

## How does Cultural Intelligence Influence Teamwork Capability? The Role of Leader Emergence and Relational Identification

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*Prior studies have recognized cultural intelligence (CQ) as an essential trait for addressing cultural diversity issues. However, the influence of cultural intelligence on teamwork capability still needs to be addressed. This study analyzes how cultural intelligence, leader emergence, and relational identification affect teamwork capabilities. The mediating effect of leader emergence and relationship identification is also investigated. The questionnaire is created and distributed using an online questionnaire platform (Survey Cake). Structural Equation Modeling (SEM) is used to collect and analyze data from 54 groups, including 221 respondents. The findings show that teamwork capability is significantly improved by cultural intelligence, leader emergence, and relational identification. Furthermore, leader emergence and relational identification have partially mediated the relationship between cultural intelligence and teamwork capability. Future studies are encouraged to replicate this study with a larger sample size because this study has a limited sample size. This study carries significant implications, not solely in terms of providing practitioners with accurate and lucid perspectives on the indispensability of possessing a substantial level of cultural intelligence in multicultural contexts, but also in assisting organizations or corporations to attain elevated levels of cultural intelligence, relational identification, leader emergence, and teamwork capability. Subsequently, this study offers theoretical contributions to the existing body of knowledge by examining and presenting a significant structural equation model of the relationship between cultural intelligence and teamwork capability with leader emergence and relational identification as the mediator. The results of this study provide individuals with pertinent and unambiguous perspectives on the significance of cultural intelligence in a multicultural setting.*

**Keywords:** *Cultural Intelligence; Leader Emergence; Relational Identification; Teamwork Capability; Structural Equation Modeling.*

### Introduction

The phenomenon of individuals from diverse cultures and nationalities who worked together in teams has elevated the existence of a different way of thinking and acting that triggered social conflicts among individuals (Presbitero, 2016; Richter *et al.*, 2021; Davidaviciene and Majzoub, 2022). The literature review spotted that a culturally diverse environment caused adaptability issues among individuals who hindered better teamwork capability (Afsar *et al.*, 2019; Ratasuk & Charoensukmongkol, 2020; Seriwatana & Charoensukmongkol, 2021). To effectively work in an international environment, individuals must act appropriately, understand, and tolerate each other's values and norms, potentially enhancing teamwork capability (Brancu *et al.*, 2016; Sharma, 2019; Lam *et al.*, 2022). Previous studies acknowledged cultural intelligence (CQ), referred to the individual's ability to act, interact and

function properly, which is necessary for individuals to encounter cultural diversity issues (Aldhaheri, 2017; Key *et al.*, 2021; Richter *et al.*, 2021). CQ guides people to recognize the values, characteristics, and behavior to adapt to a new environment (Bucker *et al.*, 2015; Brancu *et al.*, 2016; Alexandra *et al.*, 2021). Therefore, enhancing the individual's cultural intelligence is essential in a culturally diverse environment to avoid misunderstanding and conflict, support appropriate interaction, and improve teamwork. Prior studies have acknowledged that CQ plays a significant role in nurturing an individual's ability to adjust to a culturally diverse environment (Sharma, 2019; Alexandra *et al.*, 2021; Lam *et al.*, 2022). However, the influence of cultural intelligence on teamwork capability is not addressed.

Afsar *et al.* (2020) stated that individuals with high-level CQ demonstrate innovative positive behavior and better engagement in the working environment. Presbitero

(2016) revealed that CQ has a sizable impact on an individual's ability to improve task performance. According to Livermore (2015), CQ drives a leader's decision to alter their type of leadership in a multicultural environment. Individuals with a high level of CQ exhibit adaptive and flexible actions, which benefits them when leading others in a cross-cultural environment. Aldhaeri (2017) emphasized that an individual's capacity to adjust to other individuals, as demonstrated by a high level of CQ, fosters solid relationships and enhances individuals' relational identification. Ratasuk and Charoensukmongkol (2020) pointed out that CQ causes better capability to maintain and balance the groups while promoting collaboration among people from diverse knowledge and cultural background. Although previous research has demonstrated the importance of CQ in enhancing an individual's capacity to better perform and adapt within a multicultural setting, there is still a knowledge gap concerning the influence of CQ on an individual's ability to operate effectively in a team setting. In addition, according to social identity theory, there has to be greater participation in leader emergence and relational identification. This is because previous research has shown that collaboration skill is strongly correlated with relational identification, but this has led to a lack of clear understanding.

The central tenet of social identity theory is that an individual's sense of who they are and their place in the world may be shaped by their interactions with others, whether those others belong to the same group or to a different group (Sluss *et al.*, 2012; Steffens *et al.*, 2014; Ashforth *et al.*, 2016). According to the social identity model of leadership, a leader who can effectively represent a group is more likely to be chosen and viewed as a successful leader (Yang *et al.*, 2011; Sluss *et al.*, 2012; Steffens *et al.*, 2020). As a result, those who have a high level of CQ are more likely to be acknowledged as the group's representation and have the potential to be legitimated as possible leaders due to their capacity to adapt to a multicultural setting. In addition, this circumstance encourages individuals to develop stronger relationships with one another and generates them to absorb the significance of their role relationships, which in turn helps to improve relational identification. Individuals who can comprehend and internalize the role connections among group members represent it implicitly and promote social identification through a better understanding of the group itself. Further, leader emergence and better relational identification among individuals within a group potentially enhance teamwork capability (Sluss *et al.*, 2012; Sanyal & Hisam, 2018; Giudici & Filimonau, 2019). Therefore, this study argues that CQ positively influences teamwork capability, with leader emergence and relational identification as the mechanism in such relationships.

This study analyzes the effect of CQ, leader emergence, and relational identification on teamwork capability. The proposed leader emergence and relational identification as mediating variables are examined in the relationship between cultural intelligence on teamwork capability. Additionally, this study contributes to the body of knowledge regarding cultural intelligence and social identity theory by developing a structural equation model of the association between cultural intelligence and teamwork

capability, with leader emergence and relational identification serving as mediators. In addition, the frameworks and parameters that have been suggested can be of assistance to individuals as they work toward establishing a high level of cultural intelligence, relational identification, leader emergence, and the skill to function effectively in teams.

The remaining parts of the study are laid out as follows. In the second section, the theoretical foundations and research hypotheses are discussed. The third section describes the methodology of the present study. In Section 4, we will go into further detail regarding the empirical analysis. The results of the study, as well as their consequences, are discussed in the fifth section of the paper. The limitations, future research suggestions, and conclusion of the study are presented in the last section of this paper.

## Literature Review and Hypotheses Development

### *Cultural Intelligence and Teamwork Capability*

In recent years, there has been a significant increase in research on CQ, emphasizing the importance of understanding, collaborating, and behave proficiently in a culturally heterogeneous setting (Brancu *et al.*, 2016; Sharma, 2019; Richter *et al.*, 2021). CQ implies a system of interacting knowledge and skills supported by cultural metacognition, which generates the capability to select, form, and adapt to the new environment and cultural values (Ratasuk & Charoensukmongkol, 2020; Alexandra *et al.*, 2021; Lam *et al.*, 2022). Through metacognitive, cognitive, motivational, and behavioral capacities, CQ enhances the capability to correctly adapt to and work with individuals from a variety of cultures and nationalities (Sharma, 2019; Afsar *et al.*, 2020). CQ also contributes to the development of global competence. The amount of cultural intelligence has a substantial impact on the ability to accomplish tasks in an international setting (Presbitero, 2016; Seriwatana & Charoensukmongkol, 2021; Davidaviciene & Majzoub, 2022). According to Alexandra *et al.* (2021), there exists a beneficial link between high CQ and favorable outcomes such as enhanced interpersonal trust, performance, interaction quality, innovation, and work engagement among groups of people working collaboratively. CQ shapes the capability to adjust the mentality and behavior to exhibit understanding and awareness of cultural diversity. Due to the cultural awareness generated by CQ, Afsar *et al.* (2020) asserted that respect, tolerance, and refraining from making erroneous assumptions are likely to be exhibited in intercultural interactions. Subsequently, Ratasuk and Charoensukmongkol (2020) emphasized that a high CQ in a group enables greater integration, engagement, and the ability to balance the knowledge and opinion of diverse group members.

This study focuses on social identity theory to expand the relationship between cultural intelligence and collaboration competence. This is due to the fact that social identity theory places an emphasis on the collective level of self and is able to cover the research framework for this study (Sluss *et al.*, 2012; Ashforth *et al.*, 2016; Seriwatana & Charoensukmongkol, 2021). According to Sluss *et al.* (2012), social identity theory explains that people has the ability to internalize not only the values and role relations of

other people but also the value of a vaguer object, such as a team or organization. Steffens et al. (2014) noted that social identity theory demonstrates that people can build a sense of self through their feelings, thoughts, and actions as a person and their purpose of belonging to a group.

Teamwork capability is the capacity to cooperate effectively and interdependently toward a common objective (Sanyal & Hisam, 2018; Key *et al.*, 2021). Aldhaferi (2017) argued that ones with high CQ performance are more likely to be acknowledged as the group's representatives due to their ability to adjust, understand other people flexibly, and balance various perspectives within cultures in an intercultural environment. Sluss et al. (2012) argued that, according to the social identity theory, those who are able to represent the group are more likely to exhibit positive attitudes, such as understanding assisting, and cooperating, which are indicative of exceptional teamwork capabilities. Moreover, the ability to internalize the group values also potentially enhances the understanding of the group objectives and processes, which ease people to perform better in a group (Sluss *et al.*, 2012; Steffens *et al.*, 2014). In lieu of this, high CQ performance potentially enhances teamwork capability.

H1: Cultural intelligence positively affects teamwork capability.

*The Mediating Role of Relational Identification on the Relationship between Cultural Intelligence and Teamwork Capability*

Relational identification is a situation when an individual reconceptualizes themselves by extending their own identity with the relationship values from others (Sluss and Ashforth, 2007; Ashforth et al., 2016). It is argued that people might hold a solid understanding of their role or the significance of their relationship from a personal perspective. An instance of this could be when a member of a group understands their role and relationship with either the group leader or fellow members of the group. To achieve a high level of relational identification, individuals must have a strong bond that fosters a profound understanding of one another's qualities, values, and identity. It has been emphasized that in cases where a strong relationship exists between two individuals, one may assimilate the personal qualities of the other into their own identity.

Aldhaferi (2017) posited that a positive relationship exists between cultural intelligence (CQ) and relational identification. Specifically, individuals with elevated levels of CQ may be more likely to establish significant relationships with others, thereby fostering improved relational identification. This may be attributed to their capacity to adapt their behavior and self-perception in response to others, as well as their ability to internalize and understand the values of those around them. Additionally, communication, collaboration, and cohesiveness among group members as components of teamwork capability may be enhanced when group members have a good understanding of and relationship with one another because it enables them to work more effectively and cooperatively with other individuals. Therefore, relational identification potentially mediates the relationship between CQ and teamwork capability.

H2: Cultural intelligence indirectly affects teamwork capability through relational identification.

*The Mediating Role of Leader Emergence on the Relationship between Cultural Intelligence and Teamwork Capability*

According to Norton et al. (2014) and Kwok et al. (2018), the phenomenon known as "leader emergence" describes a situation in which an individual who does not have formal authority but who does exert great influence over others is acknowledged as the head of an organization that previously lacked a formalized hierarchy of leadership positions. According to Livermore (2015), individuals who have a high CQ may be perceived as potential leaders due to their abilities to comprehend, connect with, and develop meaningful relationships with others, hence fostering the trust of the group members. Richter et al. (2021) argued that a high CQ in individuals may improve social integration, providing clear perspectives on emerging leaders. Therefore, high CQ can lead individuals to be acknowledged as emergent leaders and notice the best person who deserves to be recognized as an emergent leader. Moreover, this situation is well explained by social identity theory. In a group of people that come from a variety of backgrounds and have a variety of ways of thinking, an individual who has a high CQ is more likely to be recognized as the representative of the group because of their ability to adapt to these differences and strike a balance between them. According to the social identity leadership model, a leader who is able to adequately represent the group has a greater chance of garnering support from the members of the group and being acknowledged as a successful leader (Sluss *et al.*, 2012; Steffens *et al.*, 2020). Moreover, when a group has an emergent leader, the members and the group as a whole can be more directed, while conflict and miscommunication are also prevented from achieving the group objectives (Wang *et al.*, 2005; Sanyal & Hisam, 2018; Giudici & Filimonau, 2019). According to Taggar et al. (1999), the development of a leader in a group is critical for promoting the group process by establishing goals, motivating group members, stimulating members to provide diverse perspectives, and structuring the group to meet the objectives. Thus, leader emergence may act as a mediator between CQ and teamwork capability.

H3: Cultural intelligence has an indirect effect on teamwork capability through leader emergence.

*The Mediating Role of Relational Identification on the Relationship between Cultural Intelligence and Leader Emergence*

Aldhaferi (2017) argued that the capability to flexibly adjust the action and adapt to other people, demonstrated by individuals with high CQ performance, produces stronger relationships with other people. The capacity to adapt to and comprehend others may motivate people to become aware of their position in society and to appreciate the value of their ties with others. Subsequently, this condition leads individuals to have greater relationships. Based on the social identity theory, Sluss et al. (2012) demonstrated that members are able to truly comprehend and internalize their

role relationships with other members of a group resemble it and contribute to a better understanding of the group as a whole. Moreover, this situation is not only expanding and reconceptualizing the individual's value, but it promotes the individual to be recognized as the emergent leader or even give clear views about the potential leader who can reasonably cooperate, assist the group process, encourage, and motivate the group members, and lead to achieve the group ultimate goals. In addition, Sluss et al. (2012) stated that the capacity to understand and internalize the group and other people's values are likely to demonstrate positive attitudes, such as empathy, liking, cooperating, and helping, which make them acknowledged as the emergent leader. Instead of this, relational identification possibly mediates the relationship between CQ and leader emergence.

H4: Cultural intelligence has an indirect effect on leader emergence through relational identification.

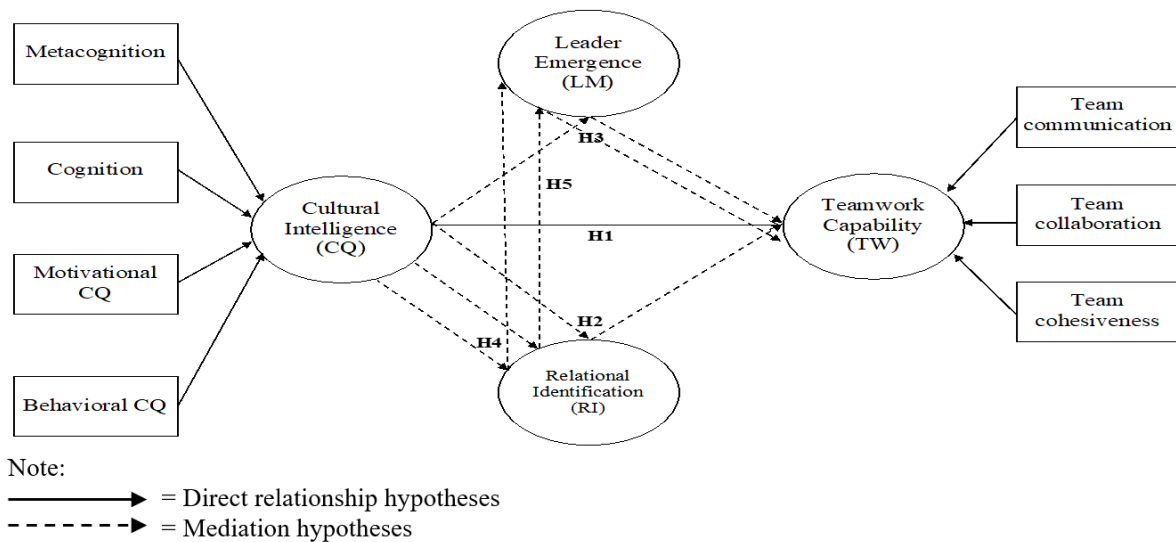
*The Serial Mediation of Relational Identification and Leader Emergence on the Relationship between Cultural Intelligence and Teamwork Capability*

Based on the social identity theory, Sluss et al. (2012) argued that due to the ability to adjust the action and adapt to other people in a culturally diverse environment, an individual with high CQ performance is more likely to be seen as the group's representative and cause a better relationship with other people. This is because of the individual's ability to adjust the action and adapt to other people in a culturally diverse environment. This circumstance not only helps to develop the relationship, but it also causes individuals to absorb the worth of their role relationships with other people and enhances their ability to

identify with their relationships. Those individuals who are thereafter capable of internalizing the role relationship with other people and the worth of the group itself may comprehend the position and role in a group that led to clear views toward the potential individual who deserves to be recognized as an emerging leader (Sluss & Ashforth, 2007; Sluss et al., 2012). Those who are able to internalize the ideals of the group and the role relationships with other people are more likely to display good attitudes that can get an individual identified as an emerging leader. These attitudes include empathy, liking, cooperating, and helping. These behaviors can get an individual noticed as an emerging leader (Steffens et al., 2020). Finally, the leader's emergence is potentially enhancing the work capability. Wang et al. (2005) highlighted that leaders act as the group member's role models and positively impact the individual's commitment. Yang et al. (2011) asserted that when a leader possesses excellent leadership capability, they can foster team communication, collaboration, and cohesiveness, resulting in improved teamwork capability. On the other side, Giudici and Filimonau (2019) stated that the absence of outstanding leadership may result in unanticipated group outcomes as well as a lack of the capability to collaborate with others. As a result, the findings of this study suggest that relational identification and the formation of leaders act as mediators of the connection between CQ and the capacity for teamwork or collaboration.

H5: Relational identification and leader emergence mediate the relationship between cultural intelligence and teamwork capability.

Based on this study's hypotheses, the conceptual framework is formed and presented in Figure 1.



**Figure 1.** Research Framework

**Methods**

In this study, a quantitative methodology was employed to analyze the relationship between the variables and quantify the data that was collected. It is addressed toward the primary data collection approach of using questionnaires as a survey, which is widely acknowledged as an essential

instrument for quantitative research. In addition, the data that were gathered are examined in order to obtain the statistical results, which are then employed to formulate the conclusion for this study.

*Measures*

The measuring scales used in this study are taken from previously conducted research, and the items themselves have undergone some minor adjustments so that they are compatible with the current situation.

Cultural intelligence consists of metacognitive, cognitive, motivational, and behavioral. All of the measurements of cultural intelligence were adapted from Palvi (2012) and Bücken et al. (2015) (e.g., “I check the accuracy of my cultural knowledge as I interact with people from different cultures” for metacognitive, “I know the marriage systems of other cultures” for cognitive, “I enjoy living in cultures that are unfamiliar to me” for motivational, and “I change my nonverbal behavior when a cross-cultural situation requires it” for behavioral. Respondents are required to assess their teammates' leader emergence and relational identification as the mediating variable and team communication and collaboration as the dependent variable's measures. Leader emergence was measured by using the three items from Kwok et al. (2018) (e.g., “I agree he/she influences the group”). Within this section, the respondents are required to self-evaluate themselves. Relational identification was measured by using four items from Slaus et al. (2012) (e.g., “My relationship with him/her is important to my self-image in a group”). Team communication and team collaboration were measured by using the items from Tjosvold (1988) and Yang et al. (2011) (e.g., “He/she avoids discussing a problem with other group members” and “He/she like to support and encourage others”). Further, the items for teamwork cohesiveness as

another dependent variable's measures. Teamwork cohesiveness was measured by using four items by Wang et al. (2005) and also Yang et al. (2011) (e.g., “I strongly attached to this project”).

*Sample and Data Collection*

In order to construct and disseminate the questionnaire, an online questionnaire platform known as Survey Cake is utilized. Participants in this study were required to have actively engaged in culturally diverse environments in order to provide their data. Structural Equation Modeling (SEM) is used to collect and analyze the data pertaining to the entirety of 54 different groups, which includes 221 respondents. In each of the groups, there are between four and six people from two distinct countries of origin. In addition, all of the members of the group are working toward the same objective and have been doing so for at least half a year.

Table 1 provides a summary of the demographic characteristics of the respondents, including their gender, country, and educational background. 43.9 % of the people in the 54 groups that contain a total of 221 people are male, while the remaining 56.1 % are female. The demographic descriptive statistics analysis reveals that individuals of 22 different countries are participating in this study. 57 % of students are enrolled in programs leading to a bachelor's degree, 35.3 % are working toward master's degrees, and 7.7 % are pursuing doctoral degrees.

Table 1

**Respondents' Demographic Characteristics**

Profile	Categories	Frequency	Percentage (%)
Gender	Male	97	43.9
	Female	124	56.1
	<b>Total</b>	<b>221</b>	<b>100.0</b>
Nationality	Indonesia	89	40.3
	Thailand	7	3.2
	Taiwan	56	25.3
	India	10	4.5
	Vietnam	5	2.3
	Hongkong	5	2.3
	Singapore	10	4.5
	Japan	6	2.7
	China	5	2.3
	Gambia	2	0.9
	Pakistan	3	1.4
	Somaliland	3	1.4
	Rwanda	2	0.9
	Brunei Darussalam	1	0.5
	Philippines	1	0.5
	United States of America	1	0.5
	France	5	2.3
	Germany	1	0.5
	Spain	6	2.7
	Mongolia	1	0.5
	Iran	1	0.5
	Guatemala	1	0.5
<b>Total</b>	<b>221</b>	<b>100.0</b>	
Education background	Bachelor's degree	126	57
	Master's degree	78	35.3
	Doctorate's Degree	17	7.7
	<b>Total</b>	<b>221</b>	<b>100.0</b>

**Results**

*Parceling*

Before directing the confirmatory factor analysis, a parceling method is conducted to form a better structural model fit. Little et al. (2002) stated that the parceling method can generate more adequate model fit indexes rather than only using items due to the parcels' estimation benefit and psychometrics. Moreover, there are disadvantages to using item-level data, such as lower reliability and communality, a smaller ratio of familiar to unique factor variance, and a higher distributional violation likelihood level. In addition, it is argued that fewer parameters are requisite in SEM to define a construct, particularly for a study with a relatively small sample size. Therefore, this study conducted parceling method and reduced 19 items of CQ into four parcels CQMT, CQCT, CQMOT, and CQBT.

*Assessment of Measurement Model*

This study conducted a confirmatory factor analysis to identify the causal relationship among constructs and variables. Strauss and Smith (2009) highlighted that confirmatory factor analysis is able to confirm and validate the measurement research framework and subsequently form the alternative frameworks obtained from the relationship among variables. The confirmatory factor analysis acquires the fit indices to determine the model fit. This analysis removed four items such as LEM3, RI3, TWCL1, and TWCL3 to construct a better model fit. Table 2 shows the confirmatory factor analysis result. Several main parameters, including the ratio of chi-square to the degree of freedom (X2/df), Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and RMR, can be used to measure the model's goodness of fit. According to Doll et al. (1994), the X2/df is capable of offering information on the overall

efficiency of models in explaining the data. It is emphasized that the value between 2 and 5 indicates a sufficient fit. The GFI can be used to evaluate how well the proposed model fits the observed data and covariance matrix. It has been highlighted that GFI values over 0.80 are deemed acceptable.

Moreover, Kline et al. (2016) argued that CFI is able to assess the degree to which a hypothesized model fits the observed data in contrast to a null or baseline model. CFI values closer to 1 reflect a greater level of model fit. A value of 1 signifies a perfect fit, whereas a value of 0 projects that there is completely no fit. Sharma et al. (2005) stated that the TLI is capable of evaluating the extent to which a model reproduces the observed intercorrelations between variables. Likewise with the CFI, the closer the TLI value to 1, the greater the model's level of fit. It was also argued that a value above 0.90 is deemed adequate.

In addition, the RMSEA is utilized to quantify the disparity between the hypothesized model and the actual data, with a lower number reflecting a greater fit. Prior study has posited that an RMSEA value lower than 0.08 is deemed acceptable (Joreskog & Sorbom, 1993). However, Kenny et al. (2014) and Mafimisebi et al. (2018) contend that an RMSEA value is also considered adequate and reasonable if it is below 0.10, particularly in cases where the model is intricate, involves numerous parameters to be estimated, has a relatively small sample size, as well as a small degree of freedom. The contention continues that the judgment of model fit must not only be based on a single parameter; but it necessitates the consideration of overall or other fit indices (Kenny et al., 2014). Therefore, this study's results indicate that the proposed framework has a sufficient level of fit with X2/df = 2.78, p-value = 0.00, GFI = 0.86, CFI = 0.96, TLI = 0.95, and RMSEA = 0.09. Further, the parsimony fit metric was also adequate and satisfactory (PRATIO = 0.77), with PNFI = 0.72, and PCFI = 0.73 which exceeds the 0.60 threshold (Mafimisebi et al., 2018).

Table 2

Confirmatory Factor Analysis Goodness of Fit Test (N=396)			
GOF Index	Accepted Measures	CFA Model	References
X2 (Chi-square)		289.55	
df (Degree of freedom)		104	
X2/df	< 5.00	2.78	Byrne (1989)
GFI	> 0.80	0.86	Doll et al. (1994), Baumgartner and Homburg (1996)
CFI	> 0.90	0.96	Kline (2016)
TLI	> 0.90	0.95	Bentler and Bonett (1980), Sharma et al. (2005)
RMSEA	< 0.10	0.09	MacCallum et al. (1996), Kenny et al. (2014), Mafimisebi et al. (2018)
PNFI	> 0.60	0.72	Blunch (2008), Mafimisebi et al. (2018),
PCFI	> 0.60	0.73	Blunch (2008), Mafimisebi et al. (2018)
SRMR	<0.08	0.04	Collier (2020)

Subsequently, the reliability test is performed in this study to determine the consistency of the measurements. Cronbach Alpha is the most often used parameter to assess the measurement's reliability (Gidron, 2013; Santos & Cirillo, 2021; Wang et al., 2021). Cronbach Alpha fixed

values are commonly used to determine if a measurement is acceptable or undesirable. The reliability test result in this study shows that the Cronbach Alpha for each construct is between 0.85 to 0.97, indicating an excellent reliability level (George & Mallery, 2003).

Further, convergent and discriminant validity analyses are required to evaluate construct validity (Strauss and Smith, 2009). Convergent validity is utilized to confirm the correlation across constructs with similar concepts. On the other hand, discriminant validity is characterized as the degree to which constructs that seem unrelated to one another are unrelated. According to Hair et al. (2010), specific measures such as Average Variance Extracted (AVE), Composite Reliability (CR), Maximum Shared Variance (MSV), and Maximum Inter-construct Correlation (Max r) are utilized to analyze the construct's validity.

Santos and Cirillo (2021) highlighted that the AVE calculates the construct variance degree against the total

degree and accounts for measurement error. An AVE value of more than 0.50 is considered good, while a value of more than 0.70 is considered excellent. The CR is used to assess the reliability according to the relationship among constructs as the measurement variables (Hamid *et al.*, 2017). Furthermore, the square root of each construct's AVE must be compared to the correlation value across latent variables. Table 3 shows the results of the convergent validity and discriminant validity tests. In addition, the standard values for each factor are as follows: CR > 0.70, AVE > 0.50, MSV AVE, and AVE > Max Correlation (Hair *et al.*, 2010). The results show that all of the factors used in this study were excellent validity.

Table 3

**Convergent Validity and Discriminant Validity Test**

	CR	AVE	MSV	Max r	CQ	LEM	RI	TWCM	TWCL	TWCH
CQ	0.92	0.75	0.68	0.83	<b>0.87</b>					
LEM	0.96	0.93	0.77	0.88	0.76	<b>0.97</b>				
RI	0.95	0.86	0.72	0.85	0.79	0.80	<b>0.93</b>			
TWCM	0.85	0.74	0.73	0.85	0.82	0.84	0.76	<b>0.86</b>		
TWCL	0.87	0.78	0.77	0.88	0.80	0.88	0.85	0.85	<b>0.88</b>	
TWCH	0.90	0.70	0.68	0.83	0.83	0.73	0.74	0.80	0.77	<b>0.84</b>

Moreover, this study used the Kaiser-Meyer-Olkin (KMO) sampling adequacy measure to identify the inter-correlation degree between variables and the factor analysis validity (Gidron, 2013). Moslehpour et al. (2021) argued that in order to be adequate to perform factor analysis, the KMO value of each construct needs to be between 0.50 and 1.00. In this study, all the KMO values of the constructs meet the fixed minimum standard value. Table 4 provides a

summary of the entire reliability and validity results, including CFA loadings, standardized CFA loadings, SEM loadings, standardized SEM loadings, mean, SD, Cronbach Alpha, and KMO, as well as the accepted values. The results are perceived as good results. Furthermore, the result demonstrates that the measures utilized in this study are reliable and valid.

Table 4

**Reliability and Validity Summary**

Variables	Items	CFA Loadings	Standardized CFA Loadings	SEM Loadings	Standardized SEM Loadings	Mean	SD	Cronbach's Alpha (α)	KMO
Acceptable Value		> 0.50	> 0.50	> 0.50	> 0.50			> 0.60	> 0.50
CQ	CQMT	1.13	0.94	1.13	0.95	5.62	1.21	0.92	0.82
	CQCT	0.83	0.69	0.83	0.69	4.26	1.22		
	CQMOT	1.30	0.97	1.30	0.97	5.70	1.36		
LEM	CQBT	1.00	0.84	1.00	0.84	5.73	1.20	0.97	0.50
	LEM1	0.89	0.96	1.00	0.96	3.55	0.93		
RI	LEM2	1.00	0.97	1.13	0.98	3.54	1.03	0.95	0.75
	RI1	0.88	0.95	1.00	0.95	5.03	1.11		
TWCM	RI2	0.93	0.87	1.05	0.87	4.54	1.28	0.85	0.50
	RI4	1.00	0.95	1.13	0.95	4.77	1.26		
TWCL	TWCM1	0.91	0.87	1.00	0.87	4.46	1.14	0.87	0.50
	TWCM2	1.00	0.85	1.08	0.85	4.60	1.26		
TWCH	TWCL2	1.48	0.93	1.00	0.92	4.44	1.05	0.90	0.83
	TWCL4	1.00	0.83	0.69	0.84	4.97	0.80		
TWCH	TWCH1	0.96	0.91	1.00	0.91	4.80	1.07	0.90	0.83
	TWCH2	0.89	0.86	0.93	0.86	4.98	1.06		
	TWCH3	0.61	0.67	0.63	0.66	5.07	0.93		
	TWCH4	1.00	0.90	1.05	0.90	5.00	1.13		

*The SEM Hypotheses Testing.*

The structural equation modeling (SEM) analysis is performed after achieving an adequate model fit from CFA analysis and testing the variable's reliability and validity. SEM is used to investigate hypotheses and the correlations between variables. The SEM analysis also provides information on the direction and importance of the variable's relationships (Moslehpour *et al.*, 2021; Wang *et al.*, 2021). Table 5 presents the SEM model fit indices result. The

outcome reveals that  $X^2/df = 3.31$ , whereas a standard value less than 5.00 is acceptable with a p-value of 0.000. Furthermore, the GFI, CFA, and TLI were all satisfactory, with values of 0.82, 0.95, and 0.93, respectively. The model's RMSEA and RMR were likewise deemed acceptable at 0.10 and 0.05, respectively. In addition, the parsimony fit measure was satisfactory and adequate (PRATIO = 0.81), with PNFI = 0.75 and PCFI = 0.76, both of which are more than the 0.60 threshold (Mafimisebi *et al.*, 2018).

Table 5

**SEM Goodness-of-Fit Statistic Result**

Goodness-of-Fit Index	Accepted Measures	SEM Model
X <sup>2</sup> (Chi-square)		364.51
df (Degree of freedom)		110
X <sup>2</sup> /df	< 5.00	3.31
GFI	> 0.80	0.82
CFI	> 0.90	0.95
TLI	> 0.90	0.93
RMSEA	< 0.10	0.10
RMR	< 0.80	0.05
PNFI	> 0.60	0.75
PCFI	> 0.60	0.76
SRMR	<0.08	0.05

Finally, Table 6 reports the SEM analysis results. The results show that cultural intelligence influence teamwork capability with  $\beta = 0.43^{***}$  and p-value = 0.000. The two mediating variables, relational identification and leader emergence, are examined. The results report that relational identification can partially mediate hypotheses two and

four, whereas leader emergence can partially mediate hypothesis three. Furthermore, hypothesis five indicates that relational identification and leader emergence can partially mediate the relationship between cultural intelligence and teamwork capability and reveals that serial mediation in this study is supported.

Table 6

**Hypotheses Testing Using Standardized Estimates Results**

Hypotheses	Path		$\beta$	SE	P-value	Result
H1	CQ → TW		0.43***	0.05	0.000	Supported
H2	CQ → RI → TW	Total	0.93***		0.000	Supported
		Direct	0.59***		0.000	(Partial
		Indirect	0.34***		0.000	Mediation)
H3	CQ → LEM → TW	Total	0.93***		0.000	Supported
		Direct	0.49***		0.000	(Partial
		Indirect	0.43***		0.000	Mediation)
H4	CQ → RI → LEM	Total	0.79***		0.000	Supported
		Direct	0.26***		0.000	(Partial
		Indirect	0.53***		0.000	Mediation)
H5	CQ → RI → LEM → TW	Total	0.93***		0.000	Supported
		Direct	0.50***		0.000	(Partial
		Indirect	0.41***		0.000	Mediation)

NS = Not Significant, \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

**Discussions**

In today's increasingly globalized culture, having cultural intelligence has emerged as a fundamental priority, particularly for individuals who work or interact in an environment that encompasses a wide range of cultural traditions. The purpose of this study is to investigate how an individual's level of cultural intelligence influences their capacity to work effectively with others from a variety of cultural backgrounds, with the emergence of a leader and relational identity serving as the variables that act as mediators. In addition, the findings of this research offer concrete guidelines that people who are employed in

environments rich in cultural diversity can use to increase their ability to collaborate effectively in teams. According to the findings, the ability of a team to work together is significantly impacted by cultural intelligence, the development of leaders, and relational identity. As a consequence of this, the findings suggest that every one of the hypotheses that were investigated in this study is correct.

In addition, there have only been a limited number of research that have come before this one to describe the framework of this study. The purpose of this study is to evaluate the influence that cultural intelligence has on the competence of teams to work together, with the development of leaders and relational identity serving as the mediating



variables. Aside from the fact that all of the assumptions in this study are accepted, there are some surprising discoveries on the components that are mediating the relationship between the two variables. The fact that all four of the mediating hypotheses in this study have been significantly accepted demonstrates that relational identification and the emergence of a leader are crucial components of this study.

This research confirmed that an individual with a high degree of cultural intelligence might strongly acknowledge the principles of other group members and be able to understand and accept the other's role relationship as a result of cultural awareness, adaptability, and abilities of communication, interaction, and understanding other people in a culturally diverse environment. The cohesion and connection between members are also increased when a person is able to absorb the role relationship values of the other group members. People are able to form deep affection for one another, recognize an emergent leader in the group, and even be recognized themselves as emergent leaders inside the group. When there is an emergent leader in the group or when it becomes obvious who among the members of the group has the potential to become an emergent leader, the group is able to regain control, and the allocation of tasks among the members may also become more organized. As a result, group objectives may be easier to attain, while team performance and teamwork capability are also improved. Therefore, this study proves that leader emergence and relational identification both mediate the relationship between cultural intelligence and teamwork capability.

This study contributes to the literature on cultural intelligence and social identity theory by developing a structural equation model of the relationship between cultural intelligence and teamwork capability, with the mediating effect of leader emergence and relational identification.

#### *Practical Implications*

Several practical contributions are provided to those who work or engage in a culturally heterogeneous environment. First, the study's results offer individuals with accurate and lucid perspectives on the importance of possessing a significant level of cultural intelligence in diverse settings. Second, this study elucidates various dimensions and factors that contribute to the attainment of elevated levels of cultural intelligence, relational identification, leader emergence, and teamwork capability. Third, training in cultural awareness can be provided by an organization, which has the ability to increase the cultural metacognition, cognition, motivation, and behavioral CQ of the person receiving the training. In addition, businesses may be in a position to provide opportunities for their employees to gain worldwide experience by, for instance, allowing employees to work in a variety of countries or getting staff involved in various global initiatives.

#### *Limitations and Future Directions*

Despite the significant contribution it makes, this study has a number of limitations that need to be considered. To begin, the proposed complicated structural equation model is far more extensive than the sample size of this study, which consists of just 54 groups and 221 respondents. This study's sample size is relatively small. As a consequence of this, future research may involve more groups and respondents in

order to improve the fit of the model. Second, despite the fact that this study comprises participants from 22 different nationalities, the only country for which data collecting is carried out is Taiwan. In the course of future research, it may also be necessary to investigate other countries and organizations in order to achieve a greater level of comprehension. The conceptual framework of this study constitutes the ultimate limitation that must be considered. In this research, there was one independent variable, two mediating variables, and one dependent variable. As a result, the framework may be revised in further research to incorporate other factors that have the potential to influence the correlation between cultural sensitivity and the capacity to collaborate effectively.

#### **Conclusions**

This research investigates how a person's level of cultural intelligence influences their capacity to function well in a multiethnic workplace, with the development of leaders and relational identity serving as moderating variables in the analysis. It is essential in today's global world to have cultural intelligence, particularly for individuals who work or live in an environment that is exposed to people from other countries. In addition, the amount of previous study that has been done to elucidate the basis for this research is still very small.

This study examines the relationship between cultural intelligence and teamwork capability, using leader emergence and relational identification as moderating variables. The findings indicate that there exists a significant and positive relationship between cultural intelligence and teamwork capability. As such, it can be concluded that the first hypothesis is supported. Moreover, this study has revealed intriguing results concerning the mediating variables. The results reveal that all four mediation hypotheses were accepted, emphasizing that the relationships between cultural intelligence and teamwork capability were significantly mediated by leader emergence and relational identification. On the basis of these results, various approaches can be developed to assist organizations and corporations in achieving greater teamwork capability through the cultural intelligence of stakeholders. For instance, an organization can provide cultural awareness training that has the potential to improve the cultural metacognition, cognition, motivation, and behavioral CQ of its employees. In addition, corporations may have the capacity to offer their employees prospects for international exposure, such as enabling them to work in diverse countries or engaging them in global initiatives. As a result, this study emphasizes that such endeavors can stimulate the emergence of exceptional executives and employees possessing elevated cultural intelligence and relational identification, who can enhance the teamwork capability of organizations or corporations, particularly in culturally heterogeneous settings. As a result, this study identifies practical characteristics that can assist businesses or enterprises with culturally varied surroundings in creating a stronger skill for working together as a team. According to the findings of this study, cultural intelligence, the development of leaders, and relational identity are key determinants of the capacity to work in teams.

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