Tour Guides' Creativity with an Emphasis on Cultural Intelligence

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Article Info	Abstract
	Tour guides are considered as one of the key players within the tourism supply chain, serving as direct interfaces with visitors and acting as cultural mediators between diverse cultures. They exert a significant influence on tourists' intentions for repeat visits. Nowadays, tourists are not merely seeking basic information from guides, as they can easily access such information online. Instead, they are in search of creative, authentic, interactive experiences with participatory learning, demanding the presence of creativity in tour guides. Consequently, guides need to demonstrate new forms of creativity in their performance. Creativity is a pivotal aspect for achieving professional success in the realm of tour guiding. The depth of their professional knowledge and their creative abilities significantly impact the quality of tours and the portrayal of destinations. As cultural intelligence is one of the critical dimensions of creativity, this research aims to explore the relationship between cultural intelligence and the creativity of tour guides. Using a library review method, it examines the role of cultural intelligence, its dimensions, and indicators. Ultimately, it presents a conceptual framework for fostering the creativity of tour guides, grounded in the principles of cultural intelligence.

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Introduction

Despite the complex nature of creativity, its significance has garnered much attention from researchers due to its diverse applications in various fields, such as education and professions. Studies conducted in the realm of creativity and various occupations have underscored the pivotal role of creativity in achieving professional success (Altinay et al., 2021; Zhou & George, 2001). Tour guides are no exception in this regard, as they are among the key players and stakeholders in the tourism industry. Being in direct contact with tourists, they influence tourists' behavior in tourist destinations and their intentions for revisiting. They serve as intercultural mediators between different cultures (Rátz, 2017; Scherle & Nonnenmann, 2008). Tour guides play a crucial role as vital intermediaries between tourists and the destinations they visit. Their professional knowledge depth, creativity, and abilities in presenting the destination's image are critical factors in the quality of tours (Tsai et al., 2016). Today, tourists are not merely seeking basic information from tour guides, as they can easily acquire such information through internet access. Instead, they are looking for a creative, more authentic, interactive experience combined with participatory learning, a concept known as creative tourism (Bastenegar, 2017; Remoaldo et al., 2020). In fact, perception, experience, authenticity, learning, and self-discovery are considered the core elements in creative tourism. Creative tourists seek something beyond limited information and surface-level interactions with the host community; they aim for a deeper understanding and a more authentic experience within the destination community (Remoaldo et al., 2020). In this new paradigm of tourism, tour guides are faced with challenges. They often currently focus solely on providing information about the visited attractions. Research also shows that the roles and responsibilities of guides initially revolved around providing information to tourists about the destination and its attractions, as well as explaining the historical background of these attractions. Gradually, with the complexity of tourism and the demands of tourists and the needs of destinations evolving, the roles of guides have become more complex. It appears that there is a need for research to empower tourism guides to respond to the more complex needs of tourists. Moreover, for the development of creative tourism, we require creative products and creative destinations. In this context, the need for creative tourism guides is also evident in this chain. Therefore, it is necessary to conduct extensive research in various dimensions related to the creativity of guides.

In the field of creativity, research has identified that one of the most significant factors contributing to creativity is cultural intelligence, and cultural intelligence can play a pivotal role in shaping professional creativity (Altinay et al., 2021; Tuleja, 2014). In this regard, this study intends to explore the role of cultural intelligence in creativity in a general context and specifically within the domain of tourism. In this regard, this research aims to investigate the role of cultural intelligence in

creativity, both in general and within the field of tourism. Based on a literature review, it seeks to provide a framework for tour guides regarding cultural intelligence.

Research Methodology

In the present research, the study is classified as a literature review. In this research, a library research method was employed to investigate the research topic, namely the examination of the creativity of tour guides with an emphasis on cultural intelligence. To explore the subject, the researchers reviewed texts and literature related to the research and accessed research studies that were in some way related to the topic. The researchers conducted searches on reputable databases, such as Science Direct, Emerald, Research Gate, Google Scholar, as well as the Persian databases like Norrmags, SID, and ensani.ir using keywords related to the research topic. The keywords or phrases the researchers used for searching included "cultural intelligence," "cultural intelligence and creativity," "dimensions of cultural intelligence," "tour guides and cultural intelligence," and "cultural intelligence in tourism." Subsequently, by reviewing texts in a library-based manner, the researchers examined subjects related to creativity, cultural intelligence, and creativity in the field of tourism and tour guides, and provided a framework for the development of tour guides' creativity with an emphasis on cultural intelligence.

Research Methodology

The present study is based on an applied-development objective and is descriptive-analytical in terms of the data collection method. In this study, using thematic analysis, the effective components of spiritual health on the resilience of tourism stakeholders were identified and extracted after a deep study of the literature on the subject and in-depth interviews with the research population. After identifying and extracting the variables, they were integrated and refined. Repeated variables were removed or merged, and ultimately, using an exploratory approach to thematic analysis, 28 indicators and six components were extracted using ATLAS-ti software. Then, to examine the relationships between elements, the Structural-Interpretive Modeling (ISM) method was used. It should be noted that the research population consisted of experts and specialists in the field of tourism and spirituality development, familiar with crisis management and resilience of the tourism industry in selected tourist provinces of Iran (Tehran, Mashhad, Isfahan, Yazd, and Hamedan). The purposive sampling method used snowball, and the number of participants was 15, based on reaching theoretical saturation.

To examine the validity, the comparison method was reviewed and confirmed by experts in the field of tourism and spirituality. Additionally, the reliability of the research was achieved through precise guidance of the interview process for data collection, creating a structured process for

implementation and interpretation of interviews, and using a specialist committee in a manner consistent with qualitative research standards. The interview guide was designed, and in-depth interviews were conducted in person, adhering to scientific and ethical principles. After completing the interviews and during the analysis process, additional passages were removed, and each primary passage was coded and categorized into scientific concepts based on the research topic. After extracting the primary themes, a re-review was conducted on the text, interview statements, and codes. The final themes were extracted after discussions and exchanges between the research team members, experts, and interviewees.

Theoretical Foundations

- ### Cultural Intelligence and Creativity

Creative performance refers to the generation of novel and useful ideas by individuals. Among the personal factors influencing employee creativity, cognitive abilities and skills play a crucial role. Previous studies have emphasized the relationship between cognitive abilities and creative performance (Benedek et al., 2014; Dul et al., 2011; Hu et al., 2019). High cultural intelligence (CQ) can have a positive impact on leadership and job innovation. This finding is attributed to individuals with high CQ's ability to understand cultural differences, choose appropriate cultural behaviors, interact well with employees, and engage them in innovation (Elenkov & Manev, 2009). In today's business world, creative ideas of employees are not solely the result of personal solitary thinking but also a product of social interaction. Thus, interaction with others plays a significant role in fostering creativity in various professions. The ability to interact cross-culturally is essential for career success and leads to creative job performance, as many studies have shown (Perry-Smith & Shalley, 2003). For example, Altinay et al. (2021) conducted a research that investigated the impact of cognitive aspects of cultural intelligence on job creativity through emotions. This study explored how emotions and affective states act as mediators between cognitive and metacognitive cultural intelligence and individual creativity. The results of the study showed that individuals who demonstrated higher levels of cognitive and metacognitive cultural intelligence were more inclined to experience higher emotions and, in turn, had a positive impact on job performance and individual entrepreneurship. The primary goal of this study was to examine the relationship between two cognitive aspects of cultural intelligence (cognitive and metacognitive CQ) on individual creativity. The secondary goal was to assess the mediating effect of emotions on the relationship between cognitive aspects of cultural intelligence and individual creativity (Altinay et al., 2021). Therefore, cultural intelligence plays a crucial role in creative job performance. In the context of individual creativity, research such as Yunlu et al. (2017) has confirmed that there is a positive relationship between cultural intelligence and

creativity among students studying in a foreign country. In their research, they considered two indicators for measuring creativity: critical thinking and divergent thinking. The results showed that critical and divergent thinking, as well as creativity, were consistently present in students' classroom assignments. Critical and divergent thinking, and subsequently creativity, were found to be higher among individuals who demonstrated interest and openness to new cultures they encountered, were capable of not only describing but also comparing them with their own culture (Zanazzi, 2017).

Individuals with high cultural intelligence have a strong motivation for establishing effective communication with others. This holds true for both personal and professional relationships (Gregory et al., 2009). Effective and frequent communications can enhance the central position of individuals and employees in social interactions. As a result, employees successfully acquire diverse information from others and expand their access to information (Chen et al., 2008). Effective communication can also improve mutual understanding and the sharing of vital information, enabling employees to obtain high-quality information resources. Sufficient, valuable, and novel information in a work field stimulates employees' divergent thinking, encouraging them to propose new ideas and approaches by integrating various pieces of information. Therefore, high cultural intelligence empowers employees to engage in the successful generation of creative ideas. Additionally, employees with high cultural intelligence can understand the thinking and behavioral styles of other group members. Consequently, they can adapt their behavior appropriately to create a sense of comfort in others, fostering strong interpersonal relationships and harmony. Ultimately, this leads to gaining emotional support from other group members, boosting individual self-confidence, and promoting more creative behaviors (Hu et al., 2019).

CQ is a relatively new concept compared to various other types of intelligence, such as social and emotional intelligence. It appears that the late discovery of cultural intelligence is due to the assumption that it is specific to a cultural context and involves working with people from diverse cultures, cultural systems, cultural differences, and cultural values. Different meanings and characteristics have been attributed to cultural intelligence. For instance, cultural intelligence may indicate an individual's ability to thrive in a multicultural environment by demonstrating an awareness of cultural differences, showing respect, and finding common ground with those differences. It may also mean displaying intelligent behavior within one's own culture. In other words, cultural intelligence is relevant to both one's own culture and other cultures (Altinay et al., 2021; Brislin et al., 2006; Butt et al., 2023). This kind of intelligence encompasses individuals' flexibility to perform effectively in diverse cross-cultural environments, including different races, ethnicities, and nationalities. Someone with high cultural intelligence has the capacity to learn in a new cultural setting and enjoys encountering new cultures (Hurombo, 2016). Cultural intelligence helps individuals to

understand different perspectives and desires in different cultural contexts, especially in the workplace. The higher an individual's cultural intelligence, the more they can foster intimate relationships with others, which results in increased intimacy, ultimately leading to improved job performance and enhanced work relationships. Recognizing cultural differences and paying attention to subtle cultural nuances are most effective in creating relationships, especially in professions that require interactions with people from different cultures (Butt et al., 2023). It has also been claimed that this type of intelligence is crucial in leadership positions (Altinay et al., 2021; Rockstuhl et al., 2011). Additionally, Siripipatthanakul (2023) found in a research that people from various backgrounds in different jobs at various responsibility levels, job roles, organization sizes, and industries interact with individuals from other cultures today. This requires the development of a new skill called cultural intelligence to reduce tensions and mutual understanding in workplaces with different cultures. This skill is considered essential for both employees and organizational leaders and managers and should be given special attention in environments where individuals from different cultures interact.

Earley & Ang (2003) were the first to introduce the concept of CQ and presented the theory that CQ is a multi-dimensional concept comprising cultural cognitive intelligence, cultural metacognitive intelligence, cultural motivational intelligence, and cultural behavioral intelligence, representing different aspects of an individual's overall ability to function effectively in diverse cultural settings. This multidimensional nature of CQ in the Earley & Ang's (2003) perspective is based on the Sternberg and Detterman's model of multiple intelligences, in which intelligence research and theories encompass cognition, metacognition, motivation, and behavior. Therefore, CQ, as a multifaceted concept, is significantly related to the Sternberg model and, accordingly, cultural intelligence pertains to various aspects within the individual (Lambert Snodgrass et al., 2023) In general, metacognition refers to a way of thinking that enhances the development of coping strategies. Cultural cognitive intelligence reflects cultural knowledge. Cultural motivational intelligence includes efficacy for persistence. And cultural behavioral intelligence has been shown to include a set of behavioral patterns. Cultural cognitive intelligence is a combination of knowledge acquired through education and experience, reflecting common values, behavioral patterns, and customs in different cultures. Cultural motivational intelligence as an ability reflects the motivation required to pay attention to interactions defined by distinct differences and the necessary effort to learn in a cross-cultural encounter. Cultural behavioral intelligence demonstrates the ability to respond to various cultural situations using a developed set of verbal and non-verbal behaviors (Altinay et al., 2021; Butt et al.,2023 ; Earley & Ang, 2003; Wood & St. Peters, 2014). Table 1 provides an overview of various definitions regarding the cultural intelligence.

Table1. Definitions of cultural intelligence (Compiled by the Researcher)

RESEARCHERS	DEFINITION
Brislin et al. (2006)	The success of individuals lies in their ability to adapt and conform to the culture of others, for instance, in conducting business or a commercial mission outside their own country.
Earley & Ang (2003)	The ability of an individual to efficiently adapt and conform to new cultural conditions and situations
Earley & Mosakowski (2004)	Behavior that appears natural to people; the ability to accurately interpret and analyze individual actions, similar to one's colleagues and compatriots, and reflecting those actions.
Earley & Ang (2003); Thomas & Inkson (2005)	The ability to influence different cultures; the ability to effectively interact with individuals who are culturally different from us.
Thomas and Inkson (2008)	The skill and flexibility in understanding a culture and embracing it more, the ability to establish intellectual and emotional communication when interacting with individuals from different cultures.
Johnson et al. (2006)	An individual's ability to comprehend intercultural knowledge, skills, and personality traits to work with people from different nationalities and cultures, both within the country and abroad.
Andresen & Bergdolt (2017)	The ability to effectively adapt to new cultural contexts or environments.
Yari et al. (2020)	Cultural intelligence is an element and a criterion of cultural competence and competency.

As mentioned, cultural intelligence has four dimensions which include:

Metacognitive Cultural Intelligence

As defined by Butt et al., (2023), refers to the mental processes which individuals employ in acquiring and understanding culture and the knowledge derived from it. The primary factor in metacognitive cultural intelligence is a vital component with at least three functions and outcomes, as outlined by Earley & Ang (2003), Siripipatthanakul (2023), and Yari et al. (2020). The first function involves thinking about individuals and situations with different cultural backgrounds. The second aspect encompasses critical thinking regarding cultural habits, assumptions, and boundaries. The third function empowers individuals to evaluate and review their mental maps effectively which it is enhancing their understanding (Van Dyne & Ang, 2005).

Cognitive Cultural Intelligence

As defined it pertains to have general knowledge and structured knowledge about different cultures. This type of cultural intelligence includes the ability to learn norms and common ways of life in various cultures through formal education or experiences, as explained by Butt et al. (2023) and Afsharian et al. (2020). In essence, cognitive cultural intelligence represents a type of cultural knowledge about norms, practices, and functions in different cultural environments. In the diverse and extensive cultures of the contemporary world, cognitive intelligence signifies general cultural knowledge and knowledge of various cultures. The cognitive factor of cultural intelligence is a significant component, as it determines competence in understanding the similarities and differences among cultures, it is highlighted by Siripipatthanakul (2023) and Van Dyne & Ang (2005).

Motivational Cultural Intelligence

It is strongly emphasizes an individual's motivation to learn about different cultures and strive for self-improvement and self-efficacy in a cross-cultural environment, as indicated by Butt et al. (2023) and Siripipatthanakul (2023).This dimension examines whether an individual possesses a strong motivation to understand new cultures or not. The expression of motivation is a key aspect of cultural intelligence and plays a significant role in it. Self-efficacy refers to an individual's judgment of his/her ability to perform at a certain level, as clarified by (Asadi Zarch & Najjarzadeh, 2021).

Behavioral Cultural Intelligence

It is Defined as the actions of individuals to respond to their emotions and feelings since people may act differently from their own beliefs and thoughts, as described by (Butt et al., 2023). In essence, behavioral cultural intelligence refers to an individual's ability to exhibit appropriate behavioral responses. An individual's attitude should demonstrate an interest in the culture of the other party, making an effort to accept and respect his/her cultural elements. Observable physical and behavioral actions reveal many cultural differences. Therefore, knowledge and motivation alone are not effective without providing a meaningful and appropriate response and it must be accompanied by the necessary skills and abilities to represent an appropriate response within that culture for cultural intelligence to come to fruition (Fayazi & Jannesari Ahmadi, 2006).

A summarized table of cultural intelligence indicators related to the mentioned dimensions, as compiled by researchers, is provided below:

Table 2. Indicators of Cultural Intelligence (Hurombo,B.2016)

Dimensions of cultural intelligence	Indicators	Researchers
Metacognitive Cultural Intelligence	Holding cultural sensitivity and paying attention to cultural preferences and norms before and during interaction	Earley & Mosakowski (2004) center, c. i. (2005). Retrieved from https://culturalq.com/ Mkono (2010) Earley & Peterson (2004) Solomon & Steyn (2017)
	Awareness of cultural knowledge when interacting with individuals from diverse backgrounds, the ability to adjust cultural knowledge during interactions with people from different cultures, awareness of cultural knowledge in intercultural exchanges, and high precision in understanding cultural knowledge when interacting with individuals from different cultures.	center, c. i. (2005). Retrieved from https://culturalq.com/
	Planning, awareness, checking	Van Dyne & Ang (2005)
Cognitive Cultural Intelligence	General knowledge about cultural practices and norms of different cultures, the ability to cope with ambiguous and culturally unfamiliar situations	Ang et al. (2006) Bharwani & Jauhari (2017) Earley & Mosakowski (2004)
	General knowledge about cultures, specialized knowledge about different cultural contexts	Van Dyne et al. (2012)
	Familiarity with the legal systems of other cultures, knowledge of laws (such as vocabulary and grammar) of other languages, understanding the cultural values and religious beliefs of other cultures, knowledge of marriage systems in other cultures, familiarity with the arts and crafts of other cultures, awareness of non-verbal behavioral norms in other cultures.	center, c. i. (2005). Retrieved from https://culturalq.com/
Motivational Cultural Intelligence	An intrinsic inclination to participate successfully in intercultural encounters despite cultural differences	Bharwani & Jauhari (2017); Earley & Ang, (2003); Earley & Mosakowski, (2004)
	Embracing unfamiliarity and ambiguity.	Kanfer & Heggestad (1999)
	Intrinsic interest and outward manifestation of curiosity towards other unfamiliar cultures, self-efficacy in adapting to other cultures	Van Dyne et al. (2012)

Dimensions of cultural intelligence	Indicators	Researchers
Behavioral cultural intelligence	Enjoyment in interacting with people from different cultures, self-confidence in socializing with locals from unfamiliar cultures, the ability to cope with stress arising from adapting to a new culture, enjoying life in an unfamiliar culture, adapting to different buying and selling conditions in a different culture, the ability to pause or remain silent in a different way to fit various intercultural situations and adjusting the level of talking in an intercultural situation to suit the culture being interacted with	center, c. i. (2005). Retrieved from https://culturalq.com/
	The ability to exhibit appropriate verbal and non-verbal behaviors when communicating with guests from different cultural backgrounds	Bharwani & Jauhari (2017) Mkono (2010) Bharwani & Jauhari (2017)
	Verbal behavior, non-verbal behaviors, appropriate behavioral performance when faced with different cultures	Van Dyne & Ang (2005)

- **Cultural Intelligence in Tourism**

In tourism interactions, frontline staff and tourists may have very different cultures and orientations. Therefore, it's important to be sensitive to the values and expectations of global visitors. Even differences in values and perceptions may exist. The level of cultural empathy and cultural proximity of frontline staff to visitors affects their ability to enhance the quality of guest experiences. When frontline tourism staff share a similar cultural background, have exposure to similar experiences and derive enjoyment from these experiences, they are better equipped to connect with their customers based on a shared understanding of their expectations and needs. They can thus place themselves in their customers' cultural and emotional shoes, offering a different experience from cultural and experiential perspectives (Hurombo, 2016).

Studies have also been conducted in the field of travel, tourism, and tour guides regarding the importance of cultural intelligence. For example, Scharoun & Montana-Hoyos (2017) concluded in their research that educational travel leads to an improvement in cultural intelligence among students. Wood & St. Peters (2014) also arrived at a similar conclusion, showing that short-term intercultural study trips significantly correlate with metacognitive cultural intelligence, cognitive cultural intelligence and motivational cultural intelligence. Another study conducted by Chedru & Ostapchuk (2023) highlighted that studying abroad in different cultural environments has an impact on the development of cultural intelligence. The findings of this study suggest that personality traits like

extroversion and openness to new cultural experiences significantly affect cultural intelligence. Individuals with lower extroversion improved their metacognitive cultural intelligence more than those with higher extroversion. Similarly, individuals who had relatively little inclination for experience significantly improved their cultural intelligence, including cognitive cultural intelligence and motivational cultural intelligence more than those with a higher inclination for experience (Chedru & Ostapchuk, 2023). Furthermore, in the context of fostering cultural intelligence in tourism students, Bobanovic & Grzinic (2019) concluded that continuous teaching of cultural intelligence topics in the curriculum of these students, along with feedback, leads to the enhancement and improvement of the students' cultural intelligence levels in terms of cultural cognitive, cognitive, motivational and behavioral aspects (Bobanovic & Grzinic, 2019).

Furthermore, Asadi Zarch & Najjarzadeh (2021) investigated the relationship between cultural intelligence and the performance of travel agency managers. Their results revealed a significant and positive correlation between the cultural intelligence of tour managers and their performance in dealing with crises. Thus, the strategic importance of cultural intelligence in managers' performance in facing challenges was confirmed. Their findings also indicated that cultural intelligence is recognized as one of the effective factors in the growth of tourism ((Asadi Zarch & Najjarzadeh, 2021; Ljubica & Dulcic, 2012) also stated that hotel managers with low levels of cultural intelligence have significantly less capability in establishing effective communication and understanding the cultural expectations of tourists.

The research conducted by Jolodarzadeh & soleiman (2022) aimed to examine the impact of cultural intelligence on the job performance of cultural heritage and tourism employees, with a focus on gender control. The study revealed a significant positive correlation between all dimensions of cultural intelligence and job performance. However, in regression equations that assessed the influence of different dimensions, both motivational and behavioral dimensions had a positive impact, while metacognitive and cognitive dimensions did not have predictive power. Furthermore, the result showed that there was no significant difference in cultural intelligence between men and women.

Khazayi (1392) also demonstrated a positive relationship between all independent variables of cultural intelligence and the job performance of hospitality managers in the city of Mashhad (Khazayi & Zahra, 2013). Furthermore, Karroubi et al. (2014) found in his research that cultural intelligence directly has a positive impact on intercultural adaptation from the perspective of tour guides (Hadinejad, 2014). In addition, Sehhat and et al., (2016) showed in their research that there is a positive relationship between cognitive cultural intelligence, metacognitive cultural intelligence, motivational cultural intelligence and behavioral cultural intelligence with the creativity of employees in international hotels in Tehran (Sehat et al., 2015).

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- **Cultural intelligence in tour guides**

According to (Bharwani & Jauhari, 2017), cultural intelligence is one of the important aspects of human interaction competencies because cultural dimensions play a significant role in strengthening relationships. The profession of tour guides is one of those based on human interactions. Researches have shown that guides in tourism are vital because they must "translate the foreignness of a culture into a familiar terminology for cultural visitors" ((Bharwani & Jauhari, 2017) As the experience economy has significantly transformed the tourism industry, leading to an increased inclination of tourists to immerse themselves in the "local" way of life (Bryon, 2012). We require an appropriate and creative approach to meet these demands. Tour guides demonstrate a high level of professional skills and knowledge, as well as intimacy with the local culture. As Pearce (1984) mentions, In cross-cultural environments many tourists still need a guide since such visitors often flout social norms and encroach upon the privacy of others, supporting this statement. Boswijk et al. (2007) also note that when guests and hosts are from different nationalities, sensitivity to cultures can play a crucial role in creating memorable interactions because the cultural background may affect values, behaviors and the quality of communication.Fitzgerald emphasizes in his study how cultural differences can create situations that require different approaches in providing services to them, shedding more light on this aspect (Boswijk et al., 2007; Hurombo, 2016).

Culture influences people's actions, perceptions, emotional signals and behaviors. It's essential to note that the ability to understand emotions within one's own culture doesn't automatically transfer to unfamiliar cultures, as emphasized and confirmed by Ang et al. (2006). Consequently, the different cultural values of tourists from various cultures affect their tourism experiences. The diverse cultural backgrounds of tourists lead to various interpretations of a tourism product. Supports this concept.it means that tourists perceive and engage with different cultures and heritages in various ways, even if they perform similar activities in similar environments. Because tourists' cultural backgrounds result in diverse interpretations of a tourism product. Therefore, having cultural intelligence for destination managers, tourism professional, and especially tour guides is crucial for understanding tourists' experiences from different cultures and facilitating their high levels of satisfaction effectively (Hurombo, 2016). The results of studies emphasize this topic. For example, Karoubi et al. (2016 a) conducted research on the impact of cultural intelligence on the job performance of tour guides in Tehran and concluded that the cultural intelligence of tour guides significantly and positively affects their job performance (Karoubi et al., 2016 b). Daneshvar et al. (2020) conducted research on the role of cultural intelligence in addressing cross-cultural challenges and found a meaningful relationship between the level of cultural intelligence on tour guides and their applied strategies for dealing with

cross-cultural issues. Guides with higher levels of cultural intelligence employ stronger and more complex strategies for interpretation, whereas those with lower levels of cultural intelligence use simpler strategies (Daneshvar et al., 2020). In another study conducted by Karoubi et al. (2016a) the relationship between cultural intelligence and emotional intelligence in outbound tour guides in Tehran was examined and the results clearly indicated that the cultural intelligence of tour guides has a significant and positive impact on their emotional intelligence. Therefore, improving the cultural intelligence of tour guides leads to an increase in their emotional intelligence. They conclude that a guide who benefits from these two cognitive components can contribute to improving the relationship between tourists and the host community, serving as a representative for tourists visiting a destination (Karobi et al., 2016).

Based on the literature review, it is evident that cultural intelligence is considered an essential factor in personal and occupational creativity (Altinay et al., 2021; Zhou & George, 2001;; Dul et al., 2011; Hu et al., 2019). Summarizing the conducted research relevant topics in the literature include the importance of cultural intelligence in professions where individuals are from various cultures (Alexandra, 2023; Siripipatthanakul, 2023), the development of cultural intelligence in multicultural settings (Bobanovic & Grzinic, 2019; Chedru & Ostapchuk, 2023), the development of measurement tools for cultural intelligence (Alexandra, 2023), cultural diversity and intercultural competencies in tourism-related professions (Yang et al., 2022), the creativity of tour guides (Nghi & Thanh, 2020), cultural intelligence and creativity (Altinay et al., 2021; Yunlu et al., 2017; Zanazzi, 2017; Karobi et al., 2016; Karobi et al., 2016; Jolodarzadeh & soleiman, 2022). The literature and background reveal that there hasn't been research conducted on cultural intelligence and the creativity of tour guides.

In summary, it is evident that Earley & Ang's (2003) model of cultural intelligence has been widely used in various research related to cultural intelligence, as seen in studies by Altinay et al., (2021), Bobanovic & Grzinic (2019), Chedru & Ostapchuk (2023), Scharoun & Montana-Hoyos, (2017), (Wood & St. Peters, (2014), Yunlu et al., (2017) and Jolodarzadeh & Soleiman (2022). The multidimensional nature of this model is considered one of its strengths which has led to the examination of cultural intelligence and the development of its framework in various sectors today Researchers like Alexandra (2023) have emphasized the need for continuous adaptation of intercultural competencies due to rapid global changes and increased globalization, which would necessitate periodic reevaluation of cultural intelligence concepts to align with the ever-changing global landscape and the expansion of suitable measurement tools. Nevertheless, Earley & Ang's (2003) model remains a prominent choice among researchers. Therefore, the proposed framework of this research encompasses the dimensions of cognitive cultural intelligence, metacognitive cultural

intelligence, behavioral cultural intelligence, and motivational cultural intelligence which are based on the literature review and its indicators are:
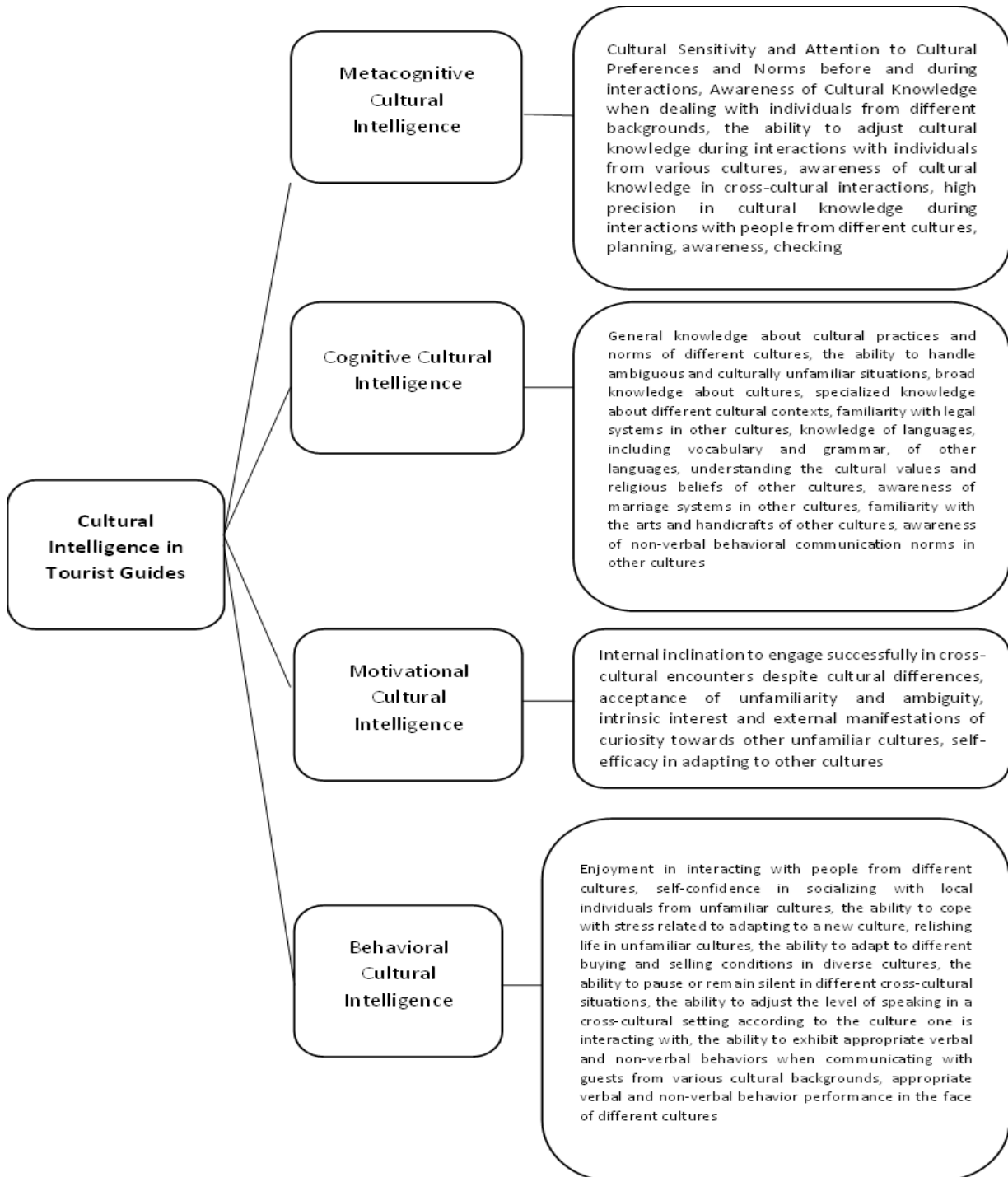
Cultural Intelligence in Tourist Guides

Metacognitive Cultural Intelligence

Cultural Sensitivity and Attention to Cultural Preferences and Norms before and during interactions, Awareness of Cultural Knowledge when dealing with individuals from different backgrounds, the ability to adjust cultural knowledge during interactions with individuals from various cultures, awareness of cultural knowledge in cross-cultural interactions, high precision in cultural knowledge during interactions with people from different cultures, planning, awareness, checking

Cognitive Cultural Intelligence

General knowledge about cultural practices and norms of different cultures, the ability to handle ambiguous and culturally unfamiliar situations, broad knowledge about cultures, specialized knowledge about different cultural contexts, familiarity with legal systems in other cultures, knowledge of languages, including vocabulary and grammar, of other languages, understanding the cultural values and religious beliefs of other cultures, awareness of marriage systems in other cultures, familiarity with the arts and handicrafts of other cultures, awareness of non-verbal behavioral communication norms in other cultures

Motivational Cultural Intelligence

Internal inclination to engage successfully in cross-cultural encounters despite cultural differences, acceptance of unfamiliarity and ambiguity, intrinsic interest and external manifestations of curiosity towards other unfamiliar cultures, self-efficacy in adapting to other cultures

Behavioral Cultural Intelligence

Enjoyment in interacting with people from different cultures, self-confidence in socializing with local individuals from unfamiliar cultures, the ability to cope with stress related to adapting to a new culture, relishing life in unfamiliar cultures, the ability to adapt to different buying and selling conditions in diverse cultures, the ability to pause or remain silent in different cross-cultural situations, the ability to adjust the level of speaking in a cross-cultural setting according to the culture one is interacting with, the ability to exhibit appropriate verbal and non-verbal behaviors when communicating with guests from various cultural backgrounds, appropriate verbal and non-verbal behavior performance in the face of different cultures

Figure 1. Creativity framework of tourism guides based on cultural intelligence

Summary and Conclusion

This research was conducted with the aim of examining cultural intelligence and its relationship with creativity and the development of a framework for enhancing the creativity of tour guides based on cultural intelligence. The research findings indicate that despite the prominent role of tour guides in the tourism value chain and the significance of their creativity in achieving tourist satisfaction and empowerment, comprehensive research on the cultural intelligence of tour guides is lacking. It is essential to explore this subject from various perspectives. This article conducted a theoretical and literature review on topics related to keywords relevant to the research subject. It explored the areas of cultural intelligence, its relationship with creativity, cultural intelligence, and tourism, particularly focusing on tour guides. Based on this, a framework for the development of tour guides' creativity using cultural intelligence was proposed. This framework aims to assist planners in improving educational programs to foster the creativity of tour guides and help other researchers develop a conceptual understanding of creativity among tour guides based on this framework. The proposed framework includes dimensions of metacognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence, and behavioral cultural intelligence, along with the indicators extracted from the literature.

Among the limitations of this research, it should be noted that there was limited access to certain articles in databases, and the review method was not systematic. As mentioned, this study was conducted using a library review method. It is recommended that other researchers investigate this topic using systematic reviews or other systematic methods. Furthermore, to further contextualize the framework for the creativity of tour guides based on cultural intelligence, researchers can conduct complementary research. Considering that this review revealed a gap in the field of cultural intelligence and creativity among tour guides and the significance of cultural intelligence as one of the essential dimensions of creativity, it can be considered as a proposed topic for other researchers. Additionally, the proposed framework can be integrated into the educational curriculum for the development of skills in tour guides and their empowerment.

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