

NEW DIRECTIONS OF CULTURAL INTELLIGENCE INSTRUCTION FOR LAW ENFORCEMENT, BORDER GUARD, AND PRISON OFFICERS

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RESEARCH DESCRIPTION

The concept of cultural intelligence (Cultural Intelligence Quotient, CQ) denotes the capability to operate and lead effectively in culturally diverse contexts and is regarded as one of the essential competencies of the 21st century. CQ describes an individual's capacity to adapt to new cultural contexts through four dimensions: motivation, knowledge (understanding norms and practices), strategy (planning and a conscious approach), and action (adapting behaviour).

The study examines officers' assessments of the availability and deficiencies in the components of cultural intelligence (knowledge, skills, and attitudes) as manifested in their everyday professional practice.

RESEARCH PURPOSE

The aim of the project is to analyse the development needs related to cultural intelligence among Estonian police and border guard officers, prison officers, and, more broadly, professionals working in the field of internal security, taking into account contemporary societal challenges, including the migration crisis and other socio-political changes.

More specifically, the aim is to determine which CQ-related knowledge, skills, and attitudes are regarded by police, border guard, and prison officers as essential for fulfilling their professional responsibilities, and which of these they perceive to be lacking.

The broader aim of the study is to map and acknowledge officers' intercultural awareness as an integral part of contemporary professional service culture. The focus is on understanding cultural differences as a professional tool that supports the provision of higher-quality and more human-centred public services, while avoiding discourses related to racial identity.

RESEARCH

1. Which components of cultural intelligence (knowledge, skills, and attitudes) do officers perceive as most essential in the performance of their everyday professional duties?
2. Which aspects of cultural intelligence do officers consider to be insufficiently developed in their professional practice?
3. What experiences and challenges do officers encounter in culturally diverse professional settings?
4. What training needs arise from deficiencies in cultural intelligence?
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RESULTS

Based on the results, it is possible to develop evidence-based (including research-based) training strategies, that enhance officers' preparedness to function effectively in culturally diverse and rapidly evolving professional environments.

