Cultural Intelligence

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Introduction

Cultural intelligence (CQ) is the capability to thrive effectively in intercultural contexts, as discussed in Earley and Ang 2003 (under "Foundations of Intercultural Competence") and Ang 2015 (under "Cultural Intelligence"). Cultural intelligence is a specialized form of intelligence that complements other forms of intelligence such as general intelligence (IQ), emotional intelligence (EQ), and cultural competence (CC). Cultural intelligence is a multidimensional construct. Research has identified four dimensions of CQ: CQ Drive (motivational CQ), CQ Knowledge (cognitive CQ), CQ Strategy (metacognitive CQ), and CQ Action (behavioral CQ). Research has established that CQ predicts cultural adaptation and performance across a variety of cultural settings, such as the workplace, educational settings, and cross-cultural leadership. Research has also established that CQ predicts performance in culturally diverse groups, such as culturally diverse teams and groups in the workplace. Research has also established that CQ predicts performance in culturally diverse settings, such as culturally diverse educational settings and cross-cultural negotiations. Research has also established that CQ predicts performance in culturally diverse leadership settings, such as culturally diverse leadership teams and cross-cultural leadership. Research has also established that CQ predicts performance in culturally diverse work settings, such as culturally diverse organizational settings and cross-cultural assignments. Research has also established that CQ predicts performance in culturally diverse educational settings, such as culturally diverse classrooms and cross-cultural education programs. Research has also established that CQ predicts performance in culturally diverse negotiations, such as culturally diverse negotiation teams

Extending the expatriate adjustment research (see Psychological Consequences), studies have examined cultural adjustment as an important outcome for CQ (Ward and Kennedy 1993; Ward et al. 2001; Chen et al. 2010). Cultural adjustment is defined as the capacity of managing psychological stresses associated with changing cultures and, thus, it has more general relevance to people's life just beyond work. There is some ambiguity, however, on which CQ capabilities and which aspects of cultural adjustment are critical to adjustment. Ward and Kennedy (1993) found that CQ-related knowledge and cognitive capabilities predicted sociocultural adjustment, but not psychological adjustment. Chen et al. (2010) found that behavioral CQ was related to both types of adjustment. Yet, in their meta-analysis, they relied on an aggregate measure of cultural adjustment, comprising work, general, and interpersonal adjustment. Thus, it is unclear which CQ capabilities are critical for which aspects of cultural adjustment. Taking a more fine-grained perspective of other cultures, Wu et al. (2014) shows that multicultural team members with high metacognitive CQ engage in cultural perspective-taking and thus cooperate better with culturally different team members. Du and Chen (2011) finds that expatriates with higher motivational CQ adjusted to changes in more cultural learning, which, in turn, increased CQ and job satisfaction.

Chen, Chad; Bradley, L. Dhanani; Hongkyun Kim; Crystal C. Park; and Balamurugan Tangirala. "When Does Cross-Cultural Motivation Enhance Expatriate Effectiveness? A Multilevel Investigation of the Moderating Roles of Subsidiary Support and Cultural Distance." *Academy of Management Journal* 53.6 (2010): 1171-1210.

Using a sample of 127 expatriates from various companies in various countries, this study examines in a sample of expatriates working in China and Japan, the cultural distance that aggravates CQ—comprising cultural knowledge, cultural motivation, and behavioral CQ—and how this relationship is moderated by subsidiary support.

Joshi, Jeewan, and Sumeet Gupta. "Assessing the Cultural Intelligence and Task Performance Equation: Mediating Role of Cultural Adjustment." *Cross Cultural Management* 20.3 (2013): 238-256.

Shows that CQ is applicable to cultural diversity within national boundaries in a sample of Indian managers working within India but also outside of cultural adjustment—comprising general, interaction, and work adjustment—fully mediates the relationship between CQ and task performance.

Wei, Wei, Michael W. Morris, and Johan Liu. "Identifying and Training Adaptive Cross-Cultural Management Skills: The Crucial Roles of Cultural Metacognition." *Academy of Management Learning and Education* 10.3 (2011): 443-465.

Cultural perspective-taking partially mediates the relationship between multicultural metacognition (CQ and cognition) and interpersonal skills (ibid).

Du, Xiao-Lan, and Xiao-Ping Chen. "Introducing Expatriates' Job Crafting: The Role of Cultural Learning, and Metacognition and Motivational Orientations." In *Special Issue: Collecting and Enhancing the Scholarship of Retail Leaders (2010). Management and Organization Review* 12.4 (2011): 767-794.

Shows that expatriates who have higher motivational CQ and more developed metacognitive CQ and job creativity and partially mediates the relationship between their motivational CQ and job crafting.

Moderators of CQ Relationships

Contextual factors and individual differences can amplify or attenuate the effects of CQ on psychological, behavioral, and performance outcomes. Chen et al. (2010) focused on two contextual moderators, subsidiary support and cultural distance. The moderating effect of subsidiary support is based on trait activation theory (such that low subsidiary support activates the expression of motivational CQ and thus, its effect on adjustment) and on the idea that subsidiary support is a resource that helps expatriates to deal with the challenges of cultural adjustment. Cultural distance, the cultural distance between the home country and the host country, is a proxy for resource allocation theory. When cultural distance is high, effort (indicated by extra hours worked in the host country) based on high motivational CQ is more beneficial than when cultural distance is low. Moreover, Chen et al. (2010) and Du and Chen (2011) and Chen et al. (2007) shows that a group collectivism of the host country strengthens the effects of CQ on expatriates' organizational embeddedness and knowledge sharing. Consistent with the argument that expatriates with low CQ lack more international experience may have a less developed cognitive schema for interpersonal interactions with host country nationals, Chen et al. (2010) and Du and Chen (2011) and Kim and Bonoma (2011) finds that cultural adjustment and cultural effectiveness for expatriates who have high motivational CQ are more dependent on expatriates with less CQ and more prior international work and travel experience and highest for those with high CQ and more prior international work and travel. Wu et al. (2014) shows that when multicultural team members with high metacognitive CQ perceive the cultural norms of the home culture—changes the relationship of motivational CQ with cooperation for overseas work, with a weaker relationship (higher subsidiary) for those with weak cultural identity. This is because a weak cultural identity results in less rigidity and more openness toward other cultures.

Chen, Chad; Bradley L. Dhanani; Hongkyun Kim; Crystal C. Park; and Balamurugan Tangirala. "When Does Cross-Cultural Motivation Enhance Expatriate Effectiveness? A Multilevel Investigation of the Moderating Roles of Subsidiary Support and Cultural Distance." *Academy of Management Journal* 53.6 (2010): 1171-1210.

Using a sample of 127 expatriates from various companies in various countries and the expatriates's home culture and host subsidiary, support, that weaken the positive relationship between motivational CQ and work adjustment. This moderating effect of support is because education theory. When cultural distance is high, effort (adjusting to work norms in the host country based on high motivational CQ) is more beneficial than when cultural distance is low. Moreover, Chen et al. (2007) and Du and Chen (2011) and Chen et al. (2007) shows that a group collectivism of the host country strengthens the effects of CQ on expatriates' organizational embeddedness and knowledge sharing. Consistent with the argument that expatriates with low CQ lack more international experience may have a less developed cognitive schema for interpersonal interactions with host country nationals, Chen et al. (2010) and Du and Chen (2011) and Kim and Bonoma (2011) finds that cultural adjustment and cultural effectiveness for expatriates who have high motivational CQ are more dependent on expatriates with less CQ and more prior international work and travel experience and highest for those with high CQ and more prior international work and travel. Wu et al. (2014) shows that when multicultural team members with high metacognitive CQ perceive the cultural norms of the home culture—changes the relationship of motivational CQ with cooperation for overseas work, with a weaker relationship (higher subsidiary) for those with weak cultural identity. This is because a weak cultural identity results in less rigidity and more openness toward other cultures.

Stevens, Sebastian, Samuel Danna, and Fabian J. Froese. "The Influence of Expatriate Cultural Intelligence on Organizational Embeddedness and Knowledge Sharing: The Moderating Effects of Host Country Contact." *Journal of International Business Research* 12.1 (2013): 1-12.

Shows that a host country's group collectivism rather than Hofstede Power Distance moderates the positive relationship between CQ and expatriates' knowledge sharing with host country colleagues via organizational embeddedness.

CQ as a Moderator

Research also suggests CQ as a moderator that links more distal antecedents, such as personality traits and organizational experiences, with intercultural effectiveness. Barkema, et al. 2015 examines CQ as a mediator of (one-self-evaluation and self-enhancement, Heart and Miller 2005) personality traits and cultural learning (Ward et al. 2001) and CQ as a moderator of the effects of CQ on the relation of intercultural contact. Barkema, et al. 2015 also examines CQ as a mediator linking cross-cultural training and cross-cultural adjustment.

Barkema, John E., A. Gerard Bezemer, and Hein Fox. "The Role of Cross Self-Evaluation, Ethnocentrism, and Cultural Learning in Cross-Cultural Training Effectiveness." *Cross Cultural Management* 22.3 (2015): 358-378.

Intercultural CQ partially mediates the effects of cross self-evaluation and ethnocentrism on cognitive courses of study, ethnic experiences, as assessed by enjoyment, personal growth, and general success.

Kim, Yoo Jin, and Lien Bon Ngoc. "Cultural Intelligence and International Leadership Potential: The Importance of Contact for Members of the Majority." *Applied Psychology: An International Review* 61.2 (2012): 272-294.

Shows CQ fully mediates the effect of prior cross-cultural contact on peer-rated international leadership potential but only for individuals of majority status.

Moon, Hyeong Kyu, Byoung Kwan Choi, and Jae Shik Jung. "Previous International Experiences, Cross-Cultural Training, and Expatriate Cross-Cultural Adjustment: Effects of Cultural Intelligence and Goal Orientation." *Human Resource Development Quarterly* 23.3 (2012): 285-330.

Shows that CQ mediates the effect of prior international experience and cross-cultural training with cross-cultural adjustment. Motivational CQ is the strongest mediator among the four CQ facets.

Wang, Cuiluan, and Ronald Fischer. "Personality, Cultural Intelligence and Cross-Cultural Adaptation: A Test of Mediation Hypotheses." In *Handbook of Cultural Intelligence: Theory, Measurement, and Applications. Edited by Soon Ang and Linn Van Dyne*. Pp. 329-343. Taylor & Francis, 2015.

Shows motivational CQ mediates the effect of the flexibility dimension of multicultural personality—which includes dimensions of cultural empathy, open-mindedness, flexibility, social initiative, and emotional stability—on general adjustment.

CQ as a Mediator

Research also suggests CQ as a mediator that explains the positive effects of CQ on outcomes. Chen et al. (2010) CQ can influence the extent to which individuals proactively and effectively adapt to differences in new cultural environments. Second, CQ can influence the efficacy of intercultural interactions and thus, relationship building with host country nationals. Chen et al. (2010) shows that the effects of motivational CQ on job satisfaction and CQ mediated controlling for adaptative when they perceive differences in home culture and expert contact and those with high metacognitive CQ improve their cooperation for overseas work. Wei et al. 2014 shows that teams with high CQ engage in all two stages of cultural learning, which, in turn, increases their cultural knowledge and cultural identity and thus, their cooperation for overseas work. Ng, et al. 2016 finds that individuals with high CQ are less likely to withdraw cross between when there is a large cultural distance between them and their teammates or supervisors. Volmer, et al. 2018 shows that international students with higher CQ have more positive cross-cultural experiences, which, in turn, increases their cross-cultural adjustment. Chen et al. 2010 shows that CQ mediates the effect of cross-cultural training on job satisfaction and CQ mediates the effect of prior international experience on job satisfaction. Kim and Bonoma (2011) finds that higher levels of organizational diversity in the host country strengthen the effects of CQ on cross-cultural adjustment. Wei et al. 2014 shows that when teams have high CQ engage in all two stages of cultural learning, which, in turn, increases their cultural knowledge and cultural identity and thus, their cooperation for overseas work. Ng et al. 2016 finds that individuals with high CQ are more likely to withdraw cross between when they have high CQ. Wei and Ng 2011 shows that expatriate support practices have weaker effects on cultural adjustment for those with high CQ. Wei et al. 2014 shows that when teams have high CQ engage in all two stages of cultural learning, which, in turn, increases their cultural knowledge and cultural identity and thus, their cooperation for overseas work. Bartel, et al. 2012 on experimental study of intercultural dispute resolution reports that transgressive reaction were less effective for "difficult" disputants who has low motivational CQ but not for those with high motivational CQ.

Wagoner, Peter, Anja Schaefer, and Ilka Tesch. "A Process-Based Examination of the Psychic Distance Paradox: Evidence from Global Virtual Teams." *Management International Review* 55.2(2015): 225-247.

Sheds light on the "psychic distance paradox"—the counterintuitive positive relationship between psychic distance and multicultural team performance. Shows that CQ mediates the effect of psychic distance on team performance and that CQ moderates the effect of multicultural CQ strengthens the relationship—which, in turn, is related to higher team performance.

Wagoner, Peter, Stanford A. Westjohn, Alexey S. Semenov, Arina S. Rasskazovskaia, and Sviatoc Zelenkova. "The Role of Cultural Intelligence in Marketing Adaptation and Export Performance." *Journal of International Marketing* 21.4 (2013): 44-61.

Shows that CQ mediates the effect of cultural knowledge on the relationship of personal experience with marketing adaptation. CQ needs and export market and marketing strategy adaptation and marketing-mix CQ positively moderates the relationship between marketing-mix adaptations and export performance.

Wei, Wei, Jeremy S. Cooper Thomas, and Jolene Zhu. "The Neglected Role of Cultural Intelligence in Recent Immigrant Newcomers' Acculturation." *International Journal of Cross-Cultural Management* 14.3 (2014): 196-215.

The conceptual article integrates literature on CQ, immigrants, and acculturation to open the "black box" of work-based cultural learning processes. Shows that CQ mediates the effect of cultural learning on acculturation and that CQ moderates the relationship between cultural learning with a variety of adjustment strategies used by newcomers.

Ng, Kok Yee, Linn Van Dyne, and Soon Ang. "From Experience to Experimentation: Cultural Intelligence as a Learning Capability for Global Leader Development." *Academy of Management Learning and Education* 11.4 (2012): 615-630.

Conceptual article that proposes that cultural intelligence (CQ) is a learning capability that enables individuals to learn from experiences to foreshadow future or international assignments and offers a cycle of experiential learning which, in turn, leads to growth in global leadership capabilities.

Ng, Kok Yee, Linn Van Dyne, and Soon Ang. "Speaking Out and Speaking Up in Multicultural Settings: A Two-Study Examination of Cultural Intelligence and Voice Behavior." *Organizational Behavior and Human Decision Processes* 131 (2016): 149-162.

Finds a negative effect of cultural distance on voice behavior that is mediated by perceived voice instrumentality and moderated by CQ in the first stage. The negative effects is stronger at lower levels of CQ.

Salmon, Elizabeth D., Michele J. Gelfand, Ayse B. Çelik, Sami Kruse, Jonathan Wilkenfeld, and Betty Jensen. "Cultural Intelligence and Conflict Management Strategies: Multilevel Analysis of Individuals and Teams in Collaborations in Multicultural Environments. Edited by Elizabeth Salmon and Michele J. Gelfand. *Journal of Organizational Behavior* 34.8 (2013): 987-989.

The experimental study of culturally intelligent mediators shows that navigation mediators tactics facilitate higher quality outcomes for collaborations but such tactics have consequences for teams with higher motivational CQ.

Volmer, Johannes, Dr. Dorina, J. Marquardt, Wendy J. Casper, and Derek A. Avery. "Minimizing Cross-Cultural Withdrawals: How Minority Status Facilitates Change in International Acculturation." *Journal of Applied Psychology* 103.3 (2018): 249-266.

Shows an indirect effect of ant-personnel minority status in host country and it leads to lower host country that is mediated by changes in host country acculturation and moderated by CQ in the first stage. The negative indirect effect is stronger at higher levels of CQ.

Wu, Pei-Chuan, and Sash A. Hu. "The Impact of Expatriate Supporting Practices and Cultural Intelligence on Cross-Cultural Adjustment and Performance of Expatriates in Singapore." *International Journal of Human Resource Management* 25.11 (2013): 2463-2482.

Shows that expatriate support practices CQ weakens the positive relationship between expatriate support practices and work adjustment and that cognitive CQ strengthens the positive relationship between expatriate support practices and cross-cultural adjustment.

Multilevel Models

Multilevel studies that examine CQ at different levels of analyses are relatively rare. Wanberg, et al. 2014 examines the additive effects of individual and team-level CQ (shows no predictive of commitment to the host country of Chinese expatriates). Chen et al. 2010 examines the interactive effects of individual-level and third-level institutional CQ on predictors of intercultural and outcomes. Wei et al. 2014 shows that when teams have high CQ, they are more likely to engage in all two stages of cultural learning, which, in turn, increases organizational CQ (global culture capital with values and routines that encourage global leadership development) develops employee CQ through collaborative learning processes.

Chen, Xiao-Ping, Dong Liu, and Rebecca Portinga. "A Multilevel Investigation of Motivational Cultural Intelligence, Organizational Diversity Climate, and Cultural Sales: Evidence from U.S. Real Estate Firms." *Journal of Applied Psychology* 95.93 (2010): 93-106.

This sale empirical study of this issue CQ shows that third-level institutional CQ (based on a relevant shift toward strengthen the positive relationship between individual-level motivational CQ and the relational outcome of cultural sales.

Wanberg, Kay W., Kang Yee Wai, Long Yee Lam, Wang Wei. "Global Cultural Capital and Composition Human Capital: The Effects of Global Mindset and Organizational Routines on Cultural Intelligence and Intercultural Experience." In The Oxford Handbook of Cultural Intelligence. Edited by Soon Ang and Linn Van Dyne. Pp. 1-1. Oxford Handbooks, 2015. Oxford Handbooks Online, 2015.

Drawing on the sociological concept of cultural capital, the conceptual piece proposes a multilevel model, in which organizations with "global culture capital" and values and routines that foster global leadership development facilitate employee CQ through structured learning processes.

Ramsey, Jane R., Luis L. Gerardo, and Jessica A. Audi. "Commitment to the Study of International Business and Cultural Intelligence: A Multilevel Model." *Journal of Teaching in International Business* 25.4 (2014): 267-280.

Shows classroom CQ climate explains incremental variance in commitment to the study of international business, above and beyond effects of individual-level metacognitive and motivational CQ.

Critiques of CQ

There are a few critiques of cultural intelligence, but most of these focus on ways in which the concept and theory could be bigger and broaden the concept. Hansen Thomas and Tonnaeuer (2009) describes three common directions in the conceptual CQ and, at the same time, provides recommendations to these objections. Bresco, et al. 2012 adopts a semiotic perspective, takes and metaphorical approach to cultural intelligence, and argues that CQ is a "boundary object" that allows for the coordination of cross-cultural interactions across rigorous scientific endeavor emerges. Rod, et al. 2009 questions the utility of self-report CQ measures for predicting cultural adjustment.

Bresco, Manfred, Lin S. Frank, and Michael Jackson. "If Only Cultural Characteristics Could Fly Too: A Critical Discourse of the Metaphor of Cultural Intelligence." *Journal of Management Inquiry* 21.3 (2012): 324-337.

Provides a critique of CQ based on a semiotic perspective and offers a plea for the use of another boundary metaphor.

Hansen Tonne Charles, and Tore Tonnaeuer. "Cultural Intelligence: Is Such a Capability Credible?" *Group & Organization Management* 31.1 (2006): 39-43.

Describes commonly raised objections to the concept of CQ and contains these objections with three hypotheses: the synergy, complementarity, and latency hypotheses.

Ward, Colleen, Rosalind Fischer, Fara S. E. Lam, and Lorraine Hall. "The Convergent, Discriminant, and Incremental Validity of Scores on a Measure of Cultural Intelligence." *Educational and Psychological Measurement* 69.1 (2009): 85-105.

Demonstrates support for the four-factor model of CQ and shows discriminant validity of CQ with a sample of general mental ability. Fails to demonstrate incremental validity of CQ beyond IQ in the MPQ measure of personality as a predictor of cultural adaptation in students. Suggests that the cultural intelligence hypothesis requires further research to further disabuse the demonstrate incremental validity of CQ beyond individual traits and accounts for cultural adaptation.

Developing CQ

Given the increasing evidence that demonstrates the importance of CQ for cultural effectiveness, researchers have started to focus on understanding how to develop CQ. Emerging evidence is encouraging and shows that CQ can be developed through experience, education, and training. Moon et al. 2012 shows that previous international experiences, CQ training, and goal orientation (learning versus performance) affect two key CQ outcomes the nature effectiveness of classroom based interactions and international adjustment. Moon et al. 2012 shows that previous international experiences, CQ training, and goal orientation (learning versus performance) affect two key CQ outcomes the nature of cognitive and metacognitive CQ (knowledge of multiple cultures) and that international study trips are more effective for developing cognitive CQ than are classroom based courses. Moon et al. 2012 shows that previous international experiences, CQ training, and goal orientation (learning versus performance) affect two key CQ outcomes the nature of classroom based and experiential learning interventions are complementary and that both contribute to holistic development of CQ. Reiser and Van Dyne (2011) reviews CQ development studies and comes to a similar conclusion that CQ interventions should be stream-lined and integrated. Moon et al. 2012 shows that previous international experiences, CQ training, and goal orientation (learning versus performance) affect two key CQ outcomes the nature of CQ development. Moon et al. 2012 shows that previous international experiences, CQ training, and goal orientation (learning versus performance) affect two key CQ outcomes that a decrease in self-reported CQ can also indicate CQ development because it allows participants to recognize their incompetence to minimize incompetence.

McCrae, Elizabeth, A. and Joann Z. Yin. "Developing Cultural Intelligence: An Undergraduate Course Assessment Framework." *Management Learning* 51.2 (2012): 164-172.

Considers the relative effectiveness of on-campus global business courses (GBC) versus international study tours (IST) for developing cognitive, motivational, and behavioral CQ. Shows that GBC interventions are more effective for the development of cognitive and metacognitive CQ and that IST develop motivational and behavioral CQ to a greater extent than do GBC.

Aaron, Jane L., and Linn Van Dyne. "Developing Cultural Intelligence." In The Cambridge Handbook of Behavior Training and Development. Edited by Kenneth Brown. Pp. 1-1. Cambridge Handbooks Online, 2015. Cambridge Handbooks Online, 2015.

Reviews phenomenological designs and findings from twenty-eight CQ training and development studies. Results show that CQ can indeed be developed with systematic interventions, especially for cognitive and metacognitive CQ. However, the authors call for improvement in measurement of CQ, more rigorous research designs, and more theoretically grounded research questions. Also, they call for cross-cultural effectiveness, and discussing the cultural boundary conditions of training participants.

Trenshy, Henry S. "Cultural Intelligence in Organizations." *Group & Organization Management* 31.1 (2006): 20-26.

Describes interventions for developing CQ and elaborates on metacognitive aspects of CQ.

Classroom Learning

Classroom training interventions typically include one or more of the following: academic lectures on cultural differences, cultural simulations, and behavioral role-play exercises. According to McCrae and Yin (2012 (cited under Developing CQ)), on-campus global business courses (GBC) versus international study tours (IST) for developing CQ, shows that GBC, in general, have greater impact on the growth of cognitive and metacognitive CQ than on the growth of motivational or behavioral CQ. By contrast, when classroom training interventions incorporate intercultural simulations and behavioral role-play exercises—such as cultural assimilation training (Lee et al. 2010), or cultural mindfulness training (Fischer et al. 2013)—they have a positive impact on behavioral CQ. As Bartel and Peterson (2014 argues, the two important mechanisms for classroom and trainers because it allows the importance of supplementing didactic teaching with purposefully designed experiential learning interventions and/or overseas cross-cultural experiences. Moon et al. 2012 shows that previous international experiences, CQ training, and goal orientation (learning versus performance) affect two key CQ outcomes the nature of classroom based and experiential learning interventions are complementary and that both contribute to holistic development of CQ.

Bechtel, Emma E. "Cultural Benefitting in Cultural Developing? Positive and Negative Effects of a Cultural Psychology Intervention Among Bicultural Students." *Frontiers in Psychology* 9 (2018): 1-1.

Shows that exposure to a cultural psychology course increases in metacognitive CQ compared to those in a control group psychology course. The authors, however, caution educators to address stereotypes because performing students in the cultural psychology course show greater psychological consequences, compared to high performing students.

Brislin, Jonathan J. E., and Hubert Kinsella. "Developing Cultural Intelligence: Increasing the Efficacy of the Guidance Cultural Intelligence Scale for Intercultural Business Students." In *Special Issue: Organization and Performance Management Research: Asiatica Proceedings. International Journal of Human Resource Management* 22.20 (2011): 1999-2014.

Describes effectiveness of classroom, cross-cultural simulation training sessions as two-day simulations with experiential learning components. Shows that CQ increases after the intervention. Shows that Evidence supports the development of all four factors of CQ, but it does not develop communication effectiveness.

Earley, P. Christopher, and Randall S. Peterson. "The Elusive Cultural Chameleon: Cultural Intelligence as a New Approach to International Training for the Global Manager". *Academy of Management Learning and Education* 3.1 (2004): 100-115.

Argues that the CQ approach provides a theoretical framework to design cross-cultural intercultural training programs. Recommends that training programs should be based on a theory of cultural learning and should incorporate cognitive, motivational, and behavioral effectiveness, and discussing the cultural boundary conditions of training participants.

Eisenberg, Jacob, Hyun Jung Lee, Frank Brück, and J. Brian Brenner. "Expanding the Influence of Cross-Cultural Training on Cultural Intelligence and Specific Self-Efficacy." *Cross Cultural Management: An International Journal* 18.2 (2011): 216-232.

Shows that cross-cultural training increases cognitive CQ and behavioral CQ and that cognitive CQ mediates the effect of training on behavioral CQ. Also shows that cross-cultural training increases self-efficacy for cross-cultural interactions and that self-efficacy mediates the effect of training on behavioral CQ. Shows that Evidence supports the development of all four factors of CQ, but it does not develop communication effectiveness.

Earley, P. Christopher, and Randall S. Peterson. "The Elusive Cultural Chameleon: Cultural Intelligence as a New Approach to International Training for the Global Manager". *Academy of Management Learning and Education* 3.1 (2004): 100-115.

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Experiential Learning

While classroom training emphasizes the objective mode of learning (transfer of knowledge from expert to learner), the experiential learning approach emphasizes the subjective mode of learning (knowledge is constructed through experience). Kolb's (1984) theory of learning and development with other learners, as discussed in Chen et al. 2010 (Experiential learning interventions can both take the form of cross-cultural immersion experiences (Bechtel et al. 2018) or simulations (Brislin and Kinsella 2011; Eisenberg et al. 2011), participation in virtual multicultural team projects (Chai, et al. 2013), short- and long-term study abroad academic programs (Moon et al. 2012; McCrae and Yin 2012; Aaron and Van Dyne 2015), and cultural immersion (Moon et al. 2012). Moon et al. 2012 shows that previous international experiences, CQ training, and goal orientation (learning versus performance) affect two key CQ outcomes the development, Eisen, et al. 2011 (cross-cultural training and experience) and Bechtel et al. 2011 (international service programs) also report positive effects on cognitive CQ. Moon et al. 2012 shows that previous international experiences, CQ training, and goal orientation (learning versus performance) affect two key CQ outcomes the nature of CQ development in an international assignment setting. In instructor-led experiential trainings, Bechtel and Bechtel (2012) shows that general self-efficacy is a mediator between training and CQ. Bechtel and Bechtel (2012) shows that cultural immersion experiences (study abroad programs) change attributions, which increases the extent of CQ development. Eisen, et al. 2011 finds that the effectiveness of experiential training is greater when they is higher level trait. Alexandra (2018) explores the relationship of individual differences (sensor complexity) based on Kolb's (1984) experiential learning theory and cultural intelligence development. Bartel and Peterson (2014) argues for the importance of experiential learning curriculum. For example, the Internships in Engle and Crane (2014) on Atlantic optimal conditions for intercultural contact, while Pires, et al. 2011 and Chai et al. 2013 (cited in experiential learning theory to inform their interviews. It has been argued that experiential learning is more effective than classroom learning because it allows participants to learn from their own experiences and reflect on their cultural values, as shown in Alexandra (2018), Alexandra (2018), and Pires, et al. 2011 and Chai et al. 2013 (cited under Developing CQ). Bechtel et al. 2018 (cited in Developing CQ) shows that cultural immersion experiences change attributions and thus, increase CQ development.

Alexandra, Valerie. "Predicting CQ Development in the Context of Experiential Cross-Cultural Training: The Role of Social Dominance Orientation and the Propensity to Change Stereotypes." *Academy of Management Learning & Education* 17.1 (2018): 1-21.

Shows that participants in a cross-cultural training program similar to that described in Alexandra and Bechtel's (2012, postgraduate students with higher social dominance orientation—an individual difference in support of social group hierarchies and domination of out-group over others—show a lower propensity to change stereotypes, which, in turn, reduces the extent of their CQ development following the training.

Alexandra, Valerie. "The Role of Social Desirability Bias and Perceived Contact Characteristics in Cross-Cultural Intelligence Development among Individuals Receiving Contact-Based Training." *Journal of Cross-Cultural Psychology* 49.2 (2018): 1281-1295.

Describes person-situation interaction—specifically the interaction of social desirability bias and Allport's optimal contact conditions—in predicting CQ development within the context of contact-based cross-cultural training. Shows that the interaction of social desirability and contact complexity based on the perception of intercultural learning cross-cultural experiences, which, in turn, is positively related to CQ development, but only when participants report weaker perceptions of common goals with their culturally different contact partners.

Alexandra, Eva, and Mary J. Sharon. "A New Training Program to Developing Cultural Intelligence Can Also Improve Innovation Work Behavior and Reduction: A Longitudinal Pilot Study of Intuitive Reasoning and Intercultural Competence." *Cross Cultural Management: An International Journal* 27.3 (2020): 1000(0).

Shows that participants in a cross-cultural training program experiential learning program that combines classroom and self-study activities. The program also leads to a significant increase in innovation work behaviors among MBA students and HR professionals and a significant increase in reductions among MBA students.

Engle, Robert L., and Mark A. Crane. "The Impact of Experiential Experience on Cultural Intelligence: An Application of Contact Theory to a Structured Work Term Programme." *Human Resource Development International* 17.1 (2013): 36-54.

Shows a seven-to-twelve-day study abroad service program that includes six hours of professional training, structured to provide opportunities for participants to contact CQ in their studies but also in their lives. Shows that CQ increases after the intervention.

Chai, Miriam, Alvin Linde, Revell Moore, Eric Gilbert, Mark Wood, and Chad Bartel. "Using Global Immersion Assignment Students' Cultural Intelligence and Global Identity to Culturally Diverse Virtual Teams." *Academy of Management Learning and Education* 12.3 (2013): 336-353.

Shows that participants in a virtual, on-line, four-week cross-cultural focused upper, and this effect continues two months after the project ended. Team that exhibited the effect of the project on CQ development, with significant effects for moderate to high initial but not low initial.

Machado, Bruno B., and Reginald Worthley. "Individual Characteristics as Predictors of Cultural Intelligence Development: The Moderating Role of Cultural Intelligence Training." *Cross Cultural Management* 25.1 (2018): 2(0).

Shows that general self-efficacy positive development of CQ is based on experiential learning, to contact, prior intercultural, social, and management experiences do not predict CQ development.

Peiro, Nicole M., Thomas Mark, and Günter K. Stahl. "Developing Responsible Global Leaders through International Service-Learning Programs: The Ulysses Experience." *Academy of Management Learning and Education* 16.3 (2017): 377-395.

Content analysis of post-program reflective essays of 24 participants in three international service programs (CQ, sustained other-focused, and sustained self-focused) shows that participants in the CQ program reported the greatest increase in self-awareness and Global Mindset. Development (ibid) and less than participants who participated in multinational teams on humanitarian projects or teaching countries for eight weeks.

Rosenzweig, Valerie, Reginald Worthley, and Brent Macchiette. "From Contact to Development in Experiential Cultural Intelligence Education: The Mediating Influence of Experience Disconfirmation." *Academy of Management Learning and Education* 13 (2014): 431-449.

Describes a seven-stage intervention—similar to that described in Machado and Worthley (2018) and an experiential learning complex where participants engage with members of an unfamiliar cultural group in accordance with Allport's optimal contact conditions—and shows that participants who have lower cultural contact experience experience disconfirmation of their cultural expectations, development of and their CQ capabilities.

Sahin, Faruk, Sedil Karabati, and Ozan Arikboz. "Cultural Intelligence (CQ) in Action: The Effects of Personality and International Assignment on the Development of CQ." *International Journal of International Relations* 36 (2012): 152-162.

Shows that CQ mediates the effect of personality on cultural adaptation and that CQ moderates the effect of personality strengthens the effect of the international assignment on metacognitive and behavioral CQ, while openness to experience strengthens the effects on motivational CQ.

Bechtel, Emma E., and Rebecca Sellin Bechtel. "The Development of Cross-Cultural Management: An Empirical Study on the Role of Experiential Intercultural Exposure." *Academy of Management Learning & Education* 11.2 (2012): 187-207.

Shows increases in self-reported metacognitive and cognitive CQ but not behavioral and motivational CQ. Our business students reported greater increases in cognitive CQ than did our non-business students. Our students reported greater feelings of a cultural knowledge but an cognitive CQ and a multicultural mindset after experiential assessment.

Reiser, Nicole M., Thomas Mark, and Günter K. Stahl. "Developing Responsible Global Leaders through International Service-Learning Programs: The Ulysses Experience." *Academy of Management Learning and Education* 16.3 (2017): 377-395.

Content analysis of post-program reflective essays of 24 participants in three international service programs (CQ, sustained other-focus, and sustained self-focus) shows that participants in the CQ program reported the greatest increase in self-awareness and Global Mindset Development (ibid) and less than participants who participated in multinational teams on humanitarian projects or teaching countries for eight weeks.

Rosenzweig, Valerie, Reginald Worthley, and Brent Macchiette. "From Contact to Development in Experiential Cultural Intelligence Education: The Mediating Influence of Experience Disconfirmation." *Academy of Management Learning and Education* 13 (2014): 431-449.

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Tarja, Kusmin V., Pauliina P. Haapanen, Lari Meriläy, and Pongpan Zhu. "Cultural Intelligence Trajectories in New International Students: Implications for the Development of Cross-Cultural Competence." *International Perspectives in Psychology: Research, Practice, Consultation* 7.3 (2018): 157-170.

Identifies five types of CQ growth trajectories for international students, based on self-reported CQ measured at four time points. Identifies connectedness with mainstream society, anxiety, perceived language discrimination, and coping with family support as predictors of CQ trajectories. Identifies problems which the sojourners experience in the process of CQ development.

Publications for Practitioners

Earley et al. 2006 describes how CQ provides global managers with a clear framework for sense-making and managing cultural differences in intercultural work settings. Using cultural frameworks, the authors of Thomas and Inkson Global Mindset provide ways to apply and develop CQ in managerial work. Thomas et al. 2015 provides a review of the CQ literature and provides practical implications for managers on the business case for CQ, how cultural differences are expressed at the workplace, and how to build culturally intelligent organizations and cultivate culturally intelligent leaders. Livermore's Leading with Cultural Intelligence: The New Secret to Success (2010) describes culturally intelligent strategies for developing intercultural abilities, including: Speaking appropriately (pronouns), Gesture (ward off), Dress (wear, carry, and shoes), Eat (chopsticks and utensils), Listening (avoid interrupting), Learning (ask questions), Gaining (ask, carry, at, at 2014), Inner (under CQ) and Other Intercultural Competencies. Livermore 2015 introduces strategies for applying CQ to improve effective strategies to resolve intercultural conflicts.

Barne, Vanessa. Don't Mess with My Photosynthesis: Singapore. Penguin Random House SEA, 2015.

Gives an verbal protocols of over 200 senior international executives completing the intercultural educational payment test (IPJT) to provide effective strategies to resolve intercultural conflicts.

Earley, P. Christopher, Soon Ang, and Tan Joo Seng. CQ: Developing Cultural Intelligence at Work. Stanford, CA: Stanford Business Books, 2006.

Describes practical applicability of CQ to work contexts.

Livermore, David. Leading with Cultural Intelligence: The New Secret to Success. 2nd ed. New York: AMACOM, 2015.

Applies CQ research superfluity to leaders and leadership, with numerous examples of how to use the CQ factors to improve CQ.

Livermore, David. Driven by Difference: How Great Companies Fuel Innovation through Diversity. New York: AMACOM, 2016.

Draws on the latest research on cultural intelligence to explain how to leverage cultural differences in ways that facilitate innovation. Discusses how companies, such as Google, and case studies from different cultural contexts. Shows how to create a culturally intelligent innovation.

Livermore, David, and Linn Van Dyne. Cultural Intelligence: The Essential Intelligence for the 21st Century. DVRM Foundation Effective Practice Guideline Series. Alexandria, VA: DVRM Foundation, 2015.

Focuses on the practical application of CQ in organizational contexts. Includes material on leading the business case for CQ, the role of cultural and cultural difference at work, and research-based advice on how to build culturally intelligent teams and organizations.

Thomas, David C., and Kerr Inkson. Cultural Intelligence: Living and Working Globally. San Francisco: Berrett-Koehler, 2009.

Uses critical incidents to illustrate cultural differences across relationships. Provides practical tips for managing cultural differences.

Van Dyne, Linn, Soon Ang, and David Livermore. "Cultural Intelligence: A Pathway for Leading in a Rapidly Globalizing World." In *Leading Cultural Differences: Challenges, Critical Perspectives, Edited by Kelly M. Hannum, Bedrich M. McFadden, and Kathryn D. Anderson*. Pp. 101-128. San Francisco, Pfeiffer, 2005.

Provides practical advice for managers and describes the research-based indications of CQ for becoming a more effective leader in culturally diverse settings. Emphasizes the importance of the factors of CQ as a crucial capacity for cultural capabilities and describes specific strategies for enhancing overall CQ.

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