

## Destination Country of Field Trip Analysis to Improve Student Cultural Intelligence (CQ)

Achmad Ghazali, Nur Arief Rahmansyah Putranto\*, Shimaditya Nuraeni,  
Layung Anindya Prasetyanti, and Aria Bayu Pangestu  
School of Business and Management, Institut Teknologi Bandung

**Abstract.** *Cultural Intelligence (CQ) is a type of intelligence that can affect someone performance when they work in multi-cultural context. Therefore, university should help their students in increasing their CQ. There are a lot of method that can be used in increasing students' CQ. One of them is field trip to another country. However, to have optimal effect from this method, chose destination country is an important aspect that must be considered. This research tried to find the suitable destination country by sending students to visit three different countries which were chosen based on the level of national culture similarities based on Hofstede model. The CQ of students was measured before and after the field trips and then the result was compared. The result showed that destination country with similarities in their national culture can give more impact in increasing both students' CQ and the cognitive aspect of CQ.*

**Keywords:** *Cultural intelligence, field trip, destination country, hosftede, national culture*

**Abstrak.** *Kecerdasan kultural (CQ) adalah salah satu jenis kecerdasan yang dapat memengaruhi kinerja seseorang ketika bekerja dalam konteks multibudaya. Karena itu, universitas sebagai lembaga pendidikan tinggi harus membantu siswa dalam meningkatkan CQ. Ada banyak metode yang dapat digunakan untuk meningkatkan CQ siswa, salah satunya adalah karyawisata ke negara lain. Namun, untuk memperoleh hasil optimal dari metode tersebut, pemilihan negara tujuan menjadi komponen yang penting untuk diperhatikan. Penelitian ini mencoba untuk mengidentifikasi negara tujuan seperti apa yang sesuai dengan mengirimkan siswa ke tiga negara yang memiliki tingkat kultur nasional yang berbeda berdasarkan model Hofstede. CQ siswa diukur sebelum keberangkatan dan setelah keberangkatan dan dilakukan komparasi terhadap hasil tersebut. Hasil pengukuran menunjukkan bahwa negara tujuan yang memiliki kemiripan kultural nasional yang serupa dapat memberikan dampak optimal pada peningkatan CQ siswa, terutama komponen kognitif.*

**Kata kunci:** *Kecerdasan kultural, karyawisata, negara tujuan, hosftede, budaya nasional*

---

\*Corresponding author. Email: [nur.arief@sbm-itb.ac.id](mailto:nur.arief@sbm-itb.ac.id)

Received: October 7<sup>th</sup>, 2019; Revision: December 23<sup>th</sup>, 2019; Accepted: December 23<sup>th</sup>, 2019

Print ISSN: 1412-1700; Online ISSN: 2089-7928. DOI: <http://dx.doi.org/10.12695/jmt.2019.18.3.4>

Copyright©2019. Published by Unit Research and Knowledge, School of Business and Management - Institut Teknologi Bandung (SBM-ITB)

## **Introduction**

To be able to work well, a person must have good abilities as well as adapt to the environment. However, sometimes someone faces difficulty adapting to the environment even more so if they have to work in a multi-cultural environment. One of the factors that can influence someone to work well in a multi-cultural environment is cultural intelligence (CQ). CQ is a form of intelligence that shows a person's ability to adapt and work well in a multicultural environment. It comprises of the meta-cognitive, cognitive, motivation, and behaviour aspects (Ang et al, 2007)

In the business world, it is not unusual for someone to work with people from other countries who naturally have different cultures. Especially as the world of business is becoming more and more globalized, reason for taking part in the international and cross-cultural business is a necessity for most contemporary large organization, also small and medium sized enterprises (Brancu, Munteanu & Golet, 2016). Not to mention in the universities, as one of organization that influenced by the globalization process. Therefore, preparing students to be able to work in a multi-cultural environment is one of the things that should be of concern to the university. To react with the challenge of globalized environment, according to (Brancu, Munteanu & Golet, 2016) universities can offer study abroad programs, and through the act that these education institution teach future graduates how to work efficiently in multi-cultural environment.

Although Crown (2008) argued that there is relatively poor research on regarding what leads to higher levels of CQ, Putranto, Gustomo, & Ghazali, (2015) propose various kinds of methods that can be done by university in order to improve students' CQ starting from providing knowledge of other countries' cultures, watching films, or conducting field trips abroad so that students get first-hand experience interacting with people from different cultures (in line with Fang, Schei, & Selart, 2018).

Among these methods, the field trip method (visit another country in a certain period) is one method that is effective in increasing CQ from students (Putranto, Gustomo, & Ghazali, 2015).

Previous researches related to study abroad agree that the activity is beneficial (Nguyen, Jefferies, & Rojas, 2018). Behrnd & Porzelt (20012) found that students who study abroad for at least six months had greater intercultural competence than those who studied abroad for less than six months. Moreover, students who go abroad and study for a semester had greater intercultural sensitivity, higher global mindedness, and deeper understanding than those who studied abroad for eight weeks or less (Kehl & Morris, 2007-2008; Medina-Lopez-Portillo, 2004). Further, Nguyen, Jefferies, & Rojas (2018) studied the potential benefits of very short study-abroad program (1-5 weeks) of the increasing CQ which resulted a small-to-moderate effect of CQ improvement for students.

A lot of research has shown that field trip can increase students' CQ. However, a not well-planned field trip can lead to a less effective field trip in increasing CQ from students. Some factors may affect the effectiveness of field trip such as duration of field trip, activities when doing field trip, as well as the destination country (Gustomo, Putranto, Ghazali, & Nuraeni, 2018).

Every country has a different culture. By visiting another country, one can experience the cultural differences between the countries in which they originate with the destination country. Through this experience one can increase his understanding of the culture of other countries which can then increase their CQ. However, there is still no research that defined the characteristic of destination country that can give significant impact to the improvement of students' CQ.

This is important because, if the country not suitable, it can create culture shock which can hinder the process of adaptation and prevent them to learn. As resulted in Presbitero, A (2016) study about the important role of CQ that serves as a moderating variable that mitigates the negative effects of culture shock. On the other hand, the correct country chosen can lead the students to enjoy the field trip, learned effectively about the culture differences, and increase their CQ. Therefore, it is important for university in deciding what country that their students should visit in their field trip.

Hence, this research is conducted to find out what kind of destination country had the best impact on increasing CQ from students.

#### *Cultural Intelligence*

The concept of CQ is not a new concept. After the emerging of Emotional Intelligence (EI), several research found that some people with high EI cannot perform when they work in multicultural context. Therefore some researcher started to investigate the concept of culture related with intelligence. The concept of CQ started to get more attention since Early and Ang (2003) developed the model of CQ. By using the multiple intelligence concept developed by Gardner, they created a CQ model that explained why some people can adapt in different cultural context successfully where some people find difficulties to adapt (Ang et al, 2007). After that, the researcher attention toward the concept of CQ was increasing. Even though there are a lot of definitions, basically CQ is “the capability of an individual in function effectively in situations characterized by cultural diversity” (Ang & Dyne, 2008, p.3). This CQ has four dimensions which are meta-cognitive, cognitive, motivational, and behavioural. Meta-cognitive refers to “an individual's level of conscious cultural awareness during cross-cultural interactions.” (Aang & Van Dyne, 2008, p.5). Cognitive refers to “knowledge of norms, practices, and conventions in different cultures that has been acquired from educational and personal experiences.” (Aang, & Van Dyne, 2008, p.5).

Motivational reflects the “capability to direct attention and energy towards learning about and functioning in situations characterized by cultural differences.” (Aang, & Van Dyne, 2008, p.6). Behavioral refers to the “capability to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultures’ (Aang, & Van Dyne, 2008, p.6).

The importance of CQ has been researched by several researchers. CQ is known to have positive effect to someone's performance in global context (Henderson, Stackman, & Lindekilde, 2018; Jyoti & Kour, 2017; Konanahalli et al, 2014). CQ also has important roles for MBA students to prepare themselves in facing global business world (Ahn & Ettner, 2013). CQ is not only enhance individual or team performance. CQ also can increase organization's performance. Mosayebzadeh and Tajmirriahi (2012) showed that CQ can be potential source for creation of competitive advantages. CQ also has benefit to leadership practice. A lot of research showed that CQ can moderating the effect of leadership especially when leading multicultural team (Groves & Feyerherm, 2011; Kim & Dyne, 2012). It also a fundamental for transformational leadership and has positive relationship especially to manage team with high variety and high possible conflict (Ismail, Reza, & Mahdi, 2012). Furthermore, benefit of CQ also has been proven in several industries such as tourism and education (Aldhaheri, 2017; Frías-Jamilena et al, 2018; Kurpis & Hunter, 2017; Mirsafian, 2016).

#### *Cultural Intelligence Development*

Looking of the importance of CQ, a lot of researcher conducted research regarding how to improve someone CQ. There are several methods that may be used to enhance someone's CQ (Fang, Schei, & Selart, 2018). Lenartowicz, Johnson, and Konopaske (2014) proposed cross-cultural training methods that can enhance the effectiveness in transferring cultural knowledge while Bucker and Korzilius (2015) showed how cultural simulation game can be used to develop cultural intelligence.

Some researchers also study the improvement of CQ through exchange program or short-term study tour. Varela and Gatlin-Watts (2014) assess the improvement of CQ from international exchange study with length of intervention (exposure to the program) is 65.31 days on average and resulted the improvement of metacognitive and cognitive aspects. Wood & Peters (2014) assess the improvement of CQ through short-term study tour for 11/12 days and resulted that improvement of all CQ aspect except behavioural. Engle & Nash (2016) assess the improvement of CQ between Anglo-country and non-Anglo country who ever make a trip outside their country, which resulted of improvement of CQ for those of non-Anglo country higher than those who come from Anglo-country. McRae et al (2016) assess the improvement of CQ through 4-months exchange program and resulted that all aspect of CQ (except motivational) are improved. Chao, Takeuchi, and Farh (2017) assess the improvement of CQ through 1 semester exchange program and resulted all CQ aspects was improved. Rustambekov & Mohan (2017) assess the improvement of CQ through cultural immersion trip to Southeast Asia (specifically Malaysia and Singapore) for 2 weeks and resulted a significant improvement for all CQ aspects. Among all of the previous research related on CQ improvement through exchange program or short term study tour, never been discussed about the cultural dimension.

### *Cultural Dimension and Culture Shock*

A well-known concept of cultural dimensions comes from Hofstede's cultural dimension theory. It is a framework used to understand the differences in culture across countries. Based on Hofstede (2001) the dimensions in which cultures vary consist of six, which are (1) Power Distance, (2) Individualism vs. Collectivism, (3) Uncertainty avoidance, (4) Masculinity, (5) Long-term vs. Short-term Orientation, and (6) Indulgence vs. Restrain. *The power distance* defined as how the equality between people in society. *Individualism vs. collectivism* focuses on the degree to which the society appreciates individual or collective achievement.

*Uncertainty avoidance* focuses on levels of tolerance of society for uncertainty and ambiguity. *Masculinity* defined as the degree the society reinforces the traditional masculine work. *Long-term vs. short-term orientation* associate to the extent to which a society exhibits a pragmatic, future-oriented perspective rather than a conventional historic or short-term point of view. *Indulgence vs. restrain* focuses on how extend society allows pleasure and enjoying their life. Culture shock is defined as the “process of initial adjustment to an unfamiliar environment” (Presbitero, 2016). Several model try to define the culture shock, but the ABC model developed by Ward, Bochner and Furnham (2001) explains major theoretical approaches to a person who resides temporarily in a place (sojourner's adjustment and focuses on affective, behavioural and cognitive process. It is hypothesized that the higher culture distance of student with the destination country, the higher possibility of the student to experience culture shock. Thus, in term of activities to improve CQ by conducting exchange program or short-term study tour, there is very limited study that consider the cultural dimension of destination country related to the CQ improvement.

## **Research Methodology**

In conducting this study, quantitative approach was used. There are 78 students involved in 4 days 3 night field trip to three different countries. The field trip is then seen as treatment for experiment, thus each destination country represents a treatment group. Students' cultural intelligence (CQ) is measured by CQ questionnaire by Ang & Dyne (2008). Analysis is later conducted to difference between the CQ prior to treatment and CQ post treatment. The questionnaire was used because it has been tested for its validity and reliability and has often been used in various types of research. Students who joined cross-culture class were divided into 3 according to their field trip destination country according to their respective interest, namely Thailand, Hong Kong, and Australia.

By matching student interest and destination, it is expected that they will enjoy the field trip, thus able to learn more from the field trip. Students' CQ was measured twice. The first one was measured prior to field trip. And the second measurement was conducted after field trip. Using this research design, we see the difference between students' CQ before and after field trip as the effect of the field trip to the CQ. Furthermore, this difference in CQ change will be compared between countries to find out which destination country gives the largest increase in CQ and which destination country gives the smallest increase in CQ.

The three countries were chosen on the basis of the extent of cultural similarity with the country of origin, Indonesia. The cultural approach used in this study is the Hofstede national culture 6 model approach. The three destination countries have different characteristics. This distinction is needed so that there are clear differences between destination countries in term of culture. Comparison of national culture data was taken from [www.hofstede-insights.com](http://www.hofstede-insights.com). Based on national culture data, it can be seen that the national culture of Indonesia is similar to Hong Kong (Figure 1), slightly different from Thailand (Figure 2), and very different from Australia (Figure 3). Regardless the dynamics comparison result between countries, all the groups participated in the same field trip activities, which are visiting companies, universities, traditional markets, and cultural heritage. These activities was designed so the students can get various experiences and learn about the county culture which are the aspect of CQ.

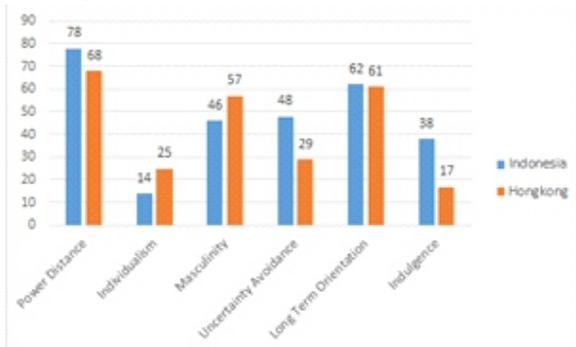


Figure 1. Comparison National Culture between Indonesia and Hong Kong (source [www.hofstede-insights.com](http://www.hofstede-insights.com), 2019)

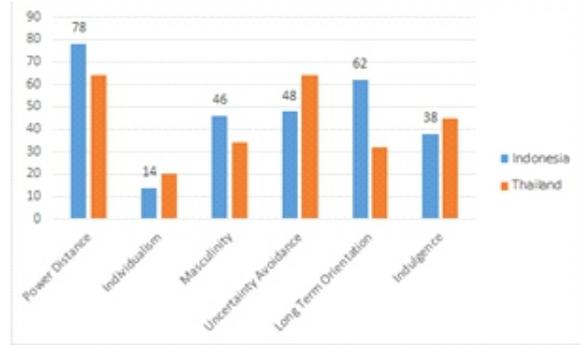


Figure 2. Comparison National Culture between Indonesia and Thailand  
source: [www.hofstede-insights.com](http://www.hofstede-insights.com), 2019

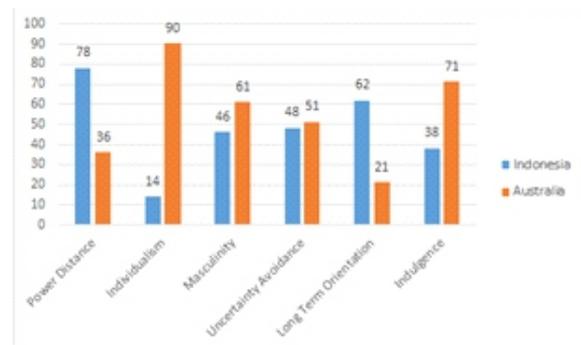


Figure 3. Comparison National Culture between Indonesia and Australia  
source: [www.hofstede-insights.com](http://www.hofstede-insights.com), 2019

## Results and Discussion

The ANOVA test was conducted to assess the difference of between destinations countries regarding student's CQ. The Table 1 showed the difference test result. The result in the Table 1 showed that among the three countries, student who visited Hongkong showed highest improvement on their CQ components, followed by those who visited Thailand. Contrast with the two countries, students who visited Australia tend to show insignificant improvement compared to other destinations. Moreover, the difference test between group of students who visited Thailand, Hongkong and Australia showed significant different with  $\alpha = 0.1$ . The post hoc analysis, showed slight difference between students who visited Australia compared with those who visit Hongkong (see Table 2 for detail).

Furthermore, reviewing the CQ component from Ang & Dyne (2008), which consist of (i) metacognitive, (ii) cognitive, (iii) motivational, and (iv) behavioural, only Cognitive component that showed a significant different with  $\alpha = 0.05$  (detailed result in Table 3). This result is contrast with Wood and Peters (2014) study where they conduct an 11/12 days study tour for MBA students in USA to travel to either Hong Kong/ China, Italy/ Germany, or Costa Rica, and resulted that all component of CQ is improved significantly.

The improvement of cognitive aspect for students who visited Hong Kong is much the same with the result of the CQ result, showed the highest improvement with average difference of 8.5, followed by students who visited Thailand by 8.3. The striking point for this result was students who visited Australia that showed a weakening knowledge related to the destination country after returning (-3.7).

The post hoc analysis showed in Table 4 said that the absolute difference of proportion for students who visited Thailand is different with those who visited Australia. Parallel result with students who visited Hongkong compared with those who visited Australia.

These result shows that field trip successfully improving students overall CQ score and there is a significant differences in overall CQ score improvement from different destination. The CQ improvement shows a better result from students who visit a country that have less differences in national culture with origin country. While all field trip successfully improving participant CQ, the effectiveness can be improved by deciding correct destination.

Table 1.  
*Result of Difference Test between Destination Countries.*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1660.988	2	830.494	3.002	.056
Within Groups	20750.307	75	276.671		
Total	22411.295	77			

Table 2.  
*Result of Difference between Destination Countries*

(I) Country	(J) Country	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Thailand	Hongkong	-1.08812	3.95891	.959	-10.5543	8.3781
	Australia	16.73984	7.27048	.062	-.6447	34.1244
Hongkong	Thailand	1.08812	3.95891	.959	-8.3781	10.5543
	Australia	17.82796*	7.41867	.049	.0891	35.5668
Australia	Thailand	-16.73984	7.27048	.062	-34.1244	.6447
	Hongkong	-17.82796*	7.41867	.049	-35.5668	-.0891

\*. The mean difference is significant at the 0.05 level.

Table 3.  
Result of Difference in Cognitive Aspect between Destination Countries

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	807.495	2	403.748	7.251	.001
Within Groups	4175.953	75	55.679		
Total	4983.449	77			

Table 4.  
Post Hoc Result of Difference in Cognitive Aspect between Destination Countries

(I) Country	(J) Country	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Thailand	Hongkong	-.19906	1.77599	.993	-4.4457	4.0475
	Australia	11.98374*	3.26158	.001	4.1849	19.7826
Hongkong	Thailand	.19906	1.77599	.993	-4.0475	4.4457
	Australia	12.18280*	3.32806	.001	4.2250	20.1406
Australia	Thailand	-11.98374*	3.26158	.001	-19.7826	-4.1849
	Hongkong	-12.18280*	3.32806	.001	-20.1406	-4.2250

\*. The mean difference is significant at the 0.05 level.

## Conclusion

Having field trip to another country as a method in increasing CQ is a common method used by University. However, the effectiveness of the CQ improvement from field trip activities is widely varied. The result of this research shows that the culture similarity with destination country is positively correlated to improvement of participant CQ. One of the root cause assumption of this result is that in the highly similar culture country the culture shock is minimum which helps the participant to learn more during the short trip. In the highly different culture country, the participant will need to deal with the culture shock which create the exodus perception. This phenomenon makes the participant tends to just feel the differences between cultures and learn less during the trip. In conclusion, the practical implication of this research is showing that in order to maximize the effectiveness of field trip activities, university need to carefully design the field trip, especially the destination.

The destination need to consider the national cultural differences with origin country, the more similarity they have, the more effective the field trip is. For theoretical implication, it shows that the field trip activities can significantly improving the participant CQ if designed properly. This enrich the CQ improvement studies with different method. In the future, not only in university level this study can also be replicated to find the impact of field trip or tourism to people's CQ.

### Suggestion for Future Research

Preparing the students to face multi-cultural environment is important since students most likely will face with people from other culture. Therefore it is important for university to pay attention to CQ concept. There are some methods to increase students' CQ and one of those methods is held fieldtrip to another country.

This research found that in designing the field trip, it is important to consider the differences in national culture. However, this research only focus in that aspects.

Therefore, future research is needed to find how field trip should be designed such as finding how long the optimal duration of field trip and the activities needed. Moreover, research about learning style of students is also important to identify whether field trip can increase the CQ regardless of students learning style or can only increase significantly of certain learning style.

## References

- Ahn, M. J. & Ettner, L. (2013). Cultural intelligence (CQ) in MBA Curricula. *Multicultural Education & Technology Journal*, 7(1), 4–16.
- Aldhaferi, A. (2017). Cultural intelligence and leadership style in education sector. *International Journal of Educational Management*, 31(6), 718–735.
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C. & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgement and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335–371.
- Ang, S. & Dyne, V.L. (2008). *Handbook of cultural intelligence: Theory, measurement, and applications*. New York, NY: M. E. Sharpe
- Brancu, L, Munteanu, V., and Golet, I. (2016). Understanding Cultural Intelligence Factor Among Business students in Romania. *Procedia Social and Behavioral Science*, 221, 336–341
- Bucker, J. J. L. E. & Korzilius, H. (2015). Developing cultural intelligence: assessing the effect of the Ecotonos cultural simulation game for international business students. *The International journal of human Resources management*, 26(15), 1995–2014.
- Crowne, K.A. (2008). "What leads to cultural intelligence?". *Business Horizons*, (51), 391–399
- Earley, P. C. & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford, Calif: Stanford University Press.
- Engle, R. L. & Nash, B. (2016). Foreign Travel Experience and Cultural Intelligence: Does Country Choice Matter?. *Journal of teaching in International Business*, 27(1), 23-40.
- Frías-Jamilena, D. M., Sabiote-Ortiz, C. M., Martín-Santana, J. D., & Beerli-Palacio, A. (2017). Antecedents and consequences of cultural intelligence in tourism. *Journal of Destination Marketing & Management*, 8(2018), 350–358.
- Gustomo, A., Putranto, N. A. R., Ghazali, A., & Nuraeni, S. (2018). Designing Effective Field Trip Activities to Develop Students' Cultural Intelligence. *International Journal of Business & Society* 19 (1).
- Groves, K. S. & Feyerherm, A. E. (2011). Leader cultural intelligence in context: Testing the moderating effects of team cultural diversity on leader and team performance. *Group & Organization Management*, 36(5), 535–566.
- Henderson, L. S., Stackman, R. W. & Lindekilde, R. (2018). Why cultural intelligence matters on global project teams. *International Journal of Project Management*, 36(2018), 954–967.
- Hofstede, G. H. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, Calif: Sage Publications.
- Ismail, A. M., Reza, R., & Mahdi, S. (2012). Analysis the Relationship between Cultural Intelligence and Transformational Leadership. *International Journal of Business and Social Science*, 14(3), 252–261.
- Jyoti, J. & Kour, S. (2017). Factors affecting cultural intelligence and its impact on job performance Role of cross-cultural adjustment, experience and perceived social support. *Personnel Review*, 46(4), 767–791.
- Kim, Y. J. & Dyne, L. V. (2012). Cultural Intelligence and International Leadership Potential: The Importance of Contact for Members of the Majority. *Applied Psychology*, 61(2), 272–294.
- Kononahalli, A., Oyedele, L. O., Spillane, J., Coates, R., Meding J., & Ebohon J. (2014). Cross-cultural intelligence (CQ): It's impact on British expatriate adjustment on international construction projects. *International Journal of Managing Projects in Business*, 7(3), 423–448.
- Kurpis, L. H. & Hunter, J. (2017). Developing Students' Cultural Intelligence Through an Experiential Learning Activity: A Cross-Cultural Consumer Behavior Interview. *Journal of Marketing Education*, 39(1), 30–46.

- Lenartowicz, T., Johnson, J. P. & Konopaske, R. (2014). The application of learning theories to improve cross-cultural training programs in MNCs. *The international Journal of Human Resources Management*, 25(12), 1697–1719.
- Mirsafian, H. (2016). Effect of Cultural Intelligence on the Work Adjustment of PE Teachers in Primary and Secondary Schools in a Large City in Iran. *Physical Culture and Sport, Studies and Research*, LXXI, 14–20.
- Mosayebzadeh, H. & Tajmirriahi, J. (2012). Cultural Intelligence (Cultural Intelligence Criteria and Their Effect on Enabling the Power of Managers' Leadership). *Interdisciplinary Journal of Contemporary Research in Business*, 4(2), 382–390.
- Presbitero, A. (2016). Cross culture shock and reserve culture shock: The moderating role of cultural intelligence in international students' adaptation. *International Journal of Intercultural Relations*, 53, 28–38.
- Putranto, N. A. R., Gustomo, A., & Ghazali, A. (2015). Analysis of cross cultural management course pedagogy methods in developing students' cultural intelligence. *Procedia-Social and Behavioral Sciences*, 169, 354–362.
- Rustambekov, E. & Mohan, R. (2017). Cultural immersion trip to southeast asia: a study of cross-cultural intelligence. *Journal of Teaching in International Business*, 28(2), 87–103.
- Wood, E. D. & Peters, H. Y. Z. St. (2014). 'Short-term cross-cultural study tours: impact on cultural intelligence'. *The International Journal of Human Resource Management*, 25, (4), 558–570.