

Beyond Emotional Intelligence (EQ): The role of Cultural Intelligence (CQ) on Cross-Border Assignments

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Today organizations are operating in a boundary less world (global village) and cross-border assignments have become the trend. Working in such cross-border assignments demand such skills, knowledge and attitude (behaviour) from employees, which are necessary to work effectively in cross-cultural context. Cultural Intelligence (CQ) has emerged as an important variable to address the issue of employee's performance during such cross-border international assignments. This paper is an attempt to address two important variables, i.e. CQ and engagement among Indian managers working as expatriates on various international assignments. Data were collected from 470 managerial level employees from National Capital Region of India who have been to such international assignment in the recent past. The total sample contained 188 females (40 percent) and 282 males (60 percent). Study was conducted during May to September 2010. Study revealed positive and significant relationship between various dimensions of CQ and engagement. Female employees have demonstrated higher level of emotional/motivational, cognitive and behavioural CQ, whereas no significant difference observed between male and female respondents on their engagement score. Regression analysis shows that out of all the three dimensions of CQ, emotional/motivational CQ contributes more in engagement as compared to cognitive CQ and behavioural CQ. The results of the study have been discussed and interpreted in the light of the findings of past researches. The outcome of this study adds to the existing body of knowledge in the area of cross-cultural management and has practical implications to all those organizations that send their managers on various international assignments.

Keyword: Cultural Intelligence (CQ), Expatriates, Offshore Assignment, Engagement, International Assignment, cross-cultural adjustment, Cross-border assignment.

1. Introduction

Today world has become flat and has turned into a global workplace (Friedman, 2005). This leads to multicultural work environment where people from different culture are required to work together. Such a multicultural work environment demands a specific intelligence among employees, which would help them to get adjusted in different cultural settings and perform effectively. One such intelligence that has emerged in the recent past is Cultural Intelligence (CQ), an extension of basic work on intelligence.

Due to the globalization and liberalisation, organizations went for cross border business expansion. As a result, organizations are required to send their employees on various international assignments as expatriates, where such employees work at diverse

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location in a different cultural setting. Such employees are called as expatriates. In this process, organizations are trying to establish newer international markets (Huang, Chi & Lawler, 2005). As such, cross-border assignments are on rise; their effectiveness has become a challenging task. Zhang & Dodgson (2007) also highlighted that such assignments are very important for the organizations growth and their effectiveness becomes the source of competitive advantage.

Sending employees to such international assignments are very challenging for both individual and organization as employees are required to get adjusted in a new work-life environment, having a different social culture, language, climatic condition, etc. (Sheaffer and Miller, 2008). Failure rate as well as the cost attached in such international assignments is very high. The cost of such an assignment of four years in a host country is as high as US \$ 2 million (Klaff, 2002). Beyond financial cost, emotional and psychological cost is also attached with the expatriate failure. Cross-cultural adjustment is one of the important factor in successful expatriation (Hechanova, Beehr, and Christiansen, 2003; Huang et al., 2005). Premature return (Caligiure, 2000) and job performance (Kim and Slacum, 2008) are the two other challenges associated with managing expatriates.

Anderson (2003) highlighted that the failure rate is as high as 70% for underdeveloped countries and is 40% for developed countries. Failure rate is measure of rate of early return to the home country. This not only involves financial cost but emotional and psychological costs too. This also leads to loss in managerial self-confidence and psychological stress for expatriates and their family members (Mendanhall, & Oddou, 1985), which may further affect their engagement, job performance and career advancement and too much of expenditure for organizations. (Joseph-Yong, 2009). It is thus very important to understand the issue lead to success or failure of an international assignment. One of the crucial factors for such a cross border assignment is CQ, which is an essential intercultural capability of an individual to deal effectively with other people belonging to different cultural background (Alon and Higgins, 2005). It also helps us to understand that why some people easily interact with others and are more flexible and adaptable in different cultural settings. (Ramalu, Rose, Kumar & Uli, 2010). It is very important to carry out further research in the area of CQ as the awareness about the CQ in an international assignment is in the nascent stages. In addition, it is very crucial for all those organizations that are deploying their employees for various international assignments. Such employees should have better cross-cultural understanding (which is cognitive dimension of CQ), skills to cope up with cross-cultural differences (which is behavioural dimension of CQ), and motivation for cross-cultural interaction (which is motivational dimension of CQ). Studies have demonstrated that higher level of CQ helps in increasing individual's ability to adjust in a diverse cultural situation, which further helps in developing interpersonal trust with other team members (Rockstuhl & Ng, 2008).

It is evident that sending employees on international assignment is a big challenge as the failure rate and early return rate is very high. Thus, it is must for those organizations that are sending their employees abroad for such international assignments to know the

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reasons of such failure on part of expatriates, so that they are better engaged and have higher productivity.

This paper is an attempt to explore the relationship between various sub dimensions of CQ and engagement. The finding of this study would definitely be very helpful for all those organizations that are sending their employees or planning to send their employees on various international assignments at various locations in diverse cultural settings. Organizations can plan well in advance to manage the issue of CQ so that employees can be better engaged and the chances of expatriate failure can be minimised.

Though there are some studies being conducted to understand the relationship of CQ with various other variables (mentioned in the literature review), however author did not come across any such study which highlights the relationship of CQ with engagement in context with Indian IT employees being conducted earlier.

The detailed scanning of previous research work as well as theoretical inputs is highlighted in the literature review and theoretical foundations part. Based on the literature scanning and the theoretical inputs a Hypothesis was framed in order to better understand the purpose of this research study. Finer details about the sample, demographic details of respondents, scale/instrument used to collect data and statistical tools used to give meaning to the data collected is given in the Method part. Further analysis of the data is given in the results and discussion part followed by the concluding earmarks and managerial implication for the organizations as well as individual is mentioned.

2. Literature Review and Theoretical Foundations

So far, various researchers have written about culture (House, 1998). Out of all the published material, Hofstede, Trompenaar and Hall are among the famous researchers whose work have been referenced by researchers all over the world because they had examined all the possible aspects of national as well as organizational culture. Further when we discuss about the culture in other country context, i.e. cross-cultural issues, Cultural intelligence (CQ) comes in to the picture, which is product of interaction of cultural, social, and individual dynamics that occurs in cross-cultural settings (Ang, Livermore, & Van Dyne, 2010). CQ is widely discussed these days especially in those multinational organizations, which are engaged in international assignments and expatriation as expatriate performance and cross-cultural adaptation are identified as problematic areas for such organizations (Ng, Van Dyne, & Ang, 2009).

CQ framework was developed by an interdisciplinary group of scholars (Earley and Ang, 2003; Ng and Earley, 2006). CQ basically examines individual's capability to adapt effectively in new and unfamiliar cultural settings and perform effectively in such culturally diverse situations (Earley, 2002; Ang et al., 2007). This cross-cultural competence construct is comparable in approach to the emotional intelligence construct (Earley & Mosakowski, 2004). It is a new complementary form of intelligence, which explains variability in coping and functioning with culturally diverse situation. It examines

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motivation and behavioural skills as well as behavioural strategies of dealing with people from different cultures. It consists of mainly three elements; knowledge or information about other culture (i.e., understanding fundamental intercultural interaction principles); awareness (i.e., establishing a thoughtful approach for intercultural interactions); and behavioural skills (i.e., creating adoptive skills and a set of behaviours in a way that could be effective and efficient in different situations) (Thomas and Inkson, 2004).

CQ is a multidimensional construct and composed of four components; meta-cognitive, cognitive, motivational, and behavioural component (Earley & Ang, 2003; Ang et al, 2007). Meta-cognitive dimension of CQ indicates cognition part, i.e. acquisition and understanding of knowledge about other culture (Ang et al., 2007). It is concerned with the cognitive strategies that are used to acquire and generate coping strategies (Ng & Earley, 2006). It helps in making and strategising plans for culturally diverse situations (Van Dyne, & Livermore, 2010). Cognitive CQ describes knowledge of norms, practices, and conventions of other cultures, which can be acquired through educational and personal experiences (Ang et al., 2004; Ang et al., 2007). It is one of the important variables as peoples thinking process are highly influenced by the knowledge they acquire about the other culture. Thus people with high level of cognitive CQ are generally able to understand the similarities and differences exist in other cultures (Brislin, Worthley, & MacNab, 2006).

Motivational CQ reflects an individual's curiosity in experiencing other cultures and ability to direct their attention and energy towards learning about and functioning in new culture (Ng, Van Dyne, & Ang., 2009). Ng & Earley (2006) describes Motivational CQ as desire and self-efficacy. A person with higher level of motivational CQ shows confidence in cross-cultural effectiveness (Bandura, 2002). Behavioural CQ reflects repertoire of culturally appropriate behaviours (Ng & Earley, 2006). It is further described as and individuals capability to engage himself in exhibiting appropriate behaviour (verbal and nonverbal actions of an individual) during interaction with people belonging to different cultures. Generally, non-verbal behaviour plays an important role in a cross-cultural environment. However, it acts as silent communication but it helps in transferring information in subtle and covert ways, which carries lots of inherent meaning (Hall, 1959). With a high behavioural CQ, a person would be able to reflect culturally appropriate verbal and non-verbal clues including facial expressions, gestures, pitch or tone, words (Earley and Ang, 2003). This is very important to be acceptable in any novel culture as it also put others at ease (Ang and Van Dyne 2008).

Engagement, which is conceptualized as the investment of an individual's complete self in to his role, has been widely used and popular term in the recent times (Robinson et al., 2004). Not only that it has also been labelled as one of the "hottest topics in management" (Welbourne, 2007). The reason behind its popularity is mainly because an engaged employee is fully "psychologically present" and provide its best to the task given to him (Brenthal 2004) and give competitive advantage to its organizations (Corporate leadership council, 2006; Gallup management journal, 2005). However various researchers like Robinson et al. (2004) have highlighted that there has been

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very less academic and empirical research on engagement as a means thorough which organizations create competitive advantage (Rich, Lepine, & Crawford, 2010).

Simpson (2009) also pointed out its importance and mentioned that it has emerged as potentially important employee performance and organizational management topic. Various researches have contributed in the area of engagement at work and performance based organizational outcomes (Laschinger and Finegan, 2005; Laschinger and Leiter, 2006; Salanova et al., 2005; Schaufeli and Bakker, 2004; Maslach & Leiter, 1997; Kahn, 1990; Campbell, 1990).

Kahn (1990) explained engagement as an important motivational concept. Employees can be emotionally, cognitively, or physically engaged at the work place. It focuses on how the psychological experiences of work and work contexts shape the process of people presenting and absenting themselves during task performances (Kahn, 1990). Emotional and cognitive engagements are the two major dimensions attached with psychological engagement. Emotionally engaged employees form meaningful connections with others (e.g. co-workers and seniors) and shows empathy and concern for others' feelings. Cognitively engaged employees are fully aware about their mission and role at the work place. The more engaged an employee is on each dimension; the higher will be his overall personal engagement (Kahn, 1990, 1992). Further findings indicate that employees who are personally engaged (cognitively and/or emotionally) are not only more satisfied, but also more productive as compared to the disengaged employees. It is also very important issue in the success of international assignment as the success of expatriates is mainly depends upon the understanding of the tasks and role given to him along with the involvement and commitment towards his role.

Baumruk (2004) and Richman (2006) defined engagement as emotional and intellectual commitment of people towards their work and the organization. After scanning various definitions of engagement; enthusiasm for work; organisational commitment and pride; individual goals aligned with organisational goals; and willingness on employee's part to put forth discretionary effort, etc are observed as common important ingredients. It is mainly comprises of cognitive, emotional, and behavioural components that are associated with individual's role performance.

Rothbard (2001) added two more components, they are: attention and absorption apart from "psychologically present" as mentioned by Kahn (1990, 1992). Attention indicates employee's cognitive availability and the amount of time used in thinking about the role, whereas absorption indicates that an employee engrossed in that role.

Burnout approach to engagement describes engagement as positive antithesis of burnout, which is characterised by energy, involvement and efficacy. These are opposite of burnout dimensions, which are exhaustion, cynicism, and inefficacy (Maslach and Leiter, 1997). Crawford, LePine and Rich et al. (2010) highlighted that a positive relationship exist between resources and engagement. Further, he explains that relationships between job demands and engagement were found to be highly dependent on the nature of the job demand. In case the employees consider the job demands as hindrances affects their engagement negatively.

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In a study on people travelling abroad, it was observed that the chance of “burnout” reduces with the people having higher level of CQ (Tay, Westman & Chia, 2008). This clearly indicates that higher level of CQ is helpful in reducing “burn out” problem among the expatriates. Further investigation of burnout theory clearly highlights engagement being opposite of burnout (Maslach et al., 2001; Maslach & Leiter 1997, Schaufeli et al. 2002). This connection motivates researcher to further explore the relationship between CQ and engagement during an international assignment as it is likely that higher CQ may increase engagement also.

Further, in case of an international assignment to be successful it is must that expatriates should have necessary cross-cultural competencies to work effectively with other team members from diverse culture. Lot of emphasis has been given on issues related to expatriates working in cross-cultural teams but issues related to intercultural capabilities of a person working in a different cultural environment are not explored in detail (Gelfand, Erez, and Aycan 2007). In addition, it is evident in the literature unlike other intelligence CQ can be cultivated (Deng & Gibson, 2009, Adidam, Gajre, & Kejriwal, 2009, Alon & Higgins, 2005). It means that expatriates can be trained in order to increase their CQ. This study is an attempt to understand expatriates adjustment and acceptability in a different cultural context wherein CQ can play as an important individual competency that expatriates requires overcoming cross-cultural challenges associated with such international assignments.

Earlier empirical studies conducted by various researchers in the international arena have explored and highlighted the relationship of CQ with various expatriate behavioural outcomes such as:

- Cultural adaptation (Ang et al., 2007; Ang et al., 2004),
- Cultural judgment and decision making (Ang et al., 2007; Ang et al., 2004),
- Cross cultural adjustment (CCA) (Wu and Ang, 2011; Ramalu, et al., 2011; Lee & Sukoco, 2007; Templer, Tay, & Chandrasekar, 2006),
- Job performance (Chen, Lin, and Sawangpattanakul, 2011; Amiri, Moghimi, & Kazemi, 2010; Rose, et al., 2010; Ang et al., 2007; Ang et al., 2004).

Author doesn't come across research work exploring relationship between Cultural Intelligence and Engagement, hence this study would try to fill the gap exist in this area.

3. Hypothesis

There are certain established relationships between CQ and other variables like; cultural adaptation, personality traits, task performance, etc. which are already being explored by the various researchers in the past. The relationship of CQ with engagement has not been addressed directly by the previous researchers. Hence based on the above literature review following hypothesis is proposed:

Hypothesis 1: There is a positive relationship between cultural intelligence (CQ) and employee engagement.

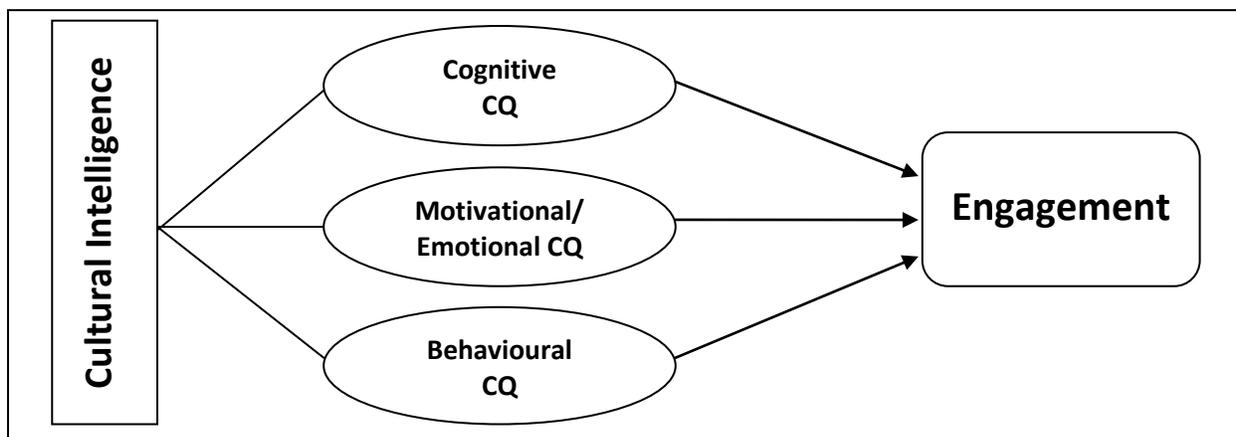
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- 2: There is a positive relationship between cognitive cultural intelligence (CG) and employee engagement.
- 3: There is a positive relationship between motivational cultural intelligence (EM) and employee engagement.
- 4: There is a positive relationship between behavioural cultural intelligence (PH) and employee engagement.

Apart from the above-mentioned hypothesis, this study also investigates influence of potential demographic variable like gender on CQ.

4. Methods

4.1 Hypothesised Model / Framework



The hypothesised model shows that there would be a relationship between three dimensions of CQ with engagement. The previous studies/models have highlighted various relationships between CQ and burnout, CQ and cross-cultural adjustment cross cultural adjustment and performance. To move further, this study will highlight the relationship between CQ and engagement (antithesis of burnout).

4.2 Sample and Procedures

Participants included 470 managerial level employees from National Capital Region of India who have been to such international assignment in the recent past. 800 questionnaires were distributed, accompanied by a letter emphasizing the confidentiality and anonymity of responses. The overall response rate was 58.7%. The total sample contained 188 females (40 percent) and 282 males (60 percent). The average age of the respondents was 32 years and the minimum qualification was undergraduate (bachelors) degree. Their work experience ranged from 05 to 10 years with the average of 07 years. The study was conducted during 2010-2011.

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4.3 Measures

CQ was assessed with the scale developed by Earley and Mosakowski (2004). It is a 12-item scale which includes cognitive CQ (4 items, e.g., “; I know the legal and economic systems of other cultures”; Cronbach’s $\alpha = .80$), motivational CQ (4 items, e.g., “;I enjoy interacting with people from different cultures”; Cronbach’s $\alpha = .71$), behavioural CQ (4 items, e.g., “;I change my verbal behaviour when a cross-cultural interaction requires”; Cronbach’s $\alpha = .73$). Employee engagement (EE) was measured by 17 item (e.g.: At my work, I feel bursting with energy”) Utrecht Work Engagement Scale (UWES) developed by Schaufeli et al. (2002). Participants rated their agreement with each of the items on a Likert-type scale which ranges from 1 (“totally/strongly disagree”) to 5 (“totally/strongly agree”).

4.4 Statistics Used

To investigate the two objectives of the study, the obtained data was treated with Pearson’s product moment correlation and multiple regressions analysis. For this purpose, the SPSS 15.0 was used to analyse the data.

5. Results and Discussion

The purpose of this research work was to explore the relationship between CQ and engagement and to know whether there exist any difference in CQ and engagement in terms of gender.

Table 1: Mean, SD, and T-Value for Male (N = 282) and Female (N = 188)

	<i>Mean (Male)</i>	<i>Std. Dev. (Male)</i>	<i>Mean (Female)</i>	<i>Std. Dev. (Female)</i>	<i>T-value</i>	<i>p value</i>
EM	18.351	1.910	19.750	1.640	-2.241	0.021*
CG	18.040	2.410	19.550	2.400	-2.140	0.046*
PH	18.120	2.450	19.540	2.300	-2.291	0.040*
CQ	54.520	4.931	57.580	4.614	-2.410	0.031*
EG	65.210	5.510	66.610	5.825	-1.040	0.191

(EM-Emotional/Motivational CQ; CG- Cognitive CQ; PH – Physical CQ; CQ – Cultural intelligence; EG – Engagement; Std. Dev.-Standard Deviation)

* $p < 0.05$, ** $p < 0.01$.

T-test (table 1) clearly indicates that men and women differed in CQ with female employees reporting more CQ ($M = 57.580$, $SD = 4.61$) compared to male employees ($M = 54.52$, $SD = 4.93$).

Though both male as well as female employees possess above average level of all dimensions of CQ as compared with the norms of the CQ scale (Earley and Mosakowski, 2004). However, female employees have demonstrated higher level of emotional/motivational, cognitive and behavioural CQ. This can be inferred as female

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participants are relatively more capable of acquiring and understanding knowledge of other cultures (including norms, practices & conventions) and at the same time they are capable of understanding similarities and differences across cultures. Female respondents have reflected higher capability to direct attention and energy towards learning about and functioning in cross-cultural situations (Brislin et al., 2006, Bandura, 2002, Ng, Van Dyne, & Ang, 2009). High behavioural CQ shown by female respondents also indicates that they are more capable of using verbal and non-verbal actions in cross-cultural settings (Van Dyne, Ang, & Livermore, 2010) and are able to use appropriate words, tone, gestures, and facial expressions (Ng, Van Dyne, & Ang, 2009, Gudykunst, Ting-Toomey, and Chua, 1988) in cross-cultural settings.

Higher level of CQ (emotional/motivational, cognitive and behavioural CQ) possessed by both male and female managerial level employees is good for organisations, as these employees are required to work at different locations with culturally diverse situations outside their home country. The success of any such cross-border assignment largely depends upon the productivity of employees, as they are required to work in cross-cultural environment, which demands many cross-cultural adjustments, coping with social and cultural differences. In such situations expatriates need to have high emotional/motivation, cognitive, and behavioural CQ, otherwise it would be difficult for an expat to get involved and be accepted by the other team members. Based on the cultural values of specific settings, mental capabilities for better cultural understanding and motivation should complement with the capability to exhibit appropriate verbal and non-verbal actions (Hall, 1959).

Further, it is also seen from the table 1 that there is no significant difference observed between male and female respondents on their engagement score. Higher score also indicates that male as well as female managerial level respondents hold positive attitude towards the work as well as organization and its vision, mission and values and are beneficial for the organization (Robinson et al, 2004). Further analysis of result depicted in table 1 indicates that both male and female respondents possess good amount of engagement scores, which shows their commitment (both emotional and intellectual) towards work and organization. Also higher level of engagement score reflects higher level of ownership of employees, which also indicates their inclination to 'go the extra mile' and put in the extra effort for the benefit of the organization. (Ramsay & Finney, 2006).

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Table 2: Correlations of CQ (And Its Dimensions) with Engagement

	<i>EM</i>	<i>CG</i>	<i>PH</i>	<i>CQ</i>	<i>EG</i>
<i>EM</i>	1.00	–	–	–	–
<i>CG</i>	0.41**	1.00	–	–	–
<i>PH</i>	0.33**	0.23	1.00	–	–
<i>CQ</i>	0.64**	0.70**	0.73**	1.00	–
<i>EG</i>	0.55**	0.31*	0.41**	0.54**	1.00

** $p < 0.01$, * $p < 0.05$.

(EM-Emotional/Motivational; CG- Cognitive; PH - Physical; CQ – Cultural Intelligence; EG –Engagement)

The statistical correlation result portrayed in the table 2 shows that all the sub variables of CQ are correlated with engagement score of respondents. Engagement is found to be positively as well as significantly correlated with emotional/motivational CQ, cognitive CQ and behavioural CQ as well as CQ as a whole. It means that with the increase in CQ level of respondents, there is increase in their engagement scores, which would be very helpful in increasing their commitment towards their work as well as their organization. In addition, it is evident from the literature that CQ can be cultivated (Deng & Gibson, 2009, Adidam, Gajre, & Kejriwal, 2009, Alon & Higgins, 2005), which further means that it can be developed in psychologically competent people (Earley & Mosakowski, 2004). Hence, if an organization engaged in sending expatriates to other country and expects good commitment level and output from expatriates they need to take care of their CQ level. This would definitely help expatriates to understand cross-cultural issues and be adaptable in diverse cultural environment. Organizations can either check the CQ level of employees before sending/selecting them for any international assignment and send only those employees having higher level CQ or they can train employees (expatriate training) in order to increase their CQ level. Hence, expatriate training is an essential component for such international assignments so that expatriates understand the cultural issues associated with the new environment. This would help expatriates to get adjusted faster in new cultural environment and be acceptable to the other team members. Hence, hypothesis 1, 2, 3 and 4 of this study that there will be significant relationship between CQ and its sub-dimensions and employee engagement are accepted.

To have a deeper understanding of contribution of various dimensions of CQ (as independent variable) on engagement (as dependent variable) regression analysis (table 3) was carried out. Significant positive relationship was observed between EM (emotional/motivation cultural intelligence) and engagement ($R^2 = .23$, $\beta = .515$), CG and engagement ($R^2 = .15$, $\beta = .320$), and PH and engagement ($R^2 = .17$, $\beta = .410$) through regression analysis. The result is in congruence with the early studies on cultural intelligence and performance (Bandura, 2002; Ang et.al. 2007).

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Table 3: Regression Analysis

	R ²	β	Sig.
Emotional/Motivational (EM)	0.23	0.515	0.003
Cognitive (CG)	0.15	0.320	0.005
Physical (PH)	0.17	0.410	0.000
Multiple R ² = .49			

It can be further inferred from the table 3 that EM (emotional/motivational CQ) has come out as major predictor in explaining the variance in engagement among all the three CQ dimensions. Individual's cross-cultural intrinsic motivation (i.e., intrinsic interest in other cultures) and specific cross-cultural self-efficacy (i.e., belief in the ability to be effective in culturally diverse environments) helps expatriate to engage in cross-cultural experiences and acclimatize to new cultural atmosphere cause more variance in engagement. Individuals having high emotional/motivational CQ are confident about encountering novel culture and being adjusted in it. While confronting obstacles, setbacks, or even failure, such people reengage with greater vigor (Earley and Mosakowski, 2004). They always enjoy interacting with people from different cultural backgrounds (Earley and Ang, 2003) which helps them to do their work smoothly and effectively while experiencing different cultural settings. Expatriates who are both more efficacious and intrinsically interested in cross-cultural environment are more likely to actively engage themselves in work-related activities and will devote more efforts and time toward their task accomplishment (Kanfer, 1990; Kanfer et al., 2008).

Cognitive CQ explains 15% variance in engagement, and Physical (behavioural) CQ explains 17% variance in engagement. It means that both behavioural as well as cognitive CQ also contributes in explaining variation in engagement. Result depicted in the table 3 further confirms and accept hypothesis 1, 2, 3 and 4.

6. Limitations

As all the research studies have some limitations, this study too has some limitations. First of all, the study is limited to NCR region of India. Future studies can include more number of companies from all over the country to have a better understanding. Further, some concerns might exist in the self-reported measures like social desirability and common method bias problem (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). Another problem associated with the self-reported measures is that it assumes that participants are able to accurately assess various variables. Research shows that people are usually overconfident when assessing their own skill set (Dunning, Heath, & Suls, 2004), especially those with low competence (Kruger & Dunning, 1999). Future research can use more objective methods (e.g., peer assessments, direct observations,

or 360-degree assessment) to provide converging evidence with the findings of this study.

7. Conclusions and Implications

As the international assignments are on rise, expatriation has become the common phenomenon among most of the multinational companies. This poses various challenges for expatriates in order to be successful in such international assignments, as they are required to work at different locations worldwide with different cultural environment. Hence, it becomes necessary to study CQ as it affects expatriates in adjusting in a novel culture. This research study is an attempt to explore the relationship between CQ and engagement of managerial professionals who are required to work in such in cross-border assignments.

The results of this study clearly highlights that there is significant difference between the level of CQ between male and female managerial level professionals, with female employees having higher level of emotional, motivational as well as cognitive CQ as compare to their male counterparts. Results of this study also revealed that there is no significance difference observed between male and female respondents in terms of their engagement. Further analysis of data confirms that there is significant positive relationship exists between all the dimensions of CQ (i.e. emotional, behavioural, and cognitive CQ) and engagement. Out of all the three dimensions of CQ emotional/motivational, CQ contributes more in engagement as compared to cognitive CQ and behavioural CQ. That means desire and self-efficacy of expatriates helps in directing their energy towards learning about and functioning in cross-cultural environment. The findings of this research study have significant contribution for engaging expatriates during such international assignments. Hence future research on multicultural teams, and cross-cultural work environment may find that inclusion of CQ improves predictions of expatriates effectiveness.

The present study has contributions and implications for organizations and individuals considering international assignments. First of all, limited to our knowledge, this is among the very few empirical studies on engagement of expatriates that focuses on CQ and its dimensions, which further add to the theoretical developments of Earley and Ang's (2003) CQ concept. The present study provides empirical support for the validity of all four dimensions of CQ in understanding expatriates engagement level in new cultural environment and it adds to the body of knowledge in the area of cross-cultural management studies pertaining to Indian context. This study would be very useful for all those organizations that are sending their employees to different locations worldwide for working in different cultural environment. They can use this study to predict and understand expatriates success in other countries having different social and cultural environment. They can use the outcomes of this study in selecting and training expatriates and their families. While selecting employees for such cross-border assignments they can check the potential of the candidates by knowing their CQ scores on motivational, cognitive and behavioural dimensions. Individuals having high CQ scores (especially on motivational CQ) should be a given priority over other as the chances of their adjustment in new cultural setting is high. Although literature clearly

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highlights that employees can be trained and their CQ can be increased, but candidate with readily high CQ level definitely are more preferable and more likely to produce better results than with low CQ (Ramalu, Rose, Kumar, & Uli, 2010). Training programmes need to be planned accordingly, which should encourage the development of cultural intelligence among employees. This would help companies to improve expatriate failure rate and increase their productivity.

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