교수와 학생의 문화지능 개발을 통한 대학 네트워킹과 협력
- 남부연방대학교 사례를 중심으로 -

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University Networking and Cooperation through Teachers' and Students' Cultural Intelligence Development
- From Southern Federal University Experience -

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〈Abstract〉

Purpose: The article is dedicated to the description of some methods of cultural intelligence (CQ) development applied in Southern Federal University in Russia both regarding students and teachers. **Method:** The proposed methods of CQ include a number of innovative educational technologies (p.ej. Galaxia Espiral), digital educational and scientific resources. Among the most successful ways to develop teachers and students CQ we consider the organization of interactive academic lectures, international student on-line forums, translation workshops, etc. **Results & Conclusion:** CQ development contributes to University networking development and new international cooperation perspectives based on common interests, shared values and strong complementarities.

Key words : cultural intelligence, CQ, networking, Galaxia Espiral, cooperation.

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Ⅰ. Introduction

Globalization has brought benefits in terms of a more interconnected global society of knowledge, information, research and innovation. But, on the other hand, we face a dramatically more complex world, one that is multipolar, multi-stakeholder and multilevel. These changing dynamics have implications for the policies, practices, processes and partnerships we forge for inclusive and sustainable development.

The emergence of new actors in the global arena, the environmental impacts of economic growth, the technological revolution, increasingly globalized trade and financial flows, rising migration flows and high inequality in some countries have made traditional scientific and educational paradigms and strategies inadequate in many respects. This inadequacy is compounded by the interdependence of international challenges and new and persistent domestic vulnerabilities.

Achieving the global development agenda requires multidimensional University cooperation that shifts from traditional bilateral relations to multi-country, regional and international partnerships. All the stakeholders —partner countries, governments, global and regional institutions, academics, think-tanks, private sector and civil society— should work together to rethink and redefine the contemporary University networking and cooperation principles and act jointly to ensure that no one is left behind.

Ⅱ. Cultural intelligence in terms of educational practice

According to the definition given in the Business Dictionary, networking means "creating a group of acquaintances and associates and keeping it active through regular communication for mutual benefit[1].

Networking is based on the question "How can I help?" and not with "What can I get?" This principle is crucial for the University cooperation development due to the global challenges we face. We need to work together, overcoming national hurdles though the direct exchange of information and knowledge.

The first step in developing the University cooperation is the creation of the common space of h, science, technology and innovation and the foundation of global academic and research community. These goals are achieved thanks, inter alia, to the promotion of international exchange and mobility, launching joint research and educational projects, creation of international network and double degree academic programs, innovation and knowledge exchange, cross-border organization of conferences, symposia, courses and summer schools, etc.

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1) http://www.businessdictionary.com/definition/networking.html (n.d.)

Besides the problems connected with the curriculum harmonization, cross-border recognition of qualifications, and so on, there is also a significant language difficulty. It is very inconvenient to use one language (for example, English) when you have in one group number of international students from various countries. Their English is very different – different accents, different vocabulary and, of course, different levels. On the other hand, English is not a native language of the host country and international students can't speak it everywhere, so it provokes psychological problems, they feel isolated.

One of the ways to overcome this obstacle is the development of cultural intelligence among students and teachers. We are to understand that the diversity expands our minds and enriches our communities of Asia, Africa, Europe, America, Australia. It is clear that a University cannot truly exist as such without relations beyond its own national frontiers.

Nowadays the term "cultural intelligence" is frequently used in the scientific community. But what does it mean? Cultural intelligence or cultural quotient (CQ) is a concept used in education, business, government and academic research. Cultural intelligence can be understood as the capability to relate and work effectively across cultures. Originally, the term cultural intelligence and the abbreviation "CQ" was developed by Soon Ang and Linn Van Dyne as a researched-based way of measuring and predicting intercultural performance.

As discussed in Earley and Ang, cultural intelligence (CQ) is the capability to function effectively in intercultural contexts, CQ can refer to the capability of an individual, a team, or a firm. "CQ is important for most individuals and organizations because the world is diverse, and contemporary organizations recognize the value of bridging cultures for both personal and organizational success" (Van Dyne, Ang, Ling Tan, URL)[2]. The introduction of CQ represents a marked research shift away from focusing on cultural differences to focusing on how to function effectively in situations characterized by cultural differences.

The concept is related to that of cross-cultural competence but goes beyond that to actually look at intercultural capabilities as a form of intelligence that can be measured and developed. According to Earley, Ang, and Van Dyne, cultural intelligence can be defined as "a person's capability to adapt as s/he interacts with others from different cultural regions", and has behavioral, motivational, and metacognitive aspects.

Thus, cultural intelligence refers to the cognitive, motivational, and behavioral capacities to understand

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2) Earley, P.C. & Mosakowski, E. (2004) Cultural Intelligence. Harvard Business Review. Vol. 82, no. 10. pp. 139-146; Van Dyne, L. & Ang, S. & Ling Tan, M. (2019) Cultural Intelligence LAST MODIFIED: 31 JULY 2019 DOI: 10.1093/OBO/9780199846740-0115 https://culturalq.com/wp-content/uploads/2019/08/Cultural-Intelligence-Oxford-Bibliographies_July-31-2019.pdf

and effectively respond to the beliefs, values, attitudes, and behaviors of individuals and groups under complex and changing circumstances in order to effect a desired change.

Ang, Van Dyne, & Livermore describe four CQ capabilities: motivation (CQ Drive), cognition (CQ Knowledge), meta-cognition (CQ Strategy) and behavior (CQ Action)[3]. The four capabilities stem from the intelligence-based approach to intercultural adjustment and performance.

CQ-Drive is a person's interest and confidence in functioning effectively in culturally diverse settings. It includes:

Intrinsic interest – deriving enjoyment from culturally diverse experiences

Extrinsic interest – gaining benefits from culturally diverse experiences

Self-efficacy – having the confidence to be effective in culturally diverse situations

CQ-Knowledge is a person's knowledge about how cultures are similar and how cultures are different. It includes:

Business – knowledge about economic and legal systems

Interpersonal – knowledge about values, social interaction norms, and religious beliefs

Socio-linguistics – knowledge about rules of languages and rules for expressing non-verbal behaviors

CQ-Strategy is how a person makes sense of culturally diverse experiences. It occurs when people make judgments about their own thought processes and those of others. It includes:

Awareness – knowing about one's existing cultural knowledge;

Planning – strategizing before a culturally diverse encounter;

Checking – checking assumptions and adjusting mental maps when actual experiences differ from expectations.

CQ-Action is a person's capability to adapt verbal and nonverbal behavior to make it appropriate to diverse cultures. It involves having a flexible repertoire of behavioral responses that suit a variety of situations. It includes:

Non-verbal – modifying non-verbal behaviors (e.g., gestures, facial expressions)

Verbal – modifying verbal behaviors (e.g., accent, tone)

Unlike some other aspects of personality, cultural intelligence can be developed in psychologically healthy and professionally competent people – both students and teachers.

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3) Livermore, D., Van Dyne, L. & Ang, S. (2012) Cultural Intelligence: Why Every Leader Needs It." Intercultural Management Quarterly 13: pp. 18‒21.

Ⅲ. CQ development: Southern Federal University experience

The development of cultural intelligence of students, faculty and staff is one of the key points of the internationalization strategy of Southern Federal University (Rostov-on-Don - Taganrog, Russian Federation).

Southern Federal University is a major academic, scientific and cultural hub, one of the first federal universities to appear in Russia. The university traces its history back to 1915. Today Southern Federal University is an innovative research university that provides its students with comprehensive education, maintained through integration between the educational process and the fundamental and applied scientific research, based upon cutting edge technologies and techniques. Southern Federal University has the power to award postgraduate and doctorate degrees. As a leading research university, Southern Federal University offers courses in essentially all academic disciplines at both undergraduate and graduate levels and conducts research across the full spectrum of academic activity.

Southern Federal University has successfully launched a number of projects and developed some innovative techniques that can be applied to develop teachers, staff and students cultural intelligence.

One of the ways to develop CQ is by means of the innovative high-tech project called «World Without Boundaries» - Virtual University of Humanities that we initiated in 2011 together with our international and Russian partners – Monterrey Institute of Technology and Higher Education (Mexico), University of Cadiz and University of Valladolid (Spain), University of the North (Paraguay), Saarland University (Germany), Siberian Federal University and Pyatigorsk State University (Russia).

Project objectives are as follows:

    to develop teachers, staff and students cultural intelligence,

    to perfectionate the educational process and to improve the social adaptation level of graduates;

    to establish and maintain successful academic relationships with different Universities and Educational Centres at regional, national and international levels;

    to promote international academic mobility;

    to erase boundaries between people and nations;

    to integrate

    to create a scientific and academic community network,

    to organize ample discussions on the problematic issues in the areas of ;

    to exchange experience and to transfer knowledge.

The project is connected with the collaborative development and implementation of innovative educational technologies (Galaxia Espiral[4], EuroComRom[5], etc) and digital educational and scientific resources.

Among the most successful ways to develop teachers and students CQ we should name the organization of interactive academic lectures. We'd like to dwell a little on the algorithm of their realization. Due to the latest technological advances, it is not a problem for modern Universities to arrange online bilateral or multilateral sessions through satellites, platforms or other types of connection.

The lecture is divided into two parts: one conference is held by professor or professors from Southern Federal University and the second one - by lecturers from a partner institution. The target audience of both sessions is just the same: each professor delivers lectures for his own students that are sitting in the classroom in front of him or her and for those who appear on the screen. It is necessary to develop a high level of CQ to reach the inclusion of both sides of the audience into the learning process and to achieve their participation in the common discussion. It is very important to find interesting topics that would encourage students from different countries to share their views and experiences. Some of the interactive academic lectures we've already held were dedicated to the role of social and cultural factors in the intercultural communication, overcoming of cultural barriers, translation problems, metaphorical world vision, beneficial coexistence in polytechnic regions, etc.

Other events aimed at the students CQ development include interactive student forums that are also held online. Students of partner institutions are asked to read some culturally significant literary works or folk tales and discuss them together from different angles. For example, they have already analyzed some short stories of Davila, Borges, Chekhov, Pushkin, etc. In the course of these forums students not only talk about the given works but also discuss some other questions of their studies and everyday life, sing songs, establish contacts and new acquaintances. We invite visiting professors from many countries, create international students and young researchers communities.

One of the principle means of developing cultural intelligence is a didactic technology based on translation and comparison of different cultural paradigms. This method is applied by the tutors of the Southern Federal University Translation Workshop, community that. collaborates with a number of European and Latin American Universities and last year published its translation of the book of J.M.

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4) Semikova M.E., Karpovskaya N.V. & Korman E.A. Aplicación de estrategias didácticas innovadoras en la enseñanza del español como lengua extranjera [Application of innovative didactic strategies in teaching Spanish as a foreign language]. Materialy Tretiego Mezhdunarodnogo kongressa *"Natsional'naya identichnost' skvoz' prizmu dialoga kul'tur. Issledovaniya v oblasti gumanitarnykh nauk v ibero-amerikanskom i rossiiskom nauchnom prostranstve"* (g. Rostov-na-Donu, 28-30 sentyabrya 2017 g.) [Proceedings of the Third International Congress *"National identity through the dialogue of cultures. Investigations in the area of Humanities in Ibero-American and Russian scientific space"*]. Rostov-on-Don: Publ. IUFU, 2015, Vol. 2, pp. 316-319.

5) Peris E.M., Clua E., Klein H.G. & Stegmann T.D. *EuroComRom – Los siete tamices: Un fácil aprendizaje de la lectura en todas las lenguas románicas. Aachen: Publ. Shaker Verlag, 2005,* p.233.

Marcos "Poems and Songs[6]".

Originally many CQ development events were held in Spanish but now we are introducing new languages – English, German, French, Portuguese, Chinese, Korean. Our University also launches team-building events for international and Russian students such as multilingual cultural quizzes, sport competitions, Days of Asian, African, European, Latin American Cultures, Dance and Music Festivals, traditional holidays celebrations, etc. These events not only develop CQ but also train language and communicative skills.

From the very beginning of their studies our Russian and international students are engaged in the real professional activities working as translators, interpreters, tour guides, tutors, serving as volunteers during international congresses, conferences, sport competitions and cultural events. Thus, many of them worked as tour guides and interpreters during the FIFA World Cup of 2018.

Such encouraging results in the CQ development even attracted some scholars to investigate the didactic methods we use. Thus, the Paraguayan investigator Marta Canese (University of the North) came to Southern Federal University as a visiting professor and in 2018 she published the article in the journal CIENCIA Ergo-Sum of the Autonomous University of Mexico State that is titled "Cultural Intelligence at the University: Innovative Methodological Strategies Applied at the Southern Federal University's Hispanic-Russian Center in Rostov-on-Don, Russia". The scholar singled out five didactic strategies applied in the course of the foreign language acquisition and aimed at building students CQ. These strategies embrace:

a) communicative approach: the learning process is developed in different situations of intercultural communicative interaction that are immediately analyzed;

b) development of student personal motivation through collaborative projects, interactive academic lectures, organization of traditional celebrations, etc.;

c) development of student autonomy so that they share responsibilities in organizing, delivering and monitoring their classes alongside with their teachers;

d) collaboration strategy: students learn to work in teams, tend to mutual understanding and take joint decisions;

e) strategy of contextualized construction: include extensive actions in both university and citizen contexts that give an impulse to local, national and international communities and generate the process of CQ social construction.

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6) Marcos J. M. (2008). Poemas y canciones, Universidad Federal del Sur, Rostov del Don, p.174.

Ⅳ. Conclusion

CQ development is especially important for our University not only because of its academic and scientific value, but also taking into account the social responsibility of such institution. It is necessary to emphasize that Southern Federal University is located in a multi-ethnic region in the South of Russia. Hence, one of its priorities is to foment and maintain ethnic and cultural tolerance, promote diversity and inclusion as basic principles of our community life. Southern Federal University is an active partner in national and international educational, scientific and industrial cooperation keen on generating international and regional networking.

It is crucial to mention that our cooperation and networking development activities are appreciated not only by the University administration but also by local, regional and federal authorities that support our initiatives and organize different sport, educational, cultural, business and many other events. Besides, we actively work with the business community, enterprises and various companies. For example, Southern Federal University is a member of Innovation & Technology Cluster "Southern Constellation".

In conclusion, we'd like to stress that nowadays the University has to fulfill a very important mission – to form a tolerant and inclusive community able to face any global challenge. CQ development contributes to new international cooperation perspectives based on common interests, shared values and strong complementarities, so that no one is left behind.

Finally, we'd like to refer to two metaphors that, in our opinion, reflect the very essence of the University today. The first metaphor, the University is like a human body, it has its arms, legs, its head and all the other vitally important organs, but its heart is the cultural intelligence. The second metaphor is that the University is the prototype of the global world. It carries out versatile activities, it incorporates diverse nations and cultures, it responds to the everyday challenges and needs to be very flexible and competitive adapting itself to a constantly changing environment for the sustainable development of the humanity.

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국문초록

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연구목적: 이 논문에서 학생 및 교수와 관련하여 러시아 남부연방대학에 적용된 문화지능(CQ)개발 방법에 대해 다루고 있다. **연구방법**: 제시한 CQ 개발 방법에는 여러 혁신적 교육기술(예를 들면, Galaxia Espiral), 디지털 교육학술 자료가 포함된다. 교수와 학생의 CQ를 개발하는 데 가장 성공적인 방법으로 인터렉티브 학술 강연, 국제 학생 온라인 포럼, 번역 워크숍 등을 고려할 수 있다. **논의 및 결론**: CQ 개발은 공동의 관심사, 공유된 가치, 강력한 상호보완성을 기반으로 한 대학 네트워크 확장, 새로운 국제협력 가능성에 기여한다.

주제어 : 문화지능, CQ, 네트워킹, Galaxia Espiral, 협력