A Review of the Literature on the Relationships between Cultural Intelligence and Cross-cultural Adjustment in International Business

Mohammad Noorizzuddin Nooh*[1]

[1] *Faculty of Economics and Muamalat, Universiti Sains Islam Malaysia, Nilai, Negeri Sembilan, Malaysia*

ABSTRACT

By removing barriers like geography, economy, and social and cultural norms, globalization is a social process that will bind all nations and countries closer together. In this age of globalization, it is crucial for people to be able to communicate across cultural boundaries (cross-cultural adjustment). Cross-border corporate operations are significantly impacted by the pandemic's arrival, the expansion of global virtual teams, and the impact of the internet. As a result, more research is needed to clarify the variables that have a significant impact on GVTs and the significance of social media. This paper's goal is to review recent developments in the fields of cross-cultural adjustment and cultural intelligence (2002-2022). At the conclusion of this paper, the author will make suggestions for additional research on the subject.

1. INTRODUCTION

In today's global era, the world is developing dynamically and will continue to change without anyone being able to control its pace. Globalization is a social process that will bring all nations and countries in the world increasingly bound to each other by removing boundaries such as geography, economy, and culture of society. Characteristics of the development of cultural globalization are by increasing international cultural exchange, spreading the principle of multiculturalism, the ease of individuals in accessing other cultures outside their own culture, increasing global-scale events, and increasing cultural interaction between countries. Globalization has also brought about the integration of culture into complex business environments (Cleveland, Rojas-Mendez, Laroche, & Papadopoulos, 2016), with contribution to the development of a globally oriented consumer culture.

Meanwhile, economic globalization has turned companies into multinationals. The rise of international business has brought about increased cross-cultural interactions with different aspects and levels of our lives around the world (Dagher, 2010), indicating that today's society and workforce are more culturally diverse than ever before. So that cross-cultural encounters become a challenge for individuals in the early 21st century (Ying & Han, 2006). It is important for individuals to have the knowledge and skills to effectively deal with the challenges and requirements of globalization (Rose & Kumar, 2008). The ability to interact across cultures (cross-cultural adjustment) is important for individuals in this era of globalization. The failure and success of interacting with people in different cultures is not an easy thing that becomes a challenge as well as a burden for organizations as well as individuals around the world. Therefore, individuals need to learn how to interact with other individuals who come from different cultural backgrounds in an effective way and at the same time not hurt each other in the interaction process (Dagher, 2010).

Businesses have been forced to move their operations online because of the COVID-19 epidemic, resulting in a rapid

shift to a digital economy. Following the acts of most governments, which began restricting human physical movement, the epidemic became a worldwide disaster, affecting industry and the economy. Furthermore, the gig economy is fast expanding by providing employment chances to individuals in need or who have lost their jobs, as well as recent graduates who are having difficulty finding work during a difficult economic era. Various government actions, such as support to those impacted by the epidemic, economic stimulus packages, and immunization programs, can help all countries throughout the world get back on track for healthy economic growth. As a result, this shift has had an impact on how businesses operate around the world. Previously, cultural intelligence and cross-cultural adjustment were conducted physically, but this phenomenon has now evolved into a virtual one. The purpose of this paper is to examine the developments in cultural intelligence and cross-cultural adjustment studies during the last two decades (2002-2022). The author will give recommendations for future research in the topic at the conclusion of this paper.

2. METHODOLOGY

A narrative literature review examines the current state of knowledge on a certain subject. They are crucial because they establish a theoretical framework as well as a research focus or perspective (Baker, 2016). This comprehensive literature review, which serves as the beginning of a thesis or dissertation, must specify the goal, underlying hypothesis or problem, or the reviewer's arguing thesis. This general literature review provides an assessment of the most important and vital components of current knowledge on the subject (Onwuegbuzie AJ, 2016). Because they condense a lot of information into one easily digestible package, narrative overviews are useful instructional materials. They are excellent for providing a broad overview of a topic and typically explain the issue's history, evolution, or management (Green, Johnson, & Adams, 2006). Because the search phrases (keywords) affect the range and character of the literature search, they should be thoroughly defined to allow for the selection of all relevant articles while removing those that are not (Ferrari, 2015). To find publications on the topics being researched, the author used the terms "cultural intelligence in business management," "cultural intelligence in international business," and "cultural intelligence in MNEs." The articles were obtained from the SCOPUS database for a period of 20 years (2002-2022). Overall, there are 595 SCOPUS journal articles written during the period of search to date. The author created a review matrix in Microsoft Excel to critically evaluate the publications. Research objectives, techniques, methodologies, location, variables, outcomes, and future research are all included in the matrix. The preview, question, read, summaries (PQRS) technique makes it easier to discover and retrieve content, which is especially useful when evaluating many publications (Cronin, Ryan, & Coughlan, 2008).

Conceptual exploration of cultural intelligence through a systematic and academic review of the literature was performed methodically. The steps in conducting a conceptual review and analysis are: first, the author conduct a comprehensive and systematic search to identify and extract all relevant literature in relation to cultural intelligence in academic journals. Second, the author chooses relevant articles whose title and content

reveal about Cultural intelligence. Third, analyzing the content of the articles taken, is used to extract descriptive and qualitative conceptual data. Finally, the results are interpreted and synthesized supported with findings from journal articles and books. For this paper, the author only focuses on articles from academic journals and academic publications only. From the emerging themes and discussions, the author proposes several avenues for future research.

3. LITERATURE REVIEW

3.1 Cultural Intelligence (CQ)

Cultural intelligence is critical for everyone, especially in multicultural communities. Humans will always contact with people from diverse cultures daily. People with a high level of cultural intelligence will have an easier time connecting with one another at work and in everyday life. Cultural intelligence is a person's ability to adapt to a new culture that is applied based on various aspects including cognitive, motivation, and behavior. Cultural intelligence includes metacognitive, cognitive, motivational, and behavioral dimensions (Brislin, Worthley, & Macnab, 2006; Ang, et al., 2007; Earley P. C., 2002; Ang & Van Dyne, 2015). Cultural intelligence is defined by Yari, Lankut, and Richter (2020) as the ability to succeed in difficult cross-cultural situations through knowledge or cognition, motivation, and behaviors.

The conscious awareness to understand and master culturally connected knowledge, as well as the management of cognitive processes, is referred to as metacognitive cultural intelligence (Ang, et al., 2007; Chua, Morris, & Mor, 2012). Cognitive cultural intelligence focuses on many forms of explicit knowledge that promote other cultures' values, conventions, and behaviors, such as knowledge of economic law and social systems (Brislin, Worthley, & Macnab, 2006).Motivational cultural intelligence refers to a person's ability to focus their attention and energy to effectively learn and empower in a variety of cultural contexts (Ang & Van Dyne, Handbook of cultural intelligence: Theory, measurement, and applications. , 2015). When engaging with people from different cultures, behavioral culture intelligence refers to a person's capacity to conduct verbal and nonverbal acts (Earley & Ang, 2003). The measure of cultural intelligence has demonstrated content and construct validity, as well as the potential to be an excellent predictor of many aspects of intercultural effectiveness, according to Thomas et al. (2015) it also contributes to the development of methods for analyzing individual differences in intercultural success.

Ang et al. (2011) describe general intelligence as the ability to recognize and consider abstractions or concepts in addressing issues. Interest in real-world intelligence has led to the discovery of new categories of intelligence, such as social intelligence, emotional intelligence, and practical intelligence, which focus on domain-specific content (Ang & Linn, 2008). CQ is characterized as a specialized form of intelligence that focuses on an individual's capacity to understand and reason appropriately in situations characterized by cultural diversity. CQ is a type of intelligence that works in tandem with IQ (general mental capacity), EQ (emotional intelligence), and practical intelligence to describe how to deal with function and variety in a new cultural situation (Ang & Linn, 2008;

Sternberg, et al., 2000). When varied social interactions become the norm from culture to culture, it is EQ, or social intelligence, that is automatically translated into effective cross-cultural engagement and adaptability.

CQ refers to an individual's ability to function well in a variety of contexts marked by cultural diversity (Earley & Ang, 2003; Ang & Linn, 2008). It can be further simplified as a multifactor notion that encompasses mental components (meta cognitive and cognitive), motivators, and behaviors, in accordance with this. Meta-cognitive and cognitive talents, such as cognitive processes and cognitive knowledge, are included in mental intelligence (mental intelligence). Motivational intelligence is a type of cognition that is motivated by an individual's power and spirit. Behavioral intelligence is concerned with what people do (such as their actual behaviors), rather than what they think or feel (thoughts or emotions). As a result, cognitive cultural intelligence (cognitive CQ) is general and structured cultural knowledge. The degree of power or excitement applied to learning about function in cross-cultural circumstances is referred to as motivational cultural intelligence (motivational CQ). When interacting with people from other cultures, behavioral cultural intelligence (behavioral CQ) is the ability to modify verbal and nonverbal acts.

Ang et al. (2011) discovered that metacognitive and cognitive CQ mental capacities predict cultural judgement and decision making (CJDM). Motivational and behavioral CQ, as well as metacognitive and behavioral CQ, predict sociocultural and psychological adjustment and performance. CQ, according to Early and Ang (2003), is a multi-dimensional concept including meta cognitive, cognitive, motivational, and behavioral components. CQ is based on Sternberg and Detterman's (1986) concept of distinct intelligence focuses as a multifactor construct. Sternberg unifies disparate perspectives on intelligence by suggesting four complimentary approaches to define intelligence at the individual level:

Knowledge and oversight of processes, as well as changing (revising) mental models of human thinking in connection to culture, are examples of metacognitive intelligence that reflects individual processes used to acquire and interpret cultural knowledge. The term "metacognitive" refers to high-level cognitive processes. Planning, monitoring, and changing the model of cultural norms of a country or group of people are skills that are relevant to meta-cognitive abilities. The level of cultural concern during cross-cultural contacts or encounters with people from diverse cultural backgrounds is known as metacognitive CQ (Ramón, 2013).

Cognitive intelligence is the understanding of cultural norms, customs, and conventions gained via education and personal experience (Ang, Linn, & Mei, 2011; Ramón, 2013). Cognitive intelligence involves both universal and culturally specific cultural knowledge. Because cultural information influences people's thinking and behavior, cognitive CQ is an important aspect in CQ (Ang, Linn, & Mei, 2011)

Motivational intelligence is a trait that encourages a person to learn how to function in intercultural contexts more efficiently (Ramón, 2013). Motivational capacity, according to Kanfer and Heggestad (1997) , enables agentic control of the cognition and behavioral effects that facilitate goal achievement. High motivational intelligence focuses energy on cross-cultural circumstances that pique the interest of the individual. The theory of investment in intelligence, proposed by Cattell (1971), contends that motivational intelligence is vital in enabling the evolution of cognitive and metacognitive intelligence.

When interacting with people from other cultures, behavioral intelligence refers to the ability to adjust verbal and nonverbal acts. This involves the ability to be flexible in both verbal and nonverbal acts, as well as the ability to utter the appropriate words and phrases when delivering specific messages. Because it is an activity or action that highlights the elements of social interaction, CQ behavior is an important component of CQ. According to Hall (1959), the ability to display the appropriateness of verbal and nonverbal actions based on the cultural values of a certain situation must be supplemented by the mental ability to grasp culture and motive. The ability to demonstrate a variety of behaviors is referred to as behavioral intelligence.

Expat CQ positively correlates with organizational embeddedness, whereas in-group collectivism facilitates the value of CQ. It was determined to have no interaction with a host country's formal openness to foreigners. However, it has a positive association with information exchange and has an indirect influence on embedding (Stoermer, Davies, & Froese, 2021). Furthermore, expats with high CQ excel at client relationship management while also acting strategically. It was discovered that whereas metacognitive and cognitive CQ have a considerable influence on strong-form opportunism, weak-form opportunism is unaffected or has an opposing effect. Individuals with high mental CQ are more likely to act in their own self-interest (Lorenz, Ramsey, Andzulis, & Franke, 2020). Expat can benefit from learning how to construct and apply CQ in their new home countries. CQ is a valuable talent for expats, but it fades as the individual adapts to the other society. Increasing interactions between people from different cultural origins suggest that CQ development can benefit a much larger audience (Ott & Michailova, 2018). Spending time in another nation may not be enough to persuade people to change their ways; instead, they should connect with locals rather than remaining in their own cultural group. Aside from that, gender has a substantial relationship with both internalized cultural knowledge intelligence and effective cultural flexibility intelligence on an individual level (Bücker, Furrer, & Lin, 2015).

Individual-level CQ is superior to global mentality when the outcome of interest is focused on relationships. Individual-level global mindset should be considered while analyzing strategic unit-level results due to its scope (Ramsey, Abi Aad, Jiang, Barakat, & Drummond, 2016). Two of the most essential concepts in corporate management are global mindset and cultural intelligence. CQ is founded on three layers of corporate management: normative, strategic, and operational. It describes and distinguishes the concepts of "global mindset" and "cultural intelligence" (Bergdolt, 2017). Even though most international businesses are large enterprises, a study found that small and medium businesses have a favorable relationship between their CQ and the quality of their relationships with overseas customers, foreign suppliers, and foreign competitors (Charoensukmongkol, 2015).

3.2 Cross Cultural Adjustment (CCA)

International assignments are becoming increasingly significant at this time, and they have become a component of the job description for career managers (managerial career). As a result of these circumstances, cross-cultural leadership skills are essential in worldwide businesses. In more practical terms, this situation will have a significant impact on relationships between expatriate managers and their local personnel, as it will necessitate numerous degrees of adaptation on the part of both managers and employees. For the manager, it is inextricably linked to the leadership style that must be used due to cultural differences. Local personnel should accept and adapt their conduct to changes in leadership style implemented by foreign managers with their local manager throughout the country, even if alterations have been made by outside managers. The ability of both sides to change is critical to overall organizational performance. However, for managers assigned outside of the country (expatriate managers), the challenges feel heavier and have far greater consequences than those faced by employees. This is due to their role as leaders, who must be able to influence employees so that they are willing to cooperate in conducting company operations, where managers' success will be evaluated and determined for their next career path.

The ability of an individual to adapt to a new environment is known as cross cultural adjustment. Cross cultural adjustment is defined by Black (1990) as an individual's psychological level of ease and familiarity with a new setting. Cross-cultural adjustment, according to Mendenhall and Oddou (1985), is a multi-dimensional concept rather than a single phenomenon. This construct has three dimensions:

General adaptation: acclimating to a new culture through living conditions (food, housing, transportation, and shopping).

Interaction is the adjustment to the host country's nationality (socialization, chatting with the host individual); and

Work adjustment is the adjustment to the host country's local work culture (organizational culture, work supervision, performance expectations, and job demands) (Harrison & Voelker, 2008).

According to the research of Thomas et al. (2012), there are encouraging signs of the components of the multidimensional concept of cultural intelligence's reliability and validity. Individual, organizational, and contextual variables explain the variables for expatriate cross-cultural adjustment, according to Waxin and Panaccio (2005). Individual antecedents include adaptive abilities and prior overseas experience. The length of time spent in the host country, social support from partners, and logistical support from the organization are all contextual antecedents. Job-related characteristics (clarity of duties and breadth of roles) are related to organizational social support (supervision, coworkers, home country organizational support), and organizational cultural differences between home nations and host-country organizations necessitate cross-cultural adjustment.

High metacognitive CQ is linked to CCA, which facilitates the cultural learning process where cognitive elements are important in the adjustment process. Metacognitive CQ is the mental ability to think about personal thought processes, anticipate other cultural preferences, and adjust mental models during intercultural experiences, which provides individuals with great insight. Individuals that score well on the CQ metacognitive process for attracting cultural knowledge should be more persistent in strategizing about their interactions with different cultures and the relationships that make cross-cultural scenarios so common to facilitate cultural adjustment.

Cultural knowledge, a cognitive CQ component of knowledge in the adjustment process, might affect the ability to minimize misunderstandings with someone from another culture. Individuals with a high cognitive CQ are more adaptable to new cultural surroundings and have a greater understanding of certain characteristics of foreign cultures. A person with a high motivational CQ has an innate interest in various cultures and can succeed in a variety of cultural circumstances. Individuals who have high self-efficacy are better at dealing with adversity. CQ behavior is a type of behavioral flexibility that is linked to general, interpersonal, and work-related adjustments (Subramaniam, Ramalu, Wei, & Rose, 2011). In a negotiation situation demanding behavioral adaptability, CQ skills boosted negotiators' ability to display cooperative, interest-based negotiating behaviors, and the performance relationship was mitigated by interest-based negotiating behaviors (Groves, Feyerherm,, & Gu, 2015).

3.3 The Convergence of Cultural Intelligence and Cross-Cultural Adjustment

Cultural intelligence can predict cross-cultural adjustment, which includes general adjustment to living conditions overseas, work adjustment to work culture abroad, and interactional adjustment, which includes socialization with people from different cultures (Ang, Linn, & Mei, 2011). The link between CQ variables (motivational CQ and behavioral CQ) and cross-cultural adjustment reveals a positive correlation between motivational cultural intelligence and three categories of cross-cultural adjustment: general adjustment, interaction adjustment, and work adjustment. While behavioral cultural intelligence is linked to general and interpersonal adjustment but not to job adjustment, it is not linked to work adjustment. Individual self-confidence is driven to explain new things and does not doubt his ability to overcome hurdles in adjusting to foreign cultures, according to study, and the relevance of adopting suitable cultural behaviors (Dagher, 2010).

Cultural intelligence predicts job adjustment and general adjustment to realistic work and previous living conditions for global professionals, and motivational cultural intelligence (motivational CQ) predicts the three dimensions of cross-cultural adjustment, namely general adjustment, interactional adjustment, and work adjustment of global professionals. various backgrounds (Templer, Tay, & Chandrasekar, 2006). Cross-cultural adjustment is positively influenced by cultural intelligence, specifically Cognitive CQ, Meta-cognitive CQ, Motivational CQ, and Behavioral CQ (Hu, Liu, Zhang, & Wang, 2020). However, Huff et al. (2014) found that only Motivational CQ influences cross-cultural adjustment among the four characteristics of cultural intelligence.

Cultural intelligence is an important characteristic that cross-cultural employees must possess because studies suggest that

people with cultural intelligence are better able to adjust to a multi-cultural setting. Theoretically, all components of cultural intelligence can predict or relate to cross-cultural adjustment, however the study's findings show that not all the four features or parts of cultural intelligence are positively associated to cross-cultural adjustment. CQ behavior is behavioral flexibility connected to general, interaction, and job adjustment, according to Ramalu et al (2011), although a study of "the influence of cultural intelligence on cross-cultural adjustment and expatriate performance in Malaysia" discovered otherwise.

Ang et al. (2011) proposed that cognitive cultural intelligence predicts general, interpersonal, and occupational adjustment. Cross-cultural adaptability is linked to cognitive and cognitive meta-cultural intelligence (Subramaniam, Ramalu, Wei, & Rose, 2011). People who have a high cognitive CQ are aware of cross-cultural norms, customs, and traditions, allowing them to recognize parallels and contrasts. As a result, the motivational CQ is supported, as is the ability to learn and adapt to different cultures, as well as the ability to create better interpersonal interactions in a cross-cultural environment (Lin, Chen, & Song, 2012). The study's differences in the relationship between the four aspects of cultural intelligence (cognitive, cognitive, motivational, and behavioral meta-cultural intelligence) are linked to the characteristics of the research unit of analysis, such as cross-cultural workers or Arab expatriates in the United States, as well as expatriates in China and Malaysia. As a result, the four dimensions of cultural intelligence have a varied relationship to cross-cultural integration.

According to Karl Albrecht (2006), intelligence is a dimension of competence. He classified numerous types of intelligence as multiple-intelligence or poly intelligence since humans cannot exist with only one intellect. ASPEAK, the acronym for multifaceted intelligence, consists of the following components:

1.   Abstract intelligence, as a symbolic rationale for measuring one's intelligence quotient.

2.   Social intelligence is the ability to relate to others and persuade them to collaborate with us. Thus, social intelligence is the foundation for the development of cultural intelligence.

3.   Practical intelligence is concerned with how to make everything possible or "getting things done," which is a management principle.

4.   Emotional intelligence is a type of intelligence that is associated with self-awareness and self-management. Goleman (2015) originally identified five characteristics of emotional intelligence: self-awareness, self-regulation, motivation, and empathy.

5.   Aesthetic intelligence is intelligence concerned with form, design, music, art, and literature.

6.   Kinesthetic intelligence is intelligence that involves whole-body talents such as sports, dance, music, or flying a plane.

Cultural intelligence, like other types of intelligence such as social intelligence (the capacity to engage with people) and emotional intelligence (the ability to regulate and use one's emotional level), is composed of multiple components.

3.4 Global Virtual Teams (GVTs)

An organization is a live, open social system with interrelated units and divisions that are tied to the job and help individuals, teams, and organizations achieve their goals. This shows how an organization's message chain is dependent on the process of channeling information that is connected by its members. Based on its philosophy, purpose, goals, and corporate culture, a newly founded organization will have its unique identity. The organization's work is frequently conducted by teams of people. Working in a global business environment, according to Bouwman et. al. (2005), requires team members to have a diverse set of abilities and to collaborate with people from other backgrounds. Organizational teams now have current communication technologies that allows them to complete work effortlessly and promptly. Subordinate, superior, and professional management productivity can all be boosted because of this. Face-to-face meetings will become less common as communication technology such as video and audio teleconferencing become more common. Similarly, memos and letters will be replaced by email and instant chat. More information can be processed, saved, and transported at a lower cost and in less time thanks to the usage of communication technology. In fact, communication technology aids in the seamless operation of management and decision-making processes. New communication technologies increase the flow of communication in the office and the quality of work (Normark & Esbjornsson, 2005; Pembroke, 2004; Hollingshead & Contractor, 2006). The use of technology helps employees and companies be more productive. The degree to which employees are sensitive to the current explosion in communication and information technology is determined by their level of acceptance and readiness to use new technologies. As communication technology advances, a new technique of working with a virtual concept has emerged. A virtual team is a group of people who collaborate in a virtual work environment (virtual team). ("Difference Between Virtual and Traditional Teams") To manage responsibilities and tasks within the team, the team uses communication technology as a communication channel. According to Fenner and Renn (2004), work management, which involves moving from one location to another with no geographical borders, has resulted in a complicated chain of working relationships between the organization's internal and external workers. Virtual teams are defined in a variety of ways. Cohen and Gibson (2003) define a virtual team as the first functional and interdependent team in task management, as well as the sharing of tasks for output production. They manage relationships across corporate borders, as well as geographical considerations such as team members being dispersed, and third, they complete activities through computer-mediated communication rather than face-to-face communication. According to Norhayati Zakaria, Amelinckx, and Wilemon (2004), a virtual team consists of team members who are dispersed (non-collocated) and nearby (collocated) and is dependent on the level of wealth (virtuality) in communication technology use, as well as the work backgrounds of different members. A virtual team is a group of persons who collaborate with members from multiple locations, backgrounds, and fields. a variety of tasks, as well as varied timeframes and distances (Jenning, 1997; Bal & Teo, 2000;

Johnson, Heimann, & O'Neill, 2001; Andres, 2002; Nemiro, 2004; Pape, 1997).

Miriam et al. (2013) discovered that cultural intelligence and global identification improved dramatically over time in a diverse global virtual team, and that trust as a team level factor modulated the project's influence on team members' cultural intelligence and global identity, with significant effects under moderate to high rather than low levels of trust. Shaik et al. (2021) agree with the role of trust in affecting personal choices and claim that cultural intelligence can change individual preferences. Aside from trust, high levels of social integration and performance demand the team's average motivational cultural intelligence (Richter, Martin, Hansen, Taras, & Alon, 2021). As a result, as the team's average motivational CQ rises, so will its social integration and performance. Trust and motivation are traits of a good leadership style and Davidaviciene et. al. (2022)argues that cultural intelligence (CQ), transformational leadership, and task conflict all have a favorable impact on a GVT's decision-making processes. The CQ of members of a global virtual team is favorably and strongly related to their effectiveness in both interpersonal processes of cooperation and direction at the micro level. As a result, CQ effects a GVT member's communication accommodation, which affects the effectiveness of interpersonal processes of cooperation and direction (Presbitero A. , Communication Accommodation within global virtual team: The influence of cultural intelligence and the impact on interpersonal process effectiveness, 2021). Presbitero (2020) continues by stating that team members' CQ has a moderating effect on the relationship between perceived cultural dissimilarity and task performance. To that end, the organisation must provide GVT members with development programmes that will help them increase their cultural intelligence (Presbitero A. , 2020).

4. DISCUSSIONS AND FUTURE RESEARCH

Although the globe is rapidly modernizing, culture is developing at a glacial pace. Cultural differences will continue to be an important role in interpersonal interactions in the future. It has long been understood that the most important aspect of a manager's work is properly connecting with others. Cultural intelligence, or the capacity to relate effectively with persons from different cultural origins, is a multifaceted competency that includes cultural knowledge, practicing awareness, and demonstrating behavioral skills. Each cycle of experience provides feedback that points to greater cultural intelligence. Specific knowledge gained in both formal and informal settings is turned into abilities that may be applied to new situations.

Culture has an impact on every facet of human effort. Culturally aware managers recognize the potential impact of cultural differences on their own and others' behavior. Managers who are culturally aware understand how and when cultural differences might be manifested (Thomas & Inkson, 2004). Mindfulness techniques are also required for cultural intelligence. Mindfulness is concerned with our own assumptions, ideas, and emotions; paying attention to what is true about other people's assumptions, words, and behavior;

sensing the situation from various perspectives; avoiding circumstances to help interpret what is happening; creating new mental maps of others; creating new and complex categories for others; seeking new information to agree or disagree on mental maps; and using empathy.

Knowledge and mindfulness are important components of cultural intelligence but being culturally intelligent also entails developing behavioral skills. However, creating the presentation of competent actions and knowing when to employ each is more important than simply getting more skilled. Decision-makers that are culturally knowledgeable understand how people from varied cultural backgrounds can simplify difficult decision-making processes.

Negotiators that are culturally aware understand that cultural variations have a significant impact on the communication process that underpins all negotiations. Leaders that are culturally aware understand that leadership is primarily in the thoughts of their followers. Leaders are expected by all followers to have a vision, be able to organize that vision, and have skills in organizing followers; yet the specific behaviors that distinguish these qualities differ among cultures.

Knowing that culturally diverse workgroups and teams have the potential for great accomplishment, but they also have qualities that make them more likely to fail, is part of culturally savvy team management. The key to having a culturally varied workgroup is to maximize diversity's benefits while reducing costs. Culturally intelligent team management necessitates the development of cultural intelligence among team members. Team members and leaders must grasp how groups grow and influence group processes, including the steps toward cultural intelligence, to do so.

Knowing that the nature of jobs and the connection between individuals and companies is changing requires culturally competent career management. If this incident has a good impact on the growth of cultural intelligence and long-term career, this transformation necessitates the prudence of experienced management abroad. An organization must be ready to deal with the evident paradox that while abroad deployment is a means of gaining cultural intelligence, cultural intelligence is also a requirement for success. Multicultural leadership is now a challenge. However, many responses to the leadership problem appear either simplistic or extreme. A better option is to use cultural intelligence. Cultural intelligence provides leaders with a toolkit and a broad viewpoint that can be applied to a wide range of cultural settings. Technical abilities are insufficient; leaders must also be able to collaborate with others. Emotional intelligence is a tool for assessing how well we can recognize, judge, and manage our own and others' emotions while cultural intelligence, on the other hand, picks up and continues where emotional intelligence left off, assisting us in learning how to interact effectively with people of various cultural orientations.

4.1 Social media and CQ

The increase in the use of social media during the pandemic, proves that social media is the alternative chosen by the community to meet the needs of socializing with other people. The wide reach of social media has resulted in social

media users being able to interact with other people from various cultural backgrounds. This indicates that it is important for multicultural society to have intelligence in culture, especially in social media in the new normal era. Cultural intelligence, according to Plum (2010), has three dimensions, namely intercultural engagement, cultural understanding, and intercultural communication. We see that all three have a close relationship with multicultural experiences. Because with a person's high multicultural experience, automatically he is often involved with other cultures (intercultural engagement) and see more about intercultural communication (intercultural communication). Therefore, based on the statement above, the author identifies the potential role of social media use in the relationship between multicultural experience and cultural intelligence. Future study should aim to achieve two things, namely, to describe the relationship of the use of social media to multicultural experiences and to describe the relationship between multicultural experiences and one's cultural intelligence. This suggestion is based on several studies that have been conducted previously. The first is a study conducted by Shangui Hu, Jibao Gu, Hefu Liu, and Qian Huang (2017) regarding the impact of using social media on their multicultural experience and cultural intelligence on students in China. This study seeks to re-examine whether the research conducted by Hu et al (2017) can produce the same conclusion elsewhere.

This indicates that we can assess a person's tolerance by assessing their cultural intelligence. The greater one's cultural intelligence, the greater one's ability to accept in society. A lot of information that is extensively disseminated on social media is being exploited to divide the country. This is connected to the findings of Garretson (2015), who stated that the substance of media information influences one's understanding of a culture. As a result, it can be inferred that unfavorable social media information will have a specific effect on a person's cultural intelligence, which also carries a negative understanding. If the information on social media influences a person's cultural intelligence, it indicates that a struggle is needed to avoid the bad effects of social media that may occur. Thus, this area needs further investigation for future research.

4.2 Global Virtual Team (GVTs)

The notion of teleworking was created in the 1970s, during the so-called oil crisis (Tahlyan, et al., 2022). Crises and technology advancements have influenced each other, resulting in changes in working practices (V, P, & M, 2021). With the advancement and enhancement of information and communication technologies, organizations have rapidly moved toward decentralized and globalized work processes, hastening the adoption of virtual teams. While scholars and practitioners have previously discussed the efficacy of remote working in virtual teams by assessing the benefits and drawbacks, after COVID-19, working remotely in virtual teams has become the new normal. The psychological well-being of employees has been impacted by the various problems of working remotely in virtual teams (Chai & Park, 2022). A GVT is virtual team with members who are physically and chronologically scattered across cultural and national barriers (Scott & Wildman, 2015). Mangla (2021) conducted a poll of persons working online during the pandemic to see if cultural intelligence and its dimensions had an impact on the issues that

virtual teams confront. It has been discovered that behavioral cultural intelligence predicts virtual team effectiveness and helps virtual teams overcome problems.

This epidemic has altered the working environment into flexible work arrangements with rapid technological adaptation. Technology is projected to drive post-pandemic working practices, and business models will alter to accommodate these changes. Reduced trust, disturbed communication, limited collaboration, a lack of position clarity, and lower team performance are among problems that virtual working arrangements bring. The future of work will be more dynamic and virtual. Before the epidemic, conventional physical labor arrangements were in place, but they would expand to encompass numerous models (Mangla, 2021). As a result, along with the growing popularity of virtual working, the obstacles and issues that come with it must be addressed. Even among virtual teams, cultural intelligence aids in the development of trust and understanding.

"Slow down to speed up," as the business saying goes, is one of the most effective strategies to move quickly while still receiving the best results. On the one hand, businesses desire positive outcomes. On the other hand, they want the results as soon as possible. When it comes to forming a successful worldwide virtual team, haste is not the best strategy. The word 'slow' in this context does not refer to procrastination or inaction, but to defining the strategies and processes that our virtual team wants to put into practice, as well as ensuring that the proper tools and resources are available to ensure that the virtual team functions smoothly. Future studies should also investigate the potential for challenges that can arise when companies opt to form a virtual team.

A virtual team is a means of team communication. Furthermore, virtual teams necessitate communication with several other team members who are in different parts of the world. So, before an organization begin practicing virtual teams, we must first develop and master an effective communication strategy. To create a communication plan for a virtual team, an organization must first choose the online applications that will be used as communication platform with the virtual team. There are several applications that we can use. One of the types of research can be done in this area is to gauge the issue of security and openness of these platforms. Teams will discuss both and informal work-related issues in this platform and security and openness have a tie with the level of trust which can be transient because of virtual communication . After deciding which applications to utilize, the next step is to set ground rules for discourse and communication among virtual team members. In fact, some people believe that interacting with virtual programs is even more difficult, confusing, and irritating. These individuals prefer face-to-face conversation over virtual communication. Ensure, for example, that all members of the virtual team respect one other's perspectives and that, throughout the chat, all team members remain focused on vital themes and do not drift away from them. This can also be explored as a potential research avenue.

5. CONCLUSION

For the past two decades, there are lots of research focusing on the refinement of the CQ theories. Each dimension has undergone extensive theoretical refinement. For example, Van Dyne et al. (2012) proposed a more detailed theoretical model of CQ, including sub-dimensions for each of the four fundamental CQ components, and an enlarged scale that measures eleven different aspects of cultural intelligence. As a result, other dominant forces influence a person's cultural intelligence. The advent of the pandemic, the growth of global virtual teams, and the impact of the internet all play significant roles in impacting cross-border corporate operations. As a result, additional research is required to provide clarification on what factors profoundly affect GVTs and the relevance of social media in boosting CQ. It is possible that there is only one other element that is dominating, or that there are numerous aspects. As a result, this study is simply the beginning of future research on cultural intelligence.

REFERENCES

Albrecht, K. (2006). Social intelligence: The new science of success. John Wiley & Sons.

Andres, H. P. (2002). A Comparison of Face-to-Face and Virtual Software Development Teams. Team Performance Management, 8(1&2), 39–48.

Ang, S., & Linn, V. D. (2008). Conceptualization of Cultural Intelligence: Definition, Distinctiveness, and Nomological Network. In S. Ang, & V. D. Linn, Handbook on Cultural Intelligence: Theory, Measurement and Applications (pp. 3–15.). New York: Sharpe.

Ang, S., & Van Dyne, L. (2015). Handbook of cultural intelligence: Theory, measurement, and applications. . Routledge.

Ang, S., Linn, V. D., & Mei, L. T. (2011). Cultural Intelligence. In R. J. Sternberg, & S. B. Kaufman, The Cambridge Handbook of Intelligence (pp. 582-602). New York: Cambridge University Press.

Ang, S., Van Dyne, L., Koh, C., Ng, K., Templer, K., Tay, C., & Chandrasekar, N. (2007). Cultural intelligence: its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. Management and Organization Review, 3(3), 335-371.

Baker, J. D. (2016). The purpose, process and methods of writing a literature review: Editorial. Association of Operating Room Nurses. AORN Journal, 103(3), 265-269. doi:doi:10.1016/j.aorn.2016.01.016

Bal, J., & Teo, P. K. (2000). Implementing Virtual Team-working. Part 1: A Literature Review of Best Practice. Logistics Information Management, 1(6), 346–352.

Bergdolt, M. A. (2017). A systematic literature review on the definitions of global mindset and cultural intelligence – merging two different research streams. The International Journal of Human Resource Management, 28(1), 170-195.

Black, J. S. (1990). Locus of control, social support, stress, and adjustment in international affairs. Asia Pacific Journal of Management,, 1–29.

Bouwman, H., Hoof, B. V., Wijngaert, L. V., & Dijk, J. V. (2005). Information Communication Technology in Organizations. London: Sage Publications. .

Brislin, R., Worthley, R., & Macnab, B. (2006). Cultural intelligence understanding behaviors that serve people's goals. Group & Organization Management, 31(1), 40-55.

Bücker, J., Furrer, O., & Lin, Y. (2015). Measuring cultural intelligence (CQ): A new test of the CQ scale. International Journal of Cross-Cultural Management, 15(3), 259–284.

Cattell, R. B. (1971). Abilities: their structure, growth, and action. . Houghton Mifflin.

Chai, D. S., & Park, S. (2022). The increased use of virtual teams during the Covid-19 pandemic: implications for psychological well-being. Human Resource Development International, 25(2), 199-218.

Charoensukmongkol, P. (2015). Cultural intelligence of entrepreneurs and international network ties: The case of small and medium manufacturing firms in Thailand. Management Research Review, 38(4), 421-436.

Chua, R., Morris, M., & Mor, S. (2012). Collaborating across cultures: cultural metacognition and affect-based trust in creative collaboration. Organizational Behavior and Human Decision Processes, 180(2), 116-131.

Cleveland, M., Rojas-Mendez, J. I., Laroche, M., & Papadopoulos, N. (2016). Identity, culture, dispositions and behavior: A cross-national examination of globalization and culture change. Journal of Business Research,, 69(3), 1090-1102.

Cohen, S. G., & Gibson, C. B. (2003). Virtual Teams that Work: Creating Conditions for Virtual Team Effectiveness. . San Fransico, CA: Jossey Bass.

Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. British Journal of Nursing, 17(1), 38-43.

Dagher, G. (2010). The relation between motivational and behavioral cultural intelligence and the three dimention of cross cultural adjustment among Arabs working in the USA. The Business Review Cambridge, 15(1), 137-143.

Davidaviciene, Vida, & Majzoub, K. A. (2022). The Effect of Cultural Intelligence, Conflict, and Transformational Leadership on Decision-Making Processes in Virtual Teams. Social Sciences, 11, 64.

Earley, P. C. (2002). Redefining interactions across cultures and organizations: Moving forward with cultural intelligence. Research in organizational behavior, 24, 271-299.

Earley, P., & Ang, S. (2003). Cultural Intelligence: Individual Interactions across Cultures, , . Stanford, CA.: Stanford University Press.

Erez, M., Lisak, A., Harush, R., Glikson, E., Nouri, R., & Shokef, E. (2013). Going Global: Developing Management Students' Cultural Intelligence and Global Identity in Culturally Diverse Virtual Teams. AMLE, 12, 330–355.

Fenner, G. H., & Renn, R. W. (2004). Technology-assisted Supplemental Work: Constructing Definition and a Research Framework. Human Resource Management,, 43(2&3), 179–200.

Ferrari, R. (2015). Writing narrative style literature reviews. The European Medical Writers Association, 24(4), 230-235. doi:DOI: 10.1179/2047480615Z.000000000329

Garretson, J. J. (2015). Does change in minority and women's representation on television matter?: a 30-year study of television portrayals and social tolerance. Politics, Groups, and Identities,, 3(4), 615-632.

Goleman, D. (2015). Emotional Intelligence (EQ). Journal of K, 6, 71-77.

Green, B. N., Johnson, C. D., & Adams, A. (2006). Writing narrative literature reviews for peer-reviewed journals: Secrets of the trade. Journal of Chiropractic Medicine, 101-117.

Groves, K. S., F. A., & Gu, M. (2015). Examining Cultural Intelligence and Cross-Cultural Negotiation Effectiveness. Journal of Management Education, 39(2), 209–243.

Hall, E. T. (1959). The silent language. New York: Anchor Books.

Harrison, J. K., & Voelker, E. (2008). Two personality variables and the cross-cultural adjustment of study abroad students. Frontiers:. The Interdisciplinary journal of study abroad, 17, 69-87.

Hollingshead, A. B., & Contractor, N. S. (2006). New Media and Small Group Organizing. In L. A. Lievrouw, & S. Livingstone, Handbook of New Media: Social Shaping and Consequences of ICTs (pp. 144–133). London: Sage Publications.

Hu, S. G., J., L. H., & Huang, Q. (2017). The moderating role of social media usage in the relationship among multicultural experiences, cultural intelligence, and individual creativity. Information Technology & People,, 30(2), 265-281.

Hu, S., Liu, H., Zhang, S., & Wang, G. (2020). Proactive personality and cross-cultural adjustment: Roles of social media usage and cultural intelligence. International Journal of Intercultural Relations, 74, 42-57.

Huff, K. C., Song, P., & Gresch, E. B. (2014). Cultural intelligence, personality, and cross-cultural adjustment: A study of expatriates in Japan. International Journal of Intercultural Relations, 38, 151-157.

Jenning, L. (1997). Virtual Teams Transcend Time and Space. Futuristic,, 31(5), ,59–69.

Johnson, P., Heimann, V., & O'Neill, K. (2001). The "Wonderland" of Virtual Teams. Journal of Workplace Learning, 13(1), 24–29.

Kanfer, R., & Heggestad, E. D. (1997). Motivational traits and skills: A person-centered approach to work motivation. Research in Organizational Behavior, 19, 1-56.

Lin, Y. C., Chen, A. S., & Song, Y. C. (2012). Does your intelligence help to survive in a foreign jungle? The effects of cultural intelligence and emotional intelligence on cross-cultural adjustment. International Journal of Intercultural Relations,, 36(4), 541-552.

Lorenz, M., Ramsey, J., Andzulis, J., & Franke, G. (2020). The Dark Side of Cultural Intelligence: Exploring Its Impact on Opportunism, Ethical Relativism, and Customer Relationship Performance. Business Ethics Quarterly, 30(4), 552-590.

Mangla, N. (2021). Working in a pandemic and post-pandemic period–Cultural intelligence is the key. International Journal of Cross Cultural Management, 21(1), 53-69.

Mendenhall, M. E., & Oddou, G. (1985). The dimensions of expatriate acculturation: A review. ,. Academy of Management Review, 39–47.

Nemiro, J. E. (2004). Creativity in Virtual Teams: Key Components for Success. . San Francisco:: John Wiley & Sons, Pfeiffer.

Normark, D., & Esbjornsson, M. (2005). The Mobile Workplace: Collaboration in a Vast Setting. In M. Wiberg, The Interaction Society: Practice, Theories and Supportive Technologies (pp. 251–270). Hershey PA: Information Science Publishing.

Onwuegbuzie AJ, F. n. (2016). Seven steps to a comprehensive literature review: a multimodal and. London (UK): Sage.

Ott, D., & Michailova, S. (2018). Cultural Intelligence: A Review and New Research Avenues. International Journal of Management Reviews, 20, 99-119.

Pape, W. R. (1997). Group Insurance: Virtual Teams Can Quicky Gather the Knowledge of Even Far-flung Staff. Inc. Tech, 2, 29–32.

Pembroke, N. (2004). Working Relationships: Spirituality in Human Service and Organisational Life. London, GBR: Jessica Kingsley Publishers.

Plum, E. (2010). Cultural intelligence: A concept for bridging and benefiting from cultural differences. Glocal" working, . In B. Bertagni, M. L. Rosa, & F. Salvetti, Glocal working : living and working across the world with cultural intelligence (pp. 80-89). Paris: LOGOS KNOWLEDGE NETWORK.

Presbitero, A. (2020). Foreign language skill, anxiety, cultural intelligence, and individual task performance in global virtual teams: A cognitive perspective. Journal of International Management, 26(2), 1-13.

Presbitero, A. (2020). Task performance in global virtual team: Examining the roles of perceived cultural dissimilarity and cultural intelligence of member and leader. Personnel Review, 49(5), 1091-1105.

Presbitero, A. (2021). Communication Accommodation within global virtual team: The influence of cultural intelligence and the impact on interpersonal process effectiveness. Journal of International Management, 27(1), 1-17.

Ramón, D. K. (2013). Cultural Competency, Adaptation and Intelligence: Non-Governmental Organizations' Role in this Globalization Era. ,. Journal of Social Research & Policy, 4(1), 77.

Ramsey, J., Abi Aad, A., Jiang, C., Barakat, L., & Drummond, V. (2016). Emergence of cultural intelligence and global mindset capital: a multilevel model. Multinational Business Review, 24(2), 106-122.

Richter, N. F., Martin, J., Hansen, S. V., Taras, V., & Alon, I. (2021). Motivational configurations of cultural intelligence, social integration, and performance in global virtual teams. Journal of Business Research, 129, 351-367.

Rose, R. C., & Kumar, N. (2008). A Review on Individual Differences and Cultural Intelligence. Journal of International Social Research, 1(4), 505-522.

Scott, C. P., & Wildman, J. L. (2015). Culture, communication, and conflict: A review of the global virtual team literature., . In J. Wildman, & R. Griffith, Leading global teams (pp. 13-32). New York: Springer Science+Business Media.

Shaik, F., Makhecha, U., & Gouda, S. (2021). Work and non-work identities in global virtual teams: Role of cultural intelligence in employee engagement. International Journal of Manpower, 42(1), 51-78.

Sternberg, R. J. (1986). What is intelligence? . Norwood. New York: Ablex.

Sternberg, R. J., Forsythe, G. B., Hedlund, J., Horvath, J. A., Wagner, R. K., Williams, W. M., . . . Grigorenko., E. (2000). Practical intelligence in everyday life. . Cambridge University Press.

Stoermer, S., Davies, S., & Froese, F. (2021). The influence of expatriate cultural intelligence on organizational embeddedness and knowledge sharing: The moderating effects of host country context. Journal International Business Studies, 52, 432–453.

Subramaniam, A., Ramalu, I., Wei, C. C., & Rose, R. C. (2011). The effects of cultural intelligence on cross-cultural adjustment and job performance amongst expatriates in Malaysia. International Journal of Business and Social Science, 2(29), 59-71.

Tahlyan, D., Said, M., Mahmassani, H., Stathopoulos, A., Walker, J., & Shaheen, S. (2022). For whom did telework not work during the Pandemic? understanding the factors impacting telework satisfaction in the US using a multiple indicator multiple cause (MIMIC) model. Transportation Research Part A: Policy and Practice, 155, 387-402.

Templer, K. J., Tay, C., & Chandrasekar, N. A. (2006). Motivational cultural intelligence, realistic job preview, realistic living conditions preview, and cross-cultural adjustment. Group & Organization Management, 31(1), 154-173.

Thomas, D. C., & Inkson, K. (2004). Cultural Intelligence. San Franciso, CA: Berrett-Koehler Publishers.

Thomas, D., Liao, Y., Aycan, Z., Cerdin, J., Pekerti, A., Ravlin, E., . . . Moeller, M. (2015). Cultural intelligence: A theory-based, short form measure. Journal of International Business Studies, 46(9), 1099-1118.

Thomas, D., Stahl, G., Ravlin, E., Poelmans, S., Pekerti, A., Maznevski, M., . . . Au, K. (2012). Development of the Cultural Intelligence Assessment. In W. Mobley, Y. Wang, & M. ,. Li, Advances in Global Leadership (Vol. 6, pp. 155-178). Bingley: Emerald Group Publishing Limited,.

V, G. A., P, P. S., & M, A. C. (2021). Virtual Teams in Times of Pandemic: Factors That Influence Performance. Frontier in Psychology, 12, 232.

Van Dyne, L., A. S., Ng, K., Rockstuhl, T., Tan, M., & Koh, C. (2012). Sub-Dimensions of the Four Factor Model of Cultural Intelligence: Expanding the Conceptualization and Measurement of Cultural Intelligence. Social and Personality Psychology Compass, 6, 295-313.

Van Dyne, L., Ang, S., & Livermore, D. (2010). Cultural intelligence: A pathway for leading in a rapidly globalizing world. Leading across differences, 4(2), 131-138.

Waxin, M. F., & Panaccio, A. (2005). Cross-cultural training to facilitate expatriate adjustment: it works!. Personnel Review., 51-67.

Yari, N. L. (2020). Cultural Intelligence, Global Mindset, And Cross-Cultural Competencies: A Systematic Review Using Bibliometric Methods. European Journal of International Management, 14(2), 210-250.

Ying, Y. W., & Han, M. (2006). The contribution of personality, acculturative stressors, and social affiliation to adjustment: A longitudinal study of Taiwanese students in the United States. International journal of intercultural relations, 30(5), 623-635.

Zakaria, N., Amelinckx, A., & Wilemon, D. (2004). Working Together Apart? Building aKnowledge-sharing Culture for Global Virtual Teams. Creativity and Innovation Management, 13(1), 15–29.