Cross-cultural training and adjustment through the lens of cultural intelligence and type of expatriates

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Cross-cultural training and adjustment through the lens of cultural intelligence and type of expatriates

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Abstract

Purpose – Organisations operate in diverse cultural environment, which is a challenging task due to absence of cultural knowledge and difficulty in adapting the native culture that usually leads to expatriate failure. In this context cultural intelligence plays an important role in the adjustment of employees. The purpose of the study is to examine the mediating role played by cultural intelligence between cross-cultural training and cross-cultural adjustment relationship. It further analyses the moderating role of cross-cultural training and types of expatriate between cultural intelligence and cross-cultural adjustment relationship.

Design/methodology/approach – Set in a large culturally diverse emerging economy context, data have been gathered from 530 managers working in banking sector. Data have been duly assessed for reliability and validity.

Findings – The results revealed that cultural intelligence mediates cross-cultural training and cross-cultural adjustment relationship. Evidence from the analysis further suggests that cross-cultural training and types of expatriate moderate the relationship between cultural intelligence and cross-cultural adjustment. Lastly, the managerial and theoretical implications have been put forth for practical and academic perusal.

Research limitations/implications – The study is cross-sectional in nature and data have been collected from single source.

Practical implications – Organisations should design such training programmes, which motivate the managers to successfully complete out of home state assignment and help them to adapt in the cross-cultural situations.

Social implications – Culturally intelligent employees/managers are able to communicate with people belonging to diverse culture, which results in building trust, loyalty and cordial relationship amongst the people. This will create the feeling of unity in the society thereby bringing national as well as global peace.

Originality/value – The study develops the extant literature on cross-cultural training and types of expatriate as effective intercultural instruments to enhance the capability of the managers to interact and adjust in host region environment.

Keywords Cross-cultural training, Cultural intelligence, Cross-cultural adjustment, Self-initiated expatriates, Organisational expatriates

Paper type Research paper

Introduction

Globalisation and change have brought lot of challenges for individuals and organisations in the form of cultural diversity management (Brancu *et al.*, 2016). Unpredictable nature of the global economy and lack of understanding about cultural differences are creating lots of conflicts in the organisations (Triandis, 2006). People in different cultures have dissimilar goals, leading to the formation of distinguishing cultural norms that assist that particular group of individuals towards the accomplishment of those culturally defined goals (Mokhothu and Callaghan, 2018). Working in a culturally diverse environment is a challenging task due to absence of language ability and cultural knowledge, as well as difficulty in adapting the native culture, which usually leads to expatriate failure (Bucker

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et al., 2016). The term expatriates describe individuals, who go outside to work in one of the subsidiaries of the organisation (Guo *et al.*, 2016). They focus on developing their career within their organisation (Guo *et al.*, 2016). Expatriates, who have adequate job resources reap the benefits of international business travel and achieve better adjustment to living and working in the host country (Dimitrova *et al.*, 2020). Researchers have classified types of expatriates into self-initiated and organisational expatriates (Jokinen *et al.*, 2008). Self-initiated expatriate (SIE) relocates to the foreign country on their own initiative. They are aspiring to work abroad and actively take the initiative for such an undertaking (Linder, 2018). Whereas organisational expatriates are the individual, who are sent abroad at the initiation of the employing organisation (Linder, 2018). Therefore, to maintain and enhance the competitiveness, the organisations need the expatriates, who can effectively manage out of home state assignments (Dowling and Welch, 2005). In this context, training and development play very critical role, especially for multi-national organisations and offshore service providing organisations that send employees to out of home state assignments (Pernkopf-Konhausner and Brandl, 2011). Moon *et al.* (2012) viewed sound expatriates' management as one of the vital bases of organisation's competitive advantage. To enhance the expatriate's ability, they must be given sufficient information, understanding and alertness of the suitable standards and behaviours of the host region, via cross-cultural training (CCT) (Wang and Tran, 2012). CCT enables expatriates to handle cross-cultural situation more effectively (Littrell and Salas, 2005). CCT is formal determinations to prepare employees for more real social relations and for job achievement when they communicate extensively with employees from cultures belonging to different environment (Brislin and Yoshida, 1994). It promotes an expatriate's intercultural knowledge to adapt in the new workstation and enables him/her to communicate successfully with people belonging to diverse cultural backgrounds (Wang and Tran, 2012). Social Learning Theory explains the positive impact of CCT (Nam *et al.*, 2014) through understanding, abilities, aptitudes and behaviours via observation and repetition (Nam *et al.*, 2014). Unlike the traditional training styles, it emphasises the attitudinal fluctuations rather than gaining of information (Littrell and Salas, 2005). It prepares adaptable managers by teaching them global skills and helping them in learning how to learn (Littrell and Salas, 2005). So, these managers are able to use the knowledge gained from the training programmes for managing novel situations that are encountered in the life of the managers while working outside their home state. Therefore, CCT helps in developing individuals as well as prepares them for dealing within one's own country with individuals, who are from other cultures (Brislin and Horvath, 1997).

Literature has revealed varied effect of CCT on cultural intelligence (CQ) but majority of the studies have provided empirical support for the positive impact of CCT on CQ (Moon *et al.*, 2012; Rehg *et al.*, 2012; Abdien and Jacob, 2019). Further, review of literature also revealed that CQ has significant effect on CCA (Ang *et al.*, 2007; Lee, 2010; Lee and Sukoco, 2010; Ramalu *et al.*, 2011; Huff, 2013; Malek and Budhwar, 2013; Huff *et al.*, 2014; Lee and Kartika, 2014). In this context Lee and Kartika (2014) and Gupta *et al.* (2013) have recommended to further investigate the role of training for expatriates' adjustment. So, the paper proposes to investigate the mediating role of CQ between CCT and CCA relationship. Training programmes encourage employees to work confidently while interacting with persons belonging to diverse cultures (Rehg *et al.*, 2012) that helps employees to sensibly imitate certain cultural doings as forms of behavioural association (Cerimagic and Smith, 2011) and communicate successfully in host region (Schutte, 2016). CCT provides cultural knowledge to the expatriates, which help them to become culturally intelligent thereby enhancing cross-cultural adjustment (CCA) in host region.

Further, review of literature on extraneous variables revealed lack of research on CCT and types of expatriate as moderators between CQ and CCA (Table 1). Literature revealed that training use coordinated approach (in terms of culture and work values) to train culturally

S. No.	Authors	Independent variables	Outcome variables	Mediators	Moderators
1.	Akhal and Liu (2019)	Cultural intelligence	Expatriates turnover intentions	Cross-cultural adjustment	–
2.	Sambasivan *et al.* (2017)	Spouse support, cultural intelligence and personality traits	Expatriate performance	Cross-cultural adjustment	–
3.	Jyoti and Kour (2015)	Cultural intelligence	Task performance	Cross-cultural adjustment	–
4.	Jyoti and Kour (2017)	Emotional intelligence, social intelligence and Cultural intelligence	Job performance	Cross-cultural adjustment	Experience and perceived social support
5.	Qin and Baruch (2010)	Psychological contracts, family package, cross-cultural training, free choice or not and protean career	Performance, Career success and job satisfaction	Organisational commitment and expatriate adjustment	–
6.	Cao *et al.* (2012)	Cultural intelligence, career network size and protean career attitude	Career success	Cross-cultural adjustment	Cultural distance
7.	Koo Moon *et al.* (2012)	Working experience, self-monitoring, perception of promotion opportunities	Cultural intelligence	–	Portion of interaction with local employees and knowledge on length of foreign assignments
8.	Gulistan Yunlu and Clapp-Smith (2014)	Cultural psychological capital	Metacognitive awareness	Motivational cultural intelligence	Perspective taking
9.	Feitosa *et al.* (2014)	Training characteristics	Expatriate adjustment	Learning	Training design and Environment
10.	Nunes *et al.* (2017)	Cultural intelligence	Expatriate performance	Expatriate adjustment	–
11.	Wu and Bodigerel-Koehler (2013)	Cross-cultural stable competencies (cultural empathy, social initiative, open-mindedness and emotional stability)	Cross-cultural adjustment	Cross-cultural dynamic competencies (relational skills, non-ethnocentrism, general self-efficacy)	–
12.	Jyoti and Kour (2017)	Cultural intelligence	Job performance	Cross-cultural adaptability	Work experience and language proficiency
13.	Jyoti *et al.* (2019)	Cultural intelligence	Knowledge sharing	Cross-cultural adjustment	Work experience

(*continued*)

Table 1. Literature review on moderation and mediation

S. No.	Authors	Independent variables	Outcome variables	Mediators	Moderators
14.	Koveshnikov *et al.* (2014)	Emotional intelligence	Cross-cultural adjustment	–	Gender
15.	Ramalu *et al.* (2012)	Cultural intelligence	Job performance	Cross-cultural adjustment	–
16.	Zhang (2012)	Cultural intelligence	Cross-cultural adjustment	–	Cultural distance
17.	Ramalu and Subramaniam (2019)	Cultural intelligence	Work engagement	Psychological need satisfaction	–
18.	Peng *et al.* (2014)	Motivational cultural intelligence	Cultural well-being	–	Cultural identity
19.	Fischer (2011)	Training effectiveness	Cultural intelligence	–	Personality traits
20.	Rockstuhl and Van Dyne (2018)	Cultural intelligence	Task performance	Sociocultural adjustment and intercultural judgment and decision making	–
21.	Alexandra (2018a, b)	Social dominance orientation	Cultural intelligence development	Propensity to change stereotype	–
22.	Alexandra (2018a, b)	Social complexity belief	Cultural intelligence development	Perception of disconfirmation	–
23.	Barbuto *et al.* (2015)	Core self-evaluation and ethnocentrism	Successful experience abroad	Motivational cultural intelligence	–
24.	Giorji *et al.* (2020)	Cross-cultural adjustment	Innovation and work- related stress	Perceived organisational support	–
25.	Burakova and Filbien (2020)	Cultural intelligence	Job performance	Cross-cultural adjustment	–

Table 1.

intelligent persons (Earley and Peterson, 2004), which aids them in different kinds of adjustment in host region such as adjustment to housing conditions, living conditions, shopping conditions, adjustment to work standards and responsibilities, interactional adjustment. The inputs from training makes employees culturally aware about host region environment and aids them to communicate with local nationals (Wang and Tran, 2012), which magnify the impact of CQ on CCA.

The expatriate adjustment literature has also examined the role of type of expatriation towards expatriates' adjustment. Cao *et al.* (2012) distinguished between SIEs and organisational expatriates. They explained SIEs' career success from the perspective of career capital theory. Froese and Peltokorpi (2013) revealed that SIEs have higher interaction adjustment as they work more under host country nationals. Similarly, von Borell de Araujo *et al.* (2014) viewed that SIEs are more willing than organisational expatriates to exhibit local behaviour for solving problems related to host country adaptation. The concept of SIEs and organisational expatriates is very much relevant within the national context specifically in India. India's languages, regions, religions, custom, food, music and dance differ from one place to another place within the country. India has total 28 states and 9 union territories and each state and union territory differs from the other in cultural perspective. Organisations in

India transfers their employees from one branch to another branch located at different states of India for long-term or short-term assignments. Sometimes the transfers are done at the request of the employees and sometimes it is forced by the organisation. Expatriates (self-initiated or organisational) have to adapt to different cultures prevailing in various parts of the country. When an employee crosses the state, he/she has to adjust to host region as India is land of many languages, customs, values and religion (Jyoti and Kour, 2015). So, whenever they are transferred, they have to face the cultural challenges. Therefore, managing different types of expatriate in India is a challenging job for human resource managers. The above discussion reveals that type of expatriation plays important role in the adjustment of the expatriates. In this context this paper proposes that type of expatriation will moderate the relationship between CQ and CCA as self-initiated managers will have lower adjustment problems (The detailed explanation is given in the hypothesis 5). So, this paper investigates the conditional indirect effect of CCT on CCA through CQ in the presence of type of expatriates and CCT (moderators) known as moderated-mediation model and extends the theoretical and practical implications.

Relevance of cultural intelligence in Indian context

"Culture is a way of life" (Griswold, 2012). The food we eat, the clothes we wear, the language we speak and the God we worship are all aspects of culture (Satpathy, 2012). It is the set of features of a certain group of people from the perspective of religion, social habits, language, art and music (Jyoti and Kour, 2015). Culture is transmitted from one generation to another specifically through language, which is considered as a main vehicle (Satpathy, 2012). Indian culture is one of the unique and oldest cultures (Jyoti and Kour, 2015), whose past is alive even in the present. India is one of the most culturally diverse countries in the world (Cooke and Saini, 2010), which can be seen in gender, race, caste, religion, language, colour, ethnicity, etc. (Kundu and Turan, 1999; Kundu, 2003; Kundu and Mor, 2017; Sharma and Dahiya, 2017; Kundu *et al.*, 2019). India has 28 states and 9 union territories with different cultures and is one of the most populated countries in the world (Sharma and Dahiya, 2017; Kenoyer and Heuston, 2005). It is the birthplace of Hinduism, Sikhism, Jainism, Buddhism, Islam and other religions but Hinduism being the dominant religion practiced (Cooke and Saini, 2010). The different religions have different culture. The north, south, east and west too have their own distinct cultures (Jyoti and Kour, 2015). They have different ways to greet others. For instance, in Hindu families "*Namaste*" is the most common way of greeting others. Similarly, Muslims greet by saying "*Adab*"; Sikhs say "*Sat Shri Akal*"; Marathis say "*Namaskar*"; Telugu and Malayalam say "*Namaskaram*"; Assamese say "*Nomoshkaar*"; Kannada say "*Namaskara*"; Tamils say "*Vanakkam*"; *Ram Ram, Jai Shri Krishna* and *Jai Jinendra* is the common greeting used across Jain community. Further, the clothing in India also differs across various parts of the country and is influenced by climate, geography, local culture and rural/urban settings. The most popular style of dresses includes *Sari, Churidar or Salwar-Kameez* with *Dupatta* for women and Dhoti or Lungi for men. Similarly, the language also varies in different states and religions. Tamil is spoken in Tamil Nadu, Urdu is related with Muslims, Punjabi is spoken in Punjab, Gujarati in Gujarat, Kannada in Karnataka, Malayalam in Kerala, Bengali in Bengal, etc. India being multi-cultural, multi-ethnic and multi-religious society celebrates festival of various religions. Indian states and regions have festivals depending on prevalent religious and linguistic demographics. Various religious festivals include *Navratri, Janmashtami, Diwali, Holi, Maha Shivratri, Vasant Panchami, Raksha Bandhan, Dussehra* and *Ganesh Chaturthi*. Further, Indian food is as diverse as India. Indian food varies from region to region. Indian cuisine can be divided into five categories – Northern, Eastern, Southern, Western and North-Eastern. The diversity can be seen in Indian dance forms. Indian dance includes eight classical dance forms: *Bharatnatyam* of the state of

Tamil Nadu, *Kuchipudi* of Andhra Pradesh, *Kathak* of Uttar Pradesh, *Manipuri* of Manipur, *Kathakali* and *Mohiniattam* of Kerala, Odissi of the state Odisha, Yakshagana of Karnataka and Sattriya of Assam. Therefore, we can see diversity in every part of the country. van Hoorn (2015) revealed that the amount of variation in values does not occur between countries but occurs between individuals from the same country (meaning it occurs within a country). Just like an expatriate have to adapt to different country or host region environment an Indian manager also have to make adjustment when transferred from one region or state to another for completing any assignments as India is a most religiously and ethnically diverse nation. Studies revealed that Indians are naturally a tolerant community (Budhwar and Varma, 2011; Kundu *et al.*, 2020). Hence, the managers have to adapt themselves to this diversity when they are transferred from one state to another. Managers from different culture often work together in the same organisation and this cultural diversity brings cultural shocks and misunderstanding, because of lack of CQ. Organisational practices are based on culture and most organisations avoid cultural risks to manage their business (Kanungo, 2006). Jyoti and Kour (2015) researched on banking sector and suggested that organisations need managers, who are culturally sensitive and are able to handle the cross-cultural interactions effectively. The organisations which recognize the globalisation of labour as positive and facilitate the flow of the workforce benefit most (Kundu, 2003). Further, Jyoti and Kour (2015) and Jyoti and Kour (2017) have revealed that when employees in India are transferred from one state or region to another, they have to undergo various adjustments relating to different languages, values, food, clothing, customs, etc. So, an Indian manager is an expatriate in his own country when posted from one region to another. The above discussion reveals that India is a diverse country in term of culture, language, customs and habits, which requires culturally groomed managers for efficiently handling the diversity at workplace.

Review of literature and hypotheses development

CQ is the ability of the person to interact successfully in location categorised by cultural diversity (Earley and Ang, 2003). It is a skill for understanding and learning about new culture, which helps individuals to succeed in cross-cultural environment (Yari *et al.*, 2020; Taras, 2020; Masrek *et al.*, 2017). Individuals high on CQ have the ability to encounter confusing situations and make appropriate adjustment in host region (Jyoti and Kour, 2015). It is a multi-factor construct comprising: meta-cognitive CQ, cognitive CQ, motivational CQ and behavioural CQ. The previous studies have revealed that the CCTCCT significantly affects CQ (Kamal and Jacob, 2019; Okpara and Kabongo, 2017; Moon *et al.*, 2012; Fischer, 2011). CCT is multi-dimensional concept comprising pre-departure training, post-arrival training and language training. Pre-departure training is the training imparted before the expatriates leave the home country (Wang and Tran, 2012). It focuses on imparting vital information about host region conditions and raising the individual's awareness about differences in cultural norms and values (Wang and Tran, 2012). After arrival in the host region, expatriates may take additional post-arrival training. It imparts essential resources, like social support and an onsite mentoring to the expatriates (Wang and Tran, 2012). Post-arrival training helps expatriates to merge explicit knowledge and information from their pre-departure training with real experience (Wang and Tran, 2012). Lastly, language training helps expatriates to grow more confident in their interactions with host people, enhancing their potential to achieve positive outcomes in business dealings (Wang and Tran, 2012). CQ is partly determined by elementary intellectual capability, an individual's CQ can still be enhanced via training (Tan and Chua, 2003). CQ can be upgraded by tailoring training (adopting and adapting) after identifying person's strengths and weaknesses for increased understanding of elementary cultural knowledge (Earley and Peterson, 2004). Such knowledge can be upgraded either by training or experience (Rehg *et al.*, 2012) and thus,

CCT helps employees to gain cultural knowledge by making them culturally more intelligent. Training programmes motivate managers to work effectively and make them confident while interacting with people belonging to different cultures (Rehg *et al.*, 2012). It further helps manager to rationally replicate certain cultural doings as forms of behavioural association (Cerimagic and Smith, 2011), which help to interact effectively in host region (Rehg *et al.*, 2012; Schutte, 2016). Pre-departure training prepares managers to learn and work with people living worldwide (Cerimagic and Smith, 2011). It provides knowledge regarding language, values, belief, customs, traditions, etc. and evidence, which they can practice in any new culture resulting in increased level of CQ (Harris and Kumra, 2000). Pre-departure training increases cultural awareness of expatriates about cultural differences and sensitivity in handling cultural issues provides momentum to learning process (Wang and Tran, 2012). Further, expatriate needs to be proficient in the host region language as this will reduce misunderstanding and misinterpretation. As a result, organisations should provide language training to the expatriates for successful completion of the assignments. Language training helps expatriates to grow more confident in their interactions with host people, enhancing their potential to achieve positive outcomes in business dealings (Wang and Tran, 2012). Further, cross-cultural skill development (Nam *et al.*, 2014) can be enhanced by providing training, which motives them to communicate effectively in cross-cultural environment. Thus, it can be concluded that CCT positively impacts CQ.

Further, studies have revealed that CQ positively affects CCA (Jyoti and Kour, 2015, 2017; Nunes *et al.*, 2017; Wang, 2016; Jyoti *et al.*, 2015; Guðmundsdóttir, 2015; Huff *et al.*, 2014; Ramalu *et al.*, 2011). CCA is the process of feeling comfortable with working and living in a culture dissimilar from home culture (Giorgi *et al.*, 2020). It is psychological stress relief when encountering cultural shock in different environment (Chen, 2019). Multicultural individuals have the ability to flexibly respond to vital cultural cues that are relevant for the situation which helps them to adjust in cross-cultural environment (Korzilius *et al.*, 2017). Culturally intelligent managers know the verbal as well as non-verbal behaviour of host region, which helps them to make various kind of adjustment such as work adjustment, interaction adjustment and general adjustment (Jyoti and Kour, 2015; Burakova and Filbien, 2020). They have the ability to adjust in new situations as they have the confidence and intrinsic motivation to indulge themselves in new environment (Jyoti and Kour, 2015). Culturally intelligent managers have the cultural knowledge, which helps them to adjust in host region environment (Yari *et al.*, 2020). Managers high on metacognitive CQ are conscious about cultural knowledge and think more strategically about the interactions hence enables their adjustment to new culture (Ramalu *et al.*, 2011). Cognitive CQ is the knowledge component, which include accepting of topographical, fiscal, lawful and societal systems in other cultures resulting in better adjustment of managers in host region (Ramalu *et al.*, 2011). Further, managers high on motivational CQ have deep-down interest in new cultures, which encourage them to socialise with people belonging to host region leading to CCA (Ramalu *et al.*, 2011; Huff *et al.*, 2014). Lastly, managers high on behavioural CQ have mastery over verbal and non-verbal behaviour which help them to adjust to general environment, performance standard and interaction adjustment (Ramalu *et al.*, 2011). Further, Ramalu *et al.* (2011) revealed that the combined impact of all the dimensions of CQ (meta-cognitive, cognitive, motivational and behavioural) has a greater impact of the CCA as compared to the individual impact of each dimensions. Therefore, it can be concluded that managers, who are culturally intelligent, are able to better adjust themselves in host environment as they are more aware about the cross-cultural environment.

Therefore, CCT leads to higher CQ due to better cultural awareness, which helps them to communicate successfully in cross-cultural condition, which in turn helps them to adapt in host region setting. CCT (pre-departure training and language training) provides cultural knowledge to the expatriates, which help them to become culturally intelligent thereby

enhancing CCA in host region. Predeparture training and language training improves the CQ level of the expatriates, which boosts the CCA. CCT makes managers familiar with the norms, values and practices of new culture, so that they can comfortably behave in host region (Johnson, 2015). Thus, it can be concluded that CQ mediates between CCT (predeparture and language training) and CCA.

H1. CCT significantly and positively affects CQ.

H2. Cross-cultural intelligence significantly and positively affects CCA.

H3. CQ mediates the relationship between CCT and CCA relationship.

CCT is a learning process that improves cognitive, affective and behavioural competencies for effective intercultural communication (Ran and Huang, 2019). These programmes increase executive's cultural aptitude in dealing with others from diverse cultural environments by improving their intellectual awareness and understanding of the recommended host culture (Earley and Peterson, 2004). Managers, who have high level of CQ, are able to adjust themselves in host region environment as they have the ability to communicate with local nationals (Jyoti and Kour, 2015, 2017; Nunes *et al.*, 2017; Wang, 2016; Jyoti *et al.*, 2015). Culturally intelligent managers, when provided CCT, are better able to adjust in host region environment as it helps them to deal effectively with cultural differences. CCT programmes help culturally intelligent managers to change their knowledge, behaviour and attitude, which in turn help them to communicate effectively and adjust with host region nationals. It helps culturally intelligent managers to have understanding about the cultural values, norms, languages, traditions, customs, etc., which help them to have general, work and interactional adjustment. When these managers are given CCT they are more comfortable while working in dissimilar cultures, which magnify the effect of CQ on CCA. CCT motivates culturally intelligent managers to regulate behaviour and monitor one's own actions including nonverbal display such as body language, accent, tone, facial expression, etc. (Earley and Peterson, 2004), which increases the impact of CQ on CCA. Training is critical in delivering a coordinated approach to training culturally intelligent individuals (Earley and Peterson, 2004), which helps them to make various kinds of adjustment in host region such as adjustment to living conditions, housing conditions, shopping conditions, adjustment to work standards and responsibilities, interactional adjustment. The inputs from pre-departure training make managers culturally aware about host region environment and helps them to socialise with local nationals (Wang and Tran, 2012), which boosts the impact of CQ on CCA. Pre-departure training provided by the organisations makes the managers comfortable and minimises the cultural shocks, which strengthens the effect of CQ on CCA. Further, after arriving at host region managers undergo post arrival training which make them aware about the organisational climate, working standards, job responsibilities and verbal and non-verbal cues used in that region (Wang and Tran, 2012), which makes them culturally intelligent and in turn helps in their adjustment. Language is the biggest barrier in the expatriates' adjustment (Selmer, 2006). Therefore, language training provided by the organisation helps managers to learn different languages, gesture, tone, accent, etc. used by locals in the host region, such language training along with behaviour CQ motivate managers to indulge in cross-cultural interactions, which improve the impact of CQ on adjustment process of managers. CCT makes culturally intelligent managers self-aware by making them aware about their own culture as well as usual reaction that persons from other cultures (Earley and Peterson, 2004), which help them to adjust in culturally diverse settings. Therefore, it can be concluded from above discussion that the relationship between CQ and CCA gets strengthened when managers are imparted CCT (post arrival and language training).

H4. CCT (post arrival and language training) moderates the relationship between CQ and CCA in such a way that this relationship is stronger for higher CCT and vice-versa.

Self-initiated expatriation positively moderates the relationship between CQ and CCA. SIEs have higher interaction adjustment than organisational expatriates (Froese and Peltokorpi, 2013). Organisational expatriates (OEs) are sent by the companies to a related office/unit in a foreign country to achieve a specific goal or objective, whereas SIEs themselves make a decision to move and work abroad (Peltokorpi and Jintae Froese, 2009). SIEs are more motivated to interact with host nationals and they are more tolerant to the behavioural differences during cross-cultural interaction thereby increasing their interactional adjustment. In contrast OEs live for a restricted period in residential area and dense concentration of OEs can limit their non-work-related interactions with the host nationals (Peltokorpi and Jintae Froese, 2009). SIEs are culturally intelligent as they have more social interactions with locals and are more successful at learning how to adjust to life and work abroad (Peltokorpi, 2007). Culturally intelligent managers effectively interact with people outside their culture and if they voluntary choose to go outside their home country they successfully adjust themselves in new country environment than those send by the company. The support that organisational expatriates receive from their companies and the relationships that SIEs form with local residents influence the means by which the two types of expatriates resolve challenges of general adaptation (Araujo *et al.*, 2014). SIE is motivated to relocate due to specific interest and a desire for adventure, which boost the impact of CQ on CCA. SIEs have strong cross-cultural skills and knowledge about host country environment (Tharenou, 2013; Peltokorpi, 2008), which helps them to adjust in a better way than organisational expatriates. SIEs are more motivated than organisational expatriates to tolerate a poor fit at work and to adjust to work contexts abroad because SIEs may be less willing to return to their home country and may face bleaker employment opportunities in their home countries (Peltokorpi and Jintae Froese, 2009); therefore, it magnifies the relationship between CQ and CCA.

H5. The relationship between CQ and CCA is moderated by types of expatriates in such a way that this relationship is stronger for SIEs as compared to other types of expatriates.

Based on the above discussion, the following theoretical framework has been developed as a conceptual model (see Figure 1):

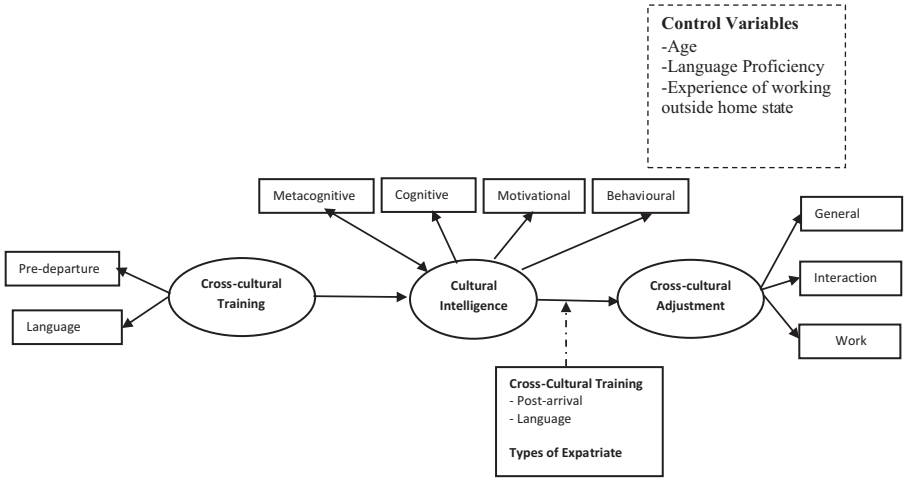


Figure 1.
Conceptual model

The model shows the mediating role of CQ (mediator) between CCT (independent variable) and the relationship of CCA (dependent variable) and the moderating role of CCT and type of expatriate between CQ and CCA. Thus, the present study empirically identifies the relationship between CCT (moderator) and CCA via CQ (mediator).

Methodology

Data collection

The survey has been conducted in 2018–2019 and total 530 questionnaires have been distributed to managers working in banking sector on random basis (North India) out of which 512 were returned back (RR = 96.6%). Managers have been contacted personally and explained in detail about the purpose of the research. Further, normal curve is also bell-shaped that confirms normal distribution of the data (Figure 2).

The sample comprised 50% managers below the age of 40 years and 50% are above 40 years. About 83% managers are having 1–10 years of out of home state experience followed by 11–25 years (17%). About 46.5% managers are SIE followed by organisational expatriates (32.5%) and both (21%) (self-initiated and organisational).

Measures

The data have been gathered on five-point Likert scale for the sake of consistency. In the present study the outside the home state refers to states other than the native state of the expatriates.

Cultural Intelligence (CQ): 20-items have been used to measure CQ ($\alpha = 0.934$) (Ang *et al.*, 2007). The scale contains four items for meta-cognitive CQ, six for cognitive CQ, five for motivational CQ and five for behavioural CQ. The sample item includes "Check the accuracy of my cultural knowledge as I interact with people from different cultures" and "Know the rules of other languages".

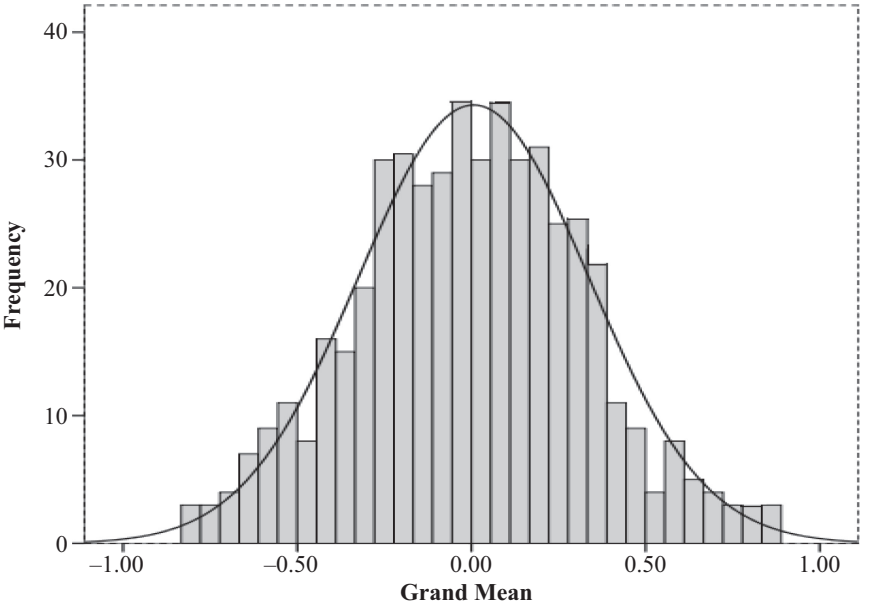


Figure 2.
Histogram with normality curve

Cross-cultural Training (CCT): 16-items have been used (Brandl and Neyer's, 2009; Selmer's, 2006 cited in Wang and Tran, 2012) to measure the CCT ($\alpha = 0.834$) out of which two-items have been self-generated. The scale included five items of pre-departure, six items of post-arrival and five items of language training. Pre-departure training and language training have been used as dimensions of CCT as independent variable, whereas post arrival training and language training have been used as moderator between CQ and CCA. The sample item includes, "The training my organisation provided before my departure helps me better adjusts to the new environment (Pre-departure training)", "The post-arrival training my organisation provided is of value in contributing to the success in my present job (Post-arrival training)" and "Language training provided by bank includes both verbal and non-verbal language training (Language training)".

Cross-cultural Adjustment (CCA): 14-items have been used (Black and Porter, 1991) to measure the CCA ($\alpha = 0.919$). The scale included four items of interaction items, seven items of general adjustment and three items of work adjustment. The sample item includes, "Adjust myself to the housing conditions in state I am posted other than home" and "Adjust myself to interact with host people on day to day basis in state I am posted other than home".

Type of Expatriates: The respondents have been asked whether they are SIE, organisational expatriates or self-initiated as well as organisational expatriate.

Data analysis strategies

In order to check the dimensionality of different scales exploratory factor analysis (EFA) with the help of SPSS version 21 has been used. To confirm the factors emerged in EFA confirmatory factor analysis has been applied using AMOS version 20. Further, to check the hypotheses structural equation modelling (SEM) has been used. The mediation hypothesis has been tested using the Preacher and Hayes' (2004) methodology and to check the moderation hypotheses multi-group analysis of SEM (type of expatriates) and product indicator technique (CCT) has been used. Product indicator approach is a procedure of estimating latent interaction effects in SEM. In this approach, indicators of a latent factor are multiplied with that of a second one to generate the indicators (product) of the interaction term, then, is treated as a separate factor predicting the outcome variable (Ayturk, 2016).

Results

Item analysis

Item analysis has been performed with help of SPSS (version 20) software. Firstly, inter-item correlations have been inspected and the items having inter-item correlation less than 0.30 were deleted (Hair *et al.*, 2010). At this stage six items of CQ, six items of CCT and four items of CCA got deleted (Table A1). Further, item to total correlation has been inspected and all the items have correlation values above 0.50.

Reliability and validity

CFA has been used to check the liability and validity of the constructs. Two stage procedures have been used to check the theoretical framework (Anderson and Gerbing, 1988). In the first-level measurement models have been checked to measure the convergent and discriminant validity. In the second level hypotheses have been tested with the help of SEM.

As multiple factors emerged after EFA so, second-order factor models have been designed for all the scales. All the second order models showed good fit as suggested by Hair *et al.* (2010) (Table 2). Convergent validity has been established as all the standardised estimates are greater than 0.50 and the variance explained by each construct is also greater than 0.50 (Hair *et al.*, 2010, Table 2). Cronbach's alpha and composite reliability have been used to check

Constructs	*M*	SD	SRW	AVE	CR	Cronbach's alpha	Fit indices
Cultural intelligence	4.11	0.71		0.93	0.98	0.934	
Meta- cognitive CQ	*4.18*	*0.89*	*0.87*	*0.96*	*0.98*	*0.87*	χ^2/df = 3.387
MOG1	4.09	0.87	0.86				RMR = 0.052
MOG2	4.19	0.90	0.82				GFI = 0.937
MOG3	4.27	0.91	0.81				NFI = 0.976
Cognitive CQ	*4.01*	*1.00*	*0.67*	*0.96*	*0.98*	*0.89*	AGFI = 0.910
COG3	4.05	1.11	0.95				CFI = 0.983
COG4	3.97	1.15	0.91				RMSEA = 0.068
COG5	3.91	1.17	0.73				
Motivational CQ	*4.11*	*0.93*	*0.60*	*0.98*	*0.99*	*0.95*	
MOT1	4.14	1.00	0.98				
MOT2	4.07	1.00	0.97				
MOT3	4.14	0.90	0.91				
MOT5	4.11	0.93	0.74				
Behavioural CQ	*4.17*	*0.82*	*0.77*	*0.98*	*0.99*	*0.95*	
BEH1	4.19	0.85	0.98				
BEH2	4.18	0.88	0.85				
BEH3	4.19	0.85	0.98				
BEH4	4.10	0.92	0.81				
Cross-cultural training	2.78	0.77		0.85	0.94	0.834	
Pre-departure training	*2.77*	*1.01*	*0.73*	*0.83*	*0.93*	*0.76*	χ^2/df = 2.204
PRD3	2.75	1.23	0.65				RMR = 0.052
PRD4	2.79	1.21	0.79				GFI = 0.975
PRD5	2.75	1.26	0.65				NFI = 0.966
Post-arrival training	*3.06*	*1.03*	*0.81*	*0.91*	*0.97*	*0.81*	AGFI = 0.955
PAT2	3.00	1.26	0.54				CFI = 0.981
PAT3	3.06	1.28	0.67				RMSEA = 0.049
PAT4	3.02	1.32	0.81				
PAT5	3.18	1.29	0.77				
Language training	*2.51*	*0.99*	*0.53*	*0.87*	*0.95*	*0.81*	
LT3	2.66	1.19	0.62				
LT4	2.43	1.17	0.88				
LT5	2.45	1.12	0.82				
Cross-cultural adjustment	4.14	0.69		0.97	0.99	0.919	
General adjustment	*4.15*	*0.72*	*0.98*	*0.93*	*0.98*	*0.78*	χ^2/df = 4.950
GA1	4.24	0.82	0.71				RMR = 0.030
GA2	4.33	0.78	0.71				GFI = 0.948
GA5	3.93	1.10	0.62				NFI = 0.952
GA6	4.10	0.94	0.69				AGFI = 0.907
Interaction adjustment	*4.07*	*0.85*	*0.91*	*0.93*	*0.97*	*0.76*	CFI = 0.962
IA1	4.04	1.12	0.68				RMSEA = 0.088
IA2	4.18	0.83	0.84				
IA3	4.21	0.82	0.68				
Work adjustment	*4.21*	*0.70*	*0.98*	*0.98*	*0.99*	*0.88*	
WA1	4.26	0.80	0.75				
WA2	4.17	0.81	0.87				
WA3	4.21	0.75	0.93				

Table 2.
Reliability, validity analysis and fit indices

Note(s): *M* = Mean, SD = Standard Deviation, SRW = Standardized regression weights, AVE = Average Variance Explained and CR = Composite reliability

the internal consistency as it is the best indicator to check the reliability of the construct (Hair *et al.*, 2010). All the constructs have alpha values above 0.70 (Table 2) and composite reliability for all constructs is above 0.80 (Table 2). Thus, scales used in the present study are reliable. Further, discriminant validity has also been proved as average variance extracted

for all the scales is greater than the squared correlation (Fornell and Larcker, 1981, Table 3). Nested models compared in Table 4 exhibited, further backing for the uniqueness of the various constructs. The three-factor model exhibits the best fit as compared to the other alternative models (Table 4). Further, the chi-square difference revealed that all the four models differ significantly from each other (Table 4) proving the discriminant validity of all the construct under study.

Common method bias

The single source data can generate biased results so Harman's 1 factor method (Hair *et al.*, 2010) and common latent factor (Podsakoff *et al.*, 2003) have been used to address this issue. Only 8% of the total variance is being explained by one factor in Harman's 1 factor solution. Further, chi-square difference test confirmed that the two models, i.e. with common latent factor and without common latent factor, are different ($\Delta\chi^2 > 141.874$, $p < 0.001$). Therefore, this study is not affected by the common method bias.

Hypotheses testing

Before testing the hypotheses, the data have been evaluated for the multivariate assumptions namely, normality, linearity, homoscedasticity and multicollinearity. To check the normality of data Kolmogorov–Smirnov test has been applied and the value came to be insignificant (Kolmogorov–Smirnov test = 0.022, $p > 0.05$). Further, in order to check the linearity of relationship deviation from linearity test has been applied and results revealed all the relations are linear in nature (CCT & CQ deviation from linearity = 1.036, $p > 0.05$; CQ & CCA deviation from linearity = 0.851, $p > 0.05$). Homoscedasticity has been checked using Scatter plot with residual of dependent variable on the *Y*-axis and the independent variable's residual on the *X*-axis (Hair *et al.*, 2010). The results revealed constant error variance between the variables as a plot comes up with consistent pattern (Figure 3). Lastly, to check the multicollinearity Variable Inflation Factor (VIF) has been used and the results revealed that multicollinearity is not the problem in the present study as VIF values are less than 3 (VIF = 1.013).

In order to test the hypotheses SEM has used (Byrne, 2010). Firstly, the impact of CCT on CQ has been checked and the results revealed that CCT significantly affects CQ (SRW = 0.48, $p < 0.001$). Hence hypothesis 1 is accepted. Further, dimension-wise impact of CCT on CQ has also been checked and results revealed that both the dimensions of CCT positively affect CQ (Figure 4). The effect of language training on CQ is higher (SRW = 0.26, $p < 0.001$, Figure 4) than the pre-departure training (SRW = 0.10, $p < 0.01$). Furthermore, the detailed analyses revealed that both the dimensions of CCT positively affect all the dimensions of CQ (Figure 4). Pre-departure training highly affects behavioural CQ (SRW = 0.21, $p < 0.001$) followed by meta-cognitive CQ (SRW = 0.15, $p < 0.001$), cognitive CQ (SRW = 0.14, $p < 0.001$) and motivational CQ (SRW = 0.12, $p < 0.001$). Whereas language training highly affects meta-cognitive CQ (SRW = 0.32, $p < 0.001$) followed by cognitive CQ (SRW = 0.29, $p < 0.001$)

Constructs	Cultural intelligence	Cross-cultural training	Cross-cultural adjustment
Cultural intelligence	0.96		
Cross-cultural training	(0.15) 0.39**	0.83	
Cross-cultural adjustment	(0.73) 0.86**	(0.20) 0.45**	0.93

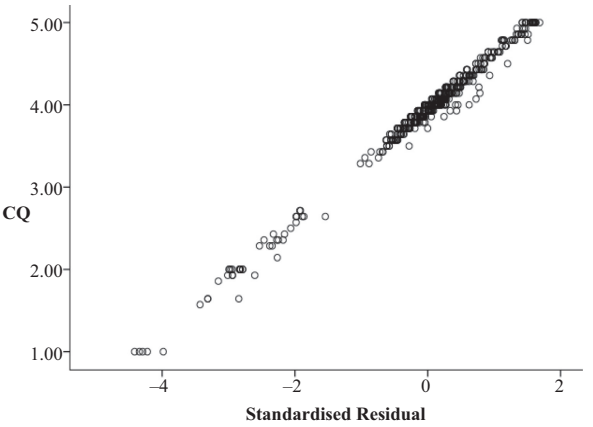
Note(s): Values on the diagonal axis represents the average variance extracted. Values below the diagonal axis are correlation and values in the parentheses represent the squared correlation. **$p < 0.01$

Table 3. Discriminant validity and correlation analysis

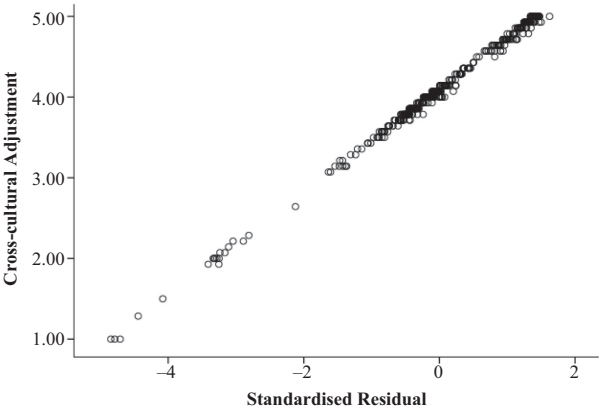
Table 4.
Comparing the fit of alternate nested models

Model		χ^2/df	RMR	GFI	AGFI	CFI	RMSEA	χ^2	Model comparison	$\Delta\chi^2$
A	Three-factor model (CQ, CCT and CCA)	3.314	0.079	0.866	0.842	0.924	0.067	1676.981		
B	Two-factor model (CQ and CCT combined Vs and CCA)	4.618	0.146	0.794	0.759	0.880	0.084	2349.269	B v. A	672.272***
C	Two-factor model (CCT and CCA combined Vs CQ)	4.624	0.146	0.794	0.759	0.880	0.084	2349.269	C v. A	672.272***
D	One-factor model with all items loaded on a single factor	9.461	0.187	0.553	0.478	0.720	0.129	4815.754	D v. A	3138.773***

Note(s): CQ = Cultural intelligence, CCT = Cross-cultural training, CCA = Cross-cultural adjustment. ***$p < 0.001$



Dependent variable: Cultural Intelligence (CQ)
Independent Variable: Cross-cultural Training (Pre-departure and Language Training)



Dependent variable: Cross-cultural adjustment
Independent Variable: Cultural Intelligence

Figure 3.
Scatter plot for homoscedasticity

motivational CQ (SRW = 0.17, $p < 0.001$) and behavioural CQ (SRW = 0.15, $p < 0.001$) (Figure 4). Secondly, the effect of CQ on CCA has been assessed and findings revealed that CQ significantly affects CCA (SRW = 0.89, $p < 0.001$). Hence, hypothesis 2 is accepted. Further, dimension-wise analysis revealed that all the dimensions of CQ positively affect CCA (Figure 5). Amongst all the dimensions of CQ, meta-cognitive CQ highly affects CCA (SRW = 0.97, $p < 0.001$, Figure 5) followed by motivational (SRW = 0.92, $p < 0.001$), behavioural (SRW = 0.92, $p < 0.001$) and cognitive (SRW = 0.58, $p < 0.001$). Furthermore, detailed analyses revealed that all the dimensions of CQ positively affect all the dimensions of CCA (Figure 5). Meta-cognitive CQ highly impacts general adjustment (SRW = 0.95, $p < 0.001$), whereas behavioural CQ highly affects work adjustment (SRW = 0.95, $p < 0.001$).

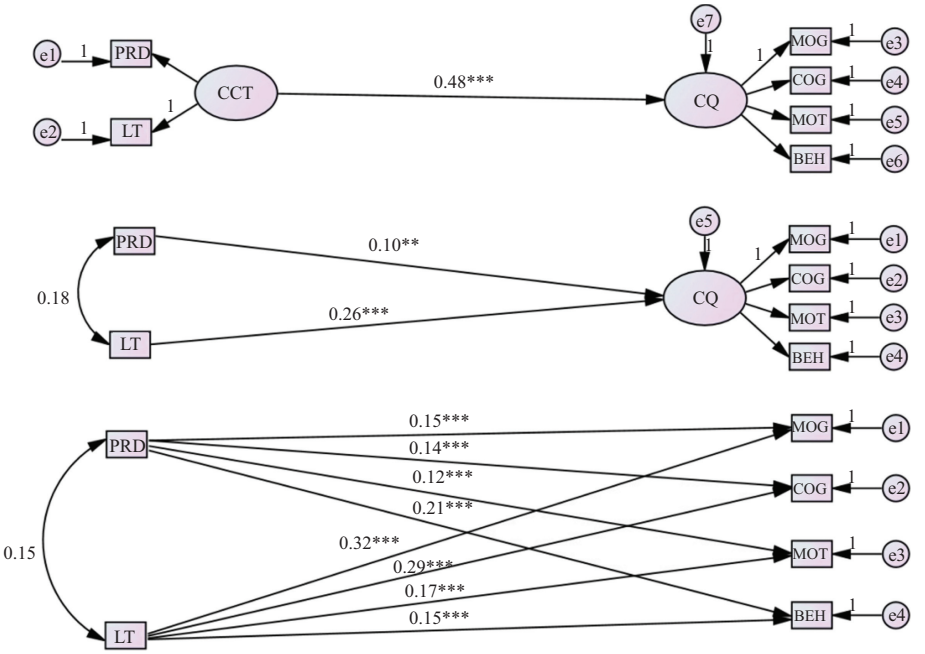


Figure 4.
Impact of cross-cultural training on cultural intelligence

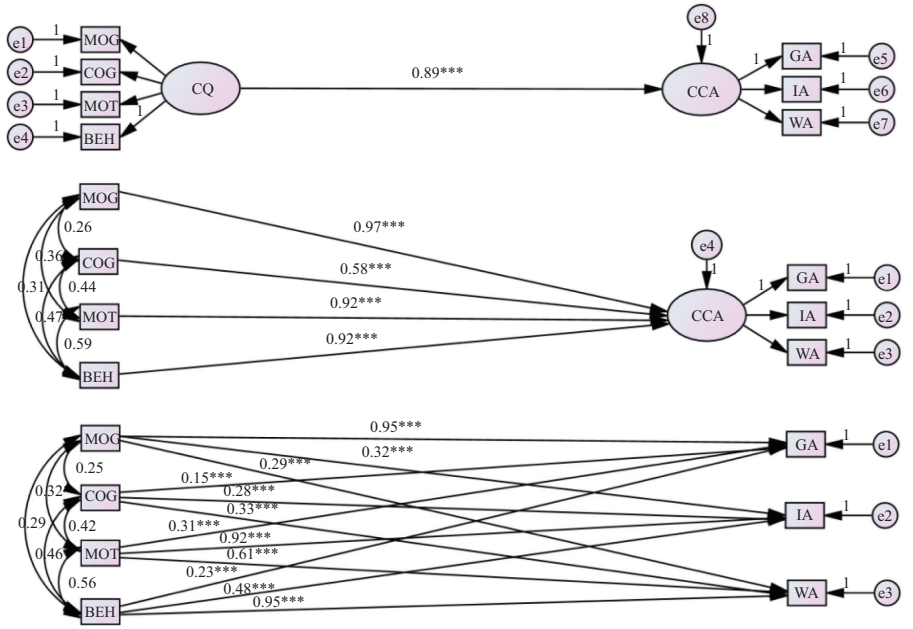
Key: CCT = Cross-cultural training, CQ = Cultural intelligence, PRD = Pre-departure training, PAT = Post-arrival training, LT = Language training, MOG = Metacognitive CQ, COG = Cognitive CQ, MOT = Motivational CQ, BEH = Behavioural CQ. ***$p < 0.001$, **$p < 0.01$

Motivational CQ highly impacts interaction adjustment (SRW = 0.92, $p < 0.001$) and cognitive CQ highly impact work adjustment (SRW = 0.33, $p < 0.001$) (Figure 5).

Additionally, we have also analysed the impact of CCT on CCA and results revealed that CCT positively affects CCA (SRW = 0.60, $p < 0.001$). Further, both dimensions of CCT, i.e. pre-arrival training (SRW = 0.15, $p < 0.01$) and language training (SRW = 0.29, $p < 0.001$) significantly affect CCA. Furthermore, the detailed analyses revealed that all the dimensions of CCT positively affect all the dimensions of CCA. Pre-departure training highly impacts the work adjustment (SRW = 0.17, $p < 0.001$) followed by general adjustment (SRW = 0.15, $p < 0.01$) and interaction adjustment (SRW = 0.10, $p < 0.05$), whereas language training highly impacts the general adjustment (SRW = 0.35, $p < 0.001$) followed by interaction adjustment (SRW = 0.20, $p < 0.001$) and work adjustment (SRW = 0.17, $p < 0.001$).

Mediation effect

In order to test the mediating effect, we followed Preacher and Hayes' (2004) methodology by testing the formal significance of indirect effect through Sobel test (Sobel, 1982) and later cemented by bootstrapping. The results revealed significant relationship between CCT and CQ ($\beta = 0.54$, $p < 0.001$); CQ and CCA ($\beta = 0.97$, $p < 0.001$). Further, the value of Sobel statistic is significant for the indirect effect of CCT on CCA through CQ (Sobel statistic = 6.884, $p < 0.001$). The bootstrapping confirmed the above result (indirect effect = 0.61, $p < 0.01$, Table 5) with 95% confidence interval and non-zero values in upper



Key: CCA = Cross-cultural adjustment, CQ = Cultural intelligence, GA = General adjustment, IA= Interaction adjustment, WA = Work adjustment, MOG = Metacognitive CQ, COG = Cognitive CQ, MOT = Motivational CQ, BEH = Behavioral CQ. $^{**}p < 0.001$

Figure 5.
Impact of cultural intelligence on cross-cultural adjustment

Hypothesis	Direct β without mediator (CCT-CCA)	Direct β with mediator	Indirect effect	LL95%/ UL 95%	Mediation type
CCT-CQ-CCA	0.60^{***}	0.03	0.61^{***}	0.387/0.760	Full mediation
CCT-MOG-CCA	0.60^{***}	0.08	0.51^{***}	0.341/0.677	Full mediation
CCT-COG-CCA	0.60^{***}	0.43^{**}	0.13^{*}	0.066/0.212	Partial mediation
CCT-MOT-CCA	0.60^{***}	0.11^{*}	0.30^{**}	0.154/0.521	Partial mediation
CCT-BEH-CCA	0.60^{***}	0.07	0.37^{**}	0.165/0.549	Full mediation

Note(s): $^{***}p < 0.001$, $^{**}p < 0.01$; $^{*}p < 0.05$, $N = 1{,}000$ Bootstrapping resamples; LL BCA and UL BCA = Lower level and Upper level of the bias corrected and accelerated confidence interval
Key: CQ = Cultural intelligence, CCT = Cross-cultural training, CCA = Cross-cultural adjustment, MOG = Metacognitive CQ, COG = Cognitive CQ, MOT = Motivational CQ and BEH = Behavioral CQ

Table 5.
Bootstrapping results for mediation

and lower CQ limits (0.387–0.760). Further, CQ fully mediates between CCT and CCA relationship as the direct impact of CCT on CCA is insignificant ($\beta = 0.03, p > 0.05$, Table 5). The control variables have been also included in the model, which generated no change in the prior relationships, so they have not been presented in Table 5 (Arnold *et al.*, 2007). Hence, hypothesis 3 got accepted.

Further, dimension-wise mediation effects of CQ (metacognitive, cognitive, motivational and behavioural CQ) have been also checked. All the dimensions of CQ mediate between CCT and CCA as the indirect effect of CCT on CCA through all the dimensions of CQ is significant. Further, the detailed analysis of results revealed that meta-cognitive and behavioural CQ full mediate between CCT and CCA indicating that CCT do not affect CCA directly rather CCT affects CCA entirely indirectly. Whereas cognitive and motivational CQ partially mediates between CCT and CCA indicating that CCT has both direct and indirect effect on the CCA (Table 5).

Moderating effect

There are two moderating variables in the present study, i.e. CCT and type of expatriates. In order to check the moderation of CCT (metric variable), interaction variables have been generated (Gaskin, 2012; Little *et al.*, 2007, p. 223) through product indicator approach (Chin *et al.*, 2003). There are four manifest variables of CQ (meta-cognitive, cognitive, motivational and behavioural) and two manifest variables of CCT (post-arrival and language), which resulted into eight manifest variables of the interaction variable (metacognitive * post-arrival, metacognitive * language, cognitive * post-arrival, cognitive * language, motivational * post-arrival, motivational * language, behavioural * post-departure and behavioural * language). The results revealed that the interaction of CQ and CCT significantly predicts CCA (SRW = 0.20, $p < 0.001$, Table 6). Therefore, we can conclude that CCT moderates between CQ and CCA relationship. Hence, hypothesis 4 stands accepted. Further, the dimension-wise moderation has also been checked. The results revealed the significant interaction effect of CQ and post-arrival training (PAT) on general adjustment (GA) (SRW = 0.98, $p < 0.001$, Table 6), interaction adjustment (SRW = 0.87, $p < 0.001$) and work adjustment (SRW = 0.80, $p < 0.001$). Whereas the interaction effect of CQ and language training (LT) on work adjustment (WA) (SRW = 0.90, $p < 0.001$, Table 6) interaction adjustment (SRW = 0.87, $p < 0.001$) and general adjustment (SRW = 0.60, $p < 0.001$) is also significant.

Further, to check moderation of type of expatriate (non-metric variable) multi-group analysis of SEM has been used. The sample has been split into three groups. The first group consisted of self-initiated managers, the second group constitutes organisational expatriates and third group consisted of both (self-initiated and organisational expatriates) to examine the existence or not of difference in structural parameters (Jimenez-Jimenez and Sanz-Valle, 2011).

In the first step the parameter for a hypothesised relationship is constrained to be equal and in the second step, the parameter is not constrained. If the difference between the models is significant ($\Delta\chi^2$) that means the variable used for splitting the sample moderates the relationship being studied.

vTable 7 revealed that the relationship between CQ and CCA is significant and positive for all the three groups. Thus, type of expatriates moderates the relationship between CQ and CCA (Table 7). Although, the relationship between CQ and CCA is positive for all the groups, but this relationship is stronger and significant for SIEs. Further, the chi-square difference test revealed that the two models, i.e. constrained and unconstrained model, are different in case of all the three groups ($\Delta\chi^2 > 3.84$, $p < 0.05$, Table 7). Therefore, hypothesis 5 got accepted.

To further cement the moderation results we conducted simple slope analysis. The tests of simple slopes indicated that the relationship between CQ and CCA is strengthened when CCT is high (Figure 6). Further, the relationship between CQ and CCA is stronger for SIEs (Figure 7).

Test of moderated mediation

In the present model CCT, the independent variable is taken as moderator on second path of the model (Hayes, 2015; Gregersen Einarsen *et al.*, 2016). A model discussed by Hayes (2015),

	Model I	Model II	Model III
CQ → CCA	0.97***	0.96***	0.86***
CCT → CCA		0.09	0.08
CQ * CCT → CCA (Hypothesis 2)			0.20***
R^2	0.94	0.94	0.96
Covariance			
CQ & CCT		0.62***	0.54**
CCT & CQ * CCT			0.84***
CQ * CCT & CQ			0.82***
Dimension-wise analysis of moderation			
PAT as a moderator between CQ and GA			
CQ → GA	0.93***	0.89***	0.37**
PAT → GA		0.08	0.01
CQ * PAT → GA			0.98***
R^2	0.86	0.87	0.95
Covariance			
CQ & PAT		0.50**	0.10*
CQ & PAT * GA			0.72***
PAT * CQ & PAT			0.74***
PAT as a moderator between CQ and IA			
CQ → IA	0.94***	0.94***	0.43**
PAT → IA		0.01	0.02
CQ * PAT → IA			0.87***
R^2	0.87	0.88	0.97
Covariance			
CQ & PAT		0.30*	0.23*
CQ & PAT * IA			0.78***
PAT * CQ & PAT			0.43**
PAT as a moderator between CQ and WA			
CQ → WA	0.92***	0.91***	0.46***
PAT → WA		0.06	0.03
CQ * PAT → WA			0.80***
R^2	0.86	0.85	0.96
Covariance			
CQ & PAT		0.22*	0.31*
CQ & PAT * WA			0.55***
PAT * CQ & PAT			0.85***
LT as a moderator between CQ and GA			
CQ → GA	0.93***	0.91***	0.77***
LT → GA		0.05	0.43**
CQ * LT → GA			0.60***
R^2	0.86	0.86	0.98
Covariance			
CQ & LT		0.33	0.37**
CQ & LT * GA			0.83***
LT * CQ & LT			0.87***
LT as a moderator between CQ and IA			
CQ → IA		0.93***	0.43**
LT → IA	0.94***	0.02	0.02
CQ * LT → IA			0.87***

(*continued*)

Table 6. Structural equation modeling results for cross-cultural training as moderator

Dimension-wise analysis of moderation			
R^2	0.87	0.88	0.95
Covariance			
CQ & LT		0.19*	0.13*
CQ & LT * IA			0.38**
LT * CQ & LT			0.90***
LT as a moderator between CQ and WA			
CQ → WA	0.92***	0.92***	0.40**
LT → WA		0.04	0.03
CQ * LT → WA			0.90***
R^2	0.86	0.85	0.98
Covariance			
CQ & LT		0.14*	0.10*
CQ & LT * WA			0.40**
LT * CQ & LT			0.95***

Note(s): ***$p < 0.001$, **$p < 0.01$, *$p < 0.05$

Key: CQ = Cultural intelligence, CCT = Cross-cultural training, CCA = Cross-cultural adjustment, GA = General adjustment, IA = Interaction adjustment, WA = Work adjustment, PAT = Post-arrival training, LT = Language training

Table 6.

	Type of expatriates		
	Self-initiated	Organisational	Both
Cultural intelligence → Cross-cultural adjustment	0.87***	0.80***	0.84***
R^2	0.76	0.64	0.70
χ^2 Constrained model	574.475	1108.618	666.581
χ^2 Unconstrained model	634.048	1257.891	661.972
$\Delta\chi^2$	59.578***	149.273***	4.601*

Note(s): ***$p < 0.001$; *$p < 0.05$

Table 7.
Comparison of constrained and unconstrained models for types of expatriates as moderator

Gregersen Einarsen *et al.* (2016), Valeri and VanderWeele (2013) allow independent variable (CCT) to moderate its own indirect effect on dependent variable (CCA) through mediator (CQ) via the moderation of the effect of mediator (CQ) on dependent variable (CCA) by independent variable (CCT). We tested the model whereby the strength of the relationship between CCT on CCA through CQ is conditional on the value of a moderator, i.e. CCT and types of expatriate. The moderated mediation is demonstrated when the indirect effect of CCT on CCA in the presence of moderating variable, i.e. CCT and types of expatriate, is significant (Preacher *et al.*, 2007).

To test the moderated mediation impact, we examined the magnitude of conditional indirect effect of the CCT via CQ across high and low level of CCT and different types of expatriate. As recommended by Preacher *et al.* (2007) sample has been split into two groups, i.e. high and low level of CCT. In case of types of expatriate, the sample has been split in three groups, i.e. self-initiated, organisational and both (self-initiated and organisational). The moderated-mediation effect of CCT on CCA through CQ with CCT as moderator is significant as the indirect relationship is significant (Table 8). The conditional indirect effect is significant for both the groups but the indirect effect for high CCT is stronger as compared to low CCT (Table 8). Further, the moderated-mediation effect of CCT on CCA through CQ with types of expatriate as moderator is also significant as the indirect relationship is significant

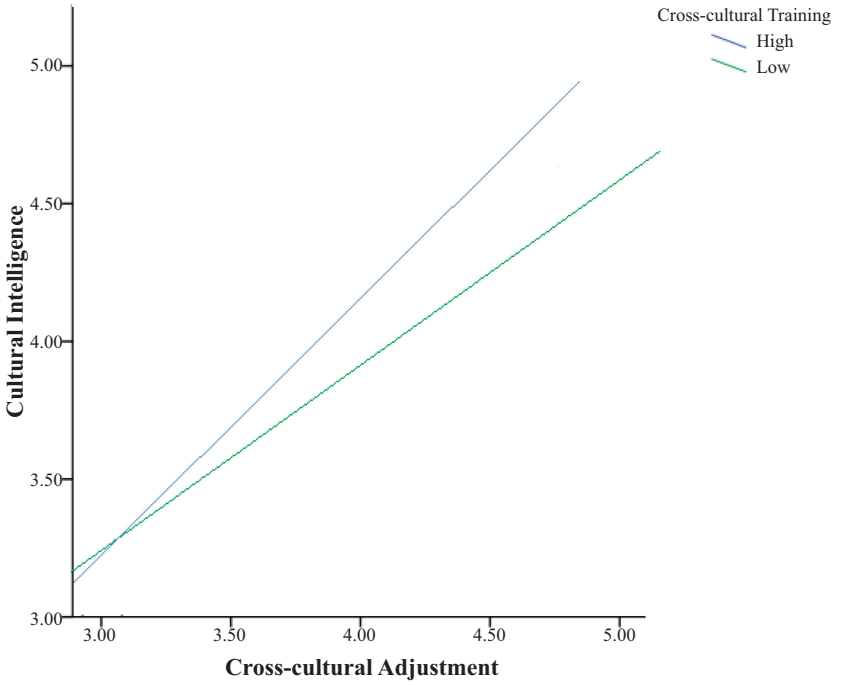


Figure 6.
Moderation of cross-cultural training (Post-arrival and Language training)

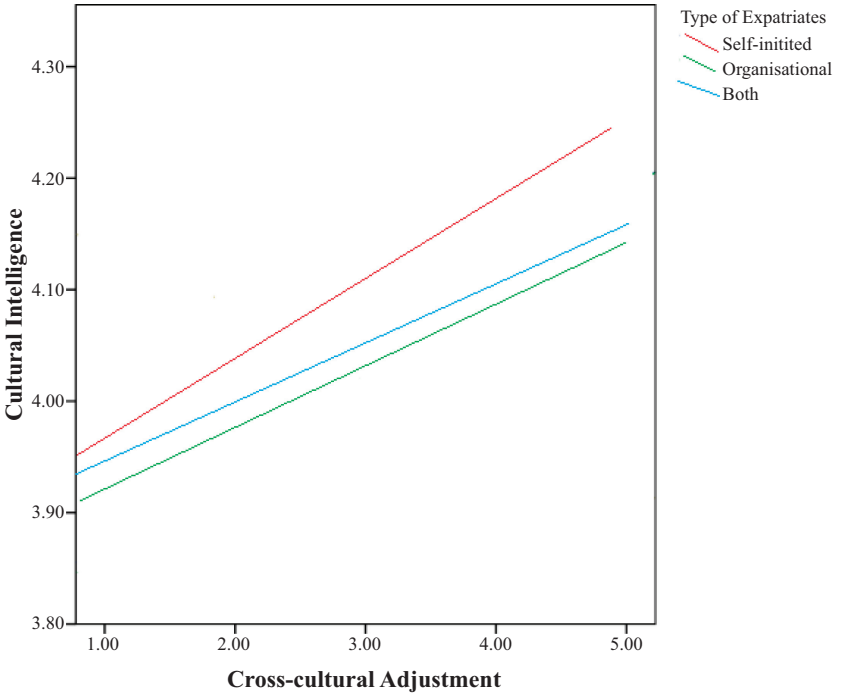


Figure 7.
Moderating effect of types of expatriates

(Table 8). In addition, the conditional indirect effect is significant for all the three groups but the indirect effect for SIEs is stronger as compared to other two groups, i.e. organisational and both (organisational and self-initiated (Table 8).

Discussion

The results revealed that CCT positively affects CQ. CCT aids managers to become culturally intelligent as it makes them familiar with host region environment. CCT stimulates communication among host region nationals, which enhances their CQ level. Further, results revealed that both the dimensions of CCT (pre-departure and language training) significantly affect all the dimensions of CQ (meta-cognitive, cognitive, motivational and behavioural). Pre-departure training highly affects behavioural CQ. It helps managers to behave appropriately in host region by changing their verbal and non-verbal behaviour (behavioural CQ). CCT make managers conscious of cultural knowledge (metacognitive CQ), basic knowledge (cognitive CQ) as well as motivates managers to engage in cross-cultural interactions in host region. Further, language training highly impacts meta-cognitive CQ. Language training makes managers aware about the various communication styles that help managers to adjust their cultural knowledge (meta-cognitive CQ) while interacting in diverse culture. It aids managers to communicate well with the native people as they are aware about the local norms (cognitive CQ). Further, it motivates them (motivational CQ) to indulge in social interactions. Therefore, CCT helps managers to increase their CQ level.

Further, results revealed that CQ positively impacts CCA. CQ helps the manager to successfully adapt in new and unfamiliar cultural setting (Ramalu *et al.*, 2011). It makes manager psychologically comfortable in host culture (Jyoti and Kour, 2015). The detailed analyses revealed that all the dimensions of CQ positively affect all the dimensions of CCA (general, interaction and work). Managers with high meta-cognitive CQ master the process of acquiring the cultural knowledge (Huff *et al.*, 2014), which help them to adjust with the living, housing, entertainment facilities, healthcare facilities and shopping conditions (general adjustment) of host region. They are conscious about the cultural knowledge while interacting with the host region nationals thereby enhancing their adjustment. Culturally intelligent managers make necessary general adjustment to be comfortable or adjust in new culture. Further, they adjust themselves to socialize and communicate with host region nationals on daily basis (interaction adjustment). Behavioural CQ enables managers to take appropriate verbal and non-verbal actions (Huff *et al.*, 2014) to adjust with the performance and work standards (work adjustment) of the host region. Culturally intelligent managers alter their facial expression while communicating in host region which in turn lead to interaction adjustment. Managers with stronger motivational CQ have more intrinsic interest in other cultures (Ramalu *et al.*, 2011; Jyoti and Kour, 2015), which stimulates them to indulge in cross-cultural communication. Further, results revealed that cognitive CQ highly affects

Table 8. Bootstrapped conditional indirect effect of cross-cultural training on cross-cultural adjustment through cultural intelligence at value of cross-cultural training (Moderator) and types of expatriates (Moderator)

Moderator	Level	Conditional Indirect effect	Boot SE	Boot LL 95%	Boot UL 95%
Cross-cultural training	High	0.885***	0.012	0.745	0.989
	Low	0.743***	0.099	0.443	0.876
Type of expatriates	Self-initiated	0.685***	0.262	0.219	1.214
	Organisational	0.597***	0.182	0.225	0.972
	Both	0.319***	0.199	0.058	0.720

Note(s): *** $p < 0.001$; $N = 1{,}000$ Bootstrapping resamples; LL BCA and UL BCA = Lower level and Upper level of the bias corrected and accelerated confidence interval

work adjustment as managers have the knowledge of cultural differences (Ramalu *et al.*, 2011), which they apply at the workplace for work adjustment. Managers familiar with the cultural values and religious beliefs (Cognitive CQ) of other culture adjust themselves with the cross-cultural situations.

Further, study revealed that CQ mediates between CCT and CCA relationship. CCT positively affects CQ, i.e. the managers, who receive CCT, are culturally more intelligent as they are trained about the host region environment, which helps them in communicating effectively with host region nationals (Moon *et al.*, 2012). Organisations in India need managers, who are culturally sensitive as India, are culturally diverse country. The south, north, west and east have their own distinct cultures (Jyoti and Kour, 2015). The accent, tone and language in India differ from one region or state to another. When the managers originally belonging to north India are posted in south India, where Hindi is rarely spoken, they face difficulty in interacting with customers as well as his colleagues who belong to southern India. Therefore, the managers have to deal with all these people belonging to different cultures or sub-national regions at work place. All these people have different languages and ways of communicating. Hence, the manager who has the knowledge of sub-national local language in which he/she is posted will help them to adapt to the host region environment. When a manager belonging to northern region is transferred or given an assignment in the southern region CCT is imparted, which helps him/her to interact with host nationals more effectively. CCT provides knowledge and improves their learning by making them culturally aware and improve their accent, tone, gestures, etc. while communicating with locals of host region. Therefore, pre-departure training prepares managers before leaving for host region, which boosts their confidence to deal with locals of host region (Bücker and Korzilius, 2015). The study also revealed that CQ positively affects CCA, which is in line with previous studies (Jyoti and Kour, 2015, 2017; Nunes *et al.*, 2017; Wang, 2016, Jyoti *et al.*, 2015). In India we have different religions (Hinduism, Sikhism, Buddhism, Jainism and Christianity) and every religion is expressed in and related to various cultures. Therefore, organisation needs managers, who can distinguish the cultural differences and have the capability to deal as well as adjust in culturally sensitive situations. Culturally intelligent managers have better level of CCA (Jyoti and Kour, 2015), which helps them to adjust in host region environment. It makes managers flexible in host region, which helps them to survive and adjust in culturally different environment (Jyoti and Kour, 2015). Multicultural intelligent managers show more creative thought processes (Korzilius *et al.*, 2017), which enhances their capability to adjust to host region environment.

Further, study revealed that all the dimensions of CQ (meta-cognitive, cognitive, motivational and behavioural CQ) mediate between CCT and CCA. Metacognitive and behavioural CQ fully mediate between CCT and CCA. The results reveal that in the presences of metacognitive and behavioural CQ the direct relationship between CCT and CCA becomes insignificant. CCT help employees to develop metacognitive set of skills that help employees to become aware of how to learn, evaluate and adapt these skills for effective learning, which in turn enable employees to adjust in host region environment. Further, CCT aids employees to change their verbal and non-verbal behaviour (behavioural CQ), which in turn motivate them to indulge in cross-cultural communication and adjust in host region. Furthermore, the results revealed that cognitive and motivational CQ partially mediates between CCT and CCA. The results reveal that in the presences of cognitive and motivational CQ the direct relationship between CCT and CCA reduces but remains significant. CCT enables employees to have rich mental orientation of cultural differences (cognitive CQ), that will help them to exhibit appropriate behaviour (Ang *et al.*, 2007) and in turn improve their adjustment level. In addition, CCT encourage and motivate employees to learn about the similarities and differences that exist in the cultures, which helps them to adjust in cross-cultural settings. Therefore, to conclude CCT encourages intercultural learning by developing cognitive,

metacognitive, motivational and behavioural competencies needed for intercultural interaction (Moon *et al.*, 2012), which in turn enhance the adjustment level of managers. CCT increases the level of CQ, which in turn results in general, work and interaction adjustment of managers working in the host region. It improves the interpersonal skill about the ways to deal with cross-cultural situations, which further boost their adjustment level. Thus, it can be concluded that CQ mediates between CCT and CCA relationship.

Further, study revealed that CCT moderates the CQ and CCA relationship. The study revealed that CQ positively affects CCA. The results are consistent with the earlier studies (Jyoti and Kour, 2015; Lee and Sukoco, 2010; Ramalu *et al.*, 2011). The relationship between CQ and CCT is strengthened when managers are imparted CCT. Culturally intelligent managers, who receive CCT (post arrival training), are familiar about the languages, values, customs, food, religions, working standards, working norms, etc. of the host region, are better able to adjust in cross-cultural situations of host region. There is synergistic effect of CQ and CCT on CCA as CCT act as a facilitator in the reduction of uncertainty. Further, results revealed that both the dimensions of CCT, i.e. post-arrival training and language training moderate the relationship between CQ and CCA. Language training enhances the manager's communication skill and there are less chances of cultural shocks (Wang and Tran, 2012), which magnifies the impact of CQ on CCA. Post arrival training helps them to combine explicit knowledge and information from their pre-departure training with real experience (Gudykunst, 2004), which strengthens the effect of CQ on CCA. It brings attitudinal flexibility and capability to deal with unfamiliar conditions, which helps culturally intelligent managers to better adjust in host region. Post arrival language training helps culturally intelligent managers to communicate fluently in local language, which increases the adjustment process. Language training provides both verbal and non-verbal language training, which helps culturally intelligent managers to interact and adjust themselves with local nationals in the host region. Thus, it can be concluded that CCT strengthens the effect of CQ on CCA.

Further, the study revealed that the relationship between CQ and CCA get strengthened with the type of expatriates in such a way that the relationship between CQ and CCA is higher for SIEs as compared to other types of expatriate. Culturally intelligent as well as SIEs are motivated with the desire for adventure and exploration (Inkson *et al.*, 1997), which help them to adjust better in host region. They believe in self-development and fulfilment of personal agenda (Howe-Walsh and Schyns, 2010; Peltokorpi and Jintae Froese, 2009), which magnifies the effect of CQ and CCA. Culturally intelligent SIEs are more motivated to fit or adjust themselves with general, work and interaction environment because they are unwilling to return to their home region (Peltokorpi and Jintae Froese, 2009).

Finally, we have also tested the integrated model, which results in moderated-mediation model. Moderated mediation is established when the conditional indirect effect of CCT on CCA via CQ, varies in strength across the high and low values of moderators, i.e. CCT and types of expatriate. The results revealed that the conditional indirect effect of CCT on CCA through CQ is significant for all the groups thereby establishing the moderated mediation (Table 8).

Implications

Theoretical implications

The present study has certain academic implications. The study strengthens theoretical development of the CQ (Earley and Ang, 2003) and CCT concepts, in intra-country context (India). Further, it confirms the reliability and constructs validity of the CQ, CCT and CCA scales within a culturally diverse country like India, which amplified the generalisability of these scales. The study enriches the knowledge about CQ as an active intercultural competency construct by establishing the relationship between CQ, CCT and CCA. It further adds to CQ – CCA literature by assessing the role of CCT and types of expatriates in between

this relationship. The present study demonstrates that CCT strengthens the relationship between CQ and CCA. None of the earlier studies have tested the moderating role of types of expatriate between CQ and CCA therefore; it is the maiden contribution of the study. The impact of organisational expatriates on CQ-CCA relationship is less as compared to SIEs and both type of expatriates as the SIEs independently learn to use relevant cross-cultural behaviour, whereas in case of organisational expatriates organisations provide them language and cultural training which helps them to adjust in host region. Further, the study also tested the integrated model of the relationships between CCT and CCA with mediating role of CQ and moderating role of CCT and types of expatriate. The study has also evaluated the moderated-mediation of variables (CQ and CCT) in CCT and CCA relationship which, adds to the cross-cultural literature.

Practical implications

The theory presented here is of great value for the organisations in relation to various managerial implications. The results revealed that culturally intelligent managers are able to adjust themselves in cross-cultural situations. The **CQ scale** should be used to measure the ability of the prospective employee to effectively adapt to new cultural environment. As the study revealed that CCT positively affects CQ. Therefore, it is recommended that **cognitive and skill training** should be given to the managers. The organisation should make their managers play the Lumosity and LearningRx brain training games (online cognitive skill tests) that target different cognitive functions – such as attention, memory, and problem solving. Lumosity is an adaptive, research-based brain training programme that challenge and practice a broad range of mental abilities. These brain exercises will sharpen the memory and problem-solving skills, which is helpful for working in culturally diverse environment. Further, organisations can also adopt the Ecotonos cultural simulation game. In this game three different cultures are created on the spot. Then, the people of these three cultures each need to solve a problem. Half way the process of problem solution the three cultures are mixed in three varied majority-minority cultures and then need to continue problem solving. The problem-solving process then develops in three different directions depending on the cultural mix of each culture (of each team). This results in insightful learning for all the participants. The training programme should also include problem solving sessions, which will help employees in increasing their **meta-cognitive CQ** as this will improve their learning and thinking process. Further, it is suggested that organisations should impart training with special focus on **motivational CQ and behavioural CQ**. This training will help employees to understand different cultural clues and also know how to react to new situations by altering their verbal (accent, tone, etc.) and non-verbal behaviours (gesture, facial expressions, etc.) in diverse cultural environment.

Further, the results revealed that the relationship between CQ and CCA is strengthened when CCT is imparted to managers. Therefore, organisation should give due attention to CCT programme. Before sending the managers to out of home state assignment, organisations should give **pre-departure language training** to managers. In training programmes, the employees should be made familiar with the knowledge about the sub-national region and company's culture, which is important to develop interpersonal skills. The organisations should collaborate with educational institutes to impart training to the managers and they should be encouraged to do **certificate courses** in different sub-national regional languages, which will help employees to have mastery over different languages resulting in effective cross-cultural interactions. In addition, **managers, who repatriate** can act as the trainers for expatriates as they have themselves experienced the difficulties or situations that can occur in host region environment. Therefore, they can better guide and motivate the managers, who have adopted out of home state assignments. Further, Harris (1989) viewed that organisations would benefit from using their previous expats as mentors for the new expats. Certainly, usage of the freshly learnt capabilities of expatriates is frequently

neglected, and CCT creates an area where those skills and capabilities could effortlessly be put to contribution. Finally, **formal mentoring programme/buddy approach** wherein more experienced and skilled person is assigned to the managers, who find difficulty in adjusting themselves, to help them to communicate and adjust themselves in a better way.

Economic implications

The present study also carries certain economic implications. The CQ and CCA scales can be used as selection tools for selecting employees, who are to be sent for out of home state assignments. This will improve the expatriate experience, reduce assignment cost and decrease expatriate failures. Further, management must match the job with the applicants' personality as it helps to reduce the turnover rate. By this, the right person will be placed at right job. This will help organisation to reduce hiring and training costs. It will make recruitment and selection process cost-effective.

Further, culturally intelligent managers can deal with their customers effectively and smoothly, which will enhance customer–employee relationship. This relationship will bring positive outcome for the organisation in terms of positive word of mouth, increased profit and more market share.

Social implications

The findings of the study also carry social contributions. CQ is the cross-cultural capability, which is not only helpful for employees or managers but also for the people in general, who indulge in cross-cultural interactions. The study indicates that managers, who adopt out of home state assignment, are not only interested in business but also towards the nation. They produce synergistic groups through the country that bring benefit and prosperity of the society and environment (Jyoti and Kour, 2017). Culturally intelligent employees/managers are able to communicate with people belonging to diverse culture, which results in building trust, loyalty and relationship among the people towards each other. This helps to generate the feeling of unity in the society thereby bringing national as well as global peace.

Limitations and future research

The present study has certain limitations, which shall be kept in mind in the future studies. Primarily, the study is cross sectional in nature; in the future, a longitudinal study can be conducted. Longitudinal study will help to know the patterns of the variables over a time and the connections between the different variables over the period of time, which will more clearly helps to understand the concepts and their relations with each other.

Secondly, the study has taken only one mediating variable, i.e. CQ, in future more such variable, e.g. work experience, language proficiency, emotional intelligence, etc. should be taken into consideration. Further, the role of compensation satisfaction can also be studied between CQ and CCA. In addition, the present model can further be extended to evaluate the impact of CCT through various intervening variables on the overall financial performance of the organisation. Thirdly, in future pre and post training effects on CCA can be analysed for better understanding of the relationship. Lastly, we have not studied CCT from quality and quantity perspective. So, in future quality vs quantity CCT dilemma can be taken into consideration.

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Further reading

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Appendix

Table A1.
Survey questionnaire

Cultural intelligence	
Meta-cognitive CQ	
MOG1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds
MOG2	Adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me
MOG3	Conscious of the cultural knowledge I apply to cross-cultural interactions
MOG4*	Check the accuracy of my cultural knowledge as I interact with people from different cultures
Cognitive CQ	
COG1*	Know the legal and economic systems of other cultures
COG2*	Know the rules (e.g. vocabulary, grammar) of other languages
COG3	Know the cultural values and religious beliefs of other cultures
COG4	Know the marriage systems of other cultures
COG5	Rarely know the arts and crafts of other cultures
COG6*	Know the non- verbal behaviours (gestures, facial expression, tone, accent, etc.) in other cultures
Motivational CQ	
MOT1	Enjoy interacting with people from different cultures
MOT2	Confident that I can socialise with locals in culture that is unfamiliar to me
MOT3	I am unable to deal with the stresses of adjusting to a culture that is new to me
MOT4*	Enjoy living in cultures that are unfamiliar to me
MOT5	Confident that I can get used to the shopping conditions in a different culture
Behavioural CQ	
BEH1	Change my verbal behavior (e.g. accent, tone etc.) when a cross- cultural interaction requires it
BEH2	I use pause and silence differently to suit different cross- cultural situations
BEH3	Vary the rate of my speaking when a cross- cultural situation requires it
BEH4	Change my non-verbal (e.g. gestures, facial expression, etc.) behavior when a cross-cultural situation requires it
BEH5*	Alter my facial expressions when a cross-cultural interaction requires it
Cross-cultural training	
Pre-departure training	
PRD1*	The training I got from my organisation enhances my comfort and safety while working the host region
PRD2*	In general, the cultural orientation programme about India, my organisation provided before my departure was adequate to me
PRD3	The training programme my organisation provided before my departure focused on helping me behave appropriately to survive in the new environment
PRD4	The training my organisation provided before my departure helps me better adjusts to the new environment
PRD5	The training my organisation provided before my departure was of value in contributing to the success in my present job
Post-arrival training	
PAT1*	The post-arrival training my organisation provided me promotes my attitudinal flexibility and capabilities to better interact with local people
PAT2	In general, the post-arrival training programme my organisation provided in host region was adequate to me
PAT3	The training I've gotten from my organisation strives to expand my capacities to enhance my awareness of host region culture

(*continued*)

Cross-cultural training	
PAT4	The post-arrival training my organisation provided me promotes my attitudinal flexibility and capabilities to handle unknown situations
PAT5	By practical experience through the post-arrival training, the training I got before my departure becomes more effective
PAT6*	The post-arrival training my organisation provided is of value in contributing to the success in my present job
Language training	
LT1*	After the language training provided by the organisation, I am quite fluent in the different language
LT2*	The training programme I've gotten is long and effective enough to help me communicate well with native people
LT3	The Indian language training allows me to better adjust to working in India, in terms of interaction and in general
LT4	I am satisfied with the language training provided by my bank. (self-designed)
LT5	Language training provided by bank includes both verbal and non-verbal language training. (self-designed)
Cross-cultural adjustment	
General adjustment	
GA1	Adjust myself to living conditions of the state I am posted other than home
GA2	Adjust myself to the housing conditions in state I am posted other than home
GA3*	Adjust myself to the food in state I am posted other than home
GA4*	Adjust myself to shopping in state I am posted other than home
GA5	Adjust myself to the cost of living in state I am posted other than home
GA6	Adjust myself to entertainment/recreation facilities and opportunities in state I am posted other than home
GA7*	Adjust myself to the health care facilities in state I am posted other than home
Interaction adjustment	
IA1	Unable to adjust myself to socialise with host people in state I am posted other than home
IA2	Adjust myself to interact with host people on day to day basis in state I am posted other than home
IA3	Unable to adjust myself to interact with local people outside of work in state I am posted other than home
IA4*	Adjust myself to speak with host people in state I am posted other than home
Work adjustment	
WA1	Adjust myself to specific job responsibilities in state I am posted other than home
WA2	Adjust myself to the performance standards and expectations at work in state I am posted other than home
WA3	Adjust myself to supervisory responsibilities in state I am posted other than home

Note(s): *The items that have been deleted during item analysis

Table A1.

About the authors

Dr. Sumeet Kour is working as an Assistant Professor in Cluster University of Jammu (Jammu and Kashmir) India. Her area of specialisation is in cross-cultural management. Her paper are published in book titled "Transformational Leadership and Beyond", "Confronting the VUCA World: Strategies for Growth and Excellence" and "Contemporary Management Practices- Creative or Dogmatic?" Her papers have been published in various refereed national and international Journals namely Cross-cultural Management: An International Journal (Emerald), Personnel Review (Emerald), Total Quality Management and Business Excellence (Taylor & Francis), International Journal of Cross-cultural Management (Sage) and Journal of IMS Group. She has been awarded her Ph.D. for the thesis tilted "Antecedents and Consequences of Cultural Intelligence: A Study of Banking Sector".

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