

Identifying The Relationship Between Cultural Intelligence And Cultural Awareness

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ABSTRACT:

Purpose of the study: This study investigated the relationship between Cultural Intelligence and Cultural Awareness of students of Dibrugarh University, Assam.

Methodology: The Normative Survey method was used in this study. For the present study, 250 students were selected as samples for the survey from 8 Departments and 8 Centres for Studies of Dibrugarh University by using the Purposive Sampling technique. To establish the criterion of parametric test the Normal P-P Plot was used. The research instrument used to calculate the Cultural Intelligence of students is 'A Self-Assessment of Your CQ Scale'. To calculate and measure the Cultural Awareness of students the 'Cultural Awareness Scale'; constructed and standardized by the researcher was used as a research tool. The data obtained from the samples were analyzed by using descriptive and inferential statistics.

Main Findings: The results of the present study revealed a positive relationship between Cultural Intelligence and Cultural Awareness of students of Dibrugarh University.

Application of the study: The research can be used as an instrument to make university-level students aware of their own levels of Cultural Intelligence and Cultural awareness. The research can also be used as input to sensitise the students about essential skills for adjustment in a Global era. The present research helped the students to know about their awareness of different cultures of North-East India. The present research can be used as an instrument for foreign students who are pursuing education in Dibrugarh University or any other institution of the North-East India region to develop an awareness of North-East Culture for their better adjustment.

Novelty/Originality of this study: The study examines the cultural intelligence and cultural awareness of students studying at the University of Assam. The present study examines the relationship between Cultural Intelligence and Cultural Awareness.

Keywords: Cultural Intelligence, Cultural Awareness, Cultural Diversity, Streams of Studies, Criterion of Parametric Test Descriptive study.

INTRODUCTION:

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A relatively recent addition to the realm of Intelligence studies is Cultural Intelligence, introduced in 2003. Cultural Quotient (CQ), a measure of Cultural Intelligence, serves as a research-based tool for gauging and predicting intercultural performance according to Earley, Ang, and Tan in 2006. Cultural Intelligence, according to Early and Ang in 2003, refers to an individual's capacity to operate effectively in an intercultural environment. Ang et al. (2007) go further to define it as a meta-competency, identifying skills crucial for effective interaction in complex cultural settings. In the 21st century's globalized world, where people increasingly engage in diverse workplaces, Cultural Intelligence becomes essential for professionals to compete globally, acknowledging the practical realities of globalization (Earley & Ang, 2003).

Cultural Intelligence is the ability to detect, assimilate, reason, and appropriately act on cultural cues in situations characterized by diversity. It is a domain-specific skill with particular relevance to multicultural and global contexts (Earley & Ang, 2003). Recognized as a vital factor in behaviour within multicultural settings (Ott & Michailova, 2016), Cultural Intelligence involves specific capabilities to comprehend, reason, and behave effectively in culturally diverse situations (Schmidt & Hunter, 2000).

At the individual level, cultural values are crucial for entrepreneurs to enhance entrepreneurial performance (Chand & Ghorbani, 2011). Having higher levels of CQ is considered essential, with individuals scoring higher in overall CQ demonstrating greater cooperation and a heightened desire to understand their surroundings (Imai & Gelfand, 2010).

Individuals with higher CQ are better equipped to make accurate cultural judgments, leading to greater interactional adjustment and well-being (Ang et al., 2007). CQ influences evaluations, with higher CQ associated with better assessments of cultural conditions and efficiency. It empowers individuals to gather and process information, draw conclusions, and respond appropriately to cultural cues in diverse environments (Earley & Ang, 2003).

CQ's significance extends to cross-cultural interactions, where individuals with high CQ persevere in the face of challenges and navigate new environments successfully (Earley & Mosakowski, 2004). It enables people to recognize and act appropriately across various cultures (Thomas, 2006). Individuals with higher CQ possess a repertoire of strategies and behaviours to navigate unfamiliar cultural perspectives (Livermore, 2011). Cultural Intelligence intersects with Emotional Intelligence (EQ), surpassing EQ in its focus on cross-cultural adaptability and self-efficacy (Peterson, 2004; MacNab & Worthley, 2012). CQ is a crucial predictor of affective and performance-related outcomes in culturally diverse situations, going beyond other constructs (Imai & Gelfand, 2010).

Cultural Intelligence, associated with cultural judgments, decision-making, and task performance, is an individual's capacity to function effectively in culturally diverse situations (Ang & Linn Van Dyne, 2008; Early & Ang, 2003). The development of CQ within institutional education is influenced by the teacher's own CQ level (Goh, 2012). CQ is not limited to specific cultures; it is considered a 'Culture-Free' construct (Ng & Earley, 2006). The theoretical basis of CQ provides a comprehensive framework that organizes research on intercultural competencies (Ang et al., 2007). Initially conceptualized with three key factors, CQ later evolved to encompass four dimensions: Meta-cognitive, Cognitive, Behavioral, and Motivational CQ (Earley & Ang, 2003; Linn Van Dyne et al., 2012).

CQ, akin to General Intelligence (IQ), can be measured. The Cultural Intelligence Scale (CQS), developed by Linn Van Dyne, Soon Ang, and Koh in 2009, and the 'A Self-Assessment of Your CQ' scale by Linn Van Dyne and Ang in 2006, are tools used for this purpose. Validation studies in various cultural contexts, such as India and Italy, confirm the reliability and applicability of these measurement scales (Khan & Hasan, 2016; Gozzoli & Gazzaroli, 2018).

Cultural Awareness emphasizes the importance of learners understanding the culturally rooted norms, beliefs, and behaviours not only within their own culture but also in other cultures (Baker, 2011). Byram (1997) defines Cultural Awareness as a combination of knowledge, skills, and attitudes that enable individuals to comprehend specific cultures and communicate effectively across diverse cultural contexts. This awareness becomes crucial when engaging with individuals from different cultural backgrounds, as what might be considered problematic behaviour in one's own culture could be the accepted norm in another (Goldiamond, 2002). Recognizing the difficulty of thinking and behaving within the context of one's own culture in a different cultural setting is key (Constantin et al., 2015). Acquiring knowledge about specific cultures plays a vital role in fostering an understanding of cultural differences (Baker, 2011).

Individuals with high Cultural Intelligence (CQ) are more likely to successfully adapt to diverse cultural environments (Moon, 2010). Meta-cognitive CQ involves an individual's conscious cultural awareness during intercultural interactions (Rockstuhl, Seiler, Ang, Van Dyne, & Annen, 2011). Cognitive CQ, on the other hand, pertains to general knowledge about culture (Rockstuhl et al., 2011). Those with high cognitive cultural intelligence can adapt more quickly to new cultural environments by recognizing the unique aspects of different cultures. Behavioural cultural intelligence encompasses flexible behavioural responses tailored to specific interactions or situations, with individuals possessing high levels of behavioural cultural intelligence exhibiting greater flexibility and adaptability to environmental and cultural cues (Naeiji & Abbasalizadeh, 2011).

Despite the extensive exploration of Cultural Intelligence with various variables, Cultural Awareness has received limited attention in research. This study contributes novelty to the educational and social significance by investigating the relationship between Cultural Intelligence and Cultural Awareness.

1.1 Statement of the problem:

The present study is entitled 'Cultural Intelligence and Cultural Awareness of Students of Dibrugarh University, Assam.'

1.2 Objective of the study:

- (a) To find out the level of Cultural Intelligence of students of Dibrugarh University Assam.
- (b) To find out the level of Cultural Awareness of students of Dibrugarh University Assam.
- (c) To find out the relationship between Cultural Intelligence and Cultural Awareness of students of Dibrugarh University.

1.3 Hypothesis:

- (a) There is no significant relationship between Cultural Intelligence and Cultural Awareness of students of Dibrugarh University.

1.4 Conceptual & Operational Definitions: The operational and conceptual definitions of the important terms are given below:

(I) **Cultural Intelligence:** Cultural Intelligence refers to a person's capability to function effectively in an intercultural environment (Early & Ang 2003). In this study, the scores obtained in the 'A Self-Assessment of your CQ' scale constructed and standardized by Linn Vann Dyne & Ang have been considered as Cultural Intelligence.

(II) **Cultural Awareness:** Cultural Awareness refers to developing a consciousness of culture and ways in which culture shapes values and beliefs (Burchum, 2002). Therefore, Cultural Awareness denotes the identification of own personal beliefs and values shaped by their cultural heritage. In the present study, the scores obtained in the Cultural Awareness scale have been considered as Cultural Awareness of the students of Dibrugarh University. A high score would indicate a higher Cultural Awareness.

(III) **Students of Dibrugarh University:** In this present study students of Dibrugarh University refer to students studying in different programmes under different Departments/Centres for Studies/ Institute of Dibrugarh University (in the year 2017).

(IV) **The discipline of study:** According to the Oxford English Dictionary discipline of study means a branch of knowledge, typically one studied in higher education. In this present study Arts, Science and Commerce streams have been considered as a discipline of study.

(V) **Professional programmes:** Professional programmes are programmes in which one studies the various professional skills and competencies that can help the learner in the earning of their livelihood. In the present study the programmes B.Ed., B.Pharm, BBA, BCA, BA (LLB, LLM), B.Tech, MLI.Sc, M.A in Performing Arts, M.A in Journalism and Mass Communication, M.Ed. MBA (FT), MSW, MCA, Pharm, M.Tech in Petroleum Geology, M.Tech in Petroleum Technology and M.Tech in Exploration Geography etc. offered by different Departments, centres and institutions under Dibrugarh University are considered professional Courses.

(VI) **Liberal Programme:** Liberal programmes are the programmes pure/basic interdisciplinary in nature covering the various fields like humanities, social science and natural sciences etc. in the present study programmes viz. M.A in Assamese, M.A in Anthropology, M.Sc. in Applied Geology, M.Sc. in Biotechnology, M.Sc. in Bioinformatics, M.Sc. in Chemistry, M.A in Economics, M.A in Education, M.Com in Finance and Marketing, M.A History, M.A in Political Science, M.A in Sociology, M.A in Psychology, M.A in Philosophy, MA in Psychology, M.A in Geography, M.Sc. in life Science, M.Sc. in Physics, M.Sc. in Mathematics etc. offered by different departments and centres for studies under Dibrugarh University are considered as liberal programmes.

2. Review of related literature:

Ramalu, Ross, Uli & Kumar (2012) studied the relationship between Cultural Intelligence and the job performance of expatriates by taking a sample of 500 expatriates from Malaysia. They found that Cultural Intelligence is positively related to expatriates' job performance.

Ang, Linn Van Dyne, Koh, Templer, Tay & Chandrasekhar (2007) conducted a study on the effect of Cultural Intelligence on 'cultural judgement' and 'decision making',

‘cultural adaptation’ and ‘task performance’ and found that CQ has explanatory power in predicting cultural judgement and task performance.

Deng & Gibson (2008) studied the role of Cultural Intelligence in cross-cultural leadership effectiveness and found that Expatriate leaders' CQ plays a significant role in enhancing cross-cultural leadership.

Imai, Michele & Gelfand (2010) found that highly culturally intelligent people are more cooperative in general, CQ provides negotiators with psychological characteristics that are beneficial for engaging in an effective negotiation process that can lead to joint profit at the intercultural negotiation.

Narayanan & Nirmala (2011) found a significant relationship between CQ and OCB, which is an important aspect of people management in the overall business context.

Jyoti & Kour (2014) developed a model which explains the influence of Cultural Intelligence on task performance through cultural adjustment. They came to the conclusion that managers who are culturally intelligent positively contribute to task performance and they are better able to adjust themselves in the cross-cultural situation and it results in improving performance. They found that cultural adjustment act as a mediator between CQ and task performance.

Kumar & Kumar (2016) studied about Cultural Intelligence of secondary school boys and girls based on their conflict resolution ability. They found that both boys and girls with high CQ also possess high conflict resolution abilities. The girls of army school have high Cultural Intelligence. The interaction effect of gender and conflict resolution ability does not play any considerable role in the Cultural Intelligence of secondary school students of army school.

Dogra & Dixit (2016) studied the relationship between a leader's Cultural Intelligence team diversity and team performance. They proposed a model that tried to focus on workplace diversity playing a moderating role in the individual leader and cultural intelligence. They found that for better leadership performance, every leader should have Cultural Intelligence so that they can lead the team with diversity.

Durodobo (1998) prepared a multicultural intervention model to assist teachers in their knowledge of ethnic minority populations and to discuss how cultural characteristics may influence classroom interactions in analysing their curricula and methods in efforts to address cross-cultural education.

Cakir (2006) studied cultural awareness in language learning classrooms and found that in developing cultural awareness in the classroom it is important that we help our students distinguish between the cultural norms, beliefs, or habits of the majority within the speech community and the individual or group deviations from some of these norms.

Osula & Irvin (2009) exposed the cultural self-awareness model promises to be significant for intercultural mentors by providing practitioners with a Para diagram through which to evaluate their mentoring relationships to enrich understanding between mentor and mentee with a view of improving mentoring outcomes. They use cultural awareness as having multifaceted characteristics like cultural sensitivity, empathy, mindfulness, and cultural competence.

Wlesendanger & Tarpley (2010) studied how to develop cultural awareness through literature, and concluded that an excellent way to promote multiculturalism is to connect

literature to ethnic themes. This allows teachers to infuse into the curriculum all aspects of multiculturalism so multicultural education must be integrated into the curriculum and focus on the appreciation of all cultures and ethnic differences. Students should study the content, concepts and themes that reflect other cultures.

3.0 Methodology of research:

3.1 Methods used in the study:

The Descriptive Survey method was used to study the present problem. It is one of the most widely used methods of research in the fields of social science and humanities.

3.2 The population of the Study:

The population of the present study comprised all the students currently (during 2017-2018) studying various programs under different Departments/Centres for Studies/Institutions of Dibrugarh University.

3.3 Sample of the Study:

In the present study, a sample of 250 students was selected from 8 Departments and 8 Centres for Studies of Dibrugarh University using the purposive sampling technique.

3.4 The tool used in the study:

Tools are the means of data collection in research. All researchers require certain instruments for this above-mentioned purpose. In this present study, the following tools were used-

- **A Self-Assessment of your CQ:** ‘A Self-Assessment of Your CQ’ scale (constructed and standardized by Linn Van Dyne & Soon Ang, 2006) was used to measure the Cultural Intelligence of students of Dibrugarh University.
- **Cultural Awareness scale:** The ‘Cultural Awareness scale’ has been constructed and standardized by the researcher herself, to measure Cultural Awareness. The cultural Awareness scale was used to measure the Cultural Awareness of students of Dibrugarh University.

Brief descriptions of the tools were discussed below:

3.4.1 Description of ‘A Self-Assessment of your CQ’ scale:

This scale was developed and standardised by Linn Van Dyne & Soon Ang (2006) to measure Cultural intelligence. It is self-administrative by nature. The scale covers the following three dimensions of Cultural Intelligence:

Table-3.1: The dimensions of ‘A Self-Assessment of your CQ’ scale

CULTURAL STRATEGIC BEHAVIOUR (CST)	CULTURAL MOTIVATION (MOT)	CULTURAL BEHAVIOUR (CEB)
No. of item=25	No. of item=16	No. of item=13

The scale contains 54 randomly arranged items divided into two sections, 'section A' consists of 34 items and 'section B' consists of 20 items respectively. The questions are about dealing with cultural diversity. There are no right or wrong answers. Instead, the questions simply allow one to assess one's preferences, desires and habits. Thinking about these questions can help one understand of own unique strength and how one can relate to people with different cultural backgrounds who meet in both their own country and other societies. There are two alternative answers for each item, the respondents have to choose the best description when he /she is in situations characterised by cultural diversity.

- **Validity of the scale:** The validity of the 'A Self-Assessment of your CQ' scale was established by a criterion-related approach. Content validity was also established.
- **Reliability of the scale:** The reliability of the 'A Self-Assessment of your CQ' scale was established by the Cronbach alpha technique.
- **Scoring instruction:** There are two separate score sheets for each of the sections, as the scale is self-governed by procedure. The respondents have to count their scores by themselves, for instructions are as follows- for each item, score a 3 if your answer is correct, do the same procedure for each of the three columns add up at the end and then proceed through the following worksheet-

Table-3.2: Scoring instruction for 'A Self-Assessment of your CQ' scale

	CULTURAL STRATEGIC THINKING (CST)	CULTURAL MOTIVATION (MOT)	CULTURAL BEHAVIOUR (BEH)
SUBTOTAL FROM SECTION A			
SUBTOTAL FROM SECTION B			
TOTAL (SECTION A+ SECTION B)			

In the end, your overall CQ can be found by this simple formula:

$$\text{Overall Cultural Intelligence (CQ}^{\text{TM}}\text{)} = \text{Total CST} + \text{Total MOT} + \text{Total BEH}$$

- **Interpretation of scores:** For interpretation, there are three categories of cultural Intelligence based on scores as 'Excellent', (126 and above) which implies the respondent has excellent CQ in the ability to work in diverse cultural settings. 'Moderate' (95-125) implies the respondent has an average CQ to be able to work in diverse cultural settings and 'Red alert' (94 and below) implies the respondent needed to develop their own CQ to be able to work in diverse cultural settings.

3.4.2 Description of 'Cultural Awareness Scale:

The Cultural Awareness scale constructed and standardised by the researcher was used to measure the Cultural Awareness of students regarding cultural diversities in North-East India in the present study. The Cultural Awareness scale consists of 42 questions regarding the culture of five states of North-East India viz. Assam, Meghalaya, Mizoram, Tripura and Nagaland. The items in the scale were arranged based on 10 dimensions of culture. In the scale, the items are in the form of multiple-choice type questions. The procedure followed in constructing the Cultural Awareness scale is described below.

- **Scoring procedure**—For each item every respondent was rewarded with a score ‘1’ for the correct answer and ‘0’ for the wrong answer.

Table-3.3: Scoring procedure for Cultural Awareness scale

Categories of responses	Scores
Correct response	1
Wrong response	0

3.5 Sources of Data:

In the present study, the used data were primary by nature. The data collected from the students of Dibrugarh University by using the ‘Cultural Awareness scale’ and ‘A Self-Assessment of your CQ’ scale was considered to be the primary data.

4.0 Analysis and Findings:

➤ **The level of Cultural Intelligence of students of Dibrugarh University Assam:**

The scores obtained by the students of Dibrugarh University in the ‘A Self-Assessment of your CQ’ scale were used to calculate Mean, Standard Deviation, Skewness and Kurtosis. The following Table 4.1 shows the level of Cultural Intelligence of students of Dibrugarh University.

Table-4.1: Level of Cultural Intelligence of Students of Dibrugarh University

Category	No. of students	Mean	Standard deviation	Skewness	Kurtosis
Total	250	82.39	15.30	-0.16	-0.42

Table 4.1 reveals that the values of the Mean and Standard Deviation of the distribution are 82.39 and 15.30 respectively. The value of skewness is -0.16 thus, the distribution of Cultural Intelligence scores obtained by the students was skewed negatively and it indicates

that the scores are massed at the high end of the scale. The value of kurtosis is -0.42 and thus the distribution is platykurtic and the peak of the curve is slightly lower than the normal curve.

➤ **The level of Cultural Awareness of students of Dibrugarh University Assam:**

The scores obtained by the students of Dibrugarh University in the ‘Cultural Awareness scale’ were used to calculate the Mean, Standard Deviation, Kurtosis and Skewness. Table 4.2 shows the level of Cultural Awareness of students of Dibrugarh University.

Table 4.2: Level of Cultural Awareness of Students of Dibrugarh University

Category	No. of students	Mean	Standard Deviation	Skewness	Kurtosis
Total	250	14.40	4.97	0.14	-0.16

Table 4.2 reveals that the value of the Mean and Standard Deviation of the distribution of Cultural Awareness scores obtained by the students of Dibrugarh University are 14.40 and 4.97 respectively. The value of skewness is 0.14 thus the distribution of Cultural Awareness scores obtained by the students was skewed positively. It means more scores are massed at the low end of the scale. The value of kurtosis is -0.16 thus the distribution is platykurtic and the peak of the curve is slightly lower than the normal curve.

➤ **Relationship between Cultural Intelligence and Cultural Awareness of Students of Dibrugarh University:**

The product-moment coefficient of correlation was calculated to examine the relationship between Cultural Intelligence and Cultural Awareness of students of Dibrugarh University. Table 4.3 shows the relationship between Cultural Intelligence and Cultural Awareness of students of Dibrugarh University.

Table 4.3: Relationship between Cultural Intelligence and Cultural Awareness of Students of Dibrugarh University

Variables	N	df	r	Significant
Cultural Awareness	250	248	0.32	Significant at .01 level
Cultural Intelligence				

The Table-4.3 reveals that, the value of the product moment coefficient of correlation (r) is found to 0.32 which is significant at 1% level of significance. The null hypothesis, ‘there is no significant relationship in Cultural Intelligence and Cultural Awareness of students of Dibrugarh University’ could be rejected at 1% level of significance. Hence, it can be concluded that there is a significant relationship between Cultural Intelligence and Cultural

Awareness of students of Dibrugarh University. As the product-moment coefficient of correlation 'r' was found to be 0.32. Therefore, there is a positive relationship between Cultural Intelligence and Cultural Awareness of students of Dibrugarh University. Since the calculated value of 'r' is positive, it can be concluded that if the level of Cultural Intelligence increases, the level of Cultural Awareness of students also increases or vice versa.

5.0 Conclusion: The research can be used as an instrument to make university-level students aware of their levels of Cultural Intelligence and Cultural Awareness. The research can also be used as input to sensitise the students about essential skills for adjustment in a Global era. The present research helped the students to know about their awareness of different cultures of North-East India. The current research can be used as an instrument for foreign students who are pursuing education at Dibrugarh University or any other institution of the North-East India region to develop an awareness of North-East Culture for their better adjustment. The study examined the cultural intelligence and cultural awareness of students studying at the University of Assam. The present study examined the relationship between Cultural Intelligence and Cultural Awareness. It was found that there is a significant correlation between Cultural Intelligence and Cultural Awareness.

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