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**From Teaching Culture to Measuring Cultural Intelligence**

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**Received 19/10/2021. Accepted 17/11/2021 Published. 16/06/2022****Abstract:**

As the global demand on culturally intelligent individual rise , teaching English should be reconsidered on how it is introduced to our student. Language proficiency should not only include modalities of the language, as it is required to test the cultural awareness and consciousness of our students. The diversified world obliges teachers not only to focus on the lexis and grammar accuracy at the expense of the cultural knowledge that the student will face in their daily lives. Showing good language skills does not necessarily mean a good communicator, however, a culturally intelligent learner is likely to show good communicative skills. The way culture has been dealt with and taught showed a passive and neutral pattern. Therefore, this research paper will cast light of the importance of incorporating Cultural Intelligence beside teaching culture and langue

**Keywords:** Teaching culture- cultural intelligence- cultural awareness- cultural understating- intercultural communication

**Introduction**

Globalization has featured itself in many aspects of society. Diversification of workforce, multinational teams, international collaborations ( politics economy, human right etc.) Thus, the need to implement an intelligence whereby culture can be measured has been of importance since the new millennial. Cultural intelligence has been made as a measurement to determine the strength and weaknesses of individual.

Cultural intelligence as a measurement is overlooked by teachers and students. The lack of a testing environment regarding culture show an unverified level of cultural intelligence in our universities. The focus only on culture as a material is the main problem of unawareness about the cultural variability and fast changes. Academics around the world has adopted this measurement. However, culture is still regarded and introduced conventionally at our universities and schools, where it is being presented through literary materials, and texts books, resulting in many overlooked aspects that need to be emphasized.

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Cultural intelligence is a tool to measure and investigate whether an individual is able to understand and perform well in a culturally diverse settings (Ang et al 2007). Apart from the empirical and theoretical aspect of culture, that most Algerian universities emphasize on, however Cultural Intelligence provides tools and basis to test the cultural awareness of students.

The call to incorporate culture to student has dated back to decades ago, however, as conventional as it may still be tackled, researchers around the world reconsidered the variables of culture that for long have been overlooked. Cultural intelligence, has gained an importance since the hyper-globalization took over the world which paved the way for multi-culturality to appear in academic studies. Culminating in a cultural Intelligence that reshaped how culture is looked at.

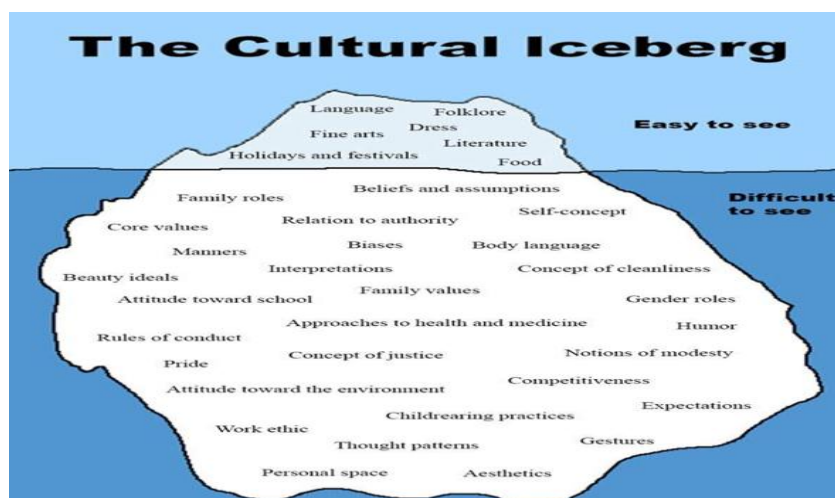
### **1. Culture and Cultural Intelligence**

The amount of research concerning culture and cultural intelligence has gained an incredible and unprecedented attention. The amount of globalized corporations, organization and international research, the need to measure and test cultural intelligence was relevant ( Alfred 2019). Endless amount of research centered around finding a consensus definition of what is culture. Anthropologists, sociologist, and psychologists have failed to agree on one definition. Anthropologically speaking, culture is characterized in three aspects; it is not innate, but acquired, it is interrelated and it is aired where it is a definition of limits and boundaries of various groups.( Hall 1976)

Kroeber and Kluchohn (1952) believed that culture is conveyed through a pattern of values, ideas and other symboling resulting in shaping human behavior. Hofstede, Paul, G, Hofstede (2002) noted that it is a “ collective of the mind that distinguishes members of a group from another”. Hall’s( 1976)definition lined as well in the fact that it is linked to big complex computer, guiding and programming the actions of individuals in every aspect of life.

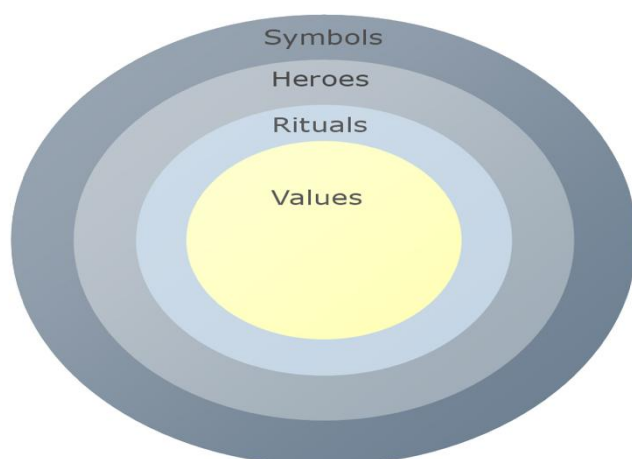
The complexity of culture makes it present in every man’s medium of life, it affects people’s personality, cognitions, and problem solving.( Hall 1976). Starting from here, culture is a variable that need to be monitored while taught. The Ice berg Model of Edward hall has helped researcher shift the conventional way of looking to culture into scrutinizing the hidden parts. The various entities of culture that range from high and low culture, and the unconscious culture makes it challenging in incorporating.

**Fig 1. Cultural Iceberg Model**



Hall's model is very explanatory, culture is not only what can be seen or observed as artifacts, tangible behaviors. It includes unseen elements or called as unconscious culture. Hofstede (1980) argues that there two dimensions of culture ; subjective, where everything is mentally processed, and objective, or tangible conceptualized as built by individual however, it is tangible in the sense that it is observed such arts, architecture etc...

Hofstede's cultural onion model suggests that there are other hidden parts of culture that need to be conceptualized, Edward Hall in his book Understanding Cultural Differences (1977) noted that every culture has its own variables, principles and written and unwritten laws and codes. Having said that, both Hall's and Hofstede agree on the different layers that exist within one entity of culture.



**Fig2. Hofstede's Cultural Onion Model**

The onion model is based on layers, and each layers contain variables, principles and notions. Symbol layer's components are of what called the observable varies from clothes, gestures, practices and colors. While Hero's layer is of what is mind resident of concept of myth, Gods, philosophers, and key characters of certain environment, it could be. A war hero, an economist, and philosopher. one important aspect in the Model is rituals i.e. religious practices that is considered as a backbone for certain culture and its variable are relevant. Last layer represents the values, ranging from ethic, righteousness and deeper shared values of certain culture ( Hofstede 1998, Richter 2016)

The cultural difference and variables are important to cast light on. Cultureologists agreed that the concept of culture is not only what can be noticed, and observed. It transcends that to the elements that are relevant not only element that are manifested, and it is not obscure as long as individual put in in mind the constant variables of culture. The hidden parts, or the observable parts are dynamics. Therefore, depending on empirical and theoretical research is not enough to determine cultural awareness. A psychometric has been put to test culture as an intelligence. Such psychometric help researcher to finally test and measure the cultural puberty and understating of each individual. Spotting the gap and directly reorganize it.

## **2. Conceptualization of Cultural Intelligence:**

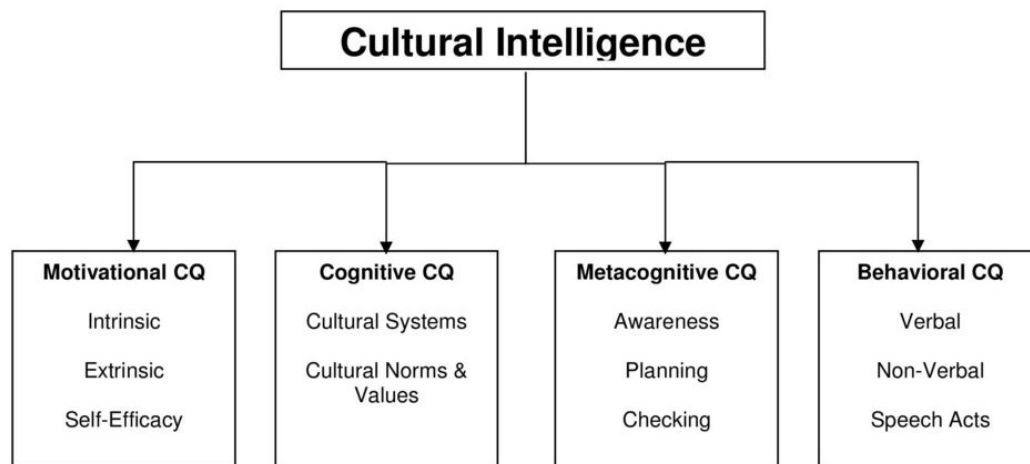
Globalization, easy access to connectivity, high, tech and tourism, have made of cultural intelligence a hot topic for discussion, a growing number or research is substantially taking place in academic scale. Succeeding in a cross-cultural environment and/or

communication is highly demanded as the world now is heading for a hyper-globalization.( Livermore2011, Van Dyne, Ang, Thomas, Long,& Christian 2012. Alfred 2019)

Following Sternberg's ( 1986) the Triarchic Theory of intelligence, where a correlative explanation was given to the relationship between intelligence and both the internal and external residential of individual. Both social and emotional intelligence are shared within the concept of cultural intelligence. However, the consideration of intercultural contextualization demand an ability to understand various cultures of target culture. ( Ang, Thomas & Ling 20129 According to Sternberg ( 1986) what denote smart in one culture, might not be in another culture. Hence, the need to measure cultural intelligence has been introduced as a concept whereby cultural intelligence is measured in terms of the capability of an individual to function effectively in culturally diverse eniovirnnemen ( Earley& Ang, 20013. Livermore 2011)

In a research conducted by Ang and Van Dyne, cultural intelligence was conceptualized to a four model factor for measurement. Cognitive, metacognitive, behavioral and motivational construct. ( Van Dyne,& Ang 2008. Livermore 2011). The aim behind such measurement is to test the vanity of the information of students or an individual an offer a remedial basis to correct or fill the gap of cultural elements that are missing in order to be culturally successful. The lack of such measurement in our university is the drive behind writing this paper, while, majority of universities now, have/had incorporated the use of teaching culture, yet, the psychometric always tests are still empirical and based only on their teal tests. Introducing the four factor model for a test, will only give concrete answers to what extent the teaching of culture and cultural competencies is substantially successful.

### 3. Four-Factor Models of Cultural intelligence



**Fig 3. Four Factors Model ( Earley & Ang 2003)**

**3.1 Motivational Cultural Intelligence** or CQ drive is the organization and persistence of an individual to achieve his goals cross-culturally, it comprises three sub-dimensions ; intrinsic, which is the natural interest dealing with a foreign culture, while extrinsic the the tangible results that cab be obtained in a diverse cultural environment. As

explained by David Livermore (2011) it is to visualize success in the development of cultural intelligence. Lastly, is self-efficacy where it correlates with personal traits or known as the big five taxonomy, in the level of personal confidence in engaging and dealing with foreign culture.

**3.2 Cognitive Cultural Intelligence** or CQ Knowledge refers to the knowledge that has been gathered and about a cultural entity. It represents the level of familiarity towards target culture. It is comprises to twelve sub-dimensions general knowledge, and specific knowledge. General knowledge are the seen to be the elements that shape cultural environment, known as observable culture or as Edward Hall's model (1976) in the previous pages the easy to see parts of culture. Unlike the observable side of culture, subjective knowledge is the unconscious parts of culture that is featured by psychological inclinations that are not tangible such as individualism, collectivism gender issues and power distance (Hofstede 1980)

**3.3 Metacognitive Cultural Intelligence**, or CQ Strategy, is the level of consciousness and awareness towards culture, it represents the execution of the Cognitive scale into practice, to what extent is the student ready to perform his/her knowledge in a manner that is satisfactory. Elements such as awareness, planning and checking are important in CQ. Awareness is regarded as the awareness and knowledge of the foreign culture, while planning is strategizing the knowledge to put in use, it is an anticipation of the student of the various variables in a culture. As a consequence, checking is the tool to analyze the assumption and predictions and adjusting them to the expectations (Livermore 2011).

**3.4 Behavioral Cultural Intelligence** or CQ Action is seen as the ability to execute varieties gathered into verbal, non verbal action. It is putting into action the skills that were gathered into a work plan in a cultural interaction. It is comprises of three sub-dimensions, non-verbal that is simply communication factor that does not implement semantics. Varies into gestures facial expressions eye contacts etc...while verbal is the transformation of thoughts and assumptions into lexical expressions. It is as well seen as a verbal behavior. Speech acts however, are the modification of communication to fulfill a goal in the cultural situation. (Van Dyne, Ang, Long & Christian, 2012).

Language proficiency has been regarded as how skillful is the learner in doing the task that he is required and how performant is the learner in the four skills. i.e. proficiency is related to grammar and lexis accuracy. Language proficiency is seen also as the ability of the individual to use culturally appropriate language use (Ohio Dept of Education, 2017), learners are tested on the degree of skills they have on the modalities of the language.

It is therefore crucial to shift from teaching culture as vocabulary where students are introduced to various elements of culture, to incorporating an intelligence that enable educators to measure and test the cultural acquisition. The diversification of international workforce, business organization and academic organization obliged scholars to pay more attention to the CQ that enables the individual with tools to assess, develop and benefit from a multi-cultural situation (Ang, Van Dyne & Christian 2006) the globalization philosophy that most countries have adopted, has engaged many companies to go offshore. As a consequence, being able to adapt and evolve in a cross-cultural situation is not based only on empirical results, handling cultural elements, it is in fact being able to use the intelligence altogether that will ensure an satisfactory output.

#### 4. Method:

An online questionnaire was conducted comprising twenty questions on sample of 52 Student of the English Department at the university of Chlef. Each set is grouped into one factor. The Metacognitive factor consists of four questions. The cognitive factor however, comprises seven questions. Motivation factor contains five questions and lastly, the behavioral factor consists of five questions. In order to obtain valid results, CQ Scale (Ang et al, 2007) was practically used to measure the sub-dimensions of cultural intelligence i.e. four factor models. (for CQ Scale Questionnaire see index) the test-based method used in this paper ranged from various statements where participants opt what really describes who they are, and answers choices varies from strongly disagree, disagree, neutral, agree and strongly agree.

In order to gather data for the study, an online survey is used consisting of Google Drive Doc issued date June 3<sup>rd</sup>, 2020, till June 6<sup>th</sup>, 2020 using a CQ Scale Test authorized by the Cultural Intelligence Center (See Index) the test comprises of four factors and 20 statements. The sample of the study comprised of 52 male and female students, forming a different academic level from BA, MA and PhD. The age range of the participants is from 18 to 30. The tables (1 and 2) describe the population of the study.

**Table 1: Age and gender of the study's participants**

Gender				Age					
Male		Female		18-25		26-30		More than30	
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
38	74.1%	14	25.9%	31	59.6%	10	19.2%	11	21.2%

This study questioned a variety of students' gender, 74.1% were male participants and 25.9% were female. The age of the participant range from 18-25 representing a number of 59.6%, 26-30 represent 19.2% and finally more than 30 represent 21.2%.

**Table 2: Degrees of the Participants**

Degree	BA	MA	PhD	Total
Percentage	18.5%	59.3%	22.2%	100%
Number	9.62	30.836	11.544	52

18.5% of the participants are studying for a BA Degree, 59.3% of the sample are conducting a research in order to obtain MA and lastly, 22.2% of them are doctoral student at the department of English at the university of Chlef.

#### 5. Data Analysis and Findings

This section is arranged with the findings gathered through the questionnaire. The data gathered then, was processed and calculated using Excel Microsoft 2020.

CQ Factor	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
MC1	1	NIL	2	43	6
MC2	2	8	4	33	5



MC3	NIL	1	4	41	6
MC4	NIL	6	6	33	5

**Table 1: Metacognitive CQ ( MC)**

The findings in this table show that 43 of the respondents are aware of the cultural knowledge being used, however, 03 of them are either neutral or they lack the knowledge to use in cross-cultural situation. As a result, situational awareness within the respondent was noticed where they are aware of the differences and similarities. However, regarding the planning aspect, respondents show a medium level (MC 2 and 4 see index), where answers ranged from 33 where they strategize ahead and plan for a conversation that would enable them to use a proper method for a full cultural understanding. The portion of the population that do not plan ahead are 14, Consequently, the investigation calls into questions the method used regarding enabling students/individuals to acquire skills such as planning, and checking.

CQ Factor	Strongly Disagree	disagree	neutral	agree	Strongly agree
COG1	NIL	20	9	23	NIL
COG2	NIL	6	8	30	8
COG3	NIL	5	4	37	6
COG4	NIL	15	7	28	2
COG5	NIL	8	7	33	4
COG6	NIL	19	10	21	2

**Table 2: Cognitive CQ ( COG)**

The data in this table foregrounds the cognitive aspect, that is regarded as the substantive element in cultural intelligence, however, relying only on the datum aspect, will not provide a versatility characteristic in managing CQ, lacking the proper knowledge concerning target culture will have precarious effect on the communication, annotated above are spectrum findings to questions investigating the level of understanding law, economy, marriage systems, values and norms of culture where 23 of the population agreed on the acquisition of the knowledge ( COG 1) 20disagree and 09 are neutral which yielded in the lack of knowledge, whereby ( COG ,3,4, and 5) constitute the core value of culture. What is alarming through the data gathered is the linguistic competence, where 30 expressed their knowledgeability concerning verbal competence i.e. language grammar and vocabulary. 06 of the population disagree completely on having the knowledge in that regard although they are BA, MA and PhD students. As a result, the data gathered showed that the aspect discussed need a total rehabilitation, and the method used to implement it as well.

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**Abed Azzi Ahmed Walid / Abbas Bahous**

<b>CQ Factor</b>	<b>Strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>MOT1</b>	<b>1</b>	<b>NIL</b>	<b>3</b>	<b>35</b>	<b>13</b>
<b>MOT2</b>	<b>NIL</b>	<b>5</b>	<b>6</b>	<b>35</b>	<b>06</b>
<b>MOT3</b>	<b>NIL</b>	<b>7</b>	<b>3</b>	<b>36</b>	<b>6</b>
<b>MOT4</b>	<b>2</b>	<b>5</b>	<b>7</b>	<b>33</b>	<b>5</b>
<b>MOT5</b>	<b>NIL</b>	<b>8</b>	<b>7</b>	<b>34</b>	<b>3</b>

**Table 3: Motivational CQ ( MOT)**

The result in this table reflects on the intrinsic and extrinsic side, i.e. what makes students/individuals feel comfortable in a different cultural environment, where 38 of the respondents expressed their enjoyment while interacting cross-culturally ranging from agree to strongly agree. The level of commitment given to cross-cultural interaction will determine its profitability. Being precarious in different setting will not result in total socialization, where it is a focal feature in applying the rest of the factors as a versatile tool. Participants were asked to share their enjoyment or discomfort, and the stress management that an unfamiliar environment can cause, ( MOT3and 4) 36 expressed their commendable skills while under stress, as it is noted, the cultural courses given at our universities, do not focus on the inner side of the learners and their perception regarding the natural drive. Self-confidence while in a different environment was noticed to be medium, where 35 (MOT2) and 34 ( MOT5) expressed their confidence. The findings gathered calls for further studies in the sphere of psychological effect on learners dealing with a foreign culture.

<b>CQ Factor</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>BEH1</b>	<b>3</b>	<b>18</b>	<b>4</b>	<b>23</b>	<b>4</b>
<b>BEH2</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>40</b>	<b>1</b>
<b>BEH3</b>	<b>NIL</b>	<b>8</b>	<b>5</b>	<b>37</b>	<b>2</b>
<b>BEH4</b>	<b>1</b>	<b>10</b>	<b>3</b>	<b>34</b>	<b>4</b>
<b>BEH5</b>	<b>1</b>	<b>7</b>	<b>1</b>	<b>41</b>	<b>2</b>

**Table 4: behavioral CQ ( BEH)**

As discussed in the previous data, and the stress of the versatility of the four factors, the last table, centers around the behavioral aspect of the learner/individual while interacting,



i.e. the action conducted and its effect on the rapport. The linguistic side, showing a commendable level on the last one has to deal with the level of awareness of linguistic aspect of the target culture's language, only 04 strongly agree and 23 agree, which make it medium and need to be cast light on by educators ( BEH 1and 3) The verbal and non-verbal are focused on the language accuracy and the adjustability on facial and gestural expressions. Participants were asked whether their verbal behavior: eg tone, accent are subject to change in a cross-cultural environment. What's more, the adjustability of the non-verbal language where it is defined in using pause, silence, gestures, and the effect that it has, where most part of the communication is observable, and not the spoken only; ( BEH 2) we noted 40 of the sample agreeing on using pause and silences in their communication, where 07 disagree, 01 don't use at all. Changing facial and gestures ranged between medium to acceptable where 34 ( BEH4) and 41 (BEH 5) respectively agree on the alteration of their body language when required in a cross cultural interaction., such methods, that students/individual are not really introduced to, and if so, they are scarcely emphasized. Therefore, according to the findings, more stress should be put on the various use of non-verbal aspect of language.

## 6. Findings Discussion

Reading through the findings will enable us to look how fathomably cultural intelligence is implemented. The 52 participants' answers will be grouped under down into four sections, as tables show accordingly. The first result group under the label of **MOT** ( See Table 3) where three aspects were targeted; intrinsic ( MOT1), extrinsic (MOT4) and self-efficacy (MOT2,3 and 5) the overall results showed a medium competence. Being naturally motivated is a drive to perform well in a cross-cultural environment. Showing an external motivation to learn about culture is an asset to the individual. All in all, results in ( Table 3) show participants' level of motivation and confidence in a cross-cultural interaction, as a consequence techniques that are conducted in that regards need a reconsideration in over to achieve a betterment at the level CQ Motivation that provides a level of adaptability ( Livermore, 2011)

Further, findings gathered regarding strategizing, awareness and checking are important aspect in CQ Strategy ( Ang, Van Dyne, Thomas, & Ling, 2012) in a cross cultural communication. The findings show a level of awareness ( MC1 )that is noticed regarding the perspective of situational it's regarding the other culture ( see Table 1), however, strategizing beforehand a conversation that showed the readiness is ranging from low to medium( MC 2 and 4), as a result, such findings may befall a setbacks in a cross-cultural interaction where misunderstand and judgment take place. Conducting a strategy of the overall communication and/or interaction is relevant as discussed in the empirical section, i.e. the different variables that culture has, obliges the individual to plan the differences and similarities before, engaging in a culturally-diverse settings.

Relaying heavily only knowledge at University, where the main objective is to accumulate a certain knowledge concerning target culture, and overlooking other tools, such as planning and checking will not be productive in the sense that the individual will not be able to perform in a cross-cultural situation due to the handicaps that are unexpectedly occurring. Individuals who show good results in CQ Strategy are likely to map out ahead any conversation and they are likely to verify assumptions and expectations as the conversation is ongoing ( Livermore, 2011)

The raw material to possess a cultural intelligence is the knowledge about the target culture. As a consequence, the result show that most of the participants' knowledge concerning legal and economic systems ( COG1) are low ( see Table 2). It goes without saying that not being well-aware of the cultural values and/or legal and economic system is a handicap. Moreover, the different norms and values that constitute the core value of culture( Hofstede 1999).culture is a core responsible on how a certain group behave, and surely not

being a toe to show the ability, will hinder the appropriate performance of students/individuals in a diverse cultural environment.

The essence of any communication is either verbal and non-verbal aspect or the speech acts that define the structural use of any language. Therefore, the flexibility of the verbal and non-verbal aspects in cultural intelligence is regarded as important. It enables the individual to orient the conversation to a mutual understating. The results show however, a medium command in that regard ( See Table 4) and the level of functionality is of average.

Being able to adapt the verbal and non-verbal communication is indispensable in the sense that it is the outcome of all the intelligence we have discussed earlier. Thus, the behavioral aspect resulting in communicative approach is the mediator between all the aspect a good performance. The translation of knowledge, motivation and strategy results in a good command in both verbal and non-verbal aspects.

To put it in a nutshell, the overall results showed strength and weaknesses that need to be focused and reconsider how culture is being considered in our syllabus. The strength that has been sensed throughout the findings lie in Metacognitive ( MC 1, and 3)where awareness is showed to be commanded, in addition, non-verbal ( BEH 5)aspect where respondent showed a flexibility regarding facial and gesture communication. In spite of that, the findings displayed a noticeable weakness regarding Cognitive ( COG 1,2,3, and 6) aspect that is underlined in Knowledge about target culture, lacking a proper knowledge concerning. This considerable lack of knowledge is highlight although most of the syllabus courses of the Algerian universities rely on the knowledge aspect of the target culture.

To conclude, cultural intelligence has imposed itself in the contemporary research, management and leadership. Being able to communicate is not only a sign of cultural puberty of intelligence, however, broadening the skills to reach a wholesome understating of how an individual behaves thinks and reacts inside/outside his/her culture is deemed important. Therefore, in order to recover the weaknesses that this paper cast light on, educators should pay a closer look, not only to the general content of culture, where culture is neutrally treated, and superficially. yet, to various aspects that surround culture, be it observable or the unseen parts ( Fig1). Studying culture closely, where educators provide with a concrete examples and most importantly of the diverse resources concerning culture are important. Furthermore, one aspect that was lacking through the findings that need a reconsideration which is the global awareness that can be bettered through a constant observation on the day to day info around the world generally, and specifically concerning the target culture. A study on this matter can be elaborated for further research.

## **Index**

### **The Cultural Intelligence Scale CQS**

#### **CQ-Strategy:**

**MC1:** I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.

**MC2:** I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.

**MC3:** I am conscious of the cultural knowledge I apply to cross-cultural interactions.

**MC4:** I check the accuracy of my cultural knowledge as I interact with people from different cultures.

#### **CQ-Knowledge:**

**COG1:** I know the legal and economic systems of other cultures.

**COG2:** I know the rules (e.g., vocabulary, grammar) of other languages.

**COG3:** I know the cultural values and religious beliefs of other cultures.

**COG4:** I know the marriage systems of other cultures.

**COG5:** I know the arts and crafts of other cultures.

**COG6:** I know the rules for expressing non-verbal behaviors in other cultures.

**CQ-Motivation:**

**MOT1:** I enjoy interacting with people from different cultures.

**MOT2:** I am confident that I can socialize with locals in a culture that is unfamiliar to me.

**MOT3:** I am sure I can deal with the stresses of adjusting to a culture that is new to me.

**MOT4:** I enjoy living in cultures that are unfamiliar to me.

**MOT5:** I am confident that I can get accustomed to the shopping conditions in a different culture.

**CQ-Behavior:**

**BEH1:** I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.

**BEH2:** I use pause and silence differently to suit different cross-cultural situations.

**BEH3:** I vary the rate of my speaking when a cross-cultural situation requires it.

**BEH4:** I change my non-verbal behavior when a cross-cultural interaction requires it.

**BEH5:** I alter my facial expressions when a cross-cultural interaction requires it.

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**Note.** Use of this scale granted to academic researchers for research purposes only. For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to [cquery@culturalq.com](mailto:cquery@culturalq.com)

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