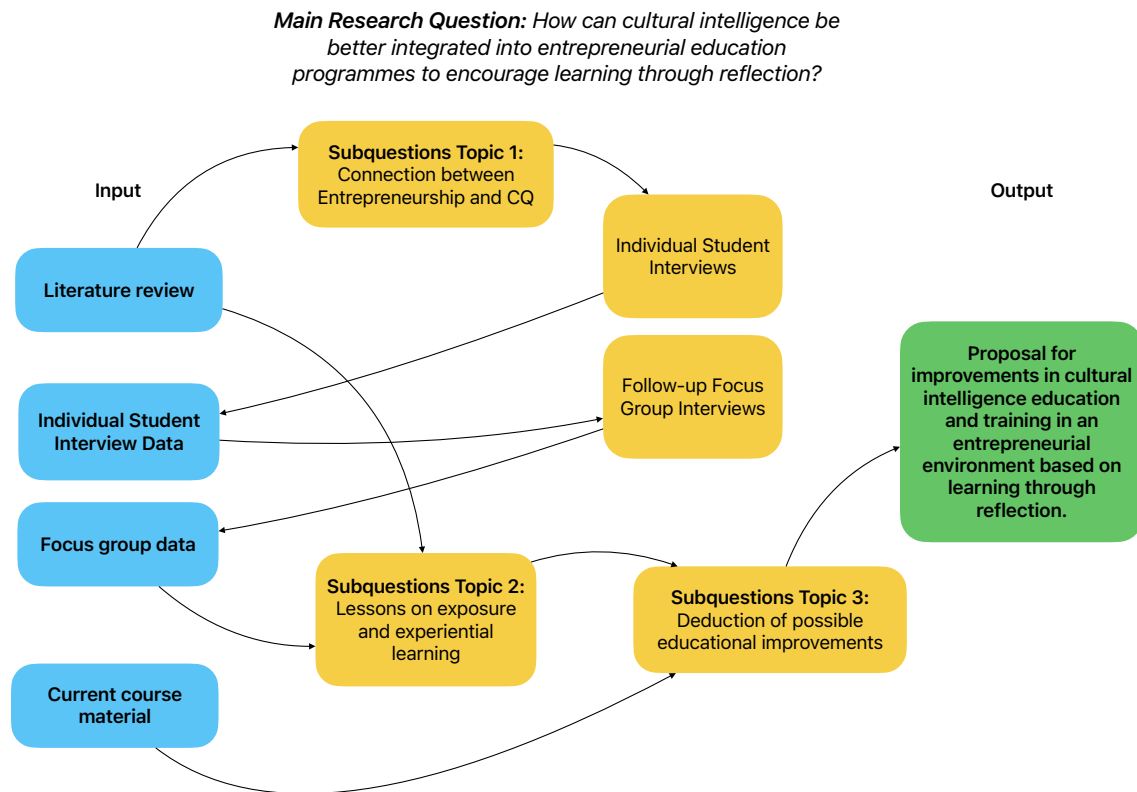
Figure 3.1: Research Flow Diagram

Not all students were interviewed. To select students, first, the students going to Tanzania and Uganda were asked for interviews. The two countries don't lie too far from each other and many student groups were going to these countries, making the individual participants less identifiable. Not all selected students were interested in interviews, so further groups were asked for interviews. Finally, teams going to Tanzania, Uganda and Costa Rica were interviewed. All interviews and focus group sessions were performed online.

The first contact with the students happened during their green light meetings. These meetings were held as a last moment to present their projects and for the lecturers of the minor to ask the students questions. During these sessions, the student groups were approached to ask whether they were interested in being interviewed. If they said yes, they could fill in a Calendly form to pick a time for their interview. The personal contact before the interview gave the students a first idea of what the thesis is about as well as getting them interested and intrigued to join an interview.

As there were still many cancellations, finding more teams to interview became imperative, this time only through email contact. It became apparent how much harder it was to get the students' attention through email without the previous personal contact. What helped is eventually, contacting the student via Whatsapp as they were far more responsive there. Furthermore, keeping the first interview short and fun ensured the students were still willing to come back for the group interview a few weeks later. The research benefited in a way that it could be completed with the data, hopefully in return the students learned a thing or two, even if they only realise this later.

3.4. Data Collection

Throughout the research, more data than just interview answers were collected. Literature review results and observations made before, during, and after the interviews will also be presented in the results section of this report. In the following sections, more details on the data collection are given. All the data is qualitative as this study is set out to explore and will not be able to assess the students' CQ

or EntreComp skills level at the beginning and end of the programme.

3.4.1. Literature Review

The obvious way to start this thesis would be with literature. However, the idea and pre-knowledge of this thesis really came from information gathered during a course in Singapore during an exchange semester. The course was about CQ at work and navigating conflict across cultures. The fascination with the topic sparked an interest which turned into reading books such as Meyer (2014); including this topic in the thesis with a gradually growing passion for entrepreneurship felt like the right combination.

Therefore, the literature review started by looking through the literature already available from the course and expanding that through online research on CQ. The EntreComp Framework and papers on Entrepreneurship and its education were separately researched. The combination of the two topics was found in a few papers, which led to very sound evidence of overlap between the two topics, which is presented in the results section (chapter 4).

Three applications were used to organise all the papers and collect notes on the findings. First, Zotero was the hub for storing all papers. It also allowed for reading and underlining on an iPad, which made the reading portion of the literature review far more manageable. Short summaries of all the papers were created in an extensive database in table format in notion. Then, all the concepts were plotted on a mindmap together with the citation key for each relevant paper. This meant that all the papers could be referenced immediately while writing the literature review. This saved time and avoided the situation where all papers had to be looked up again and references after writing the literature review.

Despite the extensive database of papers, it was still not possible time-wise to read and reference all the 80 papers that were found. They were prioritised and read in order of importance as defined by the author of this thesis.

3.4.2. Interview Technique and Plan

The next set of data was gathered in interviews and focus groups. The data is, therefore, qualitative. The interviews were semi-structured, allowing the interviewer to ask additional questions and get deeper answers from the interviewee.

The following two sections will detail how the interviews are structured, in what order the questions are being asked and what type of information the interviewer is searching for with each question.

3.4.3. Interview Protocol

The interview protocol for each type of interview will be described in this section.

Individual interviews with Students

The individual interviews were meant to pre-check the students, essentially getting a feeling of how their CQ level is and if they have a high level of project knowledge and self-efficacy. The results from this are pretty subjective as the interviewing is forming an opinion on the students as they interview them.

The interview questions were designed to test the four aspects of CQ (CQ Knowledge, CQ Strategy, CQ Drive, CQ Action) and a few items from the EntreComp framework.

- Ideas and Opportunities

    - Spotting Opportunities
    - Valuing Ideas
    - Ethical & Sustainable thinking

- Resources

    - Self-awareness & Self-efficacy

- Into Action

    - Taking initiative
    - Working with others

The exact questions that were asked to each student can be found in section B.1. Every interview also had some extra questions which the interviewer thought of on the spot as the interviews were semi-structured.

To keep the interviews on topic, the goal for the individual interviews was defined as follows.

Goal: Gauge how culturally prepared and aware the student is. Test to see if they are already strategising and ready to test their strategies abroad to achieve their project goals. Get a feel for where the students are at individually. Prepare them for the focus group session.

Follow-up Focus Group Interviews

The follow-up focus group interviews were designed as discussions meant to show whether reflection helps students learn about CQ in an entrepreneurial context. It will also show what learning stages the students have engaged in as a group. Did they engage in all stages? Did they get stuck along the way? How much reflection have the student's already done, or this the first time they are thinking about how they could change their actions?

Just like in the individual interviews, a few topics of discussion with example questions were written down before the interviews to keep them focused. The detail can be found in section B.2. The discussions points were project progress, communication and reflection. The EnteComp competencies that were included in the discussions were the following:

- Ideas and Opportunities
- Resources

  – *Self-awareness & Self-efficacy*
  – Motivation & Perseverance
  – Mobilising others
  – Mobilising resources

- Into Action

  – *Taking initiative*
  – Coping with uncertainty, ambiguity & risk
  – *Working with others*
  – Learning through experience

The goal of the focus groups was as follows.

Goal: The focus group session will be a moment of reflection where the students can think about whether their strategies were accurate or not and what their next communication and action steps might be.

Individual Interviews with Professionals

The professional interviews were personalised depending on the background of the individual. They will serve as input for this report's introduction and other contextual sections. They are included in the results section, but more because they helped the researcher understand how to formulate the conclusions of this report after the data was discussed.

3.4.4. Obersvational Data

During the interviews, the interviewer took personal notes on what the students said, but also how they said it or how they responded as a group (for the focus group interviews). Things that were notice during the interview were noted down for later reference. The results will be included in the results section.

3.4.5. Formats of Interview Data Collected

The research collects:

- Interview Recordings
- Interview Transcripts
- Personal notes on the interview, thoughts during the interview and observational remarks

It is all qualitative data and is treated as such by being sorted into codes and categories to spot connections in an exploratory way. The conclusions will not be generalisable, but some of the learning outcomes may apply to other programmes.

This study completed a total of fourteen individual student interviews, four group interviews and two professional interviews.

3.5. Data Analysis

The output of the interviews are notes, transcripts and recordings of the interviews. The transcripts are analysed using the software called Atlas.ti. It allows the coding of qualitative data. The notes were used mainly for the researcher to remember where and by whom some of the insightful information were mentioned. The recordings are back-up to re-listen to the student when the transcription tool in Teams fails to output the correct wording.

The following section will discuss the codes the study is searching for in the interviews based on the interview questions.

First of all, Atlas.it is the software that was used to aid in coding all the interview data for this study. It makes coding a little bit easier, even though the amount of data is still quite overwhelming. It has a few functions to search for people entities, similar words or sentiments for you, and make codes. The newest feature in the program is AI coding, where AI can do a first round of coding for the researcher. This is how the process for the interview data in this study started.

1. AI created the first draft of codes after uploading all the transcripts to the software in Word.
2. This resulted in many codes, up to 500 different ones for the 14 completed individual interviews.
3. The interview notes the interviewer wrote were used to remember which interviewee pointed out interesting points for this thesis. The recordings were used to clarify points in the transcript which were not transcribed perfectly.
4. As the number of codes was very large, the process of elimination began. Interview by interview, the AI-generated quotes and their associated codings were checked, sometimes eliminated or recategorised into existing or new codes. While going through the interviews, interesting quotes that could be included in the thesis work were also saved separately in a memo.
5. In the process of going through the interviews, all the relevant codes were categorised into groups of codes about the keywords the interview targeted and other topics of interest. This includes the list of EntreComp Competencies of interest, usually as part of their project details, and anything about the four factors of CQ.
6. The next step involved making sense of the different codes spotting connections between concepts and the thesis topic in general. Using the idea of sensitizing concepts[1] (Blumer, 1954) helped realise that these concepts are not definitive. They merely provide a direction.
7. Therefore, the codes are used to create topics the results will discuss and use quotes to back up. The discussion section will explain the reflections on the conclusions from these results.
8. The nature of the personal data means it cannot be put directly in this thesis. Only quotes will be used to show the results. The section is structured in a way inspired by Janssens and Cappellen (2013).

The code categories and examples of codes found in those categories can be found in Appendix D. It is also worth noting that the individual interviews and focus group interviews were both coded separately in different files. The codes for each were different, and the results were seen as separate.

The coding process is not something the researcher for this thesis was familiar with before this research. As a first-time coding qualitative data, below is a short list of items that could have been done better or differently in the process.

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[1]The concept of sensitizing concepts helped significantly in understanding and accepting that not all the codes and concepts connected in this thesis need to be definitive to have scientific meaning. It is okay for them to sensitizing in nature, pointing a direction rather than providing precise bulletproof results.

- A lot of time was spent initially deciding which documents to use for coding, and it mainly required trial and error to figure out. Notes, transcripts or transcripts with videos could be used for this. In the end, the transcripts alone in Word document form were used. These were produced straight from Microsoft teams and were relatively high quality. The mistakes in the transcripts were not corrected in the software; instead, the notes written during the interview were used to understand the transcript in case it was unclear. The recording was only used to correct parts of transcripts, which were used as input for quotes in this thesis. It was important to get the wording right in this. The final method used works quite well. Next time, this can be applied immediately, skipping trial and error with all the different data formats.
- Even more time was spent sorting every line into a coding category. There were many lines that were just the interviewer asking for clarification or short answers that were irrelevant to the research. After realising how much time the coding process took, the researcher proceeded with an elimination mindset, meaning that the sentences in between that were irrelevant to the subject at hand were not sorted further into categories. The final categories then contained codes and quotes that were mostly relevant to the research. Some extra quotes were still included but could easily be disregarded during the write-up of the results section.
- Lastly, trying to go through all the quotes by code rather than reading the interviews in chronological order wasted a lot of time. It was quicker and less confusing to reread the interview transcripts and sort the codes that way. The option of taking a code and looking into all the quotes it contained was too tedious to result in useful information, as the overview was lost to the researcher. Going through the interviews and seeing which codes were assigned to quotes instead, with the context of the interview in mind, was much more successful.

3.6. Limitations of Interviews and types of data collected

There are some observed limitations to qualitative data for interviews. Here are some of the main drawbacks of this method:

- As these are interviews, the interviewer will always be bias. It was also the first time this researcher performed interviews for research.
- Self-selecting group of participants: as some groups were more organised than others, it was easier to meet with some. In this way the selection of groups became less random and more self-selecting for organised and effective teams who had their ducks in a row.
- The groups of students were not very diverse. They were all Dutch speaking with only a few double nationality. They were almost all women.
- Some students were already abroad during their first interview as it was logistically not possible to plan the interview before they left.
- There was only one focus group follow-up session with each team. Further sessions a few weeks apart would have given far more insight, especially since the students are pretty early on in their project phases.

Next, a few recommendations on how future research methodologies could be improved in this research.

- It would be interesting to experience being more of an anthropologist for this study, getting to know the students earlier and spending more time with them physically before they leave and maybe even while they are abroad. This would create more observational data as well.
- The thesis should also go beyond the end of the semester as the students will only have proper thoughts about reflection after that. It would be nice to read the end reports of the students towards the end to see if they actually were able to reflect on what happened during their time away.

3.7. Final Remarks

This section summarises the methodologies used across the research of this study, from literature study to data analysis and results. The limitations and recommendations for changes in the methodologies are also included and transferred to further research proposals at the end of this report.

4

Results

4.1. Introduction

This chapter will present all the findings of this thesis.

It will start with the literature review, which was critical in determining interview questions. It set the state of the art gathered hints on how Entrepreneurship and Cultural Intelligence are or could be related. To show the literature review results in a more digestible way, they were plotted on a mindmap in section 4.2.

Next, some general observations will be described. These observations were things that were noticed during the research process and interaction with students either during recruitment or during the interviews themselves.

Finally, the results from all the interviews will be displayed in themes that originate from the categorisation performed during data analysis.

4.2. From Literature Review to Mindmap

As mentioned above, this section shows the literature review results in a graphical format as a mindmap (see Figure 4.1).

The concepts marked in full-coloured rectangles are those which have some connection or overlap with another idea from a different overarching topic. The items are also colour-coded to show which concepts have that connection with each other.

The other concepts are by no means less important, but they did not prove to have a connection across topics that was significantly traceable in literature. Many of these concepts were still used in the interviews to explore the student's views or were brought up by the students on their own through their answers.

The most significant overlap that was found in literature is between self-awareness and self-efficacy. It was made evident in many papers and seems to be a topic of further investigation.

Otherwise, motivation and perseverance play a large role in both Entrepreneurship and Cultural Intelligence. Both topics also have an angle where the individual is required to take action. To take this action, learning through experience seems to be key.

The literature review also resulted in a list of gaps in the literature, which are outlined in section 2.6.
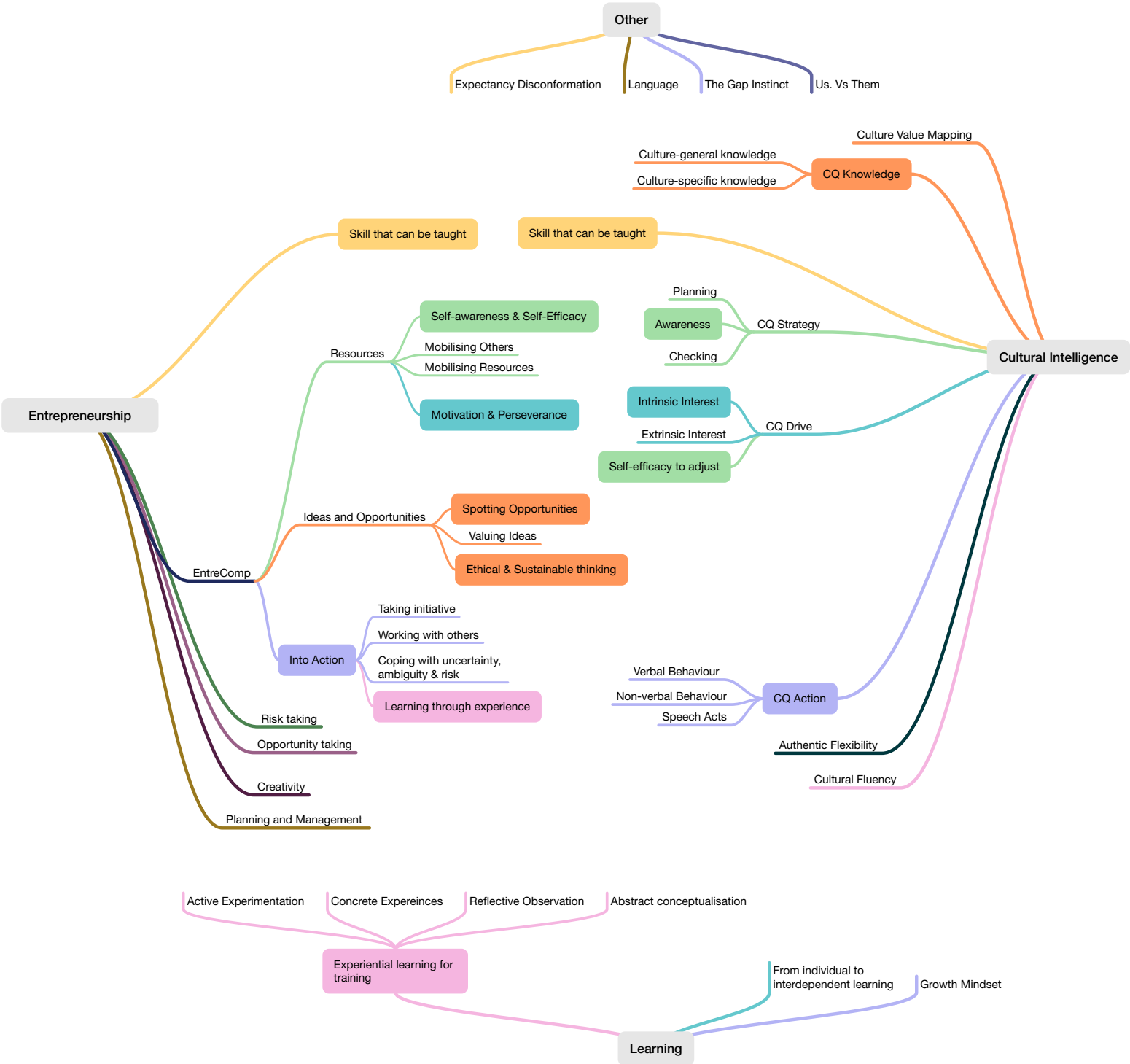
Figure 4.1: Summary of all explored Concepts

4.3. General Observations

Several Observations were made before, during and after the interviews.

During the initial research phase, where reading was the most significant task, the course material for the minor was also skimmed. Every course had a different way of referring to the countries the students would visit for their projects. Across the three course descriptions, the following denominations were seen: Global South, low-medium income countries, and non-western countries. The countries students travelled to were geographically spread around Africa, South America and South-East Asia.

Some observations on the interviewed students showed that all the student's native language was Dutch. Only a few have a second nationality or contact with another nationality in their close relations. In addition, far more women were interested in interviews than women.

During the focus group interviews, which were all handled online, some teams showed up together on one video camera others showed up individually on their laptops in different locations.

The organisation levels of the different teams also varied, which affected when and if the interviews could be planned. Groups with students who had resits were far less likely to accept an interview timeslot.

Finally, half of the teams that were interviewed were motivated to participate because they were also doing interviews as part of their project. They have learned that it is not easy to get consent to an interview and therefore want to give back to someone else in their own time.

4.4. Results from Individual Student Interviews

The analysis of the 14 individual student interviews resulted initially in just over 500 codes generated by AI (see Appendix C for more information on the use of AI in this thesis). As this is too many to analyse and the AI coding needed to be checked by a human first, the codes in the interviews were sorted further into categories. The categories can be seen in Appendix D. The categories serve as the build-up for this chapter. The presentation of the results section is inspired by how Janssens and Cappellen (2013) present their interview results from interviews on Cultural Intelligence in global managers.

The section is thus divided into topics and will rely on quotes from the interviews to show the result, which can be further discussed in the discussion chapter: Mindset as a factor for Drive, Experience Abroad and language ability, Emotions, CQ Knowledge, CQ Strategy, CQ Drive, CQ Action, Innovative Project Management and Ambiguity and Conflict.

Mindset as a factor for Drive

When asked why the student decided to do this minor, half the students brought up the idea of **personal growth** [1] and a **growth mindset**. This question was not intended as a data point but more as a warm-up question. However, interestingly enough, experience abroad as part of their studies was seen as a way to grow as a person, academically or even professionally.

> *'I wanted to broaden my knowledge. I always wanted to do something with more entrepreneurship and cultures because I love travelling.'*

Some students also experience moments of **change in perspective** which influences their mindset towards going abroad and their project in general.

> *'Because I felt like it was because I was a woman, I had to cover up. But we found out that that was really not the case. It was more because of showing respect to other people and also getting respect from other people towards yourself. So that really changed my perspective.'*

This perspective change was also seen when it comes to **privilege**. Privilege in the sense that students realise how privileged their life is in Europe.

> *'And I was really shocked about one thing because we had to this like kind of flower thing and then you have to show a few privileges in that subject or not and I was privileged in every subject so, but OK, I have to keep that in mind before going' [abroad] 'because it's not the same.'*

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[1]This and the following concepts, which are bolded in this section, are not codes; they are simply topics which were observed during the interviews. They are bolded to help the reader see which paragraph refers to what if they are jumping between the discussion section and results section.

This is also where signs of the gap instinct can be seen. Suddenly, the students realise there is a gap. Interpreting it can be challenging. They may be seeing it as a big difference between them and others rather than seeing the many different levels and variations that exist. It is never just two opposing groups, and there are always commonalities to be explored.

These aspects were indirectly taught and covered by the course on the Pluriverse for Sustainability & Impact (see section 1.4).

Finally, there is the aspect of learning by doing. Students value the practicality of this minor and that you get to do more than sit in a classroom and listen. Learning through experience came up in conversation.

> 'But everything you learn is theoretical, but there's a high like level of practicality of stuff that you can do in the actual world, but you don't get any real experience until you start working, and I think that's really sad from my perspective and I wanted to do something that was practical and it gives me a little bit of an insight into what it's like to live in a totally different country and see how I like that even maybe I, I don't know. Maybe I wouldn't like it at all, you know, so.'

Experience abroad and language ability

Experience abroad and language ability varied among the students; however, most mainly spoke English and Dutch (they all learned a second language, French and German, in high school, but no one said they were fluent). None of the students who were interviewed knew the language of the host country they were going to. Some had already visited the continent their project would be on and, therefore, knew more or less what to expect from the locals or what not to expect. For others, this experience is one of their first abroad for a more extended period. Examples of previous experience include backpack-type travel after high school or during summer breaks and short exchange programmes lasting anywhere between 1 and 6 weeks. Even trips to cultures which are defined as Western still left students in **culture shock**. Here is one example.

> 'Well, so I was in Florida when I was 17. And then of course, that's like Western. So I really did not anticipate any cultural differences. Boy, was I wrong. But the way American people communicate is just very. I mean, I yeah, very. How you say that. Well, first of all dramatic and second of all, just very. I wanna say, like polite, but to an extent where it doesn't really feel like honest anymore. Like they're over compensating or over trying a little bit. [...] I really do like meeting people from other cultures though, so it did definitely take some time getting used to 'cause I did not anticipate it. '

Students explicitly mentioned that they valued **connection abroad**. There are reasons and ways to connect with people all over the world, even if, at first glance, there is nothing in common. Culture doesn't need to be the break in connection.

> 'Yes, to answer your first question, I do look forward to those interactions because I think they're very meaningful and they're very always very honest and they're always when people in the foreign countries ask you something they really want to know and they really are excited to hear your answers and your things and stuff. And I was lucky to travel lots, so, I've had few of those encounters where I don't know. You speak to somebody from the other side of the world. I. This summer, I was or not this summer, but the summer before I was in Jordan. Jordan. I was in the middle of like the desert there and just a man came up to me and he was like, oh, you're Dutch, you're Dutch. Boy, do you know and then they called like a Dutch football player and he was a guy that lived in a desert. He didn't have a TV, he didn't have anything. But he knew this football player. And then we had something in common. It was just really, I don't know, it was just really funny, really nice. And I think you can have, like, the best conversations if you are just open minded and not disrespectful and just can have. Yeah. I don't know. Really nice and conversations that keeps with you.'

Previous travel would also often show itself in **openness to new experiences** in students.

> 'When I went with my family to Tanzania last year, we had like a guide that's travelled with us to Tanzania and he was really open about the culture there and everything that he stands

for and also the food. And we went to his family and his children and I thought it was really a good experience because I like other cultures and I want to see more of the world's and how people think and how they live.'

Emotions

Naturally, the students have felt certain emotions before during and after cultural experiences. Here are a few examples of **curiosity**, **frustration** and **excitement together with nervousness** at the same time. These emotions came up in many interviews. The students often had trouble with discerning whether the emotion was only project-specific or had a cultural reasoning behind it when the topic was about the project they were completing abroad.

Starting with **curiosity**, a student was expressing what exactly they were curious about.

'Do or act and yeah, it just made me very curious. What drives people maybe. And I also intend to visit churches on Zanzibar just to see and meet people there and maybe in this way also have maybe a little bit of social network there. So yeah.'

Next are two examples showing **frustration**. The question is whether this frustration is coming from communication going wrong because of cultural differences or because the students are not managing their projects well enough. Are they taking enough initiative? Or is it about how they collaborate with those in the host country?

'They said like one hour before meeting. I'm sorry, we can't make it because that's they're the one with the information of the project. So we couldn't really do anything because they weren't on time or didn't show up.'

'we asked her three times to send the answers to us because she said she would do it in like 2 days and we received it like 2 1/2 weeks after she said she would give it to us. So that is something that we're like, oh.'

Finally, almost all the students were excited about something. Here is a student who expressed **excitement and nervousness** on how to approach new situations while abroad.

'That I'm really excited to do. And also yeah, one of the goals I've set is like, make conversation with people around me and try and engage in small dogs as well. I'm a bit nervous maybe about the negotiating that everyone has told me that you need to do.'

CQ Knowledge

All the students were well prepared regarding knowledge of culture and differences. They had read up in advance about where they were going and interviewed people from the country or who had had significant contact with people from there. Below is some of the knowledge they gathered. It includes both **obvious tip of the iceberg-type things** and a few items that **go a little deeper.**

'In the Netherlands, if you ask something from someone, you expect them to just do it.'

'I don't think I've had the opportunity yet to give someone feedback that's from Tanzania, because I've been here so short, but I have read about I don't like, I don't know. I don't remember what exactly it was called, but something like cultural analysis where you rates, yeah, how direct people are. And we came to the conclusion that in Tanzania, people don't like it when you are very direct.'

'The times that people eat dinner that people in the Netherlands are like 6:00 o'clock, it's dinner time. We eat to eat. Now people don't eat dinner here like before 8. Like not at all. And usually a lot of times later, which has been a big adjustment for me.'

'And then you have clean and so you can eat. So the first time I was doing that, I was washing both my hands. Like, what are you doing? It's like pushing my hands. What should I do? And he was like, you only wash your right hand because your left hand is for wiping. When you go to the toilet. Then I was like, oh, OK.'

'Yeah, they're mostly Christian here, so that's. But you. Yeah, they are. Yeah. Like the clothes you have to cover your shoulders and your knees and your stomach if you want to respect the culture. But they if you're a tourist, they don't mind. But if. Yeah, we went to the college today and then they said, yeah, maybe you should cover your shoulders and your stomach.'

'And like how people greet each other in Tanzania and if it's, uh, considered rude to go directly into uh technical conversation instead of doing formalities first and asking about each other's lives or family, which was also the case here, you have to build relationship 1st and then you can talk about business.'

'They are a bit more submissive. I don't know if that's the right word, but they if you propose something, they will often say yes, it's great and it won't give you like the direct feedback if they don't like something. So it's a bit, yeah, they're a bit more pleasing I think, but that is something that we got told and I tried to research it but.'

The students also start **comparing** their own culture to the culture they are going to in an attempt to gauge what the gap is and how to bridge it. They are also questioning why and how things are different.

'Exactly. And also in this course for the different culture, everybody always is so friendly that you, the basic level, you almost immediately have with everybody here. So there are like welcome and Holland. It's more. Yeah, it's takes a longer time before you get there.'

CQ Strategy
Strategy begins with **awareness**. All the students know that they are dealing with a culture that is different from theirs and might affect their project progress. It begins when they compare their culture to the new one and realise where the differences are and that they need to change their attitude slightly to engage in what will become their new normal.

'And that's not really something that Dutch people are used to or like not showing up on time or saying they'll fix something, but don't.'

'Yeah, I actually went on an exchange during my high school for six weeks to South Africa and I really, really like that everyone you encounter during today in supermarkets or in the texture any anywhere they're like, hi, how are you? How are you doing and really happy and really interested in where you're from. And that was something I really liked. And after leaving there and coming back, I was like, OK, why are we so stiff?'

The rest of the examples on strategic thinking when it comes to problem-solving across cultures are divided into two groups. First, **ideas from students who have not spent significant time abroad** (here meaning a programme or travel abroad lasting more than three weeks), which was half of the students who were interviewed.

'And trying to have communication of trust first. So maybe just get to know people before.'

'And we wrote down, I think, mostly just be just know all the information and try to like. Prepare yourself. In a way that you. You're not. How do you say like? The the new things happen, so you already know what what can happen.'

There is no retesting in this idea. No checking; it is just based on the knowledge the students learned before going.
    The students know they need to prepare and gain people's trust, but they do not elaborate on the strategy they want to try first.

In general, there was far more input on strategy which should be applied from students who had **international experience on longer trips or projects (3+ weeks)**. Here are some of the things they came up with. They are more elaborate and often require some reflection to get to.

'I think so, because there's just so much you can read online and I think. Only by just speaking to people it can really change a lot. So I think so. And it's also important to be adaptive because if if I'm only doing what I think is right, it will never work. My way's not the best way to do it I think.'

'And then when we want to discuss business week, first ask if they want to discuss business business now or if they want to do it later. So that will be our technique, I think here.'

A specific strategy that three of the students devised for this was **active listening.**

'OK, so I think firstly very much reiterate what they say. No, no, I'll not reiterate. But like summarise what they say to you just just like draw conclusions from conversations and say that again, so they know what you got from the conversation.'

'Keep asking questions and maybe there I was a bit more silent at some moments when they are we're talking just not completely interacting immediately, but try to listen carefully and therefore let them talk more.'

'Yeah, just really try to listening to the people that what they are willing saying, what they're really saying and maybe that therefore can help to understand them a bit more. But that's the only thing I can come up with right now.'

However, this is where most of the students' thinking ends. They have not tested these strategies yet. The focus group results should give more information on this.

CQ Drive

As already mentioned in the **personal growth** section of this chapter, it plays a role in motivation and drive to learn new things and cultural intelligence. When asked whether cross-cultural situations are intimidating or more fun for the individual, one of the answers given was as follows:

'I can see why they're useful for me as a person and for my knowledge about other cultures and my personal knowledge in general, like life knowledge.'

Curiosity as mentioned in the emotions section and **connection and open-mindedness** also contribute toward CQ Drive.

Generally, it was not hard to read that the students had the motivation and drive to make their project successful. They also realise that interest in culture would help them get there.

Some students showed more **intrinsic interest** coming from places such as their passion for travel.

'So no, I really like that. That's also the reason why I love travelling and I just like to see how things go around in another place where it's not the culture we have here.'

Others are more focused on how it affects their academic career, making it an **extrinsic interest.**

'Umm. I think multiple reasons I think because. I wants to do something else and I already do at civil engineering so. And I also really like to go abroad sometime and to gain that experience from different cultural settings. And this minor fitted perfectly to do something else to be a bit more creative than I normally would. I think that's the reason why I did it.'

Self-efficacy to want to adjust is observed among the students, especially when they were talking about project progress and planning, but the actual adapting part in practice is hard for the students to reflect on. They didn't have as many easy and quick examples for those types of questions. There were no quotes to back up the proof of self-efficacy, so it is impossible to say that the students were operating with this quality. This will become more apparent in the CQ Action section below.

CQ Action

Just like in the section on strategy, this section will be divided into information received from students with more or less international experience. This is because CQ Action and CQ Strategy were not as saturated with answers as the Knowledge and Drive sections, and there was a significant difference between the answers given.

Action examples from students who had been abroad relatively less than their peers are below.

> 'Adapted to the situation because we were in their culture and they always covered our hair, so we did it and yeah.'

> 'And maybe also it is it was a bit more dangerous there. So you I adopted some small little things that always sit in front when you go in a taxi or not have your phone out like.'

The ideas here were far more straightforward. It is more about clothing and how to dress for respect. It is not necessarily about interaction, conversation or getting things done across cultures.

An example from a student with more international past experience shows how reflective thinking helped them get to a better solution to their problem at hand.

> 'The plane was over booked so we couldn't get on the plane, and then our first reaction was like, well, not angry, but it was quite irritated because, hey, can't was on, et cetera. And then they reacted like that back. So they were like, oh, no, you should just get back. And it is how things go here, et cetera. And then we sat down for some time and then we tried another approach. Which was explaining our situation and that we had to get on the next flight and. Well, just the whole story rounded and we were bit kinder, more like are there any options and then they actually thought with us and they put us on like another flight which was a bit later but it was also enough for us to get our next flight. So they were very helpful in the end because of our different approach I think.'

Finally, there were a few interesting examples showing how some of the project providers have already worked with students from the Netherlands multiple years in a row. To a certain extent, they show how they have already partially adapted to the student's culture.

> 'No. Yeah, that be so. That was the miscommunication. Bits further, it was all pretty. Yeah. Yeah, it was OK. They were also. We thought maybe they will be late because in this culture, they mostly most of the time they will be late. But they were also on time with our meetings. So we're actually we we had good communication, yes.'

> 'Yeah, yeah. This is the fifth year they they are part of the project. So they know the drill and they I think they anticipated on that and that's why they wanted to make good first impression I think.'

> 'Yes, I think that's that's the one of the main things. But also I feel sometimes when I say things to [...], he like, he understands me. But there's also like a cultural difference of what you can and can't say to a person. So for instance, the daughters of our neighbour, they come by regularly. And yesterday I told Andrew if he could ask her to leave because I was working on school and I had to focus for a little bit and I would play with her later. And that's like exactly what I said to him. And then he said to her in Swahili, he said, oh, she's gonna go to sleep now because they don't understand that when people work, they need to be alone to be able to focus. Apparently, like, everybody needs more of a shared culture. So he explained to me that that's what he said. But he also explained that she wouldn't have understood if he would have translated exactly. So that's also another thing that adds up to that, which is interesting.'

Innovative project management

This section contains more project-specific answers, where the students show how they expect to learn, how uncertainty in their project is related to culture, and that cultural challenges, ambiguity, and conflict inevitably arise.

Starting with **learning**, the students realise that they learn on the job, and **with experience**.

> *'Well, I think the meeting the people here and actually seeing the assignment in real life is very different from the outline we we got and the project description we got because.'*

> *'Usually things are very different if you experience them in real life, so I think yes, we're going to do it in a different way.'*

In projects across cultures, **uncertainty** will crop up regardless of how much initiative you take and how well you try to organise your resources and information.

> *'More actually, yeah, like I I already told, we didn't meet with them a lot actually. And our project was really unclear for us for several weeks like the last two weeks became a bit clearer. But before that, we didn't really know what we could expect so.'*

> *'Didn't really understand what we were doing when we were in the Netherlands, but I think they will completely help us when we are here and the day that they think that the project is more when we are in Costa Rica than the field work we did in the Netherlands.'*

Ambiguity and conflict often come hand in hand with cross-cultural communication. Below a few examples of challenging cross-cultural issues which the students need to bridge to make progress with their projects.

> *' He was saying yes to me as well, saying yes to the designer while we were saying completely opposite things. So there was some some the first like experience I had and I thought, hmm, OK, you can say no to me if you think I'm not right. So that was something.'*

> *'But she speaks, barely speaks English, so it's pretty hard to communicate with her about. So I think the language barrier is the biggest thing in communication.'*

> *'So their main language is Swahili and English, but as it turns out, most people don't speak a great amount of English.'*

4.5. Results from Focus Group Student Interviews

A total of 4 focus group interviews were held for this thesis. 5 were planned, however one team could not participate in the end. Every group has 3-4 members.

Project Progress

The students speak about their project progress as a team in this interview and how they are visibly progressing towards their goals. They are **taking initiative** in getting to know the locals, **adjusting to their ways of working** and **making sure they have everything they need** to make their project a success.

> *'Yeah, we did have some advice of the previous group. Some guides, all of us, that it's really important to include the artisans from the start in your project so that they see what it's going to look like, that they are more involved and more enthusiastic to actually proceed with the products. Absolutely. So that was that he gave us to just start from the beginning and not just present it at the end of the three months. So I think we really took that to heart. But since we we have got here arrives there, we haven't had any feedback on our no collaborations. Maybe that's interesting to us, yeah. But I I'm curious if we for example ask one of the managers, what do you think of our collaboration with artists? If they would give us like really critical feedback and I think they will.'*

> *'Mm hmm. Actually not. Are you the manager and he just calls everybody directly? Yeah. And then a few hours later, motorcycle comes by outside, and yeah, no, it's very easy. But. We had some trouble with finding like the more nice materials to fit or design. Yeah, because just for prototyping they had like, stuff immediately for us. Yeah. And I also feel like the artisans and people who work here, they really want to help. So it's not that they think you do you or you, you figure it out yourself. Maybe they really want to make it a success and help you so. But I think Monday we went to the big markets together with one of the*

employees and then we had to translate like what we wanted. What kind of role, which colour, what kind of texture to someone who doesn't really speak English. And then that was the thing a bit more difficult. But we just showed a picture on our phone, and then they understand. Then they understood. Yeah. So we did manage to find it in the end, but it was quite a bit of a treasure hunt.'

Some of the groups also came up with ways to improve their projects, **pivoting** them in the direction based on new information they found out in the field or extending their projects because they finished their initial tasks. However, some adjustments in all teams come from a need for culture and interaction with the locals. The following sections on emotions, communication and culture, us vs. them attitudes, and reflection shed some light on the complex challenges the students have already faced.

Emotions
Within the first month, the students already felt a few emotions upon interacting with others related to their project.

Notably, one of the students explained how they were prepared from a knowledge point of view to tackle the new culture; they knew that communication would be hard and could be filled with **indirectness**, leading to what **feels like empty promises**. However, once they are actually there and experiencing it, it still hits them how different the ways of working are and that it is almost a little **annoying** to them.

'Ohh it's it's gonna be hard to communicate with them and they make promises and won't keep them. And you think you'll you've anticipated through that, but all three of those experienced that it's rather annoying and so much worse than to actually be here and it's it's even worse than you could have thought beforehand.'

On the other hand, all the students are feeling a lot of **enthusiasm** towards their project and project providers. They start understanding what they did through online communication. Being at the workplace **helps the students understand** what the project providers are actually expecting from them.

'Yeah, because we're here. So we know we actually know what they're talking about. We know the people. The machines I think it's a very important aspect.'

'You're seeing the products come to life and I see more, I think they see more opportunities in the product and they see that we work hard.'

With cultural experiences and work always comes **frustration**. Frustration can have consequences on conflict and trust with the opposition, thereby affecting project progress. The frustration in most of the interview examples comes from cultural misalignments and when the students' initiative to solve the problem is not helping.

'So and we were both times for a couple of times. So for like 6 weeks, weeks straight, but then we heard like after the first one. OK, I'm going to arrange a second meeting and then after the second meeting, she was saying, yeah, I'm just putting a lot of energy to to get you those meetings with the and with the use. And usually they don't do a lot of meetings for for you guys. Yeah, it's an exception and we're like, we're doing this project for you and for ourselves, of course. But and it's also in your interest. So yeah, it should be important to you. And there was a the problem is that there's the. There's two people between US and the workers because there's also a woman called Laura at the company who doesn't do anything. And it makes us makes you the really hard for us because we. It's we are told that we can interview someone or. And yeah, it's arranged. And then we asked, like, frequently over three weeks over periods of time of three weeks, and then she's like, no, it's not arranged. Even if she said it was and it's just really frustrating because we have to adapt our planning and project to it every time. So you can't.'

Communication and Culture

Communication and culture mixed are complex, and the students have realised this. Here is an example of one group who learned within a few weeks **what was not working** with their communication style and how they needed to **adjust** it to get their point across.

> 'Think the first week we didn't have to draw that brunch because the first part was quite easy. It just runs. Like wouldn't train and then the second week we have a bit more. Difficult designs and then we found out like the first design it was OK because it was a quite easy shape as well. But then second one, it was just a disaster and we we couldn't explain it by the drawing we needed. The objects and the translator. It it is possible, but it's just not efficient.'

> 'And now that I yeah. So the second week we changed it the non third week were completely only using the Styrofoam prototypes.'

The students went from spoken words to drawings to 3D styrofoam examples to show their ideas to those who do not speak English as they do. They tested new strategies quickly to come to their conclusions.

All groups are dealing with a **language barrier**. Only in one of the groups did the students find a good way to overcome this with the nature of their project. The other three were met with more significant challenges. This language barrier affects some projects more than others. Student groups who were working on interviews had a more challenging time if the person being interviewed did not speak English. It required careful thinking about the questions in advance and translating them beforehand. Understanding the answer after a non-professional interpreter translated it could be tricky. This could affect the **quality of the project** and results in the end.

> 'I asked question, the Spanish question I already had. We already translated for ourselves. And then she asked to the worker. And then they responded and she put it in translate to me. So I could see it in English, but sometimes I did not understand it completely.'

> 'but the students who are translating for us, they were not informed and we are trying to tell them in English, but I don't think they fully understand which is hot, makes it hard to, uh, transfer the and idea until the workers.'

Some of the **strategies** the students had to rely on in communication included how they cannot go straight to business. It was often essential to **practice small talk first**, build a relationship and then ask kindly whether they were ready to talk business. This was also important regarding how to start the meeting in the first place (planned or walk-in), even if the meeting topic was more of an intervention.

> 'I don't think he expected to have this meeting with us in general, cause we never scheduled the time or anything. We were just there and then he came in and then we started talking about, like, pleasantries and how are you and then we brought up the subject about our project.'

> 'Yeah, we don't need to plan it. I think we will just be at MEPs and maybe just ask him, do you have time now and then just start conversation instead of trying to plan the conversation and also like today, I started the conversation which I thought was gonna lead to the communication one, but it didn't so.'

Sometimes, the students' **frustration** can lead to a rupture in the learning cycle and thereby **loss of trust** in the people around them. More on this thought will follow in the discussion section.

> 'I just think we can really trust her because she's lying to us. Yeah. And was also really different. What she said in the first period and we good interview the workers as much as we want, which was not the case. So that was a bit. Yeah. Irritating for us? Yeah, that we needed to adapt our plans multiple times, but I think at the end we have now planned that will work out for us. Yeah, I hope if the if the meetings work out that we have plans right now and she is not lying about that, they arrange I think's gonna be fine. But it's just it takes a lot of energy.'

Finally, some uncategorised examples of communication and where the students struggled or enjoyed how their skills evolved through **trial and error**.

> 'Beforehand, we didn't really know what he was actually thinking. It was quite hard to read online and now it was quite clear that he it's just like, really enthusiastic. And yeah, yeah, that's the perspective changed a bit because now we know what he was talking about by just being here. Yeah, we understand. What were the struggles or. Yeah. And actually he speaks quite a bit of Dutch as well. So yeah, that makes it all so easy. Yeah.'

> 'I think our now communicating with people who don't speak the language is just smile, laugh and just make gestures and. Point at stuff and just like how we did it right now, we just really grabbed some food and yeah. Gave it to her and well, when she would have refused. Then we would have known.'

The students learn that there are multiple ways to communicate across cultures, and it is ok to come up with new ways when the first option doesn't work out.

Us vs. Them

The individual interviews showed growth mindsets and sub-conscious knowledge of the gap instinct. However, as project and cultural challenges start to crop up, **frustration** still leads some students to an **Us vs. Them mentality**. The realisation that **communication is a two-way street** and needs to be worked on repeatedly is still a new learning lesson for the students.

> 'I think what you already mentioned is let's also something I yeah, I thought I found out about the communication on their part. Just like sometimes that she expects from us a lot that we need to respond right away and then somehow something it needs to be happen now and when we when we ask her something to do, it feels like it takes forever. And she said yes. But when she she do no. Yeah, correctly. So that's a bit strange, but that's also maybe a bit, but I don't know about the culture. I know that sometimes you need to say always yes. Yeah, we work on it. We work on it. We will do it. And no, it's not an option to say some to some. Feels like it wasn't one time she asked something. And OK, please reply right away. And then later she's gonna add something. And hey, I want to, you need to reply now. Yeah. And it's like and ask something really small. And she's like, I will get back to you. And then she doesn't get back to us. And I think we aren't in a position to say, can you please reply back to him?'

> ' Yeah. Also with yesterday, I think it was about that we were just like, no, we're not gonna accept it. Yeah, we're just being direct and we work first because we're just a little bit over it, I think.'

Reflection

Some teams needed more time to reflect in some situations. They still needed that extra week or two to test more strategies. Essentially, they were not ready for us to discuss it yet.

> ' I think we'll discuss it later. it took a lot of energy and patience that we don't have.'

Other teams became frustrated with the conflict of working across cultures because they kept repeatedly experiencing the same issue with no improvement. They develop an Us vs. Them perspective, and it becomes hard to get the students to reflect on their communication with the other party. The fault is placed only on the other person.

> ' I think I'm not gonna be surprised if she's gonna tell us in two weeks. Hey guys. And there's something came up. You can't go to the factory, but I will send them the papers because she didn't arrange it at all. '

For the fewest teams (1 out of 4), the project is seemingly going smoothly. However, the reality of whether the project was a success or not will only be known when they finish, which will not be treated in this thesis as the timeline does not match up.

4.6. Results from Professional Interviews

4.6.1. Summary of Interview with an Entrepreneur from Kenya

Background: She runs a company in Kenya, where she lives now, but she spent around 10 years in the UK in the past. We started talking about the thesis I had written, the topic, the audience, and the goal of the thesis. This helped us understand what part of the cultural intelligence we wanted to explore during our chat.

The interviewee mentioned that predicting anything in an intercultural setting is challenging. You can have the same academic and career background yet come from different areas of the same country and still have different cultural stances. Personality also plays a role, making humans very complex. Being respectful of each other will always be of the utmost importance. A great way to do this is by always carrying a very curious mind with you. It helps you approach the conversation with a blank slate.

Another strategy that the interviewee mentions is to ask better questions. Asking the right questions builds relationships from the basis, and at the end of the day, everyone wants to talk about themselves one way or another. In relation to this, it is essential to understand the other person's perspective on matters. It can help to gravitate first towards people you feel are easier to chat with. Someone who is more familiar. Ask them questions out of curiosity first and become comfortable asking better questions. Interactions are moment to moment, and nothing is set in stone. In this environment, a mistake is ok, and everyone can take it easy. It can lead to a learning moment for the next interaction, which could be with someone less familiar.

The bias that everyone naturally has towards groups of people different from them is something to consider during these interactions. It is always there, but what can help is to explore this bias beforehand. Understand what your own biases are before entering the intercultural situation. It is suggested that this could be done as part of a seminar, where everyone talks about their biases in class, in a safe space.

The interviewee also broke down cultural differences into levels, starting with how people interact with each other, how they eat and how they dress, for example. But on another level are things like nationality and race, which can bring in a new dynamic. Training on EDI (equality, diversity and inclusion) could help the students understand some of these dynamics and prepare them for intercultural exchanges.

Finally, the conversation ended on answering the question of how important it is to be able to navigate culture, and what the most important thing is to keep in mind. The conclusion was that it is very important. You don't get anywhere without understanding the other. Sometimes, someone can have the best idea, but if they keep their culture too tight and are unwilling to meet in the middle, they can annoy everyone by being deemed disrespectful due to being blind to culture and then getting nowhere. Therefore, the most important thing is the power of empathy. Being capable of meeting the other person where they are is what makes a difference because every person is individual and different from the next.

4.6.2. Summary of Interview with CQ expert from Singapore

This interview was more of a coaching session about CQ, education, entrepreneurship and how they link to each other. The expert in CQ research also helped determine what this report's conclusions and recommendations should or could look like. The ideas we came up with will be reflected as an integrated part of the discussion and conclusion sections.

Some of the main learning points from the session include:

- Some people are better at CQ than others, and research about CQ is trying to give a handful of facets by which individuals can measure how culturally intelligent they are. A handful of characteristics which an individual can learn. Even when one facet comes more naturally to the individual than another, the four qualities of CQ help us understand how it works.
- Education and courses have limited resources. Consider this when making realistically implementable recommendations at the end of this study. Be creative.
- Most Entrepreneurship programs do not include CQ, or only in limited ways, confirming that it is a gap
- Regular checkpoints during intercultural experiences for students, on exchange, for example, are used at NTU to encourage them to take steps in their CQ learning journey while abroad

The interviewee shared the following sources:

- Raver and Van Dyne (2017) talk about education and training of CQ. It should help come up with more rounded conclusions.
- Wu (2022) dives into IQ, EQ and CQ and how they act together.

In the discussion section, when an idea comes up that was discussed during this session, it will be referred to with the reference (Wu, 2024).

4.7. Final Remarks

Individual Interviews
In short, the students found answering questions on Knowledge and Drive easy. Many more struggled when it was time to devise strategies and think about moments when they acted differently when visiting a new culture and why.

However, they are all motivated to work on their projects, travel, and have successful results at the end of their time abroad.

Focus Group Interviews
These interviews showed insight into the group's dynamics, how they interact with each other and what progress they have made. Some groups have met with a lot of frustration, which could affect their project.

It would be most interesting to follow up with the students one more time at the end of their projects. Then, we could see how they have further improved and what issues the final products of their projects may encounter towards the end delivery to their project providers.

4.7.1. Professional Interviews
The professional interviews were used mainly as input for the introduction and as discussion partners for the discussion section of this report. The conversations helped the researched take a step back from the results and develop the key conclusions for the research.

5
Discussion

5.1. Introduction

This section is focused on discussing the results and answering the key questions posed at the beginning of this thesis.

Main Research Question:

How can cultural intelligence be better integrated into entrepreneurial education programmes to encourage learning through reflection?

Subquestions:

1. Connecting Entrepreneurship and Cultural Intelligence

    • What do Entrepreneurship and Cultural Intelligence have in common?
    • How does the EntreComp Framework and the Cultural Intelligence Scale (CQS) overlap?

2. Exposure and Experiential Learning

    • How does the exposure on a short-term trip abroad change how students think about other cultures in an entrepreneurial context? Does exposure increase CQ learning?
    • How do students adjust differently to their environments?
    • How does language ability affect entrepreneurial success abroad?

3. Educational Improvements

    • What extra support do the students need to prepare before their trip and learn on the fly during the entrepreneurial experience abroad?
    • What features of cultural intelligence training need to be included in the Minor in International Entrepreneurship and Development?
    • How should Cultural Intelligence be taught at the university level to encourage more world-mindedness in entrepreneurs early on? How can training be improved as part of entrepreneurial education programmes?

For the readers understanding, Figure 5.1 is included again in this section. It should help show the thinking and buildup behind the answer to the research question.

This chapter will start by answering topics (1) and (2) in the Literature Review discussion section (see section 5.2). Then, the interview results will be used to answer topic (3) in section 5.3. Finally, it will be possible to answer the main research question in section 5.5. The theoretical and practical implications will be discussed towards the end before discussing the limitations and further research proposals.

Main Research Question: How can cultural intelligence be better integrated into entrepreneurial education programmes to encourage learning through reflection?
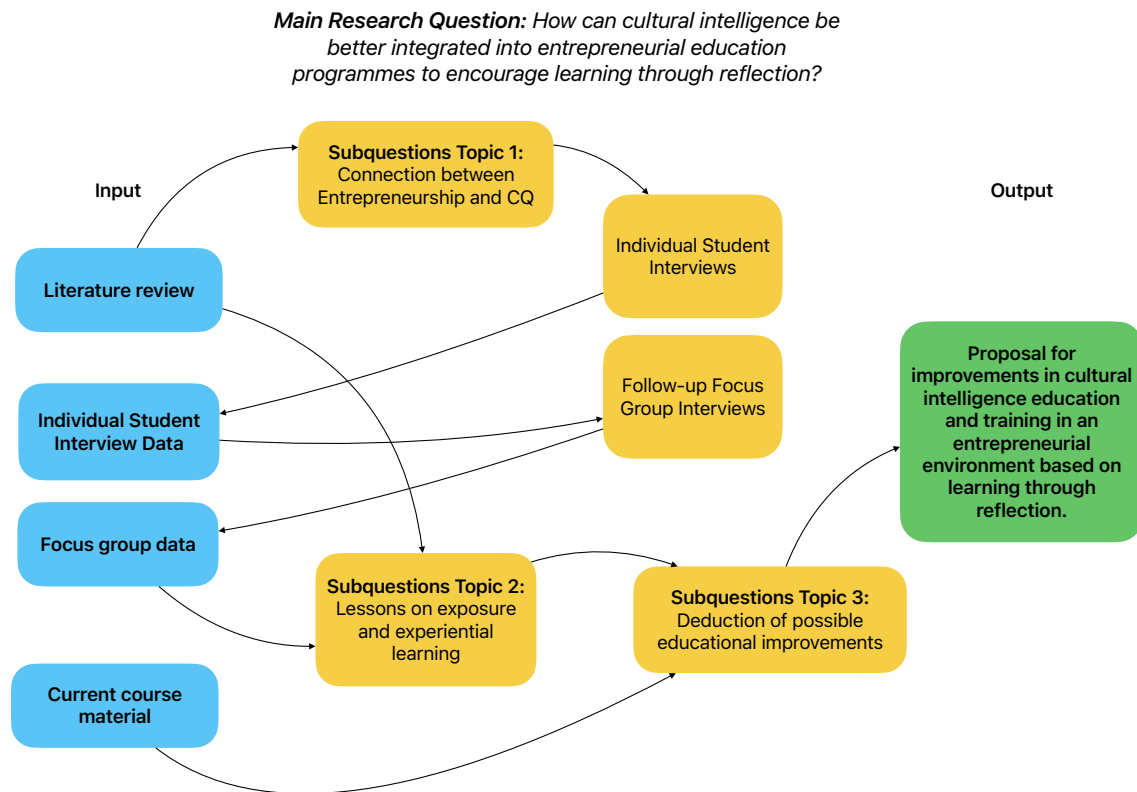
Figure 5.1: Research Flow Diagram

5.2. Bridging Literature Review and Interview Results

This section will answer some important questions regarding how Entrepreneurship and Cultural Intelligence have a connection and how they are both influenced by experiential learning. Questions from topics 1 and 2 are answered through the literature review to explain what this conclusion is about.

1. Connecting Entrepreneurship and Cultural Intelligence

   - What do Entrepreneurship and Cultural Intelligence have in common?
   - How does the EntreComp Framework and the Cultural Intelligence Scale (CQS) overlap?

The most commonality of entrepreneurship and Cultural Intelligence is that they require self-efficacy for personal growth and success. The author who makes this most clear is Helms et al. (2014). This is also supported by other authors in both CQ and Entrepreneurship education. The term originally came from Bandura (2012). It refers to confidence in one's ability to succeed, which motivates individuals and improves persistence in education and entrepreneurial intentions.

This leads to the next considerable commonalities between CQ and entrepreneurship: being motivated and perseverant and having awareness and knowledge, which helps in opportunity spotting and planning.

Furthermore, the CQ Scale and the Entrecomp Framework clearly show how action is a component relevant to both sides. Action is required for individuals to improve in all areas to the two complex frameworks, which is only possible with self-efficacy and awareness.

Conclusion 1: CQ education has a place in Entrepreneurship education and should be included more to achieve better collaboration in a global world.

This leads to the next topic, which explores learning through exposure and experience.

2. Exposure and Experiential Learning

- How does the exposure on a short-term trip abroad change how students think about other cultures in an entrepreneurial context? Does exposure increase CQ learning?
- How do students adjust differently to their environments?
- How does language ability affect entrepreneurial success abroad?

Carlson and Widaman (1988) figured out that students who went abroad before had increased CQ upon return and thereby also increased their ability to improve their CQ. The students interviewed for this thesis also showed varying levels of CQ in the initial individual interviews. They had more profound stories to tell about past experiences upon which they could reflect. Students with fewer prior short-term trips abroad had far more trouble answering questions related to strategy and action. This trend continued to the focus group interviews, where the students with more prior intercultural connections inspired their teammates to think and reflect deeply on their actions.

The literature review did not fully elaborate on how students adjust differently to their environments, but similarly to the previous paragraph, the amount of prior international experience affected the quality of the answers the students gave to complex questions which required reflection. The students who were already subconsciously more familiar with authentic flexibility than others had an advantage in having an easier time adjusting to their environment.

Many sources check if language ability can stop entrepreneurs from succeeding. It can be essential in places where many different languages are spoken, such as Europe, or countries like India, where there are many different language variations. Language skills can improve the project and work quality and improve legitimacy, trust and awareness with an individual (Johnstone et al., 2018).

During the data collection in this thesis, all students experienced language barriers. Some projects were not impacted as much as others, but when communication via words was the only option (e.g. interviews), the students struggled far more to get high-quality answers. This can come from translating issues or maybe even trust issues between the interviewer and interviewee.

Therefore, the researcher believes that language ability can help improve entrepreneurial success abroad.

Conclusion 2: Students with more prior experience abroad in a non-tourist setting showed more deep thinking and reflection regarding CQ Strategy and Action components.

Conclusion 3: The language barrier can have an effect on the quality of an end product as it becomes more challenging to understand the user's needs.

Before ending this section, it is essential to note that many connection points were between the literature and the minor programme. These are explained in section 5.3 as the educational improvement conclusions (topic 3) are also explained in that section.

5.3. Interviews to help point out educational improvements

This section will help answer the third category of subquestions and lead to an answer to the main research question.

First, it will detail some critical connections between literature and observations on the minor programme as a whole. Then, the individual and focus group interview results are further discussed to bring to light conclusions that turn into educational improvement recommendations.

5.3.1. Reflecting on how the Minor Programme IED Course Material Connects with Literature

This section includes various points of connection that were observed during the literature review and related in some way to the IED Minor Programme.

Earley and Peterson (2004) mentions this precise quote, which resonated during the observation of the students in their projects abroad: "All teams must build momentum from their commonalities, but **the**

multinational team has a special challenge insomuch as their commonalities will be harder to identify. "

Even though most students in this research are Dutch and only 1-2 have double nationality, they still need to explore how to work with those beyond their team who will have a different culture. It might be easy for the team to find their commonalities, but finding these beyond the team will be challenging, especially since the Us vs. Them effect could be strong (Rosling et al., 2018).

In addition to teams spotting commonalities with those they work with closely, Livermore et al. (2022) mentions how **combined CQ can characterise teams or even organisations**. This will often come from values and routines they set up for themselves, in this case, from the code of conduct that all student teams come up with before they leave for their international trip. During their preparation, they don't only spend time getting to know others' cultures, but also define a first version of their own by mapping out those values and creating their own team culture.

Earley and Peterson (2004) point out how metacognitive-cognitive facet training, especially when it is culture-specific, can be taught in a classroom with more traditional methods. **Identity and culture value mapping are covered in the preparation courses** for the IED minor. However, **strategy building and action components of CQ and Entrepreneurship require reflection**. Participants need to be trained on how to understand and master new situations characterised by cultural differences. This is something that literature has clearly stated as missing in traditional literature (Earley & Peterson, 2004).

In this study, the focus group part will start testing group reflection skills, which should encourage problem-solving for situations learned about in class and novel situations. More on how the students reflected is in the following subsection.

While reflection and strategy building along with testing are important activities in global entrepreneurship activities, the key components needed to keep going through frustrating times of seemingly little progress are motivation and perseverance. The **motivation to keep going in the learning cycle** and test new ideas, which might fail, **can be affected by the level of CQ** (Ng et al., 2009). This means that individuals with initial low CQ might not even be able to persist through the learning cycle. It is as if they cannot latch on to any of the phases because their awareness of CQ is too low from the get-go. While reading the literature, this point stood out because there was a possibility that some students in this research might show such results as they may have vastly different past international experiences. It cannot be expected from every student that they have significant past international experience, and this might be their first, which will open that door to them for the next experience abroad. As will be shown in later sections, the phenomenon described in this paragraph is observed in the interview data, especially during the focus group sessions.

From the perspective of students' perspectives about the world, people and how we live, the **gap instinct and us vs attitudes** are also, to a certain extent, discussed in course work before their experience abroad. They map themselves out and discover that they are actually very **privileged**. This is part of their awareness preparation.

Furthermore, MacNab (2012) has proposed a **7-stage learning process** for CQ education through experiential learning. Suppose we **compare** the stages (see Figure 2.5) with what was taught in the course for the program; a few items have significant overlap. Stage 1 provides the students with an awareness of culture, CQ, and categorisations. This is taught through lectures, videos, and exercises. Then come stages 2 and 3, where instructions for experiential learning and a pre-experience check are provided. The latter are less obvious as part of the current programme. One could argue that the individual interviews in this thesis could act as the pre-experience check. Then in stage 4, the students have a new cultural experience. In stage 5, they write up a report, which is also part of the IED programme. However, stages 6 and 7 are less apparent. Teacher feedback might not be elaborate enough as the students will have finished their minor programme at that point, and the group discussion and social sharing for interdependent learning is not included either.

The minor includes a few stages in this process, but not all of them. The learning process for students in CQ and related entrepreneurship skills could be improved by adopting more feedback,

coaching and group discussion for reflection, which is seemingly the largest difference between what MacNab (2012) suggests, and the IED programme currently follows.

Finally, it is often **easier for an individual to cross cultures when they are less connected to their home culture** (Earley & Mosakowski, 2004). They have one foot grounded in what they define as their culture and the other flexible to get to know and adopt new ways of doing things. This is often the case with multinational students, students who have more than one nationality or who have had more contact with individuals from different cultures than them. Evidence of this was seen during the interviews and is described below.

Conclusion 4: The experiential learning cycle can be cut short if the individual does not have enough CQ. The minimum level of CQ is not defined in literature, but the phenomena is hypothesised.

Conclusion 5: The 7-stage learning process includes CQ in experiential learning. It does not map to the CQ facets but ideas from this process can be included in the recommendation for this study.

5.3.2. Relating individual and follow-up group interviews

This section is based mainly on the interview results and elaborates on some of the connection points with the literature mentioned above in this section.

Starting at the beginning, **the challenges of CQ today** (see subsection 2.3.1) should be reviewed (Nardon & Steers, 2008). They were mentioned in the literature review and were seen in interviews. First, we don't always know when a cultural interaction will happen and usually don't have much time to prepare for it. In this case, the students do know that they will be experiencing intercultural communication while they are abroad; however, they will not know precisely when especially if they might need to speak to someone on short notice who might not even be from the host country. Second, it is not always obvious which culture the students need to adapt to. This is the case for students who have project providers who already have had more experience with groups from the Netherlands. Maybe they have already changed their behaviour for the students from experience, or the project providers might even be from the Netherlands but have lived in the host country for a while. Should the students then adjust to the new culture, stick with Dutch communication or find something in the middle? This aligns very well with how literature shows the importance of CQ in an always cross cultural environment. It is important to be able to adjust on the fly (Nardon & Steers, 2008). Finally, many meetings across cultures happen online these days. For the students, all the meetings before their trip abroad happened online with their project providers, and therefore, they have already experienced some confusion and conflict. They often realised this after arriving in the host country, where understanding what the project providers wanted became clearer.

Next comes a topic which keeps coming up about working across cultures. Words and language are used to discuss and bring forward projects, so **knowing the foreign language can help**. The students have explored how to bridge the language barrier between them and their hosts in many creative ways; however, the quality of some projects depends on the language. This is not mentioned explicitly in literature but is a logical outcome. Literature specifies more about how language can help an individual seem more legitimate in negotiation (Johnstone et al., 2018). During the interviews, for example, where the quality of questions influences the answers. Translation does not always communicate an interview perfectly. Language ability thus affects projects, but at different levels, depending on the product and input needed to design it. Something that will always be affected by the language barrier, however, is understanding the customers' needs. With a language barrier, this can be hard, no matter the product.

Humans are emotional beings, and **emotions** can lead to decisions and actions. Even though the students were all motivated by excitement and anticipation for their trips and projects abroad, negative emotions such as **annoyance and frustration** regularly cropped up. Frustration can come from conflict, but it can also lead to further conflict if not dealt with healthily by all parties. In a group, the frustration was also seen to be amplified if the problem kept persisting and seemed unsolvable to the

students. This leads to an us vs them attitude, blaming the "others" outside of the team, even though all parties should work together to achieve the final goals. As frustration is not resolved over time, this can lead to a **loss of trust**, which was observed with at least one team. They mention this loss of trust concerning the empty promises they felt they were receiving. Rebuilding this trust, especially in a cross-cultural situation, can be challenging without external input to encourage the team to reflect and think of new ways to go about it. They need to start by re-exploring the commonalities they have with externals to their team. The latter is a contribution from the author of this report based on literature that specifies how we can connect with others over commonalities even when we believe at first sight that there aren't any (Earley & Peterson, 2004).

One of the main reasons why the previously mentioned issues are tricky to resolve is that in this situation, the teams have probably ended up in the **breakdown of the learning cycle**. The motivation to persist has ended. Literature has mentioned that the learning cycle can be short-circuited if an individual is low in CQ to begin with (Ng et al., 2009). This poses the question of whether some students are too low in CQ to continue in the learning cycle, causing frustration in the first place. The learning cycle rupture was observed during the interviews with the students. However, whether the cause was initially low CQ is a hypothesis rather than a hard conclusion in this thesis. The observation of the phenomena forms a new insight in this thesis. Validating that this is how it happens or solutions to the phenomena cannot be presented or shown from the data collected in this thesis.

Based on the above discussion and what was observed in the results, we can conclude that students with more international experience or a cross-cultural background before going abroad for this minor had an easier time answering questions on strategy and action for culture and their project. This is because they seemingly were able to reflect more easily on experience and could pull up examples for us to illustrate their points. This insight is in line with what literature proposed on students going abroad during their academic career (Carlson & Widaman, 1988).

Among the discussion points of experiential learning, there is also the act of **learning as a group**. As much as learning as a group can also end in peer pressure and opinions leading to frustration, it can also be seen as an opportunity for interdependent learning. A space to share and reflect together on better intercultural decisions (Nardon & Steers, 2008) and thereby higher global entrepreneurship success in the future. This is also why educational improvements, including group discussions and social sharing, will be proposed in the educational improvements section below. This insight comes from the author in connecting what was observed during the interviews and the literature written about interdependent learning that encourages learning circles to discuss and develop strategies together.

Finally, it is essential to mention the factor of the **Honeymoon Phase**, which appears at the beginning of arriving in a new country. Depending on the reason for travel, the honeymoon phase can last for longer or shorter periods. But essentially, it blinds the individual to a certain extent to the negative parts of the new culture. It can mean that it is pretty early for students to grasp the challenges of culture fully. They may be more aware of these towards the end of their stay, which is not the period during which the interviews were performed with the students. Although they did provide answers expressing frustration, annoyance and conflict, more might come to light towards the end of their stay. This is mainly a contribution from the author based on the definition of the honeymoon phase from literature (Engle & Crowne, 2014) and observing the students and the types of answers the students gave to questions asking them about what exciting activities they did in the last week.

This section can be concluded by stating that, indeed, the students are familiar with the knowledge and drive part of CQ but have not picked up on how to act in a way that helps them communicate effectively in their host country. They must continue in the learning cycle to develop this skill further. Interviews show that strategy and action are less developed as the students have not been trained to react to different situations. They are trained in knowledge and the beginning of strategy. If a student has a more multicultural background, they also do better in the strategic area. Or it seems easier for them to answer those questions.

Conclusion 6: Breakdown of the learning cycle is observed during student interviews. It is hy-

pothesised that this comes from frustration, which turns into distrust in the locals part of the project.

Conclusion 7: This study is short and likely falls in the student's honeymoon period in the new country.

5.3.3. Mapping the CQ teachings in the minor to the four factors of CQ

The researcher dived into the course material and assessment methods to recommend educational improvements that could be implemented in the minor.

Starting with Entrepreneurial Thinking, the course is structured around the EntreComp Framework. This means the course was designed based on its competencies. The design of the courses ensured that the different competencies were approached during the lectures and learning goals of the course. We could say that the EntreComp Framework was used to map out the course. When giving recommendations on improvements for the CQ educational part of the minor, the same idea can be used by mapping the four CQ facets (Knowledge, Strategy, Drive and Action) to what is currently included in the minor and what new tasks or assessments could be included to fill the gaps. Mapping competencies to help design education courses is not a new insight to this thesis. The four facets of CQ were designed to help build education and training programs (Wu, 2024).

To clarify this process, Figure 5.2 shows the thought process. First, the Minor content is described from a high level. An important observation was made while checking all the course study guides and Brighspace information. The Entrepreneurial Thinking course uses the EntreComp Framework to design its course. It maps the 15 competencies to different minor tasks, lectures or activities. The conclusion from that is what was said in the last paragraph. Mapping of the CQ facets was done by listing activities, learning objectives, or assignments in the courses with cultural relevance. Then, those course items were highlighted in colour to represent one or more CQ facets. Highlighted in purple are culture-related items that are not clearly related to one of the four CQ facets.

The map shows many items in blue, some characterised by red and a few in yellow and green. The minor teaches much cultural knowledge and prepares the students well by making them aware that culture is different and will be challenging. The students go in prepared and armed with knowledge and a few strategies, such as agreeing to a team code of conduct before they leave. During their experience abroad, they will have to be active, both verbally and non-verbally, to communicate with those of a different culture from them. They need the drive and stamina to keep going in this and strategising. According to this diagram, the minor includes the least CQ action, and the CQ Drive and Strategy facets could be supported more.

Conclusion 8: CQ Action needs more educational activities to support the students in their project, and CQ Strategy and CQ Drive could also use a boost. CQ knowledge is well supported in this programme.
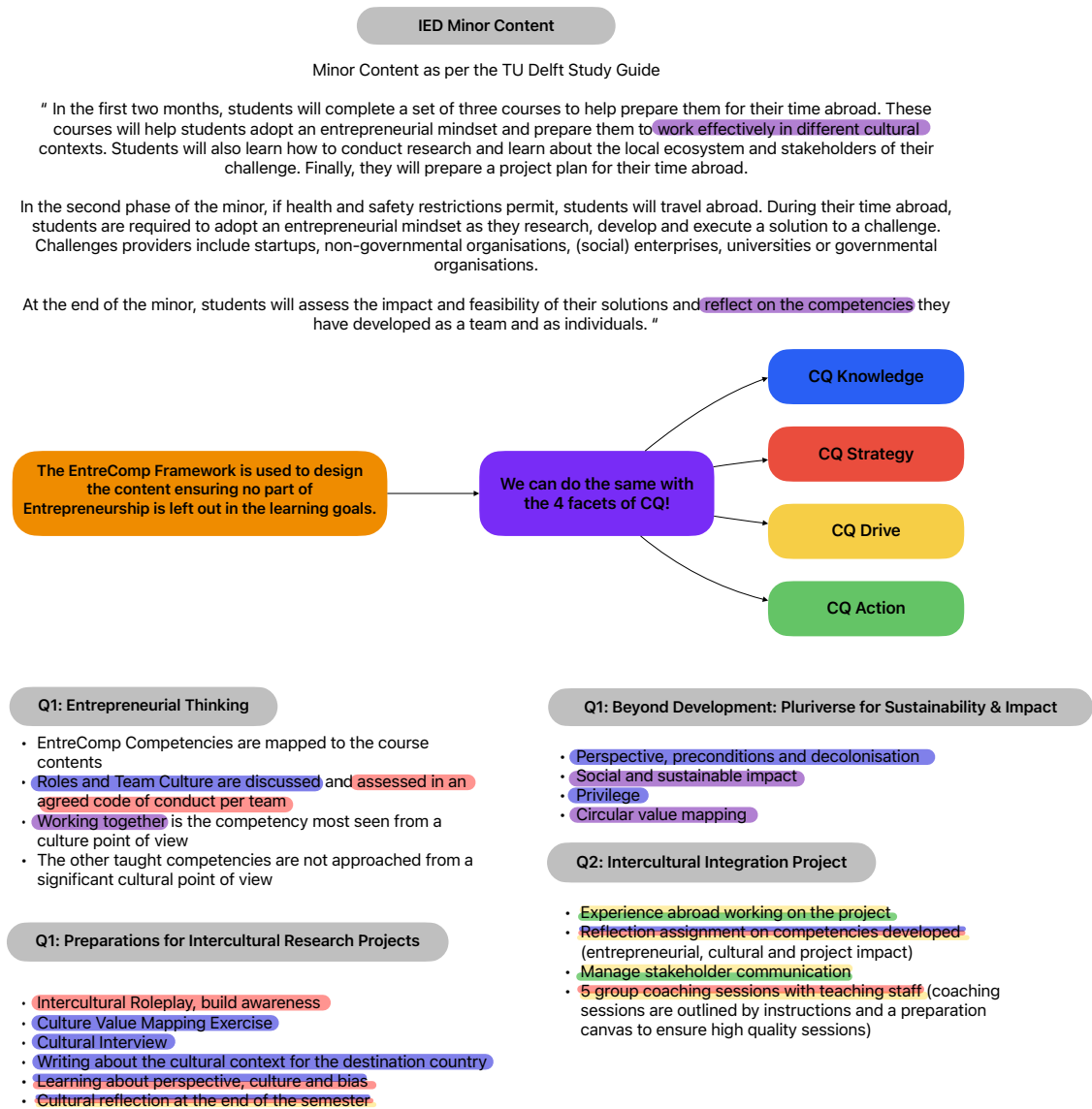
IED Minor Content

Minor Content as per the TU Delft Study Guide

" In the first two months, students will complete a set of three courses to help prepare them for their time abroad. These courses will help students adopt an entrepreneurial mindset and prepare them to work effectively in different cultural contexts. Students will also learn how to conduct research and learn about the local ecosystem and stakeholders of their challenge. Finally, they will prepare a project plan for their time abroad.

In the second phase of the minor, if health and safety restrictions permit, students will travel abroad. During their time abroad, students are required to adopt an entrepreneurial mindset as they research, develop and execute a solution to a challenge. Challenges providers include startups, non-governmental organisations, (social) enterprises, universities or governmental organisations.

At the end of the minor, students will assess the impact and feasibility of their solutions and reflect on the competencies they have developed as a team and as individuals. "

The EntreComp Framework is used to design the content ensuring no part of Entrepreneurship is left out in the learning goals. → We can do the same with the 4 facets of CQ!

- CQ Knowledge
- CQ Strategy
- CQ Drive
- CQ Action

Q1: Entrepreneurial Thinking

- EntreComp Competencies are mapped to the course contents
- Roles and Team Culture are discussed and assessed in an agreed code of conduct per team
- Working together is the competency most seen from a culture point of view
- The other taught competencies are not approached from a significant cultural point of view

Q1: Preparations for Intercultural Research Projects

- Intercultural Roleplay, build awareness
- Culture Value Mapping Exercise
- Cultural Interview
- Writing about the cultural context for the destination country
- Learning about perspective, culture and bias
- Cultural reflection at the end of the semester

Q1: Beyond Development: Pluriverse for Sustainability & Impact

- Perspective, preconditions and decolonisation
- Social and sustainable impact
- Privilege
- Circular value mapping

Q2: Intercultural Integration Project

- Experience abroad working on the project
- Reflection assignment on competencies developed (entrepreneurial, cultural and project impact)
- Manage stakeholder communication
- 5 group coaching sessions with teaching staff (coaching sessions are outlined by instructions and a preparation canvas to ensure high quality sessions)

Figure 5.2: Mapping the Minor to the four CQ facets

5.3.4. Educational Improvements

Now that the minor's connection with the literature and the interview results have been discussed, the third topic of subquestions can be answered.

3. Educational Improvements

- What extra support do the students need to prepare before their trip and learn on the fly during the entrepreneurial experience abroad?
- What features of cultural intelligence training need to be included in the Minor in International Entrepreneurship and Development?
- How should Cultural Intelligence be taught at the university level to encourage more world-mindedness in entrepreneurs early on? How can training be improved as part of entrepreneurial education programmes?

The second question is the most straightforward to answer. All factors of the four-factor model of cultural intelligence should be included in CQ training in the minor. This is because they work together to allow

individuals to act in any new intercultural scenario. As shown in the literature review results, all elements also have things in common with Entrepreneurship, making it an integrated part of entrepreneurship education in general. Since this minor allows students to learn through experience, it serves as a great test bed to start CQ education beyond teaching students about the knowledge part of CQ.

Defining what extra support students need to prepare before their trip is tricky to answer as every student needs to learn their way. However, the author believes that most students would benefit from encouragement to reflect on strategy building and testing before leaving. This could be done through real-life case analysis or asking the student if they can develop a case in the past where they were involved in cross-cultural conflict. If they can reflect on their action or other people's actions from this, it would likely come more naturally to them to think this way they go abroad for the project as part of the minor. They need to know what the learning cycle looks like and how they can use it to their advantage while away, as it gives them a structure to work within.

Coaching from someone not part of their project during their stay could also help the students gain perspective while abroad and activate reflection, as this is what was observed during interviews. The external point of view allowed students to think outside of the box within their team.

Regarding the final question, there are a few ways to teach CQ at the university level. It could be an entire course on its own, but it could also be first integrated in a more subtle way into the minor this thesis is about. It could be the first stepping stone towards new knowledge of CQ within students.

More specifically, this minor already teaches culture from a knowledge point of view. What can be improved on, however, is discussing strategy and action plans the students can take while they are abroad. Providing them with more tools or a structure to work independently increases their CQ level and encourages more likely success in their projects. This thesis proposes to add a few stages to the learning cycle.

The individual interviews that were conducted can count as a pre-experience check. This could be done as a survey or a report written by the student beforehand to check where they are at before leaving on the new cultural experience. After the experience, there should also be further teacher feedback, communication, and encouragement to start a group discussion for social sharing about the situations encountered abroad. This will mean that the students can learn from each other interdependently, and maybe these lessons will come in handy during their next interaction.

Finally, the focus group follow-up interviews showed that coaching the students through reflection and the next action steps helped them understand which steps they needed to take to improve their situation while they were abroad. There would have to be a second follow-up interview to properly show that this worked and ensure it was less of an assumption. Unfortunately, though, there was no time for that in this thesis; thus, this stays in the assumption rather than fact category of information.

Conclusion 9: Include learning activities that have been mapped from the CQ facets and fit in to the 7-stage learning cycle process for CQ proposed by MacNab (2012).

5.4. Final Thoughts from Professionals on Cultural Intelligence

Interview with Entrepreneur from Kenya

The interview with the professional from Kenya mainly confirms a few ideas about the challenges of intercultural interactions and gives a few proposals on seminars or topics to include in intercultural education, which might not be immediately apparent. The interview confirms the complexity of human interactions and how different each individual is. You can never be 100% prepared for any interaction and need tools to adjust and meet people in the middle.

The interviewee also proposes integrating two topics as seminars or lectures into intercultural education. One on bias acknowledgement and sharing and the other on EDI (Equality, Diversity and Inclusion), which will help build the students' awareness in realising that they also need to understand the person they are speaking with and not only see their perspective, which they mention in the interviews to be a perspective of privilege often. It might not always be the right way to approach conversations. The idea that we all have biases subconsciously in our minds, can also be related to the gap instinct (Rosling et al., 2018) that was explored in the literature review. It is about how we create those gaps in our minds and think of them as fact when really this is untrue and creates unnecessary Us vs. Them attitudes if not explored din advance of intercultural interactions.

Finally, the interviewee concluded on a few points on mindset and the importance of starting every

interaction with such a mindset. One should always stay curious, allowing for respect and using the power of empathy to understand each other.

Conclusion 10: Proposal to include information sessions on EDI (Equality, Diversity and Inclusion) and Bias acknowledgement in the CQ Knowledge part of the curriculum.

Interview with Cultural Intelligence Expert from Singapore
As mentioned in the results section, this interview turned into a coaching session, and the results will be reflected in this report's discussion and conclusions section.

Conclusion 11: Understand the position of the client. There are not unlimited resources in the programme, so recommendations should rely on creativity to use what already exists.

Conclusion 12: From an educational point of view, the four facets of CQ can be used to design an educational programme. Use these to design activities to add to the programme.

5.5. Answering the Main Research Question

The literature review showed that Entrepreneurship and Cultural Intelligence are teachable skills and that CQ should be included in more entrepreneurship education programmes. They have a strong commonality in self-efficacy and self-awareness. It makes sense that they can be taught through an entrepreneurship initiative in academia, just as other institutions sometimes lead with leadership instead. The Delft Centre for Entrepreneurship is a great place to explore these two concepts in tandem, given that TU Delft sees itself as a university with global initiative.

As much as going abroad is a beneficial experience for most students professionally and personally, the university is already very international and offers many opportunities to practice their cultural understanding with others.

This thesis proposed to add education on cultural intelligence. This can be done as part of a minor programme such as the IED minor, but it could also be brought on as an elective course for exchange and master students. As the latter would be a significant leap, this thesis focuses on how CQ can be better integrated into an existing minor programme.

How can cultural intelligence be better integrated into entrepreneurial education programmes to encourage learning through reflection?

The answers to topic 3 of the subquestions mention many ideas which might require extra resources, such as staff. To make the answer to the research question more specific to the minor with recommendations that are actually actionable without searching for extra teaching staff, time, or money, a few creative proposals are made in this section.

Earlier in this chapter, the minor programme activities which take cultural perspective were mapped to the four CQ facets as recommended by Wu (2024). The four-facet CQ framework surfaced in research to provide organisations and trainers with a basis to design education for CQ, teaching the individual all four parts of CQ.

Raver and Van Dyne (2017) reiterates the importance of cultural intelligence in a globalised world with companies crossing borders everywhere. They focus on the importance of CQ and, thereafter, the training aspect of it. An important point they mention is that training also needs to consider the cultural environment. Some cultures may do better learning most things in a classroom and then applying the theory; others might do better experiencing.

The results in this study come from two primary sources. The literature review and interviews. The results gathered from the literature and deep diving into the minor provide an estimated 75% of the discussion and conclusions of this study. The interview data confirms a few of the main connections made in literature and provides some new insight leading to hypotheses for future research.

The interviews mainly tell us that they help identify where the minor teaches enough for a specific CQ facet and where it might be lacking. Overlapping those results in the discussion has shown that there is a need for more activities related to CQ action and a boost in CQ Strategy and CQ Drive.

One of the professional interviews also mentioned a need for lecture-type education to build awareness of EDI and Bias exploration before intercultural interactions.

Finally, the interviews exposed fracturing in the learning cycle and a need from students for an external perspective on their intercultural communication issues without the pressure of it being seen as an assignment or grading moment.

The minor already uses the following tools to assess but also encourages students to think about culture as part of their project: Regular coaching while they are abroad and reflection assignments before and after their travels. The recommendations will be based on components already included in the minor. The activities that already support the student's CQ knowledge development greatly include their interview, which they perform with someone familiar with the host country's culture, as well as the culture value map they make. It is a great way for them to learn about where they are going and have a starting point for strategising. At the end of their projects, they reflect on their cultural experience, on what they had trouble with and what went well. The coaching serves as moment during their stay abroad where they can ask their Delft Supervisors for help on anything on the project, which would be of cultural nature.

- Coaching to help students overcome hurdles as they move through the experiential learning cycle, but by another TU Delft Student. This removes the pressure of grading for their projects and allows the team to chat with a student who understands their struggles. It is suggested that this student has taken part in such a project abroad before.

  This recommendation supports the CQ strategy by helping keep the students aware and build new strategies together. It also supports CQ action by encouraging students to pay attention to their actions in the next encounter and change them if needed. Finally, CQ Drive can be boosted, giving them hope to overcome the hurdle. They have someone compassionate with them but outside their situation and can take a more objective stance.

- To expand the depth of the final report that the students submit upon return from their time abroad, it is suggested to include skill training challenges that they should complete while away and report on upon return. The proposed skill training challenges:

  1. Go to two local events or conferences (it could be a professional conference event where business cards are exchanged or the local market where you have negotiate for your produce or a local festival) and have two interactions with attendees outside your team per event. Report on these interactions in your final report.
     This will encourage student's CQ Drive, as they need to get out their and motivated to have those chats with individual culturally different from them. It will also build their awareness and encourage their CQ strategy in following interactions.
  2. Make two friends outside your team while abroad. Report on who they are, how this friendship came about and your favorite experience with them. This can again encourage CQ drive in the students as well CQ Action, as they might have to keep adjusting their action as they have multiple encounters over time with this individual. It might also become a person who they trust enough to quiz on culture of the host country to learn more about how they locals act and think.
  3. As a group, organise an activity with the locals who support your project. This activity should take place outside of the work environment and should have little to no connection with your work. It should be a fun activity to help get to know your local co-workers and project providers. Report about the activity you organised in your final report.
     This activity encourages students to take action in building relationships with their local partners. It will also increase their CQ drive and their motivation for the project if they have a better relationship with their co-workers (especially in countries in the global south where most work relationships depend on personal small talk to get to know each other).

This list is far from exclusive but serves as a starting point for new activities that can be piloted in the minor programme. It is also based on the ideas from the author of this report coming from the conclusions that were drawn up in literature and found during the interviews.

To conclude, the four facets for CQ are designed to help guide and establish training programmes. Since the entrepreneurship part of the minor programme also connects their learning activities with the EntreComp Framework, the same can be done for CQ to help integrate it into the programme. The activities to help build CQ in individuals can be creative as long as they push students to learn. The need for CQ education in entrepreneurship education is needed for a growing global world.

5.6. Limitations and Further Research

First, a few limitations were observed during the research.

- The Research period is short compared to a semester where students take the minor. It is impossible to interview them before they leave and after they come back while graduating on time within the graduation timeline for this Master's Degree. This meant it was a little too early to interview the students for the follow-up, as most of their issues will arise upon project delivery. There needs to be a follow-up with the students after the first one. This would, however, require a longer thesis period.
- Better connection with students should have been built earlier to avoid unnecessary delays in collecting interview timeslots and data. That relationship could have also simulated the coaching aspect a little better, and would have helped the researched in getting more students on board for interviews expanding the data pool.
- The researched has limited experience with focus groups, resulting in much room for improvement in question design as well as avoiding bias during the interview.
- There was no control group, which means there is no way to see if the current CQ activities make a difference for the students experience abroad. There is not comparison.

Further research is still needed, which could shed more light on education for CQ and entrepreneurship.

- Combine qualitative and quantitative data for results and gather quantitative data from both EntreComp and the CQ scale to more accurately determine the students' levels before and after travel.
- Further investigate the rupture of the learning cycle. Try to answer when this happens and give more evidence on whether low CQ affects this phenomenon and how it can be avoided. Combining this with quantitative data could give some interesting results.
- Travel to observe the students in person while they are completing their projects abroad. This would give insight into live reactions from the students rather than the limiting information they give away in the interviews. This could be seen as taking more of an anthropological standpoint. The data would be far more observational and in real-time.
- It would be interesting to run longer-term research, maybe even lasting multiple cohorts and observing changes as the curriculum changes.
- Include a control group in the research to observe how much difference is actually made with the learning activities.

Some of these proposals for further research are not possible for another thesis student, but the long-term items could be studied by a PhD student or researchers who work on longer-term studies. This minor provides a unique test bed for studies combining CQ and Entrepreneurship as it contains all the elements and, most importantly, travels abroad to give them real-life experience outside the classroom.

6

Conclusion

Concluding this report, which contains many views and concepts, is best done by looping back to the introduction of this report, where the importance of CQ to global entrepreneurship is emphasised. The literature review and interview results further confirm that the combination of these two fields is of relevance to the practitioner in the real world who wants to get their ideas recognised for the right reasons and the researcher who wants to know more about how and why individuals do better in intercultural situations than others. This study is also about education and how to teach a skill as abstract as culture.

The EntreComp Framework and CQ Scale are proven frameworks used to assess people's skills in both areas over time. They were designed to define the competencies of individuals in a way that they can be mapped to education programmes to help teach these competencies as they can be taught and learned.

The Interviews confirm that CQ Action is lacking in the IED minor programme and show that CQ Strategy and CQ Drive could use a boost. CQ Knowledge is well taught in the programme and should keep the learning activities it already provides.

New contributions which the interviews shed light on are how students with more past experience are more at ease in the cultural working environment and adjusting to the change. The interviews also propose a hypothesis on how an individual's learning cycle is ruptured when CQ is low. The students showed frustration when speaking about communication issues they had had, but they didn't all express a loss of motivation to try. Half the teams demonstrated how they had already started overcoming these with strategies and testing them. However, the other has expressed further frustration even after they attempted to try new behaviours. One team showed this to the point where they clearly lost trust in their local co-workers or project providers. Their only leftover strategy seemed to be brute force through the project directly.

Finally, the interviews showed that the students appreciated the focus group session as a moment to discuss their communication issues with a fellow student from the TU Delft.

This study lacks some data that would make the results and conclusions more robust. The study does not follow the students through the full semester, and the researcher has no experience during the coaching sessions, which are already organised through the programme.

The limitations to this also include the short thesis timeframe, the lack of a control group and limited researcher experience.

Nevertheless, a list of conclusions was deduced from the study and helped answer the research question.

1. CQ education has a place in Entrepreneurship education and should be included more to achieve better collaboration in a global world.
2. Students with more prior experience abroad in a non-tourist setting showed more deep thinking and reflection regarding CQ Strategy and Action components.

3. The language barrier can have an effect on the quality of an end product as it becomes more challenging to understand the user's needs.

4. The experiential learning cycle can be cut short if the individual does not have enough CQ. The minimum level of CQ is not defined in literature, but the phenomena is hypothesised.

5. The 7-stage learning process includes CQ in experiential learning. It does not map to the CQ facets but ideas from this process can be included in the recommendation for this study.

6. Breakdown of the learning cycle is observed during the interviews with students. It is hypothesised that this comes from frustration, which turns into distrust in the locals part of the project.

7. This study is short and likely falls in the student's honeymoon period in the new country.

8. CQ Action needs more educational activities to support the students in their project, and CQ Strategy and CQ Drive could also use a boost. CQ knowledge is well supported in this programme.

9. Include learning activities that have been mapped from the CQ facets and fit into the 7-stage learning cycle process for CQ proposed by MacNab (2012).

10. Proposal to include information sessions on EDI (Equality, Diversity and Inclusion) and Bias acknowledgement in the CQ Knowledge part of the curriculum.

11. Understand the position of the client. There are not unlimited resources in the programme, so recommendations should rely on creativity to use what already exists.

12. From an educational point of view, the four facets of CQ can be used to design an educational programme. Use these to design activities to add to the programme.

These conclusions are what led to recommendations for the IED minor programme. The recommendations include lectures on EDI and Bias exploration before travelling abroad. Additionally, they include a recommendation on coaching on cultural issues the students might approach abroad, but by a fellow TU Delft student (who has performed a similar project abroad before) instead of teaching staff. This removes the grading pressure and can help the students speak and discuss cultural encounters freely. It also alleviates pressure on the teaching staff. Finally, the recommendations propose adding challenging activities to the student's stay abroad, which they must report in their final report. They are designed to encourage the students to take an extra step while abroad, which can support their learnings in CQ Strategy, Drive and Action.

This study is based on the idea that there is a gap in the presence of CQ education in entrepreneurship training. This idea is further confirmed in this study and also in the EntreComp framework. It is important to mention that they include many competencies in the framework which can be affected by a change in the cultural environment, but this is not acknowledged in the framework as an extra culture competency or otherwise.

This brings on the point of further research. To continue exploring this gap, more long-term research, starting with including the full period of the IED minor programme for data collection, is essential. Adding a control group would also help prove points in more detail. The data collected in a long-term study can even include quantitative data on the students' level of CQ and entrepreneurship at the beginning and end of the program to compare how the learning activities might influence the change.

Most importantly, it would be exciting to explore the rupture of the learning cycle due to low initial CQ. This thesis only notices through interviews what literature hypothesised. However, it is unclear how, why, and the CQ level threshold for this abrupt stop in the learning cycle is unclear. How to get the students out of the blockage is also unclear. It goes beyond the research question in this thesis but would be very interesting to explore further.

The main insight and contribution from this thesis are the academic insight and the practitioner, or in this case, the educator's contribution.

Regarding the former, observation of the hypothesized rupture of the learning cycle due to low CQ during this study's interviews was an unexpected but significant insight. The literature already mentions that this is a possibility but does not explain precisely how it happens and how to remedy it.

For the practitioner, this thesis contributed mainly in ideating ways to include more of the CQ facets in its education without needing additional resources, but instead using the already available assignments

in the minor. The author of this report thought up these contributions as a contribution to the minor programme.

Finally, the thesis brings forward the theoretical contribution of integrating CQ with EntreComp. Culture changes how many EntreComp skills change depending on the cultural environment. Researching this further and integrating culture into the framework will help build educational programmes to form global entrepreneurs.

In conclusion, the need for CQ education in entrepreneurial environments is there and needs further exploration. Well-established frameworks help establish education programmes for both CQ and entrepreneurship, and the Minor in International Entrepreneurship and Development is an excellent place for students to learn and develop their skills in both.

7

Reflection

Relation to the Masters Degree in Management of Technology (MOT)
This research started as a passion for cultural intelligence and entrepreneurship. Finding someone with expertise in entrepreneurship at the TPM faculty was easy. More problematic was finding someone willing to supervise cultural intelligence, a topic for which there are seemingly no experts at the TPM faculty. The Delft Centre for Entrepreneurship was willing to take on the challenge with a minor program, which almost seems like it was meant for this type of research. Even though Cultural Intelligence is not taught in the Master's Program, it could be an extension to Entrepreneurship courses. This builds the connection to the MOT programme. Entrepreneurship and Leadership are core to managing technology in a modern world, both in startups and in well-established companies. This thesis also used courses from the master's that prepared the researcher to study qualitative data, perform interviews, and think outside the box to develop new recommendations and ideas. Finally, let us not forget how international the master's programme is and that all the students could benefit from CQ skills for project work.

Personal Reflection
Overall, I am very happy that I completed a thesis I mainly designed independently. It was risky as I could think out of the box and potentially get lost along the way. In the end, I learned many things about how to conduct research, as well as about cultural intelligence and entrepreneurship themselves. I taught myself new skills on how to be more culturally intelligent in preparation for my entrepreneurial journey. I hope I also gave the staff new insights and inspiration and guided the students to small successes abroad.

The recommendations for the minor program were also devised to be implemented into the program in the next cohort without a significant change that would require staff or other resources. I hope these suggestions can spark additional ways to tackle Cultural Intelligence in a minor program designed to teach it alongside entrepreneurship.

Along the way, I also learned a few things. First, even though social sciences may seem vague or unspecific at first sight, they are actually very scientific, and many measures can be quantified. This is something I learned through my master's degree, but especially during the thesis. There are ways to measure, even if the research deals with sensitizing concepts that give more direction and seem less definitive. Second, I am happy I could have contact with the students. It only makes me wish I could have had contact with them longer before and after gathering data. A more extended thesis period would have made this work more substantial than in its current state. Finally, the IED minor provides students with an unforgettable experience that will change their lives. Even if they do not pick up a measurable amount of CQ or entrepreneurial skills, they will have insights for their future career and relationships, which they would not have otherwise. This minor is worth its weight in gold, and if I had not gone on exchange during my minor, this programme would have been high on my list. On the other hand, I would have been unlikely to write this thesis without my exchange as I would not have encountered CQ in research. One could say that this alone proves how an international experience as part of a student's academic career can make a difference in ways we might not expect or be able to predict. However, this 'what if' question will be left up for interpretation by the reader.

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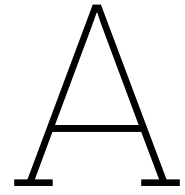
Frameworks

A.1. Cultural Intelligence Scale (CQS)

Below is the Cultural Intelligence Scale as described and set up by Ang and Van Dyne (2008).

APPENDIX A

Cultural Intelligence Scale (CQS) Self-Report

Read each statement and select the response that best describes your capabilities. Select the answer that BEST describes you AS YOU REALLY ARE (1 = strongly disagree; 7 = strongly agree)

CQ Factor	Questionnaire Items
Metacognitive CQ:	
MC1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
MC2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
MC3	I am conscious of the cultural knowledge I apply to cross-cultural interactions.
MC4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.
Cognitive CQ:	
COG1	I know the legal and economic systems of other cultures.
COG2	I know the rules (e.g., vocabulary, grammar) of other languages.
COG3	I know the cultural values and religious beliefs of other cultures.
COG4	I know the marriage systems of other cultures.
COG5	I know the arts and crafts of other cultures.
COG6	I know the rules for expressing nonverbal behaviors in other cultures.
Motivational CQ:	
MOT1	I enjoy interacting with people from different cultures.
MOT2	I am confident that I can socialize with locals in a culture that is unfamiliar to me.
MOT3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.
MOT4	I enjoy living in cultures that are unfamiliar to me.
MOT5	I am confident that I can get accustomed to the shopping conditions in a different culture.
Behavioral CQ:	
BEH1	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.
BEH2	I use pause and silence differently to suit different cross-cultural situations.
BEH3	I vary the rate of my speaking when a cross-cultural situation requires it.
BEH4	I change my nonverbal behavior when a cross-cultural situation requires it.
BEH5	I alter my facial expressions when a cross-cultural interaction requires it.

For updated information on Cultural Intelligence, please see www.culturalq.com.

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Figure A.1: Cultural Intelligence Scale (CQS) Self-Report (Ang & Van Dyne, 2008)

APPENDIX B

Cultural Intelligence Scale (CQS)
Observer Report

Read each statement and select the response that best describes this person's capabilities. Select the answer that BEST describes this person as he/she REALLY IS (1 = strongly disagree; 7 = strongly agree)

CQ Factor	Questionnaire Items
Metacognitive CQ:	
MC1	This person is conscious of the cultural knowledge he/she uses when interacting with people with different cultural backgrounds.
MC2	This person adjusts his/her cultural knowledge as he/she interacts with people from a culture that is unfamiliar.
MC3	This person is conscious of the cultural knowledge he/she applies to cross-cultural interactions.
MC4	This person checks the accuracy of his/her cultural knowledge as he/she interacts with people from different cultures.
Cognitive CQ:	
COG1	This person knows the legal and economic systems of other cultures.
COG2	This person knows the rules (e.g., vocabulary, grammar) of other languages.
COG3	This person knows the cultural values and religious beliefs of other cultures.
COG4	This person knows the marriage systems of other cultures.
COG5	This person knows the arts and crafts of other cultures.
COG6	This person knows the rules for expressing nonverbal behaviors in other cultures.
Motivational CQ:	
MOT1	This person enjoys interacting with people from different cultures.
MOT2	This person is confident that he/she can socialize with locals in a culture that is unfamiliar.
MOT3	This person is sure he/she can deal with the stresses of adjusting to a culture that is new.
MOT4	This person enjoys living in cultures that are unfamiliar.
MOT5	This person is confident that he/she can get accustomed to the shopping conditions in a different culture.
Behavioral CQ:	
BEH1	This person changes his/her verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.
BEH2	This person uses pause and silence differently to suit different cross-cultural situations.
BEH3	This person varies the rate of his/her speaking when a cross-cultural situation requires it.
BEH4	This person changes his/her nonverbal behavior when a cross-cultural situation requires it.
BEH5	This person alters his/her facial expressions when a cross-cultural interaction requires it.

Copyright © Cultural Intelligence Center 2005. Used by permission. Use of this scale granted to academic researchers for research purposes only. For information on using the scale for purposes other than academic research (e.g., consultants and nonacademic organizations), please send an e-mail to cquery@culturalq.com.

For updated information on Cultural Intelligence, please see www.culturalq.com.

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Figure A.2: Cultural Intelligence Scale (CQS) Observer Report (Ang & Van Dyne, 2008)

Interview Protocols

B.1. Student Individual Interviews

Goal: Gauge how culturally prepared and aware the student is. Test to see if they are already strategising and ready to test their strategies abroad to achieve their project goals. Get a feel for where the students are at individually. Prepare them for the focus group session.

Start by explaining the interview structure, how long it will take and check for consent. Move on to warm-up questions.

1. Warm-up question: What do you study? Why did you choose the minor? Have you lived anywhere apart from the Netherlands? What other languages do you know?

Then move on to CQ-related questions. One question per CQ facet.

2. Cognitive CQ (CQ Knowledge): What kind of knowledge have you researched about Tanzania before your travels? Is there anything in particular you thought was very different from your home culture?
3. Metacognitive CQ (CQ Strategy): Have you identified any risks due to culture in your project? If so, did you come up with any mitigation strategies?
4. Motivational CQ (CQ Drive): What about interacting with people from other cultures do you look forward to? It is something you enjoy doing? Why?
5. Behavioural CQ (CQ Action): Have you changed your behaviour (verbal or nonverbal) when cross-cultural interactions require it? If so, how? Please give an example of a past situation.

These questions look for answers relating to the CQ scale.

Next come the questions relating to Communication, CQ and Entrepreneurship. They were designed to look for answers relating to the following EntreComp competencies.

- Ideas and Opportunities
    - Spotting Opportunities
    - Valuing Ideas
    - Ethical & Sustainable thinking
- Resources
    - Self-awareness & Self-efficacy
- Into Action
    - Taking initiative

– Working with others

6. So far, have you communicated with our project providers online or in person? Have you had any trouble communicating with your project providers? What type of issues did you run into? (*working with others, taking initiative, self-awareness & self-efficacy*)

   • Where are your project providers from? Are they involved in any European projects?
   • What was the result of these issues? Did you change your strategy after this interaction? (*Self-awareness, Self-efficacy*)

7. Have you presented your project idea to your project provider? How was the idea received? Will you still have to improve on the idea when you arrive? (*Ethical & Sustainable Thinking*)

   • How do you expect the local community to respond to your idea?
   • How much guidance has your project provider given? Were you expecting more or less guidance from them? (*Taking initiative, spotting opportunities*)

End the interview by thanking the participants and asking them if they have any questions for the interviewer.

B.2. Student Focus Group Interviews

Goal: The focus group session will be a moment of reflection where the students can think about whether their strategies were accurate or not and what their next communication and action steps might be.

CQ Focus is all four facets with a check on how much more strategising and testing the students are doing. Has this increased or decreased? Where are the students in the experiential learning cycle?

EntreComp competencies focus. In italics are the ones that are repeated from the individual interviews.

• Ideas and Opportunities
• Resources

   – *Self-awareness & Self-efficacy*
   – Motivation & Perseverance
   – Mobilising others
   – Mobilising resources

• Into Action

   – *Taking initiative*
   – Coping with uncertainty, ambiguity & risk
   – *Working with others*
   – Learning through experience

Start by explaining the structure of the focus group session and how it will be moderated. Also, include a consent form reading check.

1. Warm-up Questions: Tell me about last week's highlight. What is one thing you are looking forward to next week?
2. **Topic 1 - Project Progress** How is your project going? have you made the progress you were expecting to within the first month? Was it hard to get the resources you needed and motivate locals to help you with what you were looking for?
3. **Topic 2 - Communication** Tell me how you have communicated with your project providers and/or locals over the past few weeks. Is it as you expected? Have you run into issue? Which ones? How did you go about resolving the issues? Did that strategy work? How do you plan to change your strategy for the next encounter? How did the situation make you feel? Was the issue hard or easy to solve?
4. **Topic 3 - Reflection and what comes next** Is there anything you would do differently after what you have learned from the first month away? What are you next steps to ensure success in your project?

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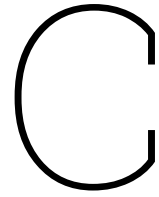
Use of AI tool in this thesis

C.1. Thought organisation and summary writing

First thoughts on AI include thinking that this can absolutely not be used for a thesis that needs to be ones own work. But people have mentioned that really we should start seeing ChatGPT as an intern to do the work more efficiently. Since AI is here to stay, it is important to get acquainted with it before entering industry. This thesis was used to learn about ChatGPT and how it can be used as that intern people describe it as.

Most prompts were put into ChatpGPT 4. It has no word limit and allows you to upload PDF files. Having ChatGPT write a full thesis is not what is interesting here. You would never ask the intern to write the full report to send to your boss either without checking and rewriting chunks of it. Instead, it was used to speed up work and make more room and time for interpreting results and making valuable connections between concepts.

ChatGPT performed the following tasks in this thesis:

- Generated summaries of the thesis in bullet point lists to help draft the abstract of a paper
- Used to subtract the main ideas of sections in bullet point format so the author could write a summary about them.
- Help structure the presentation of the thesis and pull out its main ideas
- Help write sections like summary and conclusions in the report by pulling out the main ideas and conclusions of the report in bullet point format

ChatGPT was not used for reference generation or new information search. It was also not used to write paragraphs in the report.

C.2. Grammar Check

Grammarly is another AI tool which as used throughout the report. It helped rewrite sentences to make them clearer and also spot typos and grammar mistakes. The tool was not used to write the report, only for correcting and improving the writing.

C.3. Data Analysis

Atlas.ti offers a function where it does the first round of coding with the help of AI. It is a very powerful tool that allows the researcher to spend more time organising and sorting the codes to understand the results instead of spending a lot of time on the tedious task of inventing all the codes. After it generates all the codes, they of course need to be checked by the research, however, this is done during the process of organising the codes into larger categories, which saves the researcher time and decision power.

Analysis of the qualitative data through coding

D.1. Details on the codes and code categories

To get to the results presented in this thesis, the transcripts from the interviews with students had to be coded first. As explained in the methodologies section, AI coded the transcripts in the first round. The researcher did the second round which included cleaning up the codes, selecting what is most relevant for this thesis and categorising those codes into higher-level categories.

In Figure D.1 is a snapshot of AI generated codes. The list is quite long, and many codes would be merged or even removed if they were not relevant/didn't make sense in context with the interview.
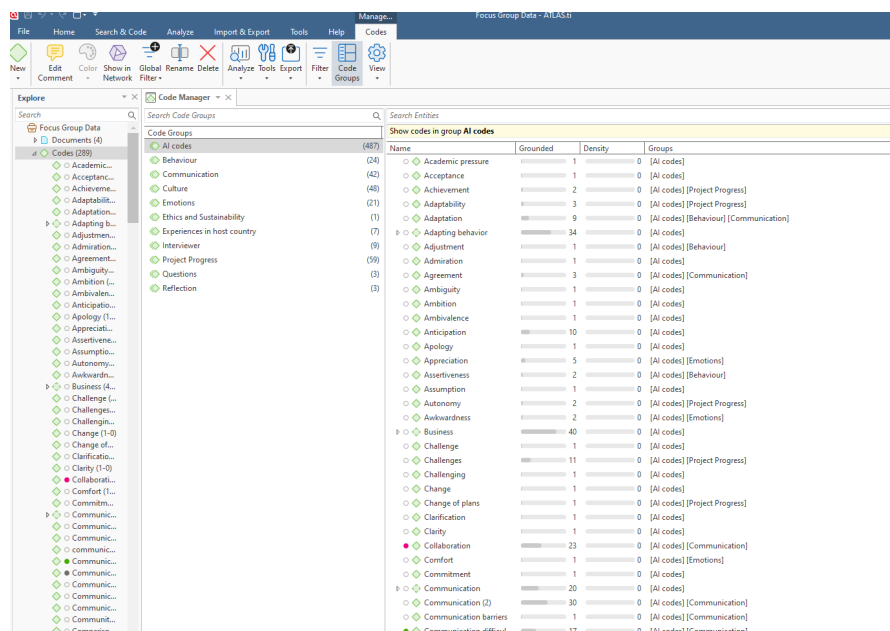

Figure D.1: AI generated codes for Focus Group Interviews

The example above looks similar to the individual interviews, just with more codes because there was more interview data with 14 interviews.

The next step was to sort codes into code groups. The groups are visible in Figure D.2 and Figure D.3.

The individual Interviews were coded by topic for CQ, so it would be easy to see how many ideas or what type of ideas the students came up with during the interviews. Other items of interest like their

Figure D.2: Code Groups Individual Interviews

Figure D.3: Code Groups Focus Group Interviews

emotions, cultural differences, language and reflection, were also sought. The category on Project included everything the students mentioned on and about their project. This included things like goal-setting, flexibility, expectations, decision-making, conflict, guidance, lack of information, sustainability,... Essentially, anything project-related or that had a reference towards any EntreComp competencies which were used to design the questions in the first place.

The group interviews were designed more around discussion topics and, therefore, were far more open and less structured. They were focused on reflection and behaviour, so these items were included in the code groups. Other items on the list are project progress groups, everything on the project itself, and any challenges the students have had.

Coming up with these groups allowed the results to be organised and written up logically based on topics, which informed the discussion to lead to answers on the research questions together with the researched literature.