

Individualization of Learning Based on Intercultural Competence: Training Managers with the Use of Artificial Intelligence

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Abstract

In the globalised world business professionals, in order to work effectively, are required to present high level of intercultural competence. The research was conducted among 40 global business leaders in Poland studying through an e-learning course on cooperation with Chinese business partners. This particular course was defined to identify level of their intercultural competence and direct them to a specific learning path. A number of variables determining the level of intercultural competence were taken into account in the decision-making process. The control of learning individualization was carried out with the use of Artificial Intelligence solutions. A fuzzy controller with a rule-based system was used to identify individuals with high intercultural competence. It was assumed that such a level of intercultural competence is possessed by participants who obtained a very high result in the Cultural intelligence scale presented them in the initial stage of the research. Since the Intercultural competence is a fuzzy concept with numerous components, four of its types were tested: 1) attitudes or orientations, such as attitudes toward Chinese culture and Chinese business people; 2) personality traits of the leaders; 3) their specific knowledge on Chinese business culture and its understanding, their capability to learn how to behave appropriately in a given entrepreneurial context; 4) their cognitive skills to take a Chinese partner's perspective. At the end of each knowledge module there was a Test Yourself confirming participants' progress. The learning paths presented in the course have been determined on the basis of expert knowledge taking into account the specificity of the target group, the expected differentiated level of intercultural competence and the objectives of the course. The study presents interesting data that help to better understand multifaceted of Intercultural Competence. It provides results on how Cultural Intelligence interacts with variables linked not only to individual factors (such as ethnocentrism) but also with factors related to group and organizational dimensions (conflict management, business cooperation). Finally, it proves a concept of an effective, individualised training tool based on AI solutions in automated education.

Keywords

AI in Education, Learning Individualization, Cultural Competence, Intercultural Intelligence