

南華大學管理學院企業管理學系管理科學博士班

博士論文

Doctoral Program in Management Sciences

Department of Business Administration

College of Management

Nanhua University

Doctoral Dissertation

雙文化主義、多元智能、跨文化能力及適應力對外派人員跨文化表現的影響：以東道國國民之幫助行為及組織支持之認知為調節變數

The Influence of Biculturalism, Multiple Intelligence, Cross-cultural Competence and Resilience on Expatriate's Cross-cultural Performance: The Moderating Effect of Host Country Nationals' Helping Behavior and Perceived Organizational Support

桃公俊

Dao Cong Tuan

指導教授：吳萬益 博士

紀信光 博士

Advisor: Wann-Yih Wu, Ph.D.

Hsin-Kuang Chi, Ph.D.

中華民國 111 年 7 月

July 2022

# 南 華 大 學

企業管理學系管理科學博士班

## 博 士 學 位 論 文

雙文化主義、多元智能、跨文化能力及適應力對外派人員跨文化表現的影響：以東道國國民之幫助行為及組織支持之認知為調節變數

The Influence of Biculturalism, Multiple Intelligence, Cross-cultural Competence and Resilience on Expatriate's Cross-cultural Performance: The Moderating Effect of Host Country Nationals' Helping Behavior and Perceived Organizational Support

博 士 生：桃公俊 Dao Cong Tuan

經考試合格特此證明

口試委員：林聰明

吳萬益

黃國忠

連雅慧

盧龍京

廖英凱

指導教授：吳萬益 紀信光

系主任(所長)：黃國忠

口試日期：中華民國 111 年 06 月 28 日

## 準博士推薦函

本校企業管理學系管理科學博士班研究生桃公俊君在本系修業4年，已經完成本系博士班規定之修業課程及論文研究之訓練。

1、在修業課程方面：桃公俊君已修滿46學分，其中必修科目：研究方法、最佳化理論、書報討論等科目，成績及格(請查閱博士班歷年成績)。

2、在論文研究方面：桃公俊君在學期間已完成下列論文：

(1) 博士論文：The Influence of Biculturalism, Multiple Intelligence, Cross-cultural Competence and Resilience on Expatriate's Cross-cultural Performance: The Moderating Effect of Host Country Nationals' Helping Behavior and Perceived Organizational Support.

(2) 學術期刊：

1. The influence of emotional intelligence and cultural adaptability on cross-cultural adjustment and performance with the mediating effect of cross-cultural competence: A study of expatriates in Taiwan
2. The influence of cross-cultural stable and dynamic competencies on expatriate adaptation and outcomes: The case of Taiwan
3. Investigating the impact of firm and user generated social media communication on brand equity, brand trust, and the post-purchase behavior: The moderating role of brand experience

本人認為桃公俊君已完成南華大學企業管理學系管理科學博士班之博士養成教育，符合訓練水準，並具備本校博士學位考試之申請資格，特

向博士資格審查小組推薦其初稿，名稱：The Influence of Biculturalism, Multiple Intelligence, Cross-cultural Competence and Resilience on Expatriate's Cross-cultural Performance: The Moderating Effect of Host Country Nationals' Helping Behavior and Perceived Organizational Support，以參加博士論文口試。

指導教授：吳萬益 博士

指導教授：紀信光 博士

中華民國 110 年 7 月 8 日



## ACKNOWLEDGEMENT

First and foremost, I would like to express my deep gratitude to Professor Wann Wih Wu for his invaluable advice, constant support, and patience throughout my Ph.D. study. His wide expertise and considerable research and managerial experience have inspired me a lot throughout my academic studies, professional career, and daily life in Taiwan. He has also taught and trained me many things from his research experiences, teaching, and leadership through working as his teaching and research assistant and lecturer at the College of Management. Without his critical support and guidance, I would not have been able to overcome the hurdles and problems during my study in Taiwan, and I would not be where I am now. I owe him a great debt of gratitude.

Second, I would also like to thank Professor Hsin Kuang Chi for supporting and offering critical research comments and suggestions on my research. I also want to show my gratitude to the members of the committee including internal and external of Nanhua University for their insightful and critical comments and suggestions on my thesis. Additionally, I am grateful to all of the professors and administrative staff at Nanhua University who have provided me with excellent research and knowledge lessons, cultural experiences, life experiences, and support throughout the past four. Furthermore, years I would like to express my gratitude to Nanhua University for giving me the scholarship to study in Taiwan over the last four years.

Third, I would like to thank Dr. Yingkai Liao for her support and opportunities to collaborate on her research and teaching projects over the previous four years. I have gained a lot of knowledge and experience from her

teaching and research. I would also like to thank Professor Teresa Ju for all of her aid and support since I arrived in Taiwan.

Especially, my sincere thanks go to Professor Quan Le, who has always guided, encouraged, inspired, and supported me throughout my academic and professional career since 2015. He motivated, inspired, and support me to study for a Ph.D abroad and learn from diverse cultures, educations, and countries in order to broaden my mind and knowledge. Without his guidance, support, and assistance, I would not be where I am now. I owe him a great debt of gratitude.

Importantly, I would like to express my sincere gratitude to my family for their unconditional love and support. Without their wonderful support over the last four years, I would not have been able to finish my Ph.D. program.

Last but not least, I would like to show my deep gratitude to Budda for his tremendous lessons and philosophies. Fortunately, during my studies at Nanhua University, I was able to learn more about Buddhism's history, philosophy, and meditation, all of which have aided in the development and feeding of my mind and personality at all times, as well as understanding the true meaning of the impermanence of life. Three Goodness of Acts of Master Hsing Yun, Founder of Fo Guan Shan and Nanhua University including "*think good thoughts, speak good words, do good deeds*" will always be kept and executed during the rest of my life.

南華大學管理學院企業管理學系管理科學博士班

110 學 年 度 第 2 學 期 論 文 摘 要 內 容

論文題目：雙文化主義、多元智能、跨文化能力及適應力對外派人員跨文化表現的影響：以東道國國民之幫助行為及組織支持之認知為調節變數

研究生：桃公俊

指導教師：吳萬益 博士

紀信光 博士

## 論文摘要內容

在過去的二十年裡，全球化與無國界經濟的趨勢已經邁向一個關鍵時刻，全球人口流動加速，移民增加了一倍以上，許多個人和企業正在從事更多的國際任務、旅行、研究交流與合作，從而導致更高水平的全球化。因此，研究學者與實務工作者均將外派人員的成功與否作為國際人力資源管理之重要議題。特別是有哪些因素以及這些因素如何增強外派人員之文化智能及跨文化調適，這些智能又如何進一步影響外派人員在國際環境中的成就，是研究人員最關心的問題，然而，在復雜的國際商業環境中，多元智能（包括文化智能、情緒智能及政治智能）對跨文化能力的影響卻被以往的研究完全忽略了。此外，雖然目前的文獻已證實在國際環境中跨文化能力對於外派成功之重要性，但由於跨文化能力的研究目前仍處於一個新的階段，因此，為了深入了解跨文化能力之影響，有關跨文化能力之構面及其影響力，仍有必要進行更進一步的探討。

本研究以在台灣、美國、歐盟及加拿大等跨國公司工作之 314 位外派人員為樣本進行研究，分文獻計量分析、文獻回顧、問卷調查三個階段

進行。在文獻計量分析中，本研究確定國際管理的四個研究集群，包括跨國公司的策略管理、外派背景、外派管理、及在東道國的適應能力。在文獻回顧中，本研究針對研究缺口提出了 10 個研究假設。本研究之結果顯示，雙文化主義對多元智能有顯著的影響，並可進一步在多元文化環境中提高跨文化能力。跨文化能力可正向影響外派人員之應變能力，並進一步提高了跨文化表現。此外，多元智能部分是促進雙文化主義對跨文化能力影響的關鍵中介變數，跨文化能力與外派人員之適應能力是促進多元智能對跨文化表現影響之關鍵中介變數。最後，东道国人民的帮助行为和组织支持无法增强外籍人士的复原力对跨文化环境中跨文化表现的影响。本研究以上這些發現將對國際管理和外派管理方面提供重大貢獻。

關鍵詞：雙文化主義、多元智能、跨文化能力、外派適應力、東道國國民之幫助行為、組織支持之認知、跨文化表現



Title of Thesis: The Influence of Biculturalism, Multiple Intelligence, Cross-cultural Competence and Resilience on Expatriate's Cross-cultural Performance: The Moderating Effect of Host Country Nationals' Helping Behavior and Perceived Organizational Support

Department: Doctoral Program in Management Sciences, Department of Business Administration, Nanhua University

Graduate Date: July 2022

Degree Conferred: Ph.D.

Name of Student: Dao Cong Tuan

Advisors: Wann-Yih Wu, Ph.D.

Hsin-Kuang Chi, Ph.D.

## **Abstract**

The trend of global integration and the formation of a borderless economy had reached a critical juncture, as global population movement has accelerated significantly and migration has more than doubled over the last two decades. As a result, individuals and companies were engaging in more international tasks, traveling, conducting research, exchanging, and collaborating, which resulted in a greater level of globalization. Therefore, both practitioners and scholars had paid much attention to the success of expatriates and viewed it as an interesting and important theme in the field of expatriate management. Researchers were primarily concerned with what factors and how such factors enhance cultural intelligence and cross-cultural competence, which further influence the adaption and success of the expatriate in an international setting. However, previous studies have completely neglected the impact of multiple intelligence (cultural intelligence, emotional intelligence, and political intelligence) on cross-cultural competence in the complex international corporate environment. In addition,

despite the importance of cross-cultural competence for the success of expatriates in the international environment, the research on cross-cultural competence was still in its infancy and extremely complex. Thus, in order to have a deeper understanding of the nature of cross-cultural competence, it was necessary to implement additional research on the components and influences of cross-cultural competence on expatriate success.

This study was conducted in three steps, including a literature review, bibliometric analysis, and a questionnaire survey with 314 expatriates who are working in Taiwan, North America, and the European Union as samples. Based on the bibliometric analysis, this study revealed four clusters of research themes including strategic management of the multinational company, expatriate background, managing expatriates, and adaptability to the host country. In the literature review, research gaps were discovered and 10 research hypotheses were developed. Based on the findings from the questionnaire survey, this study results proved that biculturalism has a significant influence on multiple intelligence, which further enhances cross-cultural competency in a multicultural setting. Cross-cultural competence had a significant effect on expatriate resiliency, which in turn enhanced cross-cultural performance. Additionally, multiple intelligence partially mediated the relationship between biculturalism and cross-cultural competence. Importantly, cross-cultural competence and expatriate resilience were serial mediators of the relationship between multiple intelligence and cross-cultural performance. Finally, the helping behavior of host country people and organizational support were not able to enhance the impact of expatriate resilience on cross-cultural performance in the cross-cultural environment. The results of

this study contributed significantly to the existing literature in the field of cross-cultural and expatriate management.

**Keywords: Biculturalism, multiple intelligence, cross-cultural competence, expatriate resilience, host country nationals' helping behavior, organizational support, cross-cultural performance**



# TABLE OF CONTENT

準博士推薦函 .....	i
ACKNOWLEDGEMENT .....	iii
論文摘要內容 .....	v
Abstract .....	vii
TABLE OF CONTENT .....	x
LIST OF FIGURES.....	xv
LIST OF TABLES.....	xvi
CHAPTER ONE INTRODUCTION .....	1
1.1 Research background and motivation.....	1
1.2 Research objectives.....	9
1.3. Research contributions.....	10
1.4. The scope of this study.....	11
1.5 Research procedure.....	12
1.6 The structure of this study.....	15
CHAPTER TWO LITERATURE REVIEW.....	16
2.1 The main theoretical background.....	16
2.1.1 Social cognitive theory .....	16
2.1.2 Social learning theory .....	17
2.1.3 Conservation of resources theory .....	18
2.2 The definition of research constructs.....	20
2.2.1 Biculturalism.....	20
2.2.2 Multiple intelligence .....	20
2.2.3 Cross-cultural competence.....	26
2.2.4 Expatriate resilience.....	28
2.2.5 Cross-cultural performance.....	29
2.2.6 Host country nationals' helping behaviors.....	30

2.2.7 Organizational support.....	32
CHAPTER THREE BIBLIOMETRIC ANALYSIS.....	34
3.1 Bibliometric analysis review.....	34
3.2 Bibliometric analysis procedure .....	35
3.3 Descriptive analysis .....	37
3.4 Co-occurrence and co-citation results.....	41
3.4.1 Structure of topics in the expatriate area .....	41
3.4.2 Cluster analysis .....	46
CHAPTER FOUR RESEARCH DESIGN AND METHODOLOGY .....	57
4.1. Research framework .....	57
4.2 Research hypotheses .....	59
4.2.1 The influence of biculturalism on multiple intelligence.....	60
4.2.2 The influence of multiple intelligence on cross-cultural competence..	63
4.2.3 The influence of cross-cultural competence and expatriate resilience.	66
4.2.4 The influence of expatriate resilience on expatriate’s cross-cultural performance .....	68
4.2.5 The mediating effect of multiple intelligence on the relationship between biculturalism and cross-cultural competence .....	69
4.2.6 The serial mediation of cross-cultural competence and expatriate resilience for the influence of cultural intelligence and cross-cultural performance .....	71
4.2.7 The serial mediation of cross-cultural competence and expatriate resilience for the influence of emotional intelligence and cross-cultural performance .....	74
4.2.8 The serial mediation of cross-cultural competence and expatriate resilience for the influence of political intelligence and cross-cultural performance .....	76
4.2.9 The moderating effect of perceived host country national’s helping behaviors .....	78
4.2.10 The moderating effect of perceived organizational support .....	80

4.3 Research instruments .....	81
4.3.1. Biculturalism.....	81
4.3.2 Cultural intelligence.....	82
4.3.3 Emotional intelligence .....	84
4.3.4 Political intelligence.....	85
4.3.5 Cross-cultural competence.....	87
4.3.6 Expatriate resilience.....	89
4.3.7 Cross-cultural performance.....	89
4.3.8 Perceived host country nationals' helping behavior .....	91
4.3.9 Organizational support.....	91
4.4 Questionnaire design.....	92
4.5 Sampling plan.....	93
4.6 Data analysis procedures.....	93
4.6.1 Descriptive statics analysis .....	94
4.6.2 Reliability and validity measures.....	94
4.6.3 Partial least square structural equation modeling .....	95
4.6.4 The evaluation of the measurement model .....	95
4.6.5 The evaluation of the structural model .....	97
4.6.6 The evaluation of mediation effect .....	97
4.6.7 PROCESS .....	99
CHAPTER FIVE EMPIRICAL RESULTS AND DISCUSSIONS.....	102
5.1 Questionnaire survey result.....	102
5.1.1 Characteristics of respondents .....	102
5.1.2 Measurement results for research variables.....	104
5.2 Exploratory factor analysis .....	118
5.2.1 Biculturalism.....	119
5.2.2 Cultural intelligence.....	120
5.2.3 Emotional intelligence .....	123

5.2.4 Political intelligence.....	127
5.2.5 Cross-cultural competence.....	130
5.2.6 Expatriate resilience.....	133
5.2.7 Cross-cultural performance.....	134
5.2.8 Host country national’s helping behavior .....	137
5.2.9 Organizational support.....	138
5.3 Evaluation of measurement model.....	140
5.4 Structural model evaluation .....	143
5.4.1 Multicollinearity test.....	143
5.4.2 The assessment of the R <sup>2</sup> value.....	146
5.5. Hypothesis testing results.....	147
5.5.1. The influence of biculturalism on multiple intelligence .....	147
5.5.2 The influence of multiple intelligence on cross-cultural competence	150
5.5.3 The influence of cross-cultural competence and expatriate resilience	
.....	151
5.5.4 The influence of expatriate resilience and cross-cultural performance	
.....	152
5.5.5 The mediating effect of multiple intelligence.....	153
5.5.6 The serial mediating effect of cross-cultural competence and expatriate	
resilience on the influence between cultural intelligence and cross-cultural	
performance .....	156
5.5.7 The serial mediating effect of cross-cultural competence and expatriate	
resilience on the influence between emotional intelligence and cross-cultural	
performance .....	160
5.5.8 The serial mediating effect of cross-cultural competence and expatriate	
resilience on the influence between political intelligence and cross-cultural	
performance .....	163
5.5.9 The moderating effect of host country nationals’ helping behavior and	
organizational support.....	167
CHAPTER SIX RESEARCH CONCLUSIONS AND SUGGESTIONS .....	168

6.1 Conclusions .....	168
6.2 Academic implications.....	175
6.3 Managerial implications.....	178
6.4. Limitations and future research directions.....	180
REFERENCE .....	182
APPENDIX: Questionnaire .....	224





## LIST OF FIGURES

Figure 1.1. The detailed process flow chart .....	14
Figure 3.1 Number of publications from 1997 to 2021 .....	38
Figure 3.2 The network visualization of keywords in the field of expatriate from 1997 to 2022.....	45
Figure 3.3 A static image of the network visualization of co-citation analysis in the field of expatriates from 1998 to 2017.....	46
Figure 3.4 An enlarged section of Figure 3.2, where the cluster “ <i>strategic management of the multinational company</i> ” was highlighted.....	48
Figure 3.5 An enlarged section of Figure 3.2, where the cluster “ <i>expatriates background</i> ” was highlighted.....	50
Figure 3.6 An enlarged section of Figure 3.2, where the cluster “ <i>managing expatriate</i> ” was highlighted .....	52
Figure 3.7 An enlarged section of Figure 3.2, where the cluster “ <i>expatriates and adapting to the local environment</i> ” was highlighted.....	54
Figure 4.1 Research model.....	57
Figure 4.2 Mediation analysis procedure .....	98
Figure 4.3 The serial mediation model .....	100
Figure 4.4 The mederation model .....	101
Figure 5-1 The serial mediation result of cross-cultural competence and expatriate resilience on the influence of cultural intelligence on cross-cultural performance.....	159
Figure 5.2 The serial mediation result of cross-cultural competence and expatriate resilience on the influence of emotional intelligence on cross-cultural performance.....	163
Figure 5.3 The serial mediation result of cross-cultural competence and expatriate resilience on the influence of political intelligence on cross-cultural performance.....	166

## LIST OF TABLES

Table 1.1 The scope of this study .....	11
Table 3.1 Country where expatriate research was conducted .....	39
Table 3.2 The keyword by cluster .....	42
Table 4.1 Hypothesis of this study .....	58
Table 5.1 Demographic and descriptive information of sample .....	103
Table 5.2 Descriptive analysis for biculturalism.....	105
Table 5.3 Descriptive analysis for cultural intelligence.....	106
Table 5.4 Descriptive analysis for emotional intelligence .....	108
Table 5.5 Descriptive analysis for political intelligence .....	110
Table 5.6 Descriptive analysis for cross-cultural competence.....	112
Table 5.7 Descriptive analysis for expatriate resilience.....	114
Table 5.8 Descriptive analysis for cross-cultural performance.....	115
Table 5.9 Descriptive analysis for host country national's helping behavior ....	117
Table 5.10 Descriptive analysis for organizational support.....	117
Table 5.11 The results of factor analysis and reliability test for biculturalism..	119
Table 5.12 The results of factor analysis and reliability test for cultural intelligence .....	122
Table 5.13 The results of factor analysis and reliability test for emotional intelligence .....	125
Table 5.14 The results of factor analysis and reliability test for political intelligence .....	128
Table 5.15 The results of factor analysis and reliability test for cross-cultural competence.....	131
Table 5.16 The results of factor analysis and reliability test for expatriate resilience.....	133
Table 5.17 The results of factor analysis and reliability test for cross-cultural performance.....	136

Table 5.18 The results of factor analysis and reliability test for the host country national’s helping behavior .....	138
Table 5.19 The results of factor analysis and reliability test for organizational support .....	139
Table 5.20 Reliability and convergent validity assessment .....	140
Table 5.21 Discriminant validity results based on HTMT .....	142
Table 5.22 Multicollinearity test .....	143
Table 5.23 Results of R <sup>2</sup> .....	147
Table 5.24 Results of direct effects .....	149
Table 5.25 Results of mediation testing .....	155
Table 5.26 Regression coefficients of serial mediation model on cultural intelligence and cross-cultural performance .....	157
Table 5.27 The direct, indirect, and total effect of cultural intelligence, cross-cultural competence, expatriate resilience, and cross-cultural performance .....	158
Table 5.28 Regression coefficients of serial mediation model on emotional intelligence and cross-cultural performance .....	161
Table 5.29 The direct, indirect, and total effect of emotional intelligence, cross-cultural competence, expatriate resilience, and cross-cultural performance .....	162
Table 5.30 Regression coefficients of serial mediation model on political intelligence and cross-cultural performance .....	165
Table 5.31 The direct, indirect, and total effect of political intelligence, cross-cultural competence, expatriate resilience, and cross-cultural performance .....	165
Table 5.32 The moderating test of host country nationals helping behavior and organizational support .....	167
Table 6.1 The summary of the result of this study .....	168

# CHAPTER ONE

## INTRODUCTION

### 1.1 Research background and motivation

The trend of global integration and the formation of a borderless economy has reached a critical juncture, as global population movement has accelerated and migration has more than doubled in the last two decades (Strauss, 2019; Wu, Anh, and Tuan, 2022). Consequently, individuals and organizations were engaging in more international assignments, travel, research, exchanging, and collaboration, which resulted in a greater level of globalization (Shaffer et al., 2016). According to a unique survey published by [hrmagazine.co.uk](http://hrmagazine.co.uk), global mobility assignments climbed by 25 percent while overseas assignments increased by 50 percent over the last decade (Wu et al., 2022). In the next fifty years, around 96 million individuals would be projected to migrate from developing to industrialized countries (Ariss and Henry, 2013). In addition, approximately 80 percent of medium and large-sized enterprises had sent their employees abroad and the remaining companies also intended to increase the number of expatriates and international brands (Lee and Sukoco, 2010; Liao et al., 2021). According to Lakshman, Sabine, and Johannes (2021), more than one hundred thousand multinational firms were operating globally with around one million affiliates. However, the Economist Intelligence Unit surveyed company leaders from 68 countries and found that 90% of respondents cited "cross-cultural management" as their greatest challenge while working in a cross-cultural context (Caligiuri et al., 2018). Therefore, both practitioners and scholars had paid much attention to

the success of expatriates and viewed it as an interesting and important theme in the field of cross-cultural and expatriate management.

Cross-cultural management was considered an emerging and interdisciplinary research area due to its multiple approaches, problems, researchers, and disciplines (Barmeyer and Davoine, 2019). According to Lakshman et al. (2021), there were approximately 272 million and still an increasing number of people who were not living and working in their home countries. Thus, many of them were converting themselves into bicultural. Recently, Lakshman et al. (2021) utilized social cognitive theory to explain the relationship between biculturalism and cultural intelligence. Their result concluded that biculturalism's correlation to cultural intelligence is significant for the enlargement of cross-cultural literature. Given that social cognitive theory can predict the influence of individual bicultural identity on cultural intelligence, little was known about the theoretical foundation and practices of the influence of biculturalism on emotional intelligence and political intelligence. Lakshman et al. (2021) urged researchers to further investigate the influence of biculturalism on other intelligence and cross-cultural competence in the international working environment.

The social cognitive theory demonstrated a model for understanding, predicting, and changing human behavior or actions (Green and Peil, 2009). Nabavi (2012) further indicated that this theory also emphasizes how emotion and cognition function by people in their social experiences and how these cognitions impact an individual's behavior. Previous research pointed out the need for comprehensive explanations of the technique that links cognitive and societal background, which were previously thought to be the most important factors

influencing and identifying actual conduct in daily life and the workplace (see Peterson and Wood, 2008; Thomas et al., 2015). Especially, the cognitive theory proposed that cultural differences in the mental formation that steer action are prominent at diverse points (e.g., Hong et al., 2000; Thomas et al., 2015). This suggestion provided room for the belief that in addition to cultural knowledge, a more general growth of cognitive configuration and procedures may appear that can impact an individual's culture, emotion, behavior, and competence in the multinational workplace.

Additionally, cultural intelligence, emotional intelligence, and political intelligence were vital intelligence to the human working abilities in the cross-cultural business environment (Ang et al., 2007; Elaine et al., 2019; Gardner, 2011; Kihlstrom and Cantor, 2011). When working in the complicated cultural community of international business, expatriates were required to own not only a single intelligence but also the intercultural ability and global viewpoints to complete complicated assignments/duties (Elaine et al., 2019). According to the theory of multiple intelligences of Gardner (2006), when people owned multiple intelligence, it would be easier to handle the field-detailed mental manner and problem-solving (Elaine et al., 2019).

Previous studies have devoted significant attention to investigating the antecedents and outcomes of cultural intelligence, as illustrated by the following studies: (1) Examining antecedents of cultural intelligence such as international exposure (Varela and Gatin-Watts, 2014), cross-cultural training (Bücker and Korzilius, 2015), personality characteristics (Harrison, 2012), and self-efficacy (MacNab and Worthley, 2012); (2) Considering cultural intelligence as a moderator between institution distance and travel/job strain (Ramsey et al., 2011),

supporting practices and adjustment/performance (Wu and Ang, 2011), transformational leadership and adjustment/performance (Lee et al., 2013), cultural orientations and conflict management styles (Caputo et al., 2018), and expatriate employees' individual and team creativity (Ali et al., 2018); (3) Investigating cultural intelligence as a mediator of intercultural contact and potential, international experience and training adjustment, and openness/extraversion and intention to work abroad (Ng et al., 2012); (4) Evaluating outcomes of cultural intelligence, including adjustment (Malek and Budhwar, 2013), performance and effectiveness (Ang et al., 2007), and knowledge transfer (Vlajčić et al., 2019). In addition, researchers also considered emotional intelligence as another important construct that can support expatriates to adapt effectively to a cross-cultural environment (Liao et al., 2021). For instance, previous studies demonstrated that emotional intelligence has a significant impact on and a close relationship with cultural intelligence (Crowne, 2009), cross-cultural adjustment and job performance (Araujo and Taylor, 2012), team performance (Miao et al., 2017), academic performance (Perera and DiGiacomo, 2013), and job satisfaction (Lee, 2017). However, there were very rare studies, which investigated the influence of multiple intelligence (including cultural intelligence, emotional intelligence, and political intelligence) on expatriate success in an international environment (Elaine et al., 2019).

In the complicated and competitive social environment, both practitioners and researchers acknowledged the influence of cross-cultural competence on expatriate success, which played an essential role in supporting expatriates to avoid failure (Bartel-Radic and Giannelloni, 2017; Li, 2020; Liao et al., 2021; Koveshnikov, Wechtler, and Dejoux, 2014; McNulty and Brewster, 2016). Previous studies demonstrated that when individuals have a low score of cross-

cultural competence, it will be difficult for them to neither work and survive in the new cultural environment nor complete international assignments in their responsibility (Caligiuri and Tarique, 2012; Liao et al., 2021). Thus, once an individual lacked cross-cultural competence, the expatriate would experience a condition of uncertainty, emotional and professional stress, dissatisfaction, and confusion, resulting in behavioral variances in expectations and performance (Black and Gregersen 1991a, 1991b; Liao et al., 2021). Cross-cultural competence has been studied from many various angles (Bartel-Radic et al., 2017; Johnson et al., 2006; Leiba-O'Sullivan, 1999; Liao et al., 2021; Wu and Bodigeler-Koehler, 2013). Despite the important role of cross-cultural competence, the real component of cross-cultural competence has not reached a common agreement in previous studies (Bartel-Radic and Giannelloni, 2017). Bartel-Radic et al. (2017) emphasized that the nature of cross-cultural competence is extremely complex and additional research is required to understand the conception of cross-cultural competence. They demanded that future studies need to look into a greater knowledge of the actual traits, functions, and results of cross-cultural competence (Caligiuri et al., 2018; Liao et al., 2021; Wu et al., 2022).

Furthermore, expatriate resilience was another crucial key element to the career of expatriates in a different cultural environment, and it played a vital role in supporting them to be able to face and overcome stressful situations when taking charge of their assignments and achieving their goals and success. The previous studies have offered significant findings on the beneficial influence of resilience in the domestic workplace setting. For instance, Shin, Taylor, and Seo (2012) indicated that employees who own a great score of resilience could handle better and make a strong commitment to unstable changes in the organization.



Additionally, Meng et al. (2017) also demonstrated that resilience helps employees against burnout. However, very rare studies investigated the influence of expatriate resilience on cross-cultural performance in a multicultural environment. Davies, Stoermer, and Froese, (2019) asserted that this is surprising that people are likely to experience pressures due to cultural shock and must rapidly recover and learn from these losses to adapt and work in the host country effectively. Thus, future research was urged to examine the factor that shapes and improves resilience as well as the influence of resilience on expatriate success in a cross-cultural environment (Davies et al., 2019).

Importantly, the success of expatriates played a crucial role and a top priority for practitioners and researchers in the field of expatriate management (Liao et al., 2021). Liao et al. (2021) further demonstrated that the primary purpose of hiring an expatriate for missions and extended business of the company from another country is to complete the expected assignments and to make sure that the subsidiary overseas is working under directions, strategies, and leadership by headquarters. Therefore, expatriates' cross-cultural performance was considered an important factor that enhances the outcomes of international business in order to achieve an advantage in the competitive and challenging international market (e.g., Lee and Sokoco, 2010; Wang, Freeman, and Zhu, 2013). Given the much attention was paid to expatriate performance in the international context, however, the definitions of expatriates' cross-cultural performance were very diverse and confusing. Specifically, prior authors utilized any number of inconsistent concepts and measurements to demonstrate expatriate's cross-cultural performance such as expatriate failure rates (Chen, Wu, and Bien, 2014; Okpara, 2016), subjective adjustment (Matsumoto and Hwang, 2013; Selmer and Luring, 2016; Okpara,

2016), adaptability/adaptation (Matsumoto and Hwang, 2013), and communication competence (Matsumoto and Hwang, 2013). Therefore, future studies were urged to fill the gap of previous studies by providing a comprehensive understanding and measurement of expatriates' cross-cultural performance in cross-cultural environment (Motowidlo, Borman, and Schmit, 1997; Wildman et al., 2021).

Moreover, host country nationals were considered one of the main hosts role-playings in collaborated expatriates' social networks in an international context (Bonache et al., 2016; Peltokorpi, 2020; Yamao et al., 2020). Expatriates who failed to adapt to the new cultural setting may result in lower performance (Tungli and Peiperl, 2009; Wang and Fang, 2014). Many previous studies demonstrated that there is a significantly important function of host country nationals in improving expatriate effectiveness through the needs for job assistance, social and psychological support, and cultural cues (Aycan, 1997; Caligiuri and Lazarova, 2002; Toh and DeNisi, 2005; Wang and Fang, 2014; Yamao et al., 2020). The cooperation between expatriates and the host country's nationals played a crucial role in deciding the level of multi-national companies' success (Yamao et al., 2020). According to social exchange theory (Blau, 1964), individuals' decision-making was based on their evaluation of the similar values, costs, and rewards of a relationship or action. This study claimed that when nationals of the host country recognize shared values and traditions, they are more likely to assist expatriates. As a result, host country nationals would have a good relationship with the expatriate in the workplace and they would also be paid it forward in the future by expatriates. Although the helping behavior of host country nationals was considered as a crucial factor that can accelerate the influence of

expatriate resilience on cross-cultural performance in the host country (Yamao et al., 2020). However, prior studies asserted that the role of host-country nationals is still ambiguous about its influence on expatriate resilience and cross-cultural performance (Takeuchi, 2010; Toh and DeNisi, 2005; Wang and Fang, 2014). Thus, more future studies still needed to implement to provide insight and understanding about the moderating role of helping behavior of host country nationals.

Perceived organizational support was considered another resource of the organization, which can help individuals regulate a sequence of effective states with the support, understanding, and confirmation of their competencies (Wen, Huang, and Hou, 2019). Accordingly, how the organization can support the individual to achieve success in the complicated social environment when sending employees abroad, was considered a critical concern of managers in the field of expatriate management (Wildman, Griffith, and Klafehn, 2021). Previous studies asserted that organizational support provides a crucial external resource to reduce pressure and increase sustainable energy in the international business environment (Li and Zhou, 2012; Wen et al., 2019). As a result, the expatriates can accumulate different resources to improve their resilience to working under high pressure in the host country. According to the organizational support theory, when expatriates perceived high support from their organization which can be treated as an external resource, the expatriates would achieve more inner resources by integrating, regulating, and effectively deploying that external support with their ability and power (e.g., competencies, resilience) in order to achieve desired outcomes. Thus, this study proposed that organizational support can accelerate the relationship

between expatriate resilience and cross-cultural performance in the international environment.

In a word, this study aimed to fill the above research gaps and contribute to the literature on cross-cultural and expatriate management. Accordingly, this study developed a comprehensive model about the influence of biculturalism, multiple intelligence, cross-cultural competence, and expatriate resilience on cross-cultural performance. The moderating effect of the host country national's helping behavior and organizational support on expatriate resilience and cross-cultural performance was also evaluated.

## **1.2 Research objectives**

Based on the above discussion and arguments, the purposes of this research were demonstrated as follows:

1. To provide comprehensive knowledge and understanding of the research trends in the field of cross-cultural and expatriate management.
2. To develop a comprehensive model for biculturalism, multiple intelligence (cultural intelligence, emotional intelligence, political intelligence), cross-cultural competence, expatriate resilience, and cross-cultural performance.
3. To examine the influence of biculturalism on multiple intelligence (cultural intelligence, emotional intelligence, political intelligence) and the mediating effects of multiple intelligence for the influence of biculturalism on cross-cultural competence.
4. To examine the serial mediating effects of cross-cultural competence and expatriate resilience on the influence of multiple individual intelligence (cultural

intelligence, emotional intelligence, political intelligence) on cross-cultural performance.

5. To examine the moderating effects of host country nationals helping behavior and organizational support for the relationship between expatriate resilience and cross-cultural performance.

### **1.3. Research contributions**

This study provided significant contributions as follows:

1. This study provided comprehensive knowledge and understanding of the research trends in the field of cross-cultural and expatriate management through the findings of bibliometric analysis. Future research can refer to this study's results to determine their research topic.

2. This study provided evidence for the influence of biculturalism on multiple intelligence (including cultural intelligence, emotional intelligence, and political intelligence). Also, the evidence for the mediating effect of multiple intelligence (cultural intelligence, emotional intelligence, political intelligence) on the relationship between biculturalism and cross-cultural competence was shown.

4. This study provided evidence and discussed the serial mediating effects of cross-cultural competence and expatriate resilience on the relationship between multiple intelligence and cross-cultural performance. The result enhanced further understanding of the influence of cross-cultural competence and expatriate resilience on expatriates' success in the international business environment. These findings were expected to contribute massive value to the literature on cross-cultural and expatriate management.

6. This study also provided valuable findings by examining the moderating effects of host country nationals' helping behavior and perceived organizational support on the influence of expatriate resilience and cross-cultural performance.

7. Finally, the present study also empirically validated the existing theories, including social cognitive theory, social learning theory, and conservation of resource theory by applying them in an international context to examine the relationship between research constructs.

#### 1.4. The scope of this study

The scope of this study was demonstrated in Table 1.1.

Table 1.1 The scope of this study

<b>Items</b>	<b>Scope of the study</b>
Type of the research	The literature review, bibliometric analysis, and questionnaire survey.
Key issue	This study identifies the antecedents, mediators, moderators, and consequences of cross-cultural competence, expatriate resilience, and cross-cultural performance.
Dependent variables	Cross-cultural competence, expatriate resilience, cross-cultural performance.
Independent variables	Individual bicultural identity, multiple-intelligence.
Moderator variable	Host country nationals' helping behavior, perceived organizational support.
Mediating variable	Multiple intelligence, cross-cultural competence, expatriate resilience.

Underlying theory	Social cognitive theory, social learning theory, and conservation of resource theory.
Sample	Bibliometric analysis: Articles from the Web of Science database. Questionnaire survey: Focusing on expatriates who are working in Taiwan, North America, and Eur.
Time frame	Cross-sectional study
Research instruments	Bibliometric analysis: Theory inference, secondary data, and statistical analysis instruments. Survey: Theory inference, primary data, and statistical analysis instruments

Source: This study

### 1.5 Research procedure

The goal of this study was to develop a comprehensive model for biculturalism, multiple intelligence (cultural intelligence, emotional intelligence, political intelligence), cross-cultural competence, expatriate resilience, and cross-cultural performance. Specifically, the research gaps which expected to be clarified in this study were demonstrated as follows:

The research model of this study was developed based on the result of the relevant literature review and bibliometric analysis. Based on a summary of the literature review and the themes, topics, and prominent trends in the field of cross-cultural and expatriate management, this study identified the interrelationship between research variables including biculturalism, multi-intelligence (cultural intelligence, emotional intelligence, political intelligence), cross-cultural competence, expatriate resilience, cross-cultural performance, perceived host

country nationals' helping behavior, organizational support and then proposed 10 research hypotheses.

After that, this study conducted an empirical study to validate the research hypotheses and model. Accordingly, the study employed a questionnaire survey to examine 10 research hypotheses. The data collected were analyzed to confirm the research construct's reliability, construct's validity, and hypothesis. Finally, the integration of research results was presented and summarized as well as ended with concluding remarks and implications for both researchers and practitioners.

The detailed process flow chart was shown in Figure 1.1.





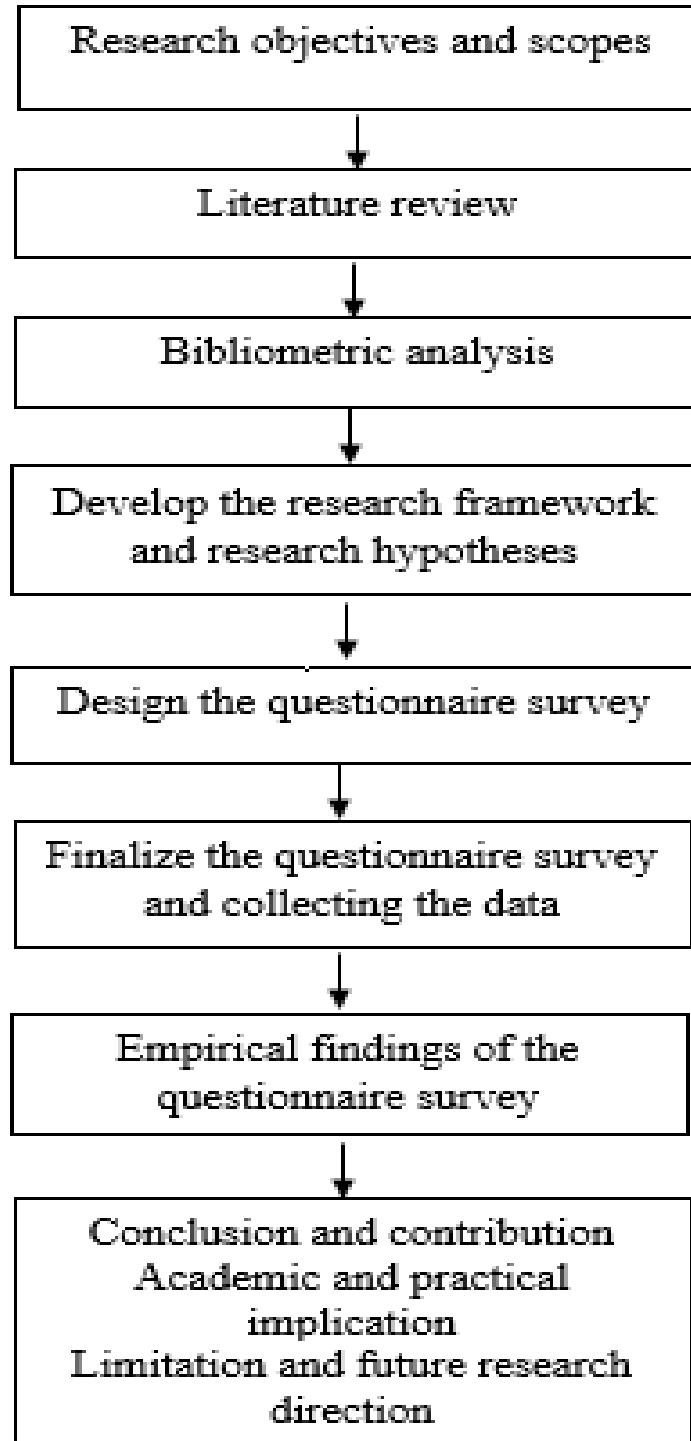


Figure 1.1. The detailed process flow chart

## **1.6 The structure of this study**

This study included six Chapters. Chapter one was the introduction which consists of the research background and motivation, research objectives, the scope of the study, research procedure, and the structure of this dissertation. Chapter two was the literature review. This Chapter focused on the definition of the research variables and evaluates the theoretical formation. Chapter three described the bibliometric analysis procedures and results which emphasize research themes, future research trends, and prominent research topics. Accordingly, research hypotheses were built and developed. Chapter four illustrated the research design and research methodology of the empirical study. This Chapter demonstrated the data collection procedure and data analysis process. Chapter five illustrated the empirical findings of the questionnaire survey including descriptive analysis, factor analysis, reliability and validity of measurement scales, linear regression analysis, and hypothesis testing were also presented in this Chapter. Finally, the conclusion and suggestions of this study were described in Chapter six. Accordingly, a summary of research results, the contributions and limitations, and future research directions were also demonstrated in this Chapter.

## CHAPTER TWO

### LITERATURE REVIEW

This chapter first demonstrated the theoretical background and then described the definition of each of the research variables consisting of biculturalism, cultural intelligence, emotional intelligence, political intelligence, cross-cultural competence, expatriate resilience, cross-cultural performance, host country national's helping behavior, and organizational support.

#### **2.1 The main theoretical background**

##### **2.1.1 Social cognitive theory**

Albert Bandura was the most influential social cognitive psychologist and is considered the father of social cognitive theory. Bandura (1986) developed a social cognitive theory that provides an integrated and comprehensive model of an individual's awareness in the background of social learning. Basically, social cognitive theory demonstrated a model for understanding, predicting, and changing human behavior or actions (Green and Peil, 2009). Nabavi (2012) further indicated that this theory also emphasizes how the cognitive functions of an individual in their social experiences and how these cognitions impact individual behavior and development. According to Nabavi (2012), there were five cognitive characteristics that might impact behavior including: “*expectations of future consequences and responses based on current situation/s; Vicarious experiences of others' consequences; Expectations about future consequences affect how we cognitively process of new information; Expectations affected decisions about how to behavior, and nonoccurrence of expected consequences have effects*” (p13).

Individuals' cognitive, motivational, and behavioral reactions were activated by the knowledge, identification, and internalized manners of biculturalism when he/she lived and worked in the new culture (Lakshman et al., 2021). Moreover, individuals learned and developed their abilities and skills by engaging with their neighbors in a multicultural context (Caligiuri et al., 2012). Bandura (2001) further explained that the social cognitive theory provides three-pillar components, including cognitive, motivational, and behavioral processes, which are thorough clarification of human behavior in the social background (Lakshman et al., 2021). Recently, Lakshman et al. (2021) used social cognitive theory to explain the influence of immigrant bicultural identity on cultural intelligence in the United States. The authors showed that when individuals recharge their self-efficacy and ability, they can improve their ability to deal with variously cultural situations in the host country (Bandura, 2001; Chiu & Hong, 2006). Through the lens of social cognitive theory, this study made the claim that when working in an international setting, an individual bicultural identity can increase an expatriate's cultural intelligence, emotional intelligence, and political intelligence (Lakshman et al., 2021; Vora et al., 2019).

### **2.1.2 Social learning theory**

Researchers paid much attention to social learning theory, which was considered an essential factor in enhancing desirable behavioral change (Muro and Jeffrey, 2008). According to Nabavi (2012), the theory of social learning was utilized in various areas such as education, health sciences, social policy, and psychotherapy. Basically, social learning theory indicated that interaction and observation are the most effective and efficient ways in which individuals can learn and develop from their environments. Events and outcomes in the

surroundings of people played an essential role in cognitive processing before being learned and impacting actual behavior (Tarique and Weisbord, 2013). The foundation of this theory was that individuals can learn from each other through interaction in a social setting. Remarkably, an individual can develop the same behavior just by observing the other's actions and behavior and then assimilating and imitating that behavior or action. Thus, an individual would be able to apply it effectively when the objective observation was positive or consisted of rewards regarding the observed behavior (Nabavi, 2012).

Bandura illustrated that the social learning process consists of three major dimensions: attention, retention, and reproduction. Mainly, attention was the process of paying attention to other behaviors or observing the results of one's behavior in a different situation. Additionally, retention was a process of encoding from the modeled behavior of others and restoring it as memory. Finally, reproduction was the changing process of an individual's behavior or action based on their attention and retention of other behavior. In the reproduction process, individuals can use and apply the new behavior from their observation in a specific situation. Individuals intentionally applied a particular behavior or skill if it leads to a positive result. They also kept in mind that behavior will be utilized in the same context in the future (Tarique and Weisbord, 2013). Thus, this study argued that expatriates can make use of their cultural intelligence, emotional intelligence, and political intelligence to improve their cross-cultural competence and handle difficult cultural situations through observing and interacting with international employees in the host country.

### **2.1.3 Conservation of resources theory**

Hobfoll first proposed the conservation of resources theory in 1989, which was considered a growingly applied motivational theory that handled the motivational processes and directed individuals to answer to tense/stressful situations as well as retain their current state of resources and seek new resources. In this regard, stress was related to a force impacted by an outside factor on the individuals, to work in a new culture with challenges about language and norms of the new country (Davies et al., 2019; Hobfoll, Stevens, and Zalta, 2015). The conservation resources theory was based on the idea that individuals utilize their resources to achieve desired outcomes (Hobfoll et al., 2018). Resource within the conservation of resource theory including an individual's intelligence, competencies, and personality will help him/her achieve desired outcomes (e.g., resilience, success). Ahmad et al. (2019) asserted that among the prevailing theories of motivation, conservation resource theory is considered one of the seminal theories because of its dynamic nature of resources.

The conservation of resource theory emphasized that individuals always try to use their resources for self-control and mastery of the tasks in a complicated social environment (Hobfoll et al., 2018). Assuming that cross-cultural performance was a desirable outcome in a cross-cultural environment, this study suggested that the conservation of resource model was beneficial for investigating the influence of cross-cultural competencies and expatriate resilience on cross-cultural performance. Having resources (cross-cultural competence in a multi-cultural context) enabled individuals to handle new challenges and difficulties in developing competence and resilience to achieve the desirable outcome (Ng and Feldman, 2014a, b). Therefore, this study utilized the conservation of resource theory to demonstrate the way individuals strive to develop and manage their

cross-cultural competence and resilience to achieve their results (cross-cultural performance) in a complicated cultural environment (Ahmad et al., 2019).

## **2.2 The definition of research constructs**

### **2.2.1 Biculturalism**

The global economy and international employee mobility among countries created a significant impact on people and society (Lakshman et al., 2021; Lucke, Kostova, and Roth, 2016). Benet-Martínez, Leu, Lee, and Morris (2002) argued that the biculturalism study developed from the demand for dissimilarity among acculturating people applying the adaptation strategy and how two cultures were operated in an individual (Nguyen and Rule, 2020). According to Nguyen and Benet-Martínez (2007), there were various definitions of biculturalism, such as demographic characteristics in general or cultural identifications/orientations in psychologically specific conceptualizations. Lakshman et al. (2021) demonstrated that biculturalism is considered as the perspective of bicultural individuals who possess two cultures and identities framework such as immigrants (Richter et al., 2020), expatriates (Rickley, 2019), international students, indigenous people (Wagstaff et al., 2019), refugees, ethnic minorities, indigenous peoples (Berry, 1997; Nguyen and Rule, 2020; Padilla, 2006), as well as host country nationals in multinational enterprises (Gillespie et al., 2010).

### **2.2.2 Multiple intelligence**

In this study, multiple intelligence included cultural intelligence, emotional intelligence, and political intelligence.

#### *2.2.2.1 Cultural intelligence*

The cultural intelligence model was considered the most considerable theoretical and empirical attention in international business (Earley and Ang, 2003). Cultural intelligence mainly emphasized an individual's ability to manage the international area effectively. Previous studies showed that the cultural intelligence model includes an individual's artistic ability, which consists of a set of meta-cognitive, cognitive, behavioral, and motivational skills (Ang et al., 2015; Earley et al., 2006; Liao et al., 2021; Ott and Michailova, 2016). Meta-cognitive cultural intelligence was related to a person's mental processing to achieve cognition and comprehensiveness of the suitable approaches by organizing, supervising, and adjusting mental models of cultural norms of a new cultural setting (Schlaegel et al., 2020). The individual possessed high meta-cognition, always showing actively and curiously cultural supposition and regulating their mental framework to improve the outcomes (Chen et al., 2011). Cognition was related to the ability of an individual to understand perspectives in terms of other civilizations' economic, legal, and social systems (Chen, Lin, and Sawangpattanakul, 2011; Schlaegel, Richter, and Taras, 2021). Chen et al. (2011) further demonstrated that high cognitive cultural intelligence can help individuals to be familiar with new experiences and information in the host country.

Motivational cultural intelligence was related to the individual's intrinsic desire and energy to discover a new culture in a different country (Chen et al., 2011; Schlaegel et al., 2020). According to Schlaegel et al. (2020), several concepts were created by motivation, such as intrinsic preferences, self-determination (Deci and Ryan, 1985), and cross-cultural self-efficacy (building on Bandura, 1986, 1997), in combination with motivation-related theories (e.g., expectancy-value theory; Kanfer and Heggstad, 1997; Vroom, 1964). Those who



owned high motivation with much attention and energy can achieve good performance even if they needed to implement complicated and difficult assignments in intercultural settings (Chen et al., 2011). As a result, an individual with high motivation was always willing to accept and handle challenging assignments and support them to better adaptability through cultural competency in the new country (Chen et al., 2011). Behavior reflected the ability to accomplish an extensive and flexible repertoire of verbal and non-verbal manners when interacting in a multicultural environment (Ang et al., 2007; Chen et al., 2011; Schlaegel et al., 2020). Chen et al. (2011) further emphasized that individuals who possess good behavior can quickly build and develop their relationships and fall in line with the new society.

#### *2.2.2.2 Emotional intelligence*

The idea of the emotional intelligence model grew from Taine's (1871) evaluation of standard human abilities and the requirement to assess a person's intellectual abilities (Hendon, Powell, and Wimmer, 2017). The emotional intelligence model was considered a crucial model in the psychological field that corresponds with a more compelling factor in the workplace (Pfeiffer, 2001; Ogurlu, 2020). Ogurlu (2020) argued that although researchers have not reached the utility of the components and measurements of emotional intelligence, it can be conceptualized as various abilities including generating, recognizing, perceiving, understanding, and assessing one own and others' emotions in different approaches ranging from problem-solving, critical thinking, feelings, and intuition, to the capacity to realize and control emotions to achieve self-motivation (Dulewicz, Higgs, and Slaski, 2003; Ogurlu, 2020; Geher, Betancourt, and Jewell, 2017; Liao et al., 2021).

According to Liao et al. (2021), the conception and definition of emotional intelligence were proposed by Salovey and Mayer (1990), which were considered one of the most influential studies in intelligence study. Salovey and Mayer (1990) first conceptualized emotional intelligence as the ability to monitor one's own and others' sentiments and emotions, discern among them, and apply the information to direct one's thoughts and activities. Salovey and Mayer (1990) further explained that emotional intelligence refers to the individual's ability to evaluate their impressions and emotions and differentiate and utilize received information to regulate and direct others' thinking and behavior (Liao et al., 2021). People with a high score of emotional intelligence can regulate their responses, decrease negative emotions, and keep control over their own lives by making use of their interpersonal relationships (Liao et al., 2021). According to Wong and Law (2002), emotional intelligence consisted of four dimensions as below:

1. Appraisal and expression of emotion in the self (self-emotional appraisal). This factor referred to the ability to understand his/her thorough emotions and can show these emotions naturally and comfortably. Wong and Law (2002) further emphasized that individuals will regulate and control their emotions well in front of other people if they have a high score in this dimension.

2. Appraisal and recognition of emotion in others (others' emotional appraisal). This dimension referred to the realizing and understanding ability of others' emotions surrounding them. Individuals can be aware easily of the other feeling, and emotions, and know their thoughts if they own a high score in this dimension (Wong and Law, 2002).

3. Regulation of emotion in the self (regulation of emotion). This dimension described the emotionally regulating competency of an individual, which supported the individual to recharge their psychology.

4. Use of emotion to facilitate performance (use of emotion). This dimension referred to the competency of employees to take full advantage of their emotions by managing those reaching positive activities and personal outcomes.

### *2.2.2.3 Political intelligence*

Many previous studies have united the standard definition of political intelligence as an individual's capability in order to understand well others in the workplace as well as to use their knowledge to make an impact on others through effective working approaches that can boost an individual's personal and/or organizational objectives or goals (Fang et al., 2014; Ferris et al., 2007; Brouer et al., 2015; Kapoutsis, Papalexandris, and Thanos, 2019). Individuals with a high score of political intelligence can mix social astuteness with the ability to regulate their behavior to various and unstable situational demands in an aspect that individual need to demonstrate their sincerity, enthusiasm, and honesty as well as impact effectively and control the feedback of others (Ferris et al., 2007; McAllister, Ellen, and Ferris, 2016; Shaughnessy et al., 2017; Williams et al., 2017). Elaine et al. (2019) further demonstrated that political intelligence is originally known as a political skill in the past, which is considered an indispensable social competence and fundamental for the key role of expatriates.

According to Ferris et al. (2007), there were four dimensions of political intelligence:

(1) Social astuteness was related to individuals' political skills who were wise observers of others and it was easy for them to interact effectively and interpret their behavior and others' behavior in the workplace (Ferris et al., 2007). Particularly, individuals with high political intelligence were enormously adaptable to different social backgrounds and have high self-awareness. Previous studies argued that this dimension is considered as being sensitive to others (Ferris et al., 2007). Individuals' ability to recognize with their colleagues was crucial to possessing things for his/her self. Socially astute people were considered to be creative and clever in handling different people (Ferris et al., 2007; Pfeffer, 1992).

(2) Interpersonal influence referred to individual activities that have the potential to influence the conduct or beliefs of one or more other individuals. Ferris et al. (2007) demonstrated that individuals with a high score of political intelligence will always own their humble and persuading ability that significantly impact others around them. Additionally, interpersonal influence will support individuals to regulate their behavior flexibly in various contextual settings to get the good and desired responses from others to achieve his/her goals (Ferris et al., 2007).

(3) Networking ability referred to individual proficiency in nurturing, maintaining, and developing various relationships with people in the workplace and society (Ferris et al., 2007). People considered that their network and relationships with others are critical assets. Additionally, with their characteristic shrewdness, people could build and maintain new relationships with new people around them, even they can form beneficial partnerships and associations. Previous studies confirmed that individuals could get well-positioned to build and make use of opportunities with high networking ability (Ferris et al., 2007; Pfeffer,

1992). Moreover, networking ability could enable people to negotiate and achieve good results with relevant stakeholders when there was conflict among stakeholders.

(4) Apparent sincerity was related to individuals' traits, which were demonstrated as being reliable, sincere, and honest. Individuals with a high score in this dimension would have high opportunities to achieve success since apparent sincerity emphasized the aware objective of the manner displayed. Ferris et al. (2007) further emphasized that the awareness of their purposes or motivation plays an essential role in regulating their behavior. As concluded by Jones (1990), individuals could make a successful influence on others when they showed their pure intention without personal benefits. Especially, people with high scores of apparent sincerity could motivate others with trust and confidence, and as a result, people around them would be willing to follow them without coerciveness or directions (Ferris et al., 2007).

### **2.2.3 Cross-cultural competence**

Cross-cultural competence has gained much attention from researchers in various fields (Bartel-Radic and Giannelloni, 2017; Li, 2020; Lakshman et al., 2021). According to Bartel-Radic and Giannelloni (2017), scholars and practitioners in the fields of international business, communication, and education have united that cross-cultural competence is one of the most critical factors for individuals to interact with other people and achieve success in diverse cultural settings (Bartel-Radic and Giannelloni, 2017; Johnson et al., 2006; Leiba-O'Sullivan, 1999; Liao et al., 2021). According to Johnson et al. (2006), cross-cultural competence was defined as a collection of consistent behaviors, attitudes, and rules that came together in a system, agency, or group of professionals to allow

that system, agency, or group of professionals to work effectively in cross-cultural contexts. Previous studies demonstrated that there are three dimensions of dynamic cross-cultural competence in a global or multicultural environment, including (1) non-ethnocentrism or valuing cultural differences, (2) cultural flexibility or adaptation, and (3) tolerance of ambiguity (Caligiuri et al., 2018; Caligiuri and Tarique, 2012). Individuals with a high score of cross-cultural competence could manage and work effectively in a multicultural environment. Additionally, this competence could be obtained or improved through training and development (Caligiuri et al., 2018; O'Sullivan, 1999; Shaffer et al., 2006).

According to previous studies, non-ethnocentrism reflected the respect of individuals for other cultures, beliefs, norms, and behavior in a multicultural environment (Leiba-O'Sullivan, 1999; Wu and Bodigeler-Koehler, 2013). People with a high score of non-ethnocentrism would not discriminate and understand that his/her own culture is no better than others (Leiba-O'Sullivan, 1999; Liao et al., 2021; Wu and Bodigeler-Koehler, 2013). When individuals were requested to collaborate and work in various cultural teams in an intercultural business environment, non-ethnocentrism could help expatriates eliminate ethnocentrism which was a worthwhile developmental requirement for their success in the multicultural context. Additionally, cultural flexibility was defined as the ability to replace activities that one enjoys in one's native country with another one that is available in the host country and is usually distinct (Shaffer et al., 2006).

The last dimension of cross-cultural competence was a tolerance of ambiguity. Caligiuri et al. (2018) indicated that tolerance for ambiguity supports expatriates in managing ambiguous, new, different, and unexpected situations in an uncertain environment. Individuals who possessed a high score of tolerance for

ambiguity could regulate well their stress and pressure in order to adapt quickly to consider changing to a new cultural setting (Caligiuri et al., 2018; Caligiuri and Tarique, 2012; Judge et al., 1999).

#### **2.2.4 Expatriate resilience**

Resiliency received much attention from researchers in many disciplines such as psychology, psychiatry, developmental psychopathology, human development, and change management (Ledesma, 2014). Resilience was first demonstrated by the Latin word *resilience*, which related to the pliant or elastic quality (Ledesma, 2014). Resilience was considered a complicated phenomenon that demonstrated an ability to satisfy an extraordinarily level of stressed position of individuals (Ahmad et al., 2019). Previous studies defined resilience as the individual's ability to recharge their mental and physical state after experiencing a disadvantaged activity and maintain a stable psychological setting among relevant activities and situations (Seery, 2011; Varshney and Varshney, 2017). Luthans (2002) illustrated that employee resiliency is a skill that may be learned. In the psychological field, individuals with a high level of resilience can handle pressured factors internally and externally in a flexible manner (Ahmad et al., 2019). Varshney and Varshney (2017) indicated that individuals with high resilience would feel a more minor psychologically hurt condition after failure than those with a low resilience level.

According to previous studies, resilience was a process with various stage experiences, including motive and hope (Cyrulnik, 2011; Varshney and Varshney, 2017). The motive was related to the positive way that employees achieve adversity. Hope referred to an individual's belief in success at the last stage. Youssef and Luthans (2007) demonstrated that resilience is a "proactive element"

and nurtured through utilizing strategies that can support employees to feel strong in their mental and physical situations once they face the unstable situation (Avey, Luthans, and Jensen, 2009). Näswall, Kuntz, and Malinen (2015) further explained that resilience can support employees to complete their assignments well by taking full advantage of available resources and the strength of the company despite the difficult situation. Specifically, individuals with a high level of resilience can continue with the hardship of childhood, commonly tricky situations, and catch up with others to utilize all relevant potential resources (Reivich and Shatte, 2002; Varshney and Varshney, 2017). Thus, this study argued that resiliency is the crucial key element to the expatriate's career in a different environment, and it plays a vital role in supporting them to complete their assignment and achieve their goals and success.

### **2.2.5 Cross-cultural performance**

The operational productivity was the result that regulates individual behavior to provide the achievement plans and goals of the enterprises (Malek and Budhwar, 2013). Liao et al. (2021) argued that the primary purpose of using an expatriate for missions and extended business in another country is to complete the expected assignments and make sure that the subsidiary overseas is working under directions and strategies and leadership by headquarters. Therefore, organizations paid significant resources to enhance employees' performance (Malek and Budhwar, 2013; Liao et al., 2021). Cross-cultural performance was related to the outcomes of making full advantage of their resources including the abilities, skills, and attitudes of individuals in order to complete the assignment and goals of the organization (Campbell, 1990, Liao et al., 2021).



Following the study of Varshney and Varshney (2017), this study proposed that cross-cultural performance includes three main components (1) contextual performance, (2) task performance, and (3) adaptive performance. Task performance consisted of job-correlated behaviors and activities that support the organization's technical factors or the preservation of processes and management roles (Borman and Motowidlo, 1993; Motowidlo et al., 1997; Varshney and Varshney, 2017). Contextual performance was related to the behavior that maintains the broader psychological and social contexts in which task performance comes about (Borman and Motowidlo, 1993; Varshney and Varshney, 2017). Adaptive performance was designed to enhance expatriates' adaptation to new challenges and uncertainty in work systems or environments (Grifn, Neal, and Parker, 2007; Varshney and Varshney, 2017). Previous studies emphasized that adaptive performance plays a vital role in solving problems creatively; handling unstable or uncertain job conditions; learning new assignments, technologies, and working processes; and adapting to other employees or managers, and environmental conditions (Koopmans et al., 2011; Varshney and Varshney, 2017).

#### **2.2.6 Host country nationals' helping behaviors**

According to Yamao et al. (2020), host country nationals were considered the critical home staff to work in common assignments with foreign employees at subsidiaries of multinational companies. Host country nationals were also evaluated as a prominent asset for expatriates who were to learn and discover about their new assignment, the company, and the country in the new cultural environment (Mahajan and Toh, 2014). Previous studies united that host country nationals play a crucial role in improving expatriates' success by offering

consistent assistance regarding job assignment and social behavior assistance in the host country (Toh and DeNisi, 2005; Wang and Fan, 2014). Depending on individual interactive ability with local people, expatriates would receive a response from the host individual towards them. Especially some individuals considered that they are victims of racial discrimination in the host country whereas others reflected that the local people are very kind and willing to support them in both the workplace and daily life (Leung, Zhu, and Ge, 2009). Additionally, helping behaviors reflected actions or behaviors that support the specific individual to handle their difficult situations in the workplace or in daily life (Organ, 1997). For instance, experienced host country nationals were willing to support and help new expatriates to learn about the regulation and working culture of the company, social culture, and culture of the host country or guide them to find essential information regarding their assignment or personal life (Vance, Vaiman, and Andersen, 2009).

Based on social categorization theory, Hogg and Terry (2000) argued that people tend to divide themselves into in-groups and out-groups to integrate themselves into in-groups with similar characteristics, hobbies, culture, and so on so forth. People often demonstrated positive attitudes and behavior toward the individual with the same characteristic and culture, but negative behavior and actions toward individuals with different norms and values (Varma, Toh, and Budhwar, 2006). According to Yamao et al. (2020), the differences between the host country nationals and expatriates were generally illustrated in various perspectives in their organization such as salaries and compensation which can result in discrimination and negative attitudes between the two sides. For instance, some host country nationals may feel unhappy and even dislike expatriates when

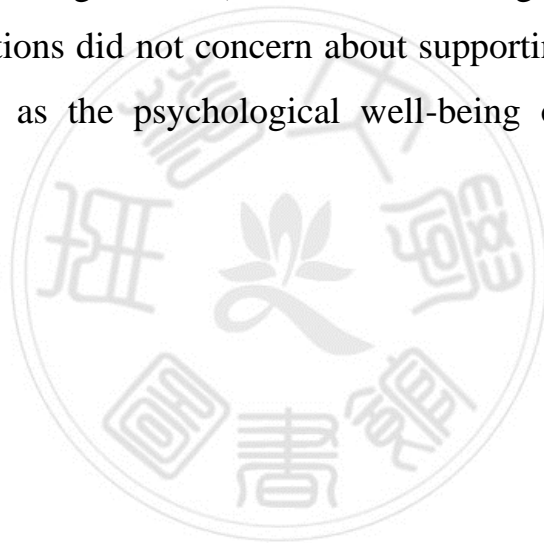
they knew that their salary is lower than new coming expatriates (Chen, Choi, and Chi, 2002; Hon and Lu, 2010; Oltra, Bonache, and Brewster, 2013; Toh and DeNisi, 2003). Kang and Chen (2018) indicated that there are no regulations or obligations of the host country national to support and help foreign individuals, but it was considered as organizational citizenship behavior of expatriates with new employees (Toh and DeNisi, 2007). Kang and Chen (2018) further argued that open behaviors from host country nationals need to base on their willingness and enthusiasm. Therefore, leaders should understand how to improve host country nationals' willingness to assist new expatriates when they need their help or support.

### **2.2.7 Organizational support**

Perceived organizational support was considered a resource of a company, which can help individuals regulate a sequence of effective states with colleagues' and supervisors' support and understanding and confirmation of their competencies (Wen et al., 2019). With organizational support, the expatriate could store different gained resources to improve their resources (e.g., competencies, resiliency) to work in a challenging environment. According to Eisenberger, Huntington, Hutchinson, and Sowa (1986), individuals who formed multinational beliefs, were concerned about their happiness and how the organization valued their efforts. Eisenberger et al. (1986) further asserted that organizational support is considered the organization's human-like personality. Furthermore, perceived organizational support could help individuals achieve their mission and obligation (Chen and Eyoun, 2021).

According to De Paul and Biko (2015), previous studies applied the theory of organizational support and its dimensions successfully in order to demonstrate

how organizational elements enhance the degree of happiness (Baran, Shanock, and Miller, 2012; Kuvaas and Dysvik, 2010; Connelly, Gallagher, and Gilley, 2007). These studies showed that expats' perceptions of a supportive organizational climate lead to high levels of psychological well-being, such as happiness, self-realization, and job satisfaction (Selmer and Fenner, 2009; Parker et al., 2003). De Paul and Biko (2015) further emphasized that perceived organizational support can provide higher commitment to accomplish the job assignment and increases their integration with local colleagues (Gillet et al., 2012; Panaccio and Vandenberghe, 2009). However, the degree of turnover could be high when organizations did not concern about supporting them to complete the assignment as well as the psychological well-being outcomes (Harzing and Christensen, 2004).



## **CHAPTER THREE**

### **BIBLIOMETRIC ANALYSIS**

In this chapter, bibliometric analysis was conducted to provide an overview of the outcomes of previous studies in the field of expatriation. Bibliometric analysis was implemented to demonstrate the past, current, and future research themes and trends in the expatriate field. Based on the findings of the bibliometric analysis, this study developed the research framework of empirical study.

#### **3.1 Bibliometric analysis review**

Alan Pritchard first introduced the bibliometric method in 1969, which was described as an essential measure of a research assessment methodology to enhance the quality of the quantitative approach to written publications and documents (Osareh, 1996). Bibliometric analysis has been achieving much attention from researchers in international management (Fan et al., 2021; Peng, Zhu, and Wu, 2020). Its functions can make use of bibliometric software such as Gephi, Leximancer, VOSviewer, and sources scientific databases such as Scopus and Web of Science in order to demonstrate advancement, availability, and accessibility and the multidisciplinary allogamy of the bibliometric methodology based on information sources of science to business research. Significantly, the most important of bibliometric analysis was the function of the illustration of its advance for dealing with several scientific data and generating significant influence on research (Donthu et al., 2021).

Previous studies indicated that bibliometric analysis can be applied for different reasons based on the research aims. For instance, researchers aimed to disclose new research trends in papers and journal outcomes, cooperation patterns,

and research constituents and discovered the knowledge framework detailed in the existent research (Donthu et al., 2021; Verma and Gustafsson, 2020). Donthu et al. (2021) further indicated that the information source can be taken from the bibliometric analysis, which is usually enormous and objective, although the results frequently depend on objective and subjective analyses by methods and processes. Therefore, bibliometric analysis can support researchers get a “one-stop overview”, figure out gap research, develop dominant ideas for examination, and specify the potential contributions in the specific research area (Donthu et al., 2021).

In this study, the author applied the bibliometric analysis with two techniques including co-occurrence and co-citation analysis. Accordingly, the co-occurrence analysis demonstrated the information of another study that use the same keyword (Donthu et al., 2021) with any words used from “article titles”, “abstracts” and “full texts” for the analysis (e.g., Baker, Kumar, and Pandey, 2020; Burton et al., 2021; Emich et al., 2020; Liu, Mai, and MacDonald, 2019). Donthu et al. (2021) emphasized that the co-occurrence analysis help researcher understand the domain knowledge of areas from the past and present and forecast future research direction. Additionally, co-citation analysis was a tool to summarize commonly cited articles of researchers on the same topic (Donthu et al., 2021; Hjørland, 2013). Rossetto et al. (2018) confirmed that co-citation analysis can discover who is the most influential authors in the same research field.

### **3.2 Bibliometric analysis procedure**

In this part, this study illustrated three steps to conduct bibliometric analysis as below:

*Step 1: Collect the data for bibliometric analysis*

The initial step was to gather the data needed for the bibliometric analysis methodologies that have been chosen. The author gathered the data from the Web of Science database produced by Thomson Reuters. The keyword: expatriate(s), repatriate(s), international assignment (assignee), and global assignment (assignee) were looked for in the title, keyword, and abstract. In order to guarantee the quality of studies, this study only chose papers written in English with peer-reviewed. Book and monographs were excluded because while there were many outstanding articles dealing with expatriates, books and monographs tended to examine and integrate previous findings rather than proposing new and unique research (Andersen, 2018).

According to Andersen (2019), there were two main trends of previous studies in the area of international mobility: (1) the traditional pathway between the 1960s and 1980s and mainly investigated the role of senior managers in global companies' shift abroad to oversee a subsidiary; (2) a contemporary trend that dated from the 1990s to the present and depicted a variety of worldwide movable workforces (Caligiuri and Bonache, 2016). The journal entries in the databases before 1997 were inaccurate, as a starting point, that year was picked. Thus, the author gathered papers that were published from 1997 to 2021.

As these terms were applied in an enormous scope of the field, the author has narrowed the categories to management, business, applied psychology, interdisciplinary social science, and economics.

### *Step 2: Data screening*

The title, keywords, and abstracts of papers were read carefully by the author to avoid duplicated and erroneous papers and papers, which did not relate

to expatriates. Finally, one thousand three hundred and eighty suitable papers were included for data analysis.

### *Step 3: Data analyzing*

The author read and corrected erroneous entries in terms of singular/ plural, suitable synonyms, and abbreviations to ensure that all data are cleaned. After that, a coding standard was created for further analysis with three steps, including descriptive, co-occurrence, and co-citation (Giang et al., 2021). Firstly, the descriptive analysis presented the basic information of 1380 selected studies, including the copious number of publications and geographical distribution. Then research themes to uncover the groundwork and structure of expatriate research were classified. Thirdly, the author categorized all keywords from selected studies through co-occurrence analysis of keywords. Based on keyword classify co-citation theme, the evolution of expatriate studies and future research directions were demonstrated. Finally, the author used VOSviewer software to determine a co-citation network and visualize the outcomes (Giang et al., 2021; Leung, Sun, and Bai, 2017).

### **3.3 Descriptive analysis**

This study applied the VOSviewer 1.6.8 software (Waltman, van Eck, and Noyons, 2010), which was the most popular and beneficial software to obtain keywords, generate clusters, and visually map the results in the science mapping literature (Lee, Felps, and Baruch, 2014). Before clustering, the author eliminated the data without author or reference information and following the VOS analysis, extracted a thesaurus applied by VOSviewer to gather authors whose names had different spellings and were similar for keywords.



Figure 3-1 showed the number of annual publications of expatriates from 1997 to 2021. The number of publications appeared from about 8 to 82 papers from 1997 to 2014. Significantly, there have been more than 110 publications during the last three years. Those results indicated that the topic of expatriate management is paid much attention by researchers recently.

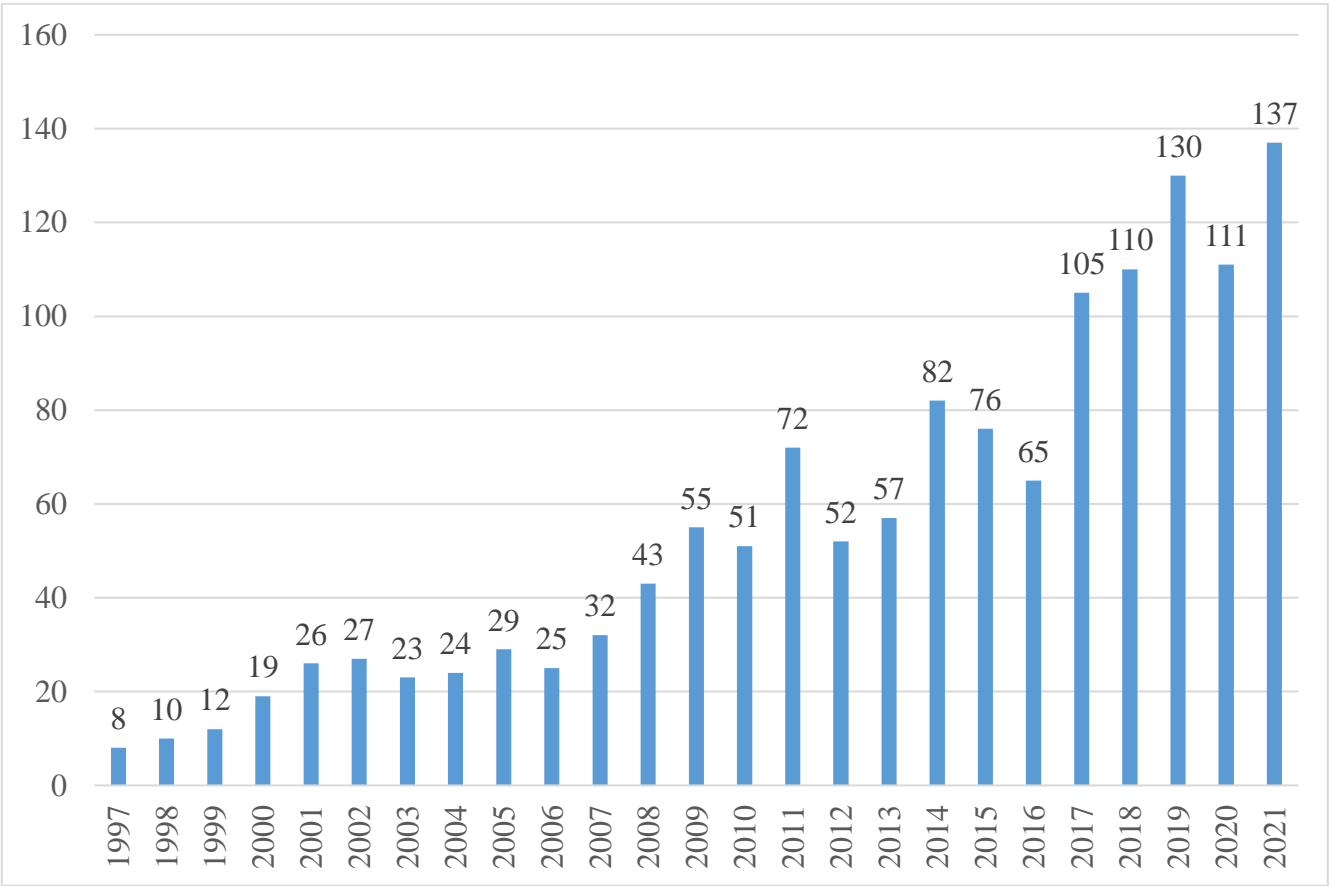


Figure 3.1 Number of publications from 1997 to 2021

Source: This study

Additionally, Table 3.1 demonstrated the location where expatriate studies were conducted. The United States, England, Australia, and China were the most attractive area to conduct and implement the research with the number of publications in these places being 378, 223, 168, and 138, respectively. The

impressive number of publications in these countries were the most attractive places for running the international business with high demand in recruiting expatriates. The rest of the countries in the table were from European Union and Asia. Especially, Taiwan was considered one of the prominent places to conduct research in Asia with 60 publications. Taiwan was attractively opening its markets to globalization, leading to the growth and establishment of operations by many international firms operated and managed by expatriates. Taiwan has prepared as one of the most advanced high technology markets worldwide with many advantages of the availability of high-quality human resources and sufficient supporting infrastructure (Liao et al., 2021). Recent studies indicated that Taiwan has taken a leading position in producing high-tech products such as computer chips, semiconductors, personal computers, monitors, and accessories (Johnson, Arya, and Mirchandani, 2013; Liao et al., 2021).

Table 3.1 Country where expatriate research was conducted

<b>No.</b>	<b>Country</b>	<b>Frequency</b>
1.	The United States	378
2.	England	223
3.	Australia	168
4.	China	138
5.	Germany	104
6.	Canada	92

<b>No.</b>	<b>Country</b>	<b>Frequency</b>
7.	Finland	60
8.	Taiwan	60
9.	Netherlands	58
10.	France	52
11.	Japan	52
12.	Denmark	51
13.	United Arab Emirate	44
14.	South Korea	39
15.	New Zealand	37
16.	Spain	37
17.	Singapore	36
18.	Ireland	30
19.	Malaysia	28
20.	India	26
21.	Austria	17

No.	Country	Frequency
22.	Scotland	17
23.	Belgium	16
24.	Switzerland	16
25.	Turkey	16

Source: This study

### 3.4 Co-occurrence and co-citation results

#### 3.4.1 Structure of topics in the expatriate area

The structure of the subject in the expatriate area was identified and demonstrated by co-occurrence analysis of keywords in published papers from 1997 to 2021. The detailed structure was illustrated in a network diagram (see Figure 3.2) with the most notable keywords and connected metrics in each cluster demonstrated in Table 3.2. As shown in Figure 3.2, some prominent topics overshadow the field such as ‘adjustment’ and ‘antecedent’ of the expatriate. ‘Performance’ was a prominent topic and grew significantly in the last decade. Figure 3.2 also indicated that the concept of performance is still inconsistent, the terms expatriate performance, job performance, and performance are frequently used in this field. The result also showed the four main clusters that are associated with ‘expatriate background’ (cluster 1); ‘adaptability to the host country’ (cluster 2); ‘multinational company management’ (cluster 3); and ‘managing expatriate’ (cluster 4).

Notably, some topics served as the field such as ‘performance’, ‘adjustment’, ‘antecedents’, and ‘international assignment’, which took significant control of their clusters: Each has a high number of occurrences (300, 308, 181, 64 and 123, respectively). Other keywords represented satellite topics such as ‘work’, ‘resource’, ‘organizational commitment’, and ‘national culture’, which were likely to be examined in a small setting within their cluster.

For the keyword co-occurrence analysis, a tremendous eigencentality score showed that a keyword is associated with some mixture with a considerable number of other or imperative keywords. However, keywords with a low score were probably incidental to the range because those keywords were examined in a bit of background or little investigated. Therefore, they did not relate to other keywords. The level of a given keyword showed the field of other keywords connected with it; for instance, ‘performance’ has a degree of 72, meaning it was associated with 72 other keywords (see Figure 3.2).

Table 3.2 The keyword by cluster

<b>Cluster</b>	<b>Keyword</b>
Cluster 1. Strategic management of the multinational company	Absorptive capacity (29); cultural distance (29); determinant (65); diversity (37); expatriate (231); firm (37); foreign subsidiaries (32); host country national (47); human resource management (88); impact (119); international HRM (24); knowledge (47); knowledge transfer (84); multinational-corporation (74); national culture (28); organizations (39); performance (300);

Cluster	Keyword
	perspectives (85); resources (25); strategy (35); subsidiaries (33).
Cluster 2. Expatriate background	Adjustment (308); Assignments (72); Behavior (37); Business (35); Career (81); Challenges (52); Context (28); Employees (41); Expatriation (72); Expectation (55); Experience (96); Gender (69); Home (40); Identity (43); International experience (36); Management (137); Mobility (26); Motivation (36); Repatriation (91); Self-initiated expatriate (35); Success (46); Willingness (26); Women (62).
Cluster 3. Managing expatriate	Attitude (33); Commitment (40); Culture (49); Expatriate managers (47); Job satisfaction (55); Leadership (35); Organizational commitment (29); Perception (34); Selection (85); Turn over (39).
Cluster 4. Expatriates and adapting to the local environment	Acculturation (78); Antecedents (181); Consequences (96); Cross-cultural adjustment (143); Cultural intelligence (74); Dimensions (71); Expatriate adjustment (131); Expatriate performance (28); Family (49); International adjustment (113); International assignment (207);

Cluster	Keyword
	Job performance (56); Managers (150); Perceived organizational support (53); Personality (76); Satisfaction (66); Social support (47); Social-cultural adjustment (37); Spouse (39); Stress (56); Work (22).

Source: This study

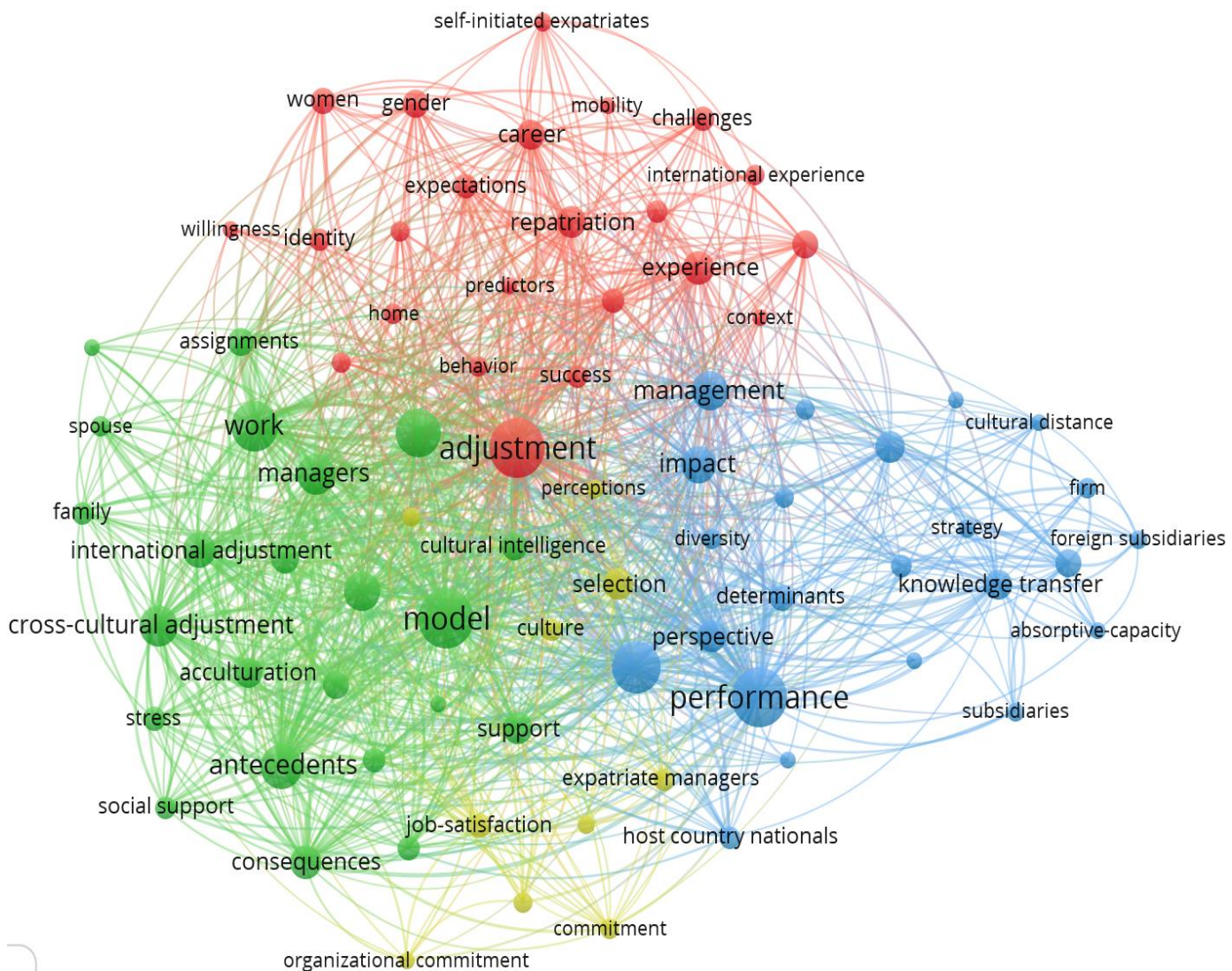


Figure 3.2 The network visualization of keywords in the field of expatriate from 1997 to 2022

*Note: The circle size reflects the relative number of occurrences of a keyword, and the weight of the line indicates the frequency of keywords linked (set minimum to 2 for clarity). Cluster 1: Red, cluster 2: Green, cluster 3: Blue, and cluster 4: Purple.*

Source: This study

As shown in Figure 3.3, co-citation analysis of the corpus produced a diagram of the papers cited most dominant in the area grouped in five clusters. According to the diagram, there was an apparent similarity between the keyword clusters and the co-citation clusters; for example, articles in red (cluster 1) generally corresponded to the blue cluster (cluster 3). Additionally, papers in the green clustered to a keyword (cluster 2), and those in the purple clustered to a keyword (cluster 4). Especially, Black (1991a, 1991b), Selmer and Fenner (2009), Tung and Peiperl (2009), and Hofstede (1980) were the most influential researchers in the cross-cultural and expatriate study. The following section showed the keyword cluster associated with the foundational papers recognized by a co-citation analysis.



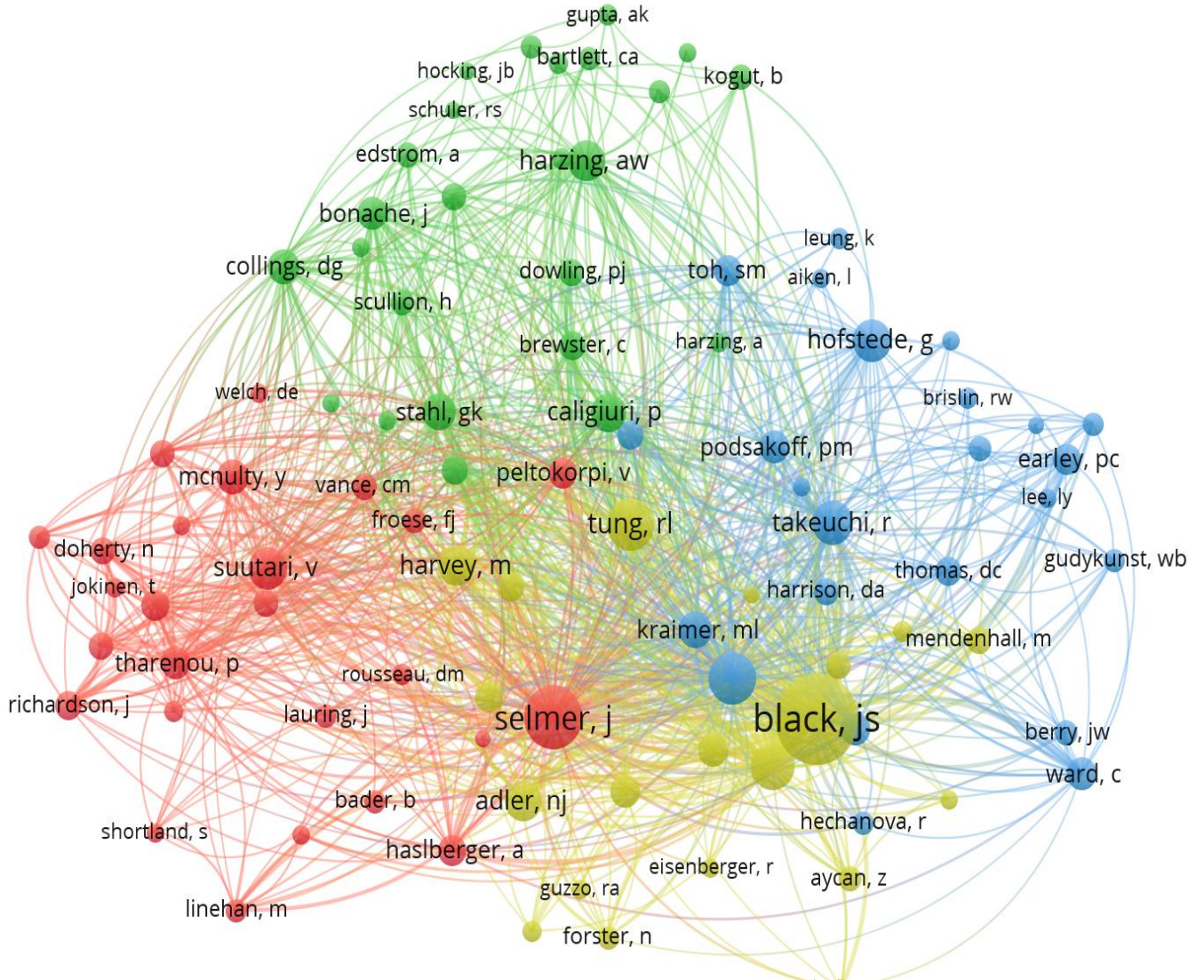


Figure 3-3 A static image of the network visualization of co-citation analysis in the field of expatriates from 1998 to 2017.

Note: A minimum of 20 co-citations is set as the lower limit. The circle size shows the relative number of citations; the weight of lines indicates how often the articles are co-cited

Source: This study

### 3.4.2 Cluster analysis

**Cluster 1 strategic management of the multinational company**, which was one of the two main clusters in this study and about 33% of the keywords in the diagram and focused on management and organization level in the field of the expatriate. The keyword ‘performance’ was the leading keyword with 300 occurrences and associated with most of the other keywords in the cluster and another cluster. It indicated that the “performance” topic has gained much attention from previous and current studies. A kind of keywords in the cluster referred to expatriates and the management of multinational management such as ‘human resource management’, ‘multinational-corporation’, ‘foreign subsidiaries’, and ‘strategy’. This cluster was in line with the finding of Anderson (2019) and the research direction by Edstrom and Galbraith (1977). Accordingly, the authors demonstrated that by successful sending expatriates to work abroad, multinational companies can control and follow their strategies, plan, and goals in foreign subsidiaries. These subjects had been enlarged, for instance, by investigating the underlying mechanisms (Harzing, 2001).

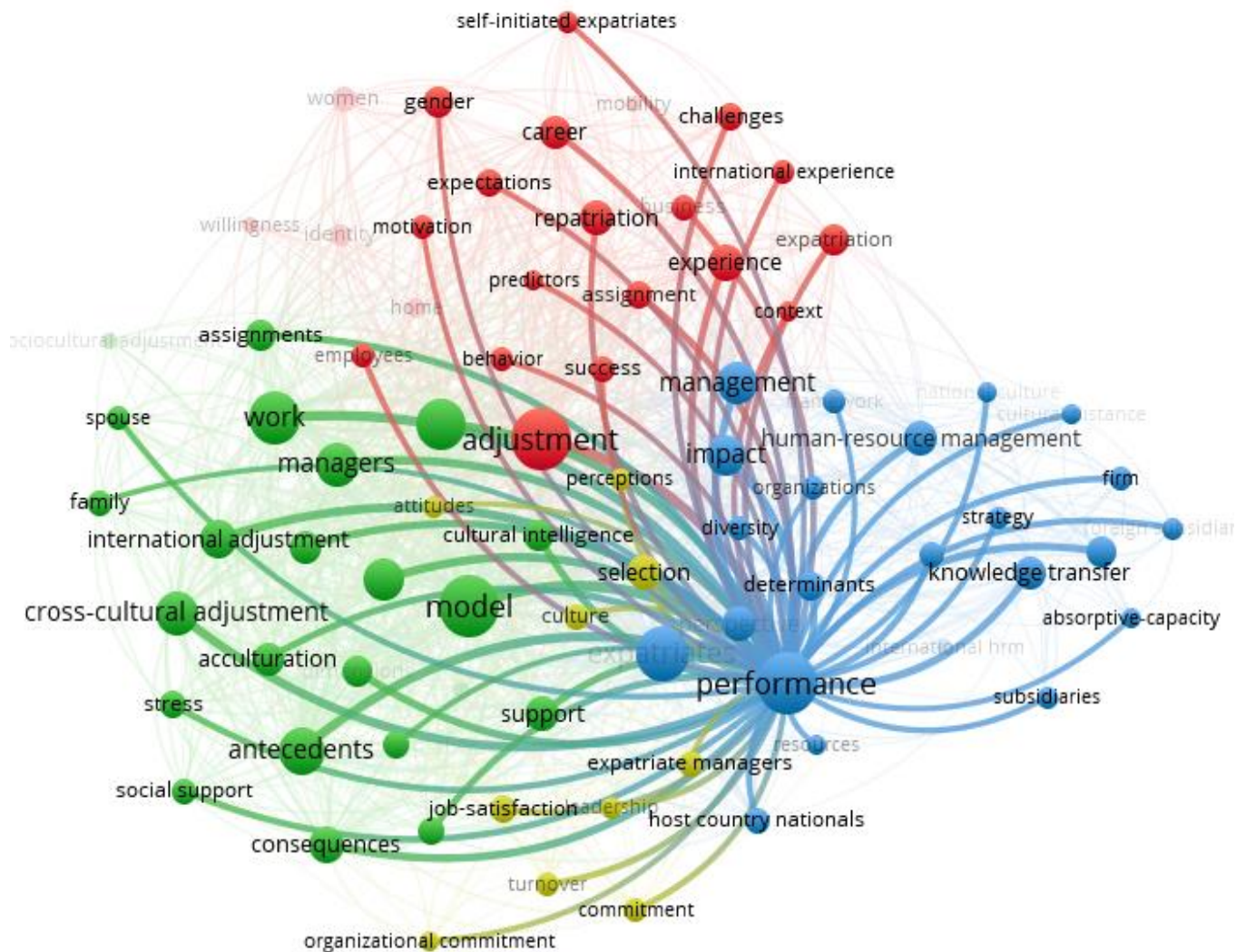


Figure 3.4 An enlarged section of Figure 3.2, where the cluster “*strategic management of the multinational company*” was highlighted

Source: This study

Another theme of keywords in cluster 1 regarded ‘managing a company in an international environment context’, ‘culture distance’, ‘national culture’, and ‘impact’ were the most dominant keywords. Regarding these subjects, Hofstede (1980) was one of the key authors who demonstrated the cultural dimension.

Central to these topics were the different dimensions of national culture in a longitudinal study among countries and continents. The results showed that Hofstede's research (cultural dimensions theory) is the most influential finding in many other studies, which have applied statistical analysis to examine the research questions (Anderson, 2019). Anderson (2019) explained that culture can be one part of a resource for the significant importance and quantity of links of these keywords because the difference between domestic and multinational studies may be illustrated by cultural factors, for instance, the effect of culture on entry mode (Kogut and Singh, 1988) and work attitudes (Ronen and Shenkar, 1985).

**Cluster 2: Expatriates background**, cluster 2 referred to the various kind of expatriates and the motivation which forces their expatriation, this finding was also in line with the study of Anderson (2019).

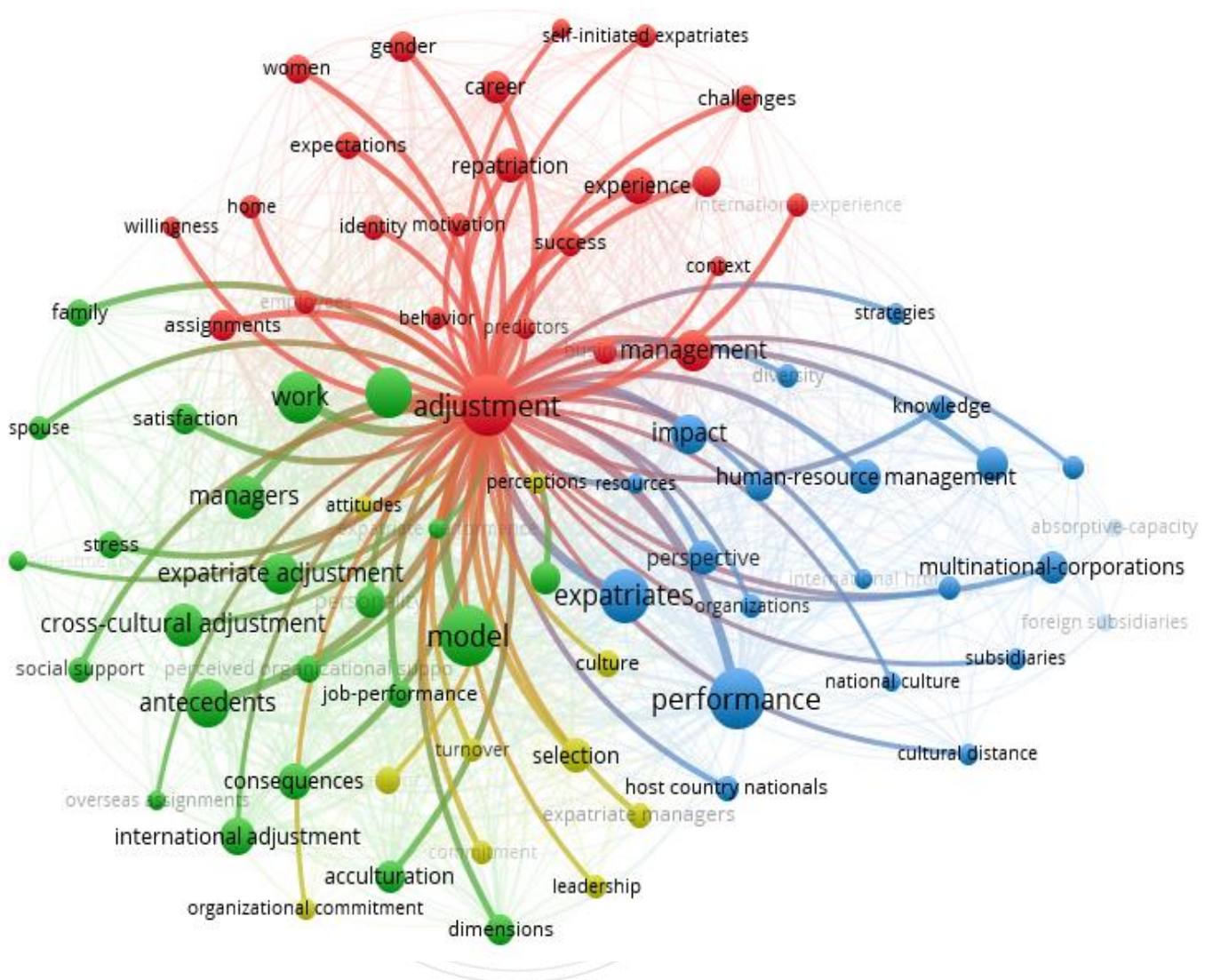


Figure 3.5 An enlarged section of Figure 3.2, where the cluster “*expatriates background*” was highlighted

Source: This study

Previous studies paid much attention to the investigation of the term ‘expatriate’. For instance, prior researchers focused on the two main types of expatriates who were assigned for a specific period to work within the same organization in another country and who relocated on their plan and motivation to go abroad (Anderson, 2019; McNulty and Brewster, 2017; Suutari and Brewster,

2000; Tharenou, 2015). In the research papers, the expression and self-initiated expatriate keywords have occurred 72 and 35. ‘Adjustment’, ‘challenge’, ‘management’, ‘gender’, and ‘women’ were other keywords in cluster 2. Similar to these keywords were their great proportion of connections to keywords in cluster 4, which showed that much attention was paid to the individual level rather than the organization level (Anderson, 2019). Another keyword in cluster 2 included ‘career’, ‘experiences’, ‘international experience’, ‘motivation’, and ‘willingness’, which demonstrated the critical reasons for their expatriation in order to improve their international experience and develop their career (Anderson, 2019, Feldman and Thomas, 1992; Stahl, Miller, and Tung, 2002). Additionally, these keywords had a significant connection with cluster 1 and cluster 4, which emphasized the relationship between individuals’ careers and organizational context (Anderson, 2019).

**Cluster 3: Managing expatriates**, which was one of the minor clusters on the map and referred to the individual level as investigated from a company’s perspective. The central core keywords in cluster 3 in terms of occurrence, were ‘attitude’ (33); ‘commitment’ (40); ‘culture’ (49); ‘organizational commitment’ (29) which together with the keyword ‘selection’, generally relate to the company’s procedure of finding and recruiting a suitable employee for an oversea assignment (Anderson, 2019). Regarding its occurrence, the second group of keywords ‘job satisfaction’ (55) and ‘leadership’ (35) were also among the primary keywords in cluster 3. Together with the keyword ‘turn over’, they also related to the reason for the failure of an international assignment. However, what and why expatriates succeed or fail were not easy to find answer because it also depended on who was involved in the examination process and the motivation of

the given factor (Brewster et al., 2014) and remarkably on whether failure levels were correctly predicted (Harzing, 2002).

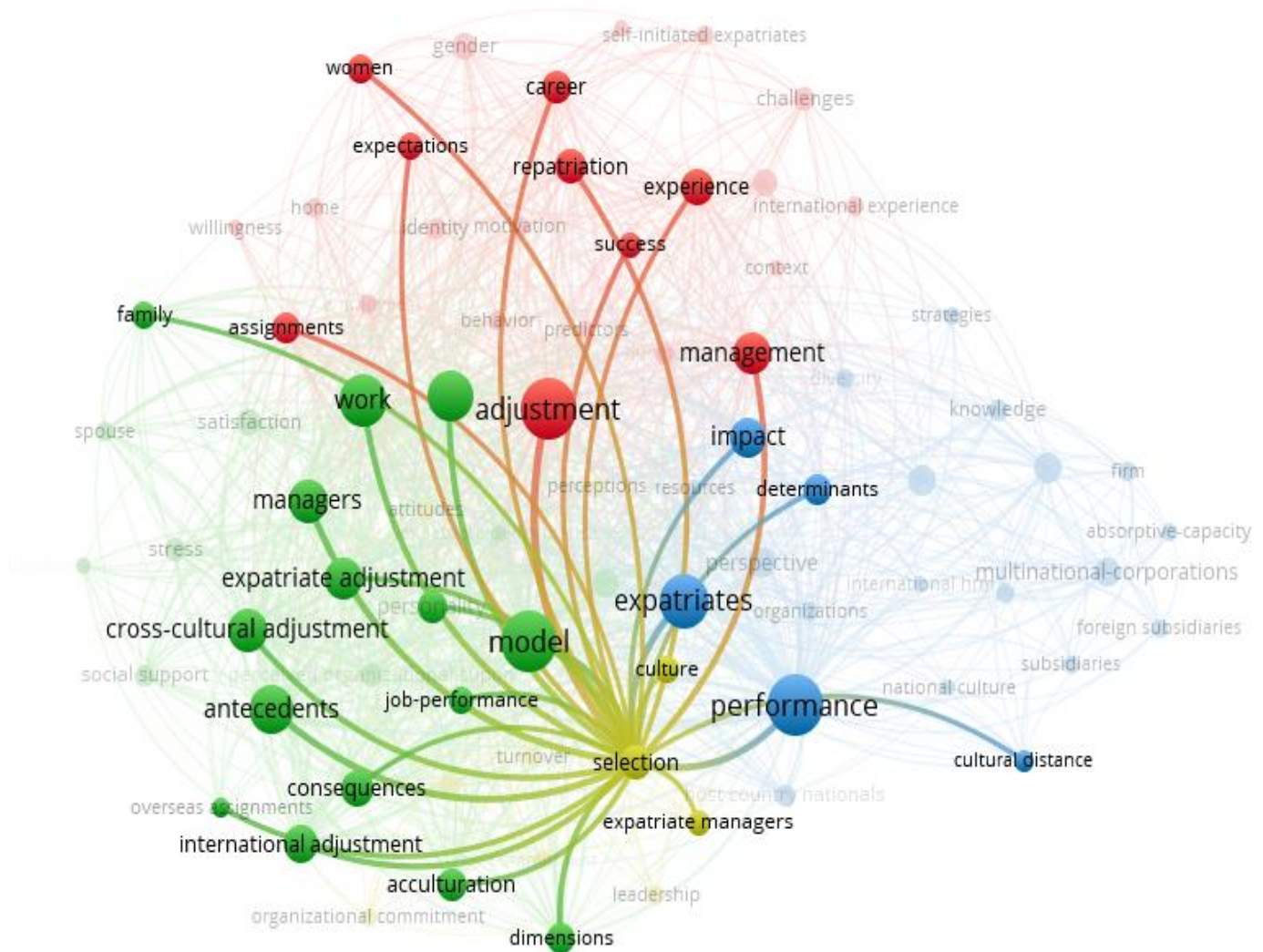


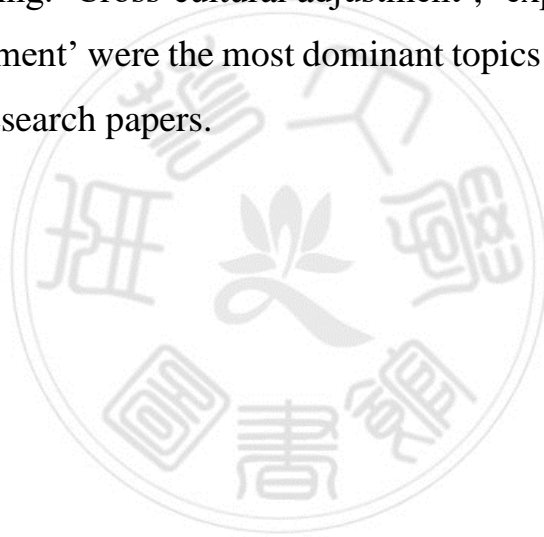
Figure 3.6 An enlarged section of Figure 3.2, where the cluster “*managing expatriate*” was highlighted

Source: This study

As shown in Table 3.2, the high occurrence scores for ‘performance’ (32), ‘job performance’, and ‘expatriate performance’ (29) were shown in this study.

As mentioned previously, performance was the most often studied subject in the area of expatriates with articles published between 1997 and 2021, which showed sustained attention by researchers. The main reason for the increasing attention to ‘performance’ was that it is the main factor that decides the success of individuals and the competitiveness of the multinational organization.

**Cluster 4: Expatriates and adapting to the local environment;** cluster 4 was the last crucial cluster and related to expatriates on the personal level of analysis and the manner in which they communicated, interacted, and adjusted to the new cultural setting. ‘Cross-cultural adjustment’, ‘expatriate adjustment’, and ‘international adjustment’ were the most dominant topics in cluster 4, occurring in 143, 131, and 113 research papers.





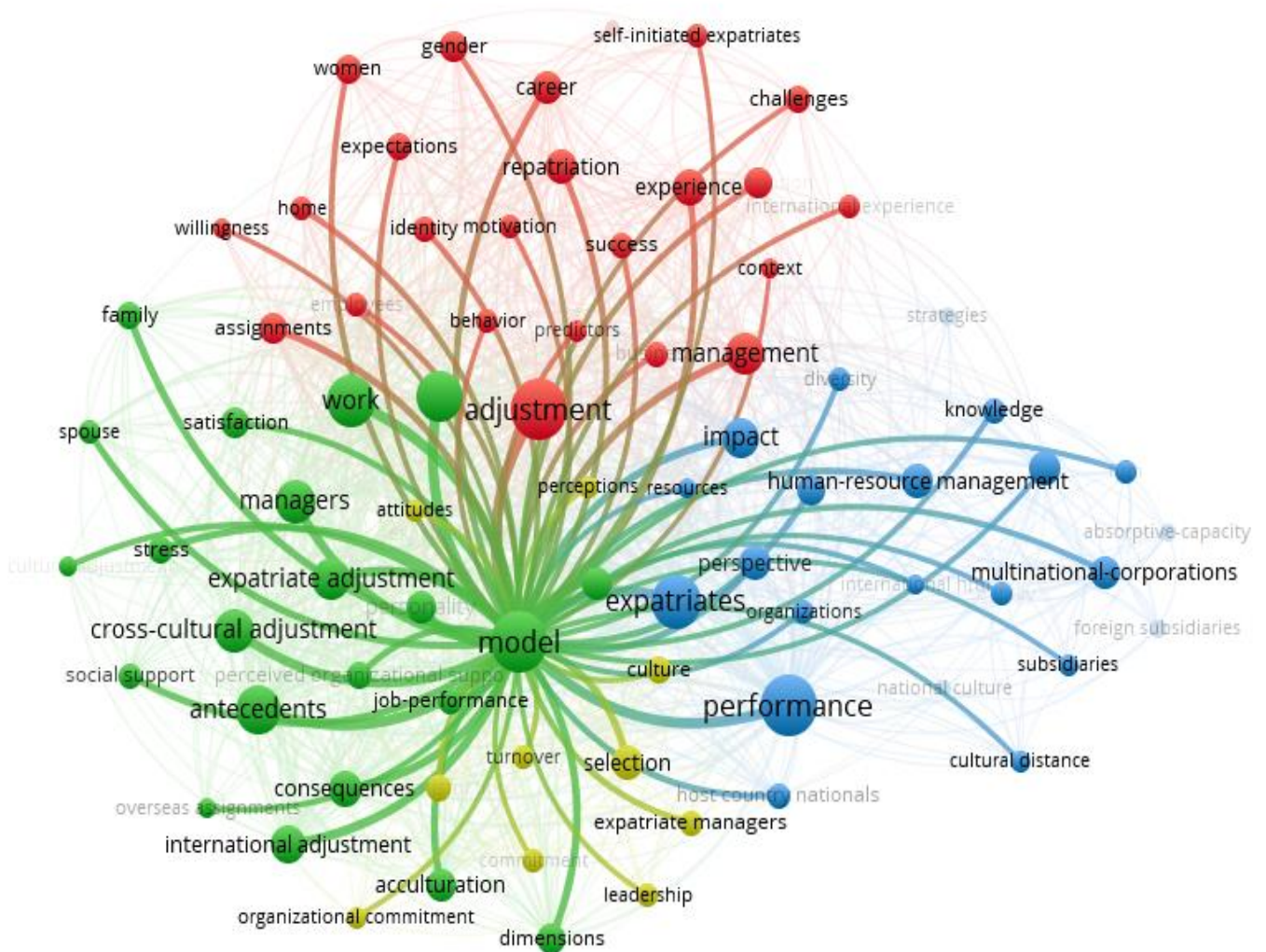


Figure 3.7 An enlarged section of Figure 3.2, where the cluster “*expatriates and adapting to the local environment*” was highlighted

Source: This study

According to Anderson (2019), the measurement of cross-cultural adjustment was vital for a variety of different subjects, which indicated that they operate as both antecedents and consequences of cluster two and the remainder clusters. Other keywords in cluster 4, such as ‘international assignment’, ‘stress’,

‘satisfaction’, and ‘turnover’, demonstrated the level of their adaptation to the host culture (Anderson, 2019; Bader and Schuster, 2015; Law, Wong, and Wang, 2004). Cluster 4 was similar to the view and findings of previous studies (Anderson, 2019; Bjorkman and Welch, 2015; Takeuchi, 2010), which emphasized the critical role of recognizing the complicated situation where individuals were implanted. The keywords ‘perceived organizational support’, ‘social support’, ‘spouse’, and ‘family’ in cluster 4 related to how expatriates received support from social and organizations in the workplace and daily life (Anderson, 2019; Schuster and Bader, 2017; van Bakel, 2018). Individual differences including ‘cultural intelligence’ and ‘personality’ were also investigated as the influence of its factors on expatriate adjustment ability (Anderson, 2019; Caligiuri, 2000; Mol et al., 2005; Shaffer et al., 2006). These keywords were associated with other keywords in this cluster, especially ‘international adjustment’ and ‘cross-cultural adjustment’. This finding was also in line with the recent finding of Anderson (2019).

In order to combine the results of earlier research linked to the trend of current research, this study utilized bibliometric analysis to demonstrate the primary research outcomes on research as well as prospective research trends of expatriates. Based on the results of keywords in the expatriate area of research (Figure 3.2 and cluster 4), this study claimed that expatriates and adjusting to the local environment will continue to be a major topic in the expatriate area. According to the results of bibliometric analysis, previous research has completely neglected the role of biculturalism, multiple intelligence, and expatriate resilience. As a result, this study chose to focus on cluster 4 in order to develop a research model that included new causes and consequences of expatriate competence and

resilience as well as contributing to the present literature in expatriate and cross-cultural management.



# CHAPTER FOUR

## RESEARCH DESIGN AND METHODOLOGY

### 4.1. Research framework

Based on the literature review, bibliometric analysis result, and research constructs, the research framework of this study was shown in Figure 4.1. There were nine research constructs in the research model, which were illustrated in Figure 4.1.

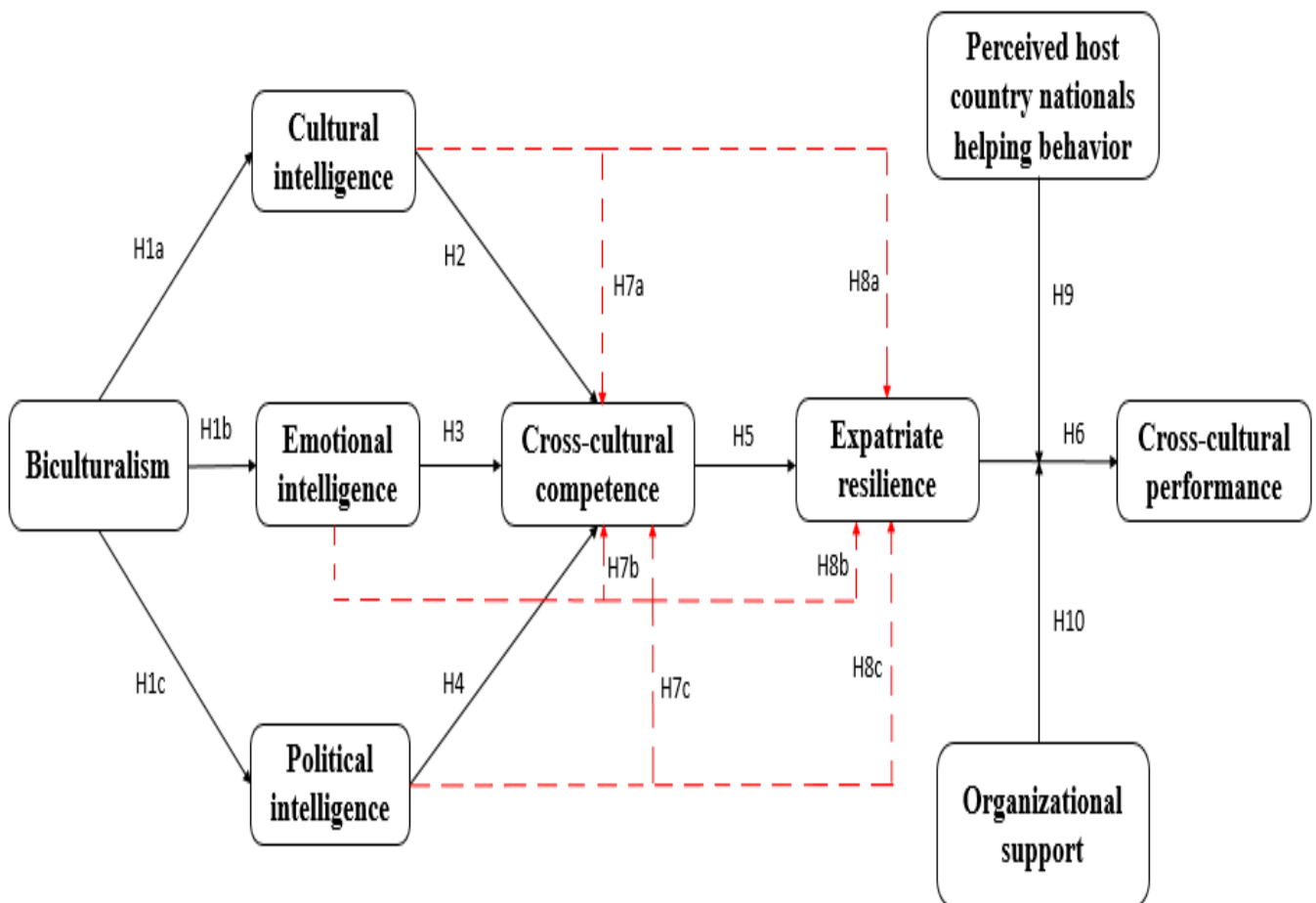


Figure 4.1 Research model

Note: Dot line is the mediating and serial mediation effect

According to the research model, the hypotheses of this study were demonstrated in Table 4.1 below:

Table 4.1 Hypothesis of this study

<b>Hypothesis</b>	<b>Statement</b>
Hypothesis 1a	There is a positive relationship between biculturalism and cultural intelligence.
Hypothesis 1b	There is a positive relationship between biculturalism and emotional intelligence.
Hypothesis 1c	There is a positive relationship between biculturalism and political intelligence.
Hypothesis 2	Cultural intelligence has a positive influence on cross-cultural competence.
Hypothesis 3	Emotional intelligence has a positive influence on cross-cultural competence.
Hypothesis 4	Political intelligence has a positive influence on cross-cultural competence.
Hypothesis 5	There is a positive influence between cross-cultural competence and expatriate resilience.
Hypothesis 6	There is a positive influence between expatriate resilience and expatriate cross-cultural performance.
Hypothesis 7a	Cultural intelligence mediates the positive relationship between biculturalism and cross-cultural competence.
Hypothesis 7b	Emotional intelligence mediates the positive relationship between biculturalism and cross-cultural competence.

<b>Hypothesis</b>	<b>Statement</b>
Hypothesis 7c	Political intelligence mediates the positive relationship between biculturalism and cross-cultural competence.
Hypothesis 8a	Cross-cultural competence and expatriate resilience positively mediate the influence of cultural intelligence and expatriate's cross-cultural performance.
Hypothesis 8b	Cross-cultural competence and expatriate resilience positively mediate the influence of emotional intelligence and expatriate's cross-cultural performance.
Hypothesis 8c	Cross-cultural competence and expatriate resilience positively mediate the influence of political intelligence and expatriates' cross-cultural performance.
Hypothesis 9	Host country national's helping behavior moderates positively the relationship between expatriate resilience and expatriate's cross-cultural performance.
Hypothesis 10	Organizational support moderates positively the relationship between expatriate resilience and expatriate's cross-cultural performance.

Source: This study

## 4.2 Research hypotheses

Based on the literature review and the research trend as illustrated in Section 4.1, this study developed a research model through nine research constructs: biculturalism, cultural intelligence, emotional intelligence, political intelligence,

cross-cultural competence, expatriate resilience, cross-cultural performance, and perceived host nationals helping behavior, perceived organizational support. Accordingly, 10 research hypotheses were demonstrated as follows: the influence of biculturalism on multiple intelligence including cultural intelligence, emotional intelligence, and political intelligence; the influence of multiple intelligence including cultural intelligence, emotional intelligence, and political intelligence on cross-cultural competence; the influence of cross-cultural competence on and expatriate resilience; the influence of expatriate resilience on cross-cultural performance; the mediating effect of multiple intelligence on the relationship between biculturalism and cross-cultural competence; the serial mediation of cross-cultural competence and expatriate resilience for the influence of multiple intelligence on cross-cultural competence; the moderating effect of host country national helping's behavior and organizational support for the impact of expatriate resilience on cross-cultural performance.

#### **4.2.1 The influence of biculturalism on multiple intelligence**

The theoretical logic at the back of the influence of biculturalism can be found in social cognitive theory (Bandura, 1977). According to the theory of social cognition by Bandura (2001), this study argued that biculturalism is considered the antecedent of multiple intelligence, including cultural intelligence, emotional intelligence, and political intelligence. Notably, social cognitive theory demonstrated that people will answer to external stimuli by cognitively processing them, attaining comprehensive knowledge and information in terms of the cultural contexts, and acquiring motivation from the cognitive processing to frequently engage in suitable emotions and behaviors that improve their effective communication and interaction in social contexts (Bandura, 2001; Lakshman et al.,

2021). Recent studies indicated that bicultural individual identity has been considered a new antecedent of cultural intelligence (Ang, Ng, and Rockstuhl, 2020; Lakshman et al., 2021). Lakshman et al. (2021) also demonstrated that there is a positive relationship between biculturalism and behavioral cultural intelligence. According to Ott and Michailova (2016), some antecedents of cultural intelligence were mainly divided into traits and cross-cultural experience. Expatriates with a greater level of biculturalism had various particular abilities that enhanced high degrees of cultural knowledge. Previous studies argued that biculturalism can impact comfort with uncertainty, willingness to the disconfirming situation, and an excellent ability to look for essential information that supports a good score of cultural intelligence (Gillespie et al., 2010; Lakshman et al., 2021). The higher an expatriate's degree of biculturalism, the more productive their interactions with people from various cultures were (Lakshman, Lakshman, and Gok, 2020). Therefore, Lakshman et al. (2021) concluded that biculturalism is strongly related to and supported individuals to develop their cultural intelligence and helps them work more efficiently in a multi-culture environment.

Additionally, the social cognitive theory proposed that people identify their bicultural experience, even their success or failure by an attribution analysis of experience (Lakshman, 2013). When the situation was favorable, individuals would renew their self-efficacy to be more active in emotion with the new cultures based on attribution analysis of experience (Lakshman et al., 2021). This renewed self-efficacy supported an individual's ability to handle new cultures, which could further accelerate cross-cultural effectiveness. For instance, the expatriate could control effectively their emotion when they faced challenges and difficulties in a



new cultural environment (Bandura, 2001; Chiu and Hong, 2006; Lakshman et al., 2021). Therefore, this study argued that individual bicultural identity can improve the emotional intelligence of expatriates in the host country.

Furthermore, three main dimensions of social cognitive theory (cognitive, motivational, and behavioral processes) played a crucial role in comprehensively understanding expatriate behavior and real action in social contexts which mainly belong to political intelligence (Bandura, 2001; Lakshman et al., 2021). Consequently, biculturalism who identified, understood, and internalized their two cultures can make use of their ability to effectively deal with new stressors in a cross-cultural environment (Lakshman et al., 2021; Vora et al., 2019). Previous research suggested that a person's bicultural identification can work as a cultural generator, allowing them to be more sensitive to other cultures and improve their abilities to think and interact with individuals from diverse cultures (e.g., Chiu and Hong, 2006; Lakshman, 2013; Lakshman et al., 2021). As cultural alternators, individual bicultural identity could connect directly their two fundamental cultures, which enhanced their thinking, skill, and knowledge in the new cultural environment; as a result, the expatriate would communicate and interact effectively in society in terms of emotion and at work in terms of politic (Gillespie et al., 2010). Therefore, expatriates' political intelligence could be developed.

Given the crucial role of examining the influence of bicultural individual identity in international business contexts, the international business literature asserted that there is still a lack of uniting and heterogeneity in how biculturalism is studied to know precisely and the degree of their influence on employees, leaders, and customers, among others (Barmeyer and Davoine, 2019; Lakshman et al., 2021; Vora et al., 2019). In order to fill this gap, this study demonstrated

that bicultural individual identity can operate as an antecedent variable to enhance multiple intelligence in the worldwide business world's complex social environment. Based on the above argument, this study proposed the following hypotheses:

*Hypothesis 1a: There is a positive relationship between biculturalism and cultural intelligence.*

*Hypothesis 1b: There is a positive relationship between biculturalism and emotional intelligence.*

*Hypothesis 1c: There is a positive relationship between biculturalism and political intelligence.*

#### **4.2.2 The influence of multiple intelligence on cross-cultural competence**

When cooperative cross-border business activities were undertaken, a high level of multiple intelligence becomes an important skill and attitude to succeed in a cross-cultural environment (Ang et al., 2007; Ang et al., 2015). It was predicted that expats with cultural intelligence are expected to be able to cope with their worry and uncertainty by putting in extra effort to fulfill work-related responsibilities and socially assimilate into the new culture (Afsar et al., 2019). Culturally intelligent individuals tended to enjoy exchanging, interacting with, and learning about the diversity and characteristics of culture (Malek and Budhwar, 2013). Such individuals appeared to have an intuitive grasp of how to behave to avoid intercultural mistakes. Previous studies proposed that cultural intelligence is considered an antecedent of cross-cultural competence, which can help expats perform better on overseas tasks (Johnson et al., 2006; Liao et al., 2021).

Additionally, according to previous studies, emotional intelligence was the result of the development process between cognition and emotion (Mayer et al., 2001; Ogurlu, 2020). Ogurlu (2020) further argued that the discipline of emotional intelligence can accelerate the cognitive ability that regulates theoretical arguments of emotions. For many years, emotional intelligence has been considered a crucial construct that supports an individual in the social environment (Liao et al., 2021). Guntersdorfer and Golubeva (2018) found that emotional intelligence plays a crucial role in cross-cultural competence in multicultural communication in schoolrooms in research on emotional intelligence and cross-cultural competence using students as participants. Students with stronger emotional intelligence were more cooperative and more likely to succeed in international collaboration environments. Recently, Liao et al. (2021) firstly argued that emotional intelligence significantly influences cross-cultural competence. However, they encouraged that more studies need to conduct to provide additional evidence for this special relationship.

Furthermore, according to Ferris et al. (2007), the political skill was exhibited through abilities expressed in work-related contexts that show both temper antecedents and situational variability. In addition, the adjustment attribution to situations can be influenced by training, practice, and practical experience. Thus, people could get an advantage from experiences that facilitated the improvement of political skills without considering their present political competencies (Ferris et al., 2007). People with a high score of political intelligence would be able to adapt effectively, as they felt confident and recognized what comprised individual behaviors in various social backgrounds and behave suitable action in that environment. As such, they can take full advantage of their social

sensitiveness to adjust their objective behaviors to related demands (Ferris et al., 2007).

As Munyon et al. (2015) demonstrated that political intelligence positively impacts satisfaction, job productivity, and career success but negatively affects psychological strain. Koveshnikov and Wechtler (2017) asserted a significantly positive effect of political intelligence on general adjustment and work adjustment. Furthermore, Ahearn, Ferris, Hochwarter, Douglas, and Ammeter (2004) indicated that the political intelligence of domestic leaders considerably correlates to leader effectiveness and team performance. Therefore, this study argued that political intelligence is considered one of the antecedents of cross-cultural competence.

The theoretical logic of the influence of multiple intelligence can be explained by social learning theory (Bandura, 1977). According to social learning theory. Tarique and Weisbord (2013) mentioned that individuals' abilities evolve and develop through learning from their immediate environment through engaging with people or observing their emotions and behaviors. The social learning process could explain how expatriates develop cross-cultural competence as a result of their exposure to a variety of cultural contexts during their early years. Living in different countries, expatriates could learn and understand the emotion, behaviors, customs, and norms of those cultures through their multiple intelligence (Bandura, 1977). They attended, retained, and reproduced skills, knowledge, and behavior from different cultural backgrounds, bringing publicity to various behaviors.

As a result, cultural intelligence, emotional intelligence, and political intelligence support expatriates to learn the emotion, skills, and behaviors

necessary for cross-cultural competence (Tarique and Weisbord, 2013). Based on the above argument, this study suggested the following hypothesis:

*Hypothesis 2: Cultural intelligence has a positive influence on cross-cultural competence.*

*Hypothesis 3: Emotional intelligence has a positive influence on cross-cultural competence.*

*Hypothesis 4: Political intelligence has a positive influence on cross-cultural competence.*

#### **4.2.3 The influence of cross-cultural competence and expatriate resilience**

In the area of multi-national business, cross-cultural competence has been demonstrated as an expatriate outcome in illustration consisting of knowledge, skills, and personal attributes to achieve effective results with different people in various cultural backgrounds even in their home country or other countries (Bartel-Radic and Giannelloni, 2017; Johnson et al., 2006). In other words, cross-cultural competence was a set of the capability to take full advantage of an individual's resources and strength to comprehend the particular situation of multi-cultural communication and interaction and think and behave appropriately in the intercultural situation. In a study about the leadership effectiveness of expatriates, Caligiuri and Tarique (2012) argued that expatriates with a high score of cross-cultural competencies can handle the difficulties and stressors of the intercultural working environment. Accordingly, expatriates seemed to harmonize with others' needs and expectations and have a higher tendency to answer efficiently to challenges in a cross-cultural context.

Additionally, resilience was considered a dynamic procedure, in which people could adapt positively to challenges (Luthar, Cicchetti, and Becker, 2000;

Sarrionandia, Ramos-Díaz, and Fernández-Lasarte, 2018). In other words, expatriates with a high score of resilience can adapt successfully to considerable barriers and challenges (Masten, 2013; Sarrionandia et al., 2018). Hoge et al. (2007) argued that resilience is a series of personal traits that can accelerate an individual's ability to handle stressful life events and achieve desired outcomes.

According to recent studies, the antecedents of resilience were competence attributes such as personal resources (social and cultural skills), contextual resources (social networks, emotional support), strategies (work-life balance), and outcomes (e.g., wellbeing, commitment, performance) (Ahmad et al., 2020; Mansfield et al., 2016). Mishra and McDonald (2017) showed that developing cultural skills can nurture and improve individual resilient behavior over time. Furthermore, several pieces of evidence proved that the improvement of resilience is correlated with particular kinds of capacities and skills such as interpersonal, interaction, or technical skills (Ahmad et al., 2020; Hodges, Keeley, and Troyan, 2008; Mansfield et al., 2012).

Moreover, the theory of conservation of resources indicated that people always strived to utilize resources which individuals refer to as personal characteristics and the ability to achieve good performance and success (Ahmad et al., 2019; Davies et al., 2019). Hence, this study argued that expatriates could make use of the advantage of individual resources (e.g., cross-cultural competence) in order to cope with the uncertainties and vulnerabilities in the international environment and achieve desired outcomes such as resilience and performance (Ahmad et al., 2019).

Based on the above argument, the following hypothesis was proposed:

*Hypothesis 5: There is a positive influence between cross-cultural competence and expatriate resilience.*

#### **4.2.4 The influence of expatriate resilience on expatriate's cross-cultural performance**

Based on the multidimensional nature of resilience, Connor and Davidson (2003) emphasized that individual has a different response to a stressor. On the one hand, the stressor could be a facilitator that can motivate expatriates to develop their resilience such as enhancing a higher level of balance in the new environment (Sarrionandia et al., 2018). On the other hand, the expatriate would face difficulties with the stressors and would not be able to handle these challenges in the international environment. Thus, individuals with a high level of resilience could retain their psychological health by releasing negative influences in the complicated social environment (Sarrionandia et al., 2018).

As in the new culture, the expatriate would face several challenges including environment, culture, living style, customs, etc. That was the reason why many expatriates felt shocked and pressured and then decided to give up their position and come back to their home country earlier. However, when individuals owned their new skills and abilities, they were able to take full advantage of these skills and abilities to achieve positive outcomes during a challenging period (Lengnick-Hall, Beck, and Lengnick-Hall, 2011). Previous studies showed that an individual capable of being highly resilient can achieve significant success (Ahmad et al., 2020; Tait, 2008). Grant, Curtayne, and Burton (2009) asserted that resilience is related to specific performance benefits and that resilience energy the likelihood of getting oriented goals.

In another field such as leadership, Pulley and Wakefield (2001) argued that the development of resilient qualities plays a crucial role in achieving outcomes and success. Similarly, in the political roles of higher hierarchy, Goethals (2005) asserted that resilience can support politicians to reach organizational success. In the working environment, Ahmad et al. (2020) demonstrated that job satisfaction, work happiness and commitment, and high productivity are considered outcomes of resilience. Moreover, many researchers concluded that there is a positive influence of resilience on performance and work happiness (Ahmad et al., 2020; Luthans et al., 2007; Näswall et al., 2015), job satisfaction, and commitment (Youssef and Luthans, 2007). Furthermore, based on a sample of 300 construction industry managers in Saudi Arabia, Varshney and Varshney (2017) emphasized that there is a positive link between resilience and job performance, context performance, and adaptive performance. Therefore, based on the previous empirical discussions, this study hypothesized that:

*Hypothesis 6: There is a positive influence between expatriate resilience and expatriate's cross-cultural performance.*

#### **4.2.5 The mediating effect of multiple intelligence on the relationship between biculturalism and cross-cultural competence**

According to Earley and Ang (2003), cultural intelligence was the ability of a person to successfully manage in a global setting. It involved a person's cultural competency, which was a set of cognitive, behavioral, and motivational skills needed to effectively communicate and work with others (Ang et al., 2015; Earley et al. 2006; Ott and Michailova 2016). As mentioned above, a high degree of cultural intelligence became a necessary skill and attitude to succeed in a cross-cultural context when cooperative cross-border economic activities were



performed (Ang et al., 2007; Ang et al., 2015). Liao et al. (2021) mentioned that cultural intelligence is recognized as an essential role in developing expatriate cross-cultural competence in the intercultural environment. Hence this study argued that cultural intelligence could be one of the crucial connections for the influence of biculturalism on cross-cultural competence.

Additionally, previous studies demonstrated that emotional intelligence has a considerable impact on and a strong association with cross-cultural competence and cross-cultural adjustment (Liao et al., 2021), team performance (Miao, Humphrey, and Qian, 2017), academic performance (Perera and DiGiacomo, 2013), and job satisfaction (Lee, 2017). Bartel-Radic and Giannelloni (2017) argued that emotional stability can enhance the influence of cross-cultural competence on expatriate outcomes. A recent study by Liao et al. (2021) indicated that emotional intelligence is one of the crucial antecedents of cross-cultural competence, which enhances expatriates' ability to survive and adapt effectively to international assignments.

Moreover, according to previous studies, expatriates' assignments frequently need to communicate and interact with various activities with individuals from various cultural origins. They also needed to utilize political intelligence to effectively interact with local stakeholders' attention to operating their business in the host country (Elaine et al., 2019; Harvey, Novicevic, and Kiessling, 2002). As such, expatriates with high biculturalism would be able to learn about their work in a complicated multicultural environment through political intelligence. They could also utilize their relationship within and outside organizations to reach their personal and organizational goals (Elaine et al., 2019; Harvey and Richey, 2001). As a result, those expatriates can understand and

connect with crucial place mechanisms in the source distribution and strategic decisions and thus facilitate their company performance (Elaine et al., 2019; Harvey and Richey, 2001). Through experiencing the host cultural environment, individual bicultural identity could develop and enhance their cross-cultural competence significantly through political intelligence.

This study offered the following hypothesis based on the aforementioned argument:

*Hypothesis 7a: Cultural intelligence mediates a positive relationship between biculturalism and cross-cultural competence.*

*Hypothesis 7b: Emotional intelligence mediates a positive relationship between biculturalism and cross-cultural competence.*

*Hypothesis 7c: Political intelligence mediates a positive relationship between biculturalism and cross-cultural competence.*

#### **4.2.6 The serial mediation of cross-cultural competence and expatriate resilience for the influence of cultural intelligence and cross-cultural performance**

As mentioned above, cultural intelligence was firstly proposed by Early and Ang (2003) as a multidimensional construct where mental abilities were a crucial dimension of it. An individual who possessed a high score of cultural intelligence can work effectively in a multicultural environment (Azevedo and Shane, 2019). There was a strong agreement among scholars that cultural intelligence can enhance expatriate performance (Nafei, 2013; Malek and Budhwar, 2013). Many previous studies devoted significant attention to examining the influence of cultural intelligence, especially how individuals' cultural intelligence enhances

adjustment and performance in the workplace (e.g., Ang et al., 2007; Malek and Budhwar, 2013).

Recently, Azevedo and Shane (2019) demonstrated that cultural intelligence plays an essential role in enhancing cognitive outcomes like cultural judgment and decision making (Ang et al., 2007); and affective outcomes, including psychological and sociocultural adjustment (Azevedo and Shane, 2019; Chao, Takeuchi, and Farh, 2017). When an expatriate possessed a high score of cultural intelligence, he/she was always willing to communicate and interact with other people to get new cultural knowledge and skills in a multicultural environment (Malek and Budhwar, 2013). As a result, expatriates had a sensitive culture which could help them avoid mistakes regarding customs and culture. Additionally, cultural intelligence can play an essential role in improving cross-cultural competence and supporting expatriates to complete their international assignments (Johnson et al., 2006; Laskman et al., 2020).

Regarding resilience, Tay, Westman, and Chia (2008) examined the influence of cultural intelligence on the component of burnout. Based on the data analysis with the samples of short-term business tourists from Singapore, Israel, and Brazil, they concluded that three dimensions of cultural intelligence, including metacognitive, motivational, and behavioral play a crucial role in decreasing burnout (Azevedo and Shane, 2019). In research about managerial employees in India, Kodwani (2012) asserted that cultural motivational, cognitive and behavioral cultural intelligence are key antecedents that can help expatriates engage significantly with the international assignment (Azevedo and Shane, 2019). Individual resilience was further considered in their attitude toward lifelong learning, flexibility to challenges, and stressful circumstances in the workplace.

Thus, those individuals with a high level of resilience could provide support for their organizations to achieve a sustainable competitive advantage compared with their competitors (Varshney and Varshney, 2017).

Furthermore, Mansfield et al. (2016) suggested and synthesized that the level of resilience of individuals in the workplace is entirely dependent on the aspects of competency such as individual resources (e.g., social and emotional competence), contextual resources (e.g., networking, emotional support), strategies (e.g., work-life balance, professional learning) and results (e.g., happiness, commitment) (Ahmad et al., 2019). These competence aspects were considered a defensive umbrella that is important for an individual to nurture resilience (Ahmad et al., 20219; Dyer and McGuinness, 1996). Lending spirituality as a proxy rating of competence, Graham (2001) asserted that resiliency is correlated to American-Indian youth's competence in a study with 56 high school students. Additionally, Mishra and McDonald (2017) concluded that when individuals can improve their competency and skills over time, their resilient behavior will also be developed as a result. Thus, individuals' various abilities and skills (including interpersonal, communication, and technical) could enhance individual resilience effectively in both work and social environments (Ahmad et al., 2019; Hodges et al., 2008; Mansfield et al., 2012).

As mentioned above, this study suggested that the conservation of resource model is beneficial for investigating the mediation of cross-cultural competencies for the influence of cultural intelligence on expatriate resilience. The conservation of resource theory emphasized that individuals try to use their resources, including their intelligence, to regulate their behavior and achieve seminal results in complicated social environments (Hobfoll et al., 2018). Therefore, this study hypothesized that:

*Hypothesis 8a: Cross-cultural competence and expatriate resilience positively mediate the influence of cultural intelligence and expatriate's cross-cultural performance.*

#### **4.2.7 The serial mediation of cross-cultural competence and expatriate resilience for the influence of emotional intelligence and cross-cultural performance**

As discussed above, both scholars and practitioners considered emotional intelligence a crucial factor that can support individuals to create and maintain closer relationships and achieve in the social or workplace environment. Emotional intelligence also enhanced individuals' links with their feelings to regulate and manage activities in daily life situations. Farh et al. (2012) demonstrated the role of emotional intelligence in improving performance through teamwork effectiveness. Emotional intelligence can increase job satisfaction by helping employees increase positive feelings and/or by improving job performance (Miao et al., 2017). Gullekson and Tucker (2012) asserted that a student's emotional intelligence and cross-cultural competence had a positive relationship. Recent studies showed that emotional intelligence can support individuals to increase their cross-cultural competence in both the schoolroom and international workplace (Guntersdorfer and Golubeva, 2018; Liao et al., 2021). Kovesnikov and Wechtler (2014) further illustrated that when an individual has the competence to appraise, express, and utilize their emotions, they can manage both positive and negative feelings and action, which can influence the job performance of expatriates. In a study with 240 expatriates in Taiwan, Liao et al. (2021) further concluded that emotional intelligence supports the success of

expatriates through mediating the role of cross-cultural competence in the international workplace.

Regarding the influence of emotional intelligence on resilience, scholars united that expatriates with a high score of emotional intelligence score can resile effectively (Sarrionandia et al., 2018). Salovey et al. (1999, p. 161) stated that emotional intelligence can appropriately identify and assess their emotions, understand how and when to communicate their sentiments, and effectively control their emotional states. Schneider, Lyons, and Khazon (2013) illustrated that emotional intelligence enhances stress resilience. Sarrionandia et al. (2018) argued that all dimensions of emotional intelligence accelerate individual resilience to stress to handle difficulties and adverse situation in daily life and the workplace. Similarly, the findings of Magnano, Craparo, and Paolillo (2016) illustrated that there is a positive relationship between emotional intelligence and resilience. In the research about psychological resilience, Armstrong, Galligan, and Critchley (2011) revealed that emotional intelligence correlates directly to individual resilience in challenging situations. Likewise, in research with a sample of 696 undergraduate students from two universities in the United States and Spain, Sarrionandia et al. (2018) revealed that emotional intelligence plays a crucial role in improving student resilience which can help them to deal well with stress in the higher education environment.

The theory behind this argument was the conservation of resource theory as Ahmad et al. (2019) asserted that among the prevailing theories of motivation, conservation resource theory is considered one of the seminal theories because of its dynamic nature of resources. Although emotional intelligence was recognized as a crucial role in the intercultural environment, the importance of the mediating

role of cross-cultural competence and expatriate resilience for the effect of emotional intelligence on cross-cultural performance was entirely neglected. Assuming that cross-cultural performance was a desirable outcome in a cross-cultural environment, this study proposed the following hypothesis:

*Hypothesis 8b: Cross-cultural competence and expatriate resilience positively mediate the influence of emotional intelligence and cross-cultural performance.*

#### **4.2.8 The serial mediation of cross-cultural competence and expatriate resilience for the influence of political intelligence and cross-cultural performance**

Both researchers and practitioners have been spending much attention on the function of political intelligence in different workforces. However, few studies existed on expatriation (Elaine et al., 2019). Political intelligence could be an essential antecedent for the effectiveness of expatriates in the international environment (Elaine et al., 2019). As outlined in the preceding sections, political intelligence was critical in successful role-achievement in a complicated organizational work environment. Additionally, previous studies demonstrated that political intelligence also mediates the relationship between emotional intelligence and job satisfaction (Meisler, 2014) and conflict management (Taboli et al., 2016). By using the meta-analysis method, Chen, Jiang, and Wu (2021) indicated that individuals who possess a high score of political intelligence will achieve better success in their careers.

As discussed by Elaine et al. (2019), the political skills of expatriates could manipulate through the application of the demand-ability fit (P-E fit) to the requirement of a multi-cultural environment in Vietnam that needed to adjust in

order to attain high performance. Elaine et al. (2019) described that while expatriates in Vietnam may be able to apply the demand-abilities fit (P-E fit) to the need for culturally diverse work norms that necessitated a shift to attain productivity, politically savvy expats may be able to maneuver. They can show their sincerity and commitment with their contribution to the local workforce and appear sincere in order to reap the benefits of their persuasion tactics with local staff. They also tried to hide their business effectiveness or achievement as a secret while achieving advantage from government and local employees when doing business in the host country, disguising their hidden motives of organizational effectiveness. For instance, host employees would sacrifice their work in their family to work additional time at the weekend or out working time with the belief that employees may be willing to forego naps and work two jobs when they believed that expatriates were trying to support and improve their success or career by attending the class to improve their technique or skill and knowledge for their performance improvement. Expatriates can adjust to adapt to the situation and condition as well as achieve their controlling psychological strains. (Perrewe et al., 2004). Chen et al. (2021) indicated that political intelligence is crucial to facilitating individual career success and resilience in the working environment. Thus, by accelerating political intelligence to maneuver around culturally diverse work practices, the higher score of the politically intelligent the expatriate had, the more resilience he/she felt in the host country.

Furthermore, the resource of conservation theory demonstrated that having resources in cross-cultural competencies in a multi-cultural context enables expatriates to face new challenges in developing competencies and resilience to achieve the desirable outcome (Ng and Feldman, 2014a, b). The above discussion



gave an ideal suggestion for our prospect that individuals could have better resilience once their political intelligence received additional support through cross-cultural competence in the complicated social culture environment. Therefore, this study proposed the following hypothesis:

*Hypothesis 8c: Cross-cultural competence and expatriate resilience positively mediate the influence of political intelligence and cross-cultural performance.*

#### **4.2.9 The moderating effect of perceived host country national's helping behaviors**

In this study, host country nationals' helping behavior included the helping behaviors of host country employees who were also working in a multinational company. There were empirical results showed that host country nationals may support individual adjustment and other elements that can accelerate or eliminate host country national's willingness to help expatriate in their country (Varma et al., 2006; Malek, Budhwar, and Reiche, 2015; Toh and DeNisi 2007; Varma et al., 2009). Under pressure to adapt and overcome challenging situations, Bandura (1977) asserted that an individual can learn new information and behaviors through observing other people. Malek et al. (2015) demonstrated that expatriates will 'learn' about what behavior is appropriate and acceptable through their communication and interaction with host country nationals when putting into the expatriate background. Under the psychological stressors and pressure in the host country, the communication and exchange with host employees would enhance expatriates to become more resilient (Malek et al., 2015).

Host county nationals' helping behaviors could help expatriates handle culture shock, the requirements, and regulations of their job assignments, and

socially integrate with the new cultural environment (Mahajan and Toh, 2014). Significantly, the expatriates would meet many difficulties and challenges in the beginning period of expatriation. But if expatriates could create a close relationship with host country nationals and retain interaction with them during expatriation, it was a significant factor in expatriate success. Therefore, helping behavior played an essential role in improving their resilience level, which further enhanced expatriates' cross-cultural performance in the new country.

Furthermore, based on the foundation of social exchange theory (Blau, 1964), an individual favored idea and knowledge exchange process in order to achieve their purposes, local employees also desired to learn and explore the new culture and knowledge from expatriates. Therefore, they also achieved benefits when supporting and helping expatriates. Because they would get back in some ways from expatriates when they needed expatriates' support and help. Therefore, host country nationals' helping behavior was considered of the crucial factors that can enhance the relationship between expatriate resilience and cross-cultural performance in a new cultural environment (Yamao et al., 2020). Furthermore, previous studies asserted that there is an essential demand for future studies on the host country nationals' views about their company and policy that impacted the help of host country nationals towards expatriates (Shen, Kang, and Dowling, 2018; Yamao et al., 2020). Based on the above argument, this study proposed the following hypothesis:

*Hypothesis 9: Host country national's helping behavior moderates positively the relationship between expatriate resilience and cross-cultural performance.*

#### **4.2.10 The moderating effect of perceived organizational support**

Prior studies demonstrated that when organizations provide significant support for their employees, it could result in an aspiration to contribute to their organization and promote the willingness to volunteer their additional actions or behavior toward the organization that can enhance job performance (Rhoades and Eisenberger, 2002; Witt, 1991; Zeng et al., 2020). In research about the type of perceived organizational support, Kraimer and Wayne (2004) asserted that when the company treasures employee's sacrifice and contributions as well as concerns about their well-being and socio-emotional demands, they will feel a responsibility to pay it forward in terms of trying their best to complete the company's goals (Rhoades and Eisenberger, 2002).

Resilience demonstrated our competency as individuals to "bounce back" when things did not go as we expect (Al-Omar et al., 2019). All kinds of things can distress expatriates and beat them off balance. However, an only expatriate who possessed a high level of resilience can restore their balance more quickly and handle positively and healthily sudden things in their life (Tugade and Fredrickson, 2004). In the workplace context, resilience was also shown as the positive psychological ability to get back from pressure situations (Al-Omar et al., 2019). Previous research found that stressful situations in the workplace, such as a distinct culture and value in working style with subordinates or supervisors, can lead to ineffective employee performance if the organization does not provide assistance (Kotzé and Nel, 2013, Luthans, Vogelgesang, and Lester, 2016).

According to Abou-Moghli (2015), under the well-being working environment of an organization, employees would put much effort to improve their performance. Prior empirical research united that organizational support was

correlated to job performance. With 175 samples from researched Jordanian maritime transport enterprises, Abou-Moghli (2015) demonstrated that resilience enhances job performance. Additionally, Manyasi, Kibas, and Chep (2011) also indicated that the relationship between organizational support and employee performance is significantly positive. Using a meta-analysis method, Rhoades and Eisenberger (2002) showed that employees' performance is significantly improved when there is strong support from the organization. Therefore, this study argued that organizational support can be viewed as the moderating variable for the influence of resilience on the expatriate outcome. The behind of the above argument was the organizational support theory which asserted that an individual's multi-cultural belief their employing company is concerned about, treasures, and is undertaken to advance their career, all of those supports are considered a crucial motivator to their well-being and success (Eisenberger et al., 1986). Thus, this study proposed the following hypothesis:

*Hypothesis 10: Organizational support moderates positively the relationship between expatriate resilience and cross-cultural performance.*

### **4.3 Research instruments**

This study used nine research constructs and assessed the interrelationship among these constructs. Nine research constructs were biculturalism, cultural intelligence, emotional intelligence, political intelligence, cross-cultural competencies, expatriate resilience, cross-cultural performance, host country national's helping behavior, and organizational support.

#### **4.3.1. Biculturalism**

In this study, expatriates' biculturalism was considered an antecedent of multi-intelligence and defined as the perspective of bicultural individuals who possess two cultures and identities framework. This study adopted four questionnaire items on biculturalism from Lakshman et al. (2020). All items were measured based on a rating scale from 1 = never, to 7 = always. Measurement items of biculturalism were shown below:

- “1. I see myself as a bicultural individual (e.g., Vietnamese-Taiwanese, Taiwanese-American, European-American, etc).
2. I am a bicultural individual.
3. I have internalized both the cultures in which I have lived.
4. I speak fluently both the languages of my native country and that of my current country of domicile.
5. I understand people in this culture as much as those in my home country.”

#### **4.3.2 Cultural intelligence**

This study identified cultural intelligence as an individual's capability to effectively manage in the international area (Earley and Ang, 2003). This study adopted twenty questionnaire items of cultural intelligence developed by Ang et al. (2007). The items were measured based on a seven-point Likert scale from 1 = strongly disagree, 7 = strongly agree. Measurement items of cultural intelligence were shown below:

“Meta-cognitive cultural intelligence

1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.

2. I am conscious of the cultural knowledge I apply to cross-cultural interactions.

3. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.

4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.”

“Cognitive cultural intelligence

5. I know the legal and economic systems of other cultures.

6. I know the religious beliefs of other cultures.

7. I know the marriage systems of other cultures.

8. I know the arts and crafts of other cultures.

9. I know the rules (e.g., grammar) of other languages.

10. I know the rules for expressing non-verbal behaviors in other cultures.”

“Motivational cultural intelligence

11. I enjoy interacting with people from different cultures.

12. I enjoy living in cultures that are unfamiliar to me.

13. I am confident that I can socialize with locals in a culture that is unfamiliar to me.

14. I am confident that I can get accustomed to the shopping conditions in a different culture.

15. I am sure I can deal with the stresses of adjusting to a culture that is new to me.”

“Behavioral cultural intelligence

16. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.

17. I change my non-verbal behavior when a cross-cultural situation requires it.

18. I use to pause and silence differently to suit different cross-cultural situations.

19. I vary the rate of my speaking when a cross-cultural situation requires it.

20. I alter my facial expressions when a cross-cultural interaction requires it.”

### **4.3.3 Emotional intelligence**

This study defined emotional intelligence as the ability to keep track of one's own and others' feelings and emotions, distinguish between them, and utilize that information to direct his/her thinking and actions (Salovey and Mayer, 1990, pp. 189). This study adopted sixteen questionnaire items on emotional intelligence developed by Wong and Law (2002). The items were measured based on a seven-point Likert scale from 1 = strongly disagree, 7 = strongly agree. The scale included the following items:

“Self-emotion appraisal (SEA)

1. I have a good sense of why I have certain feelings most of the time.

2. I have good understanding of my own emotions.

3. I really understand what I feel.

4. I always know whether or not I am happy.”

“Others’ emotion appraisal (OEA)

5. I always know my friends’ emotions from their behavior.

1. I am a good observer of others’ emotions.

2. I am sensitive to the feelings and emotions of others.

3. I have good understanding of the emotions of people around me.”

“Use of emotion (UOE)

4. I always set goals for myself and then try my best to achieve them.

10. I always tell myself I am a competent person.

11. I am a self-motivated person.

12. I would always encourage myself to try my best.”

“Regulation of emotion (ROE)

13. I am able to control my temper and handle difficulties rationally.

14. I am quite capable of controlling my own emotions.

15. I can always calm down quickly when I am very angry.

16. I have good control of my own emotions.”

#### **4.3.4 Political intelligence**

This study defined political intelligence as the competence of the employees in order to understand others in the workplace effectively as well as to use their knowledge to make an impact on others by working ineffective approaches that boot individual personal and/or organizational objectives or goals (Ferris et al.,



2005). Twelve items were chosen for political intelligence adopted from Ferris et al. (2005). For all items, the respondents were asked to indicate on a 7-point scale ranging from strongly disagree 1, to strongly agree. The scale included the following items:

“Networking ability

1. I spend a lot of time and effort at work networking with others.
2. I am good at building relationships with influential people at work.
3. I have developed an extensive network of colleagues and associates at work whom I can call on for support when I need to get things done.
4. At work, I know a lot of important people and am well connected.
5. I am good at using my connections and networks to make things happen at work.
6. I spend a lot of time at work developing connections with others.

Interpersonal influence

7. I can make most people feel comfortable and at ease around me.
8. I can communicate efficiently and effectively with others.
9. It is easy for me to develop good rapport with most people.
10. I am good at getting people to like me.”

“Social astuteness

11. I am particularly good at sensing the motivations and hidden agendas of others.
12. I have good intuition or savvy about how to present myself to others.

13. I always seem to instinctively know the right thing to say or do to influence others.

14. I understand people very well.

15. I pay close attention to people's facial expressions.”

“Apparent sincerity

16. When communicating with others, I try to be genuine in what I say and do.

17. It is important that people believe I am sincere in what I say and do.

18. I try to show a genuine interest in other people.”

#### **4.3.5 Cross-cultural competence**

This study identified dynamic cross-cultural competence, including cultural flexibility, tolerance for ambiguity, and non-ethnocentrism (Caligiri and Tarique, 2013). Cultural flexibility was measured using the six items adapted from Shaffer et al. (2006). Additionally, tolerance for ambiguity was measured with four items developed by Gupta and Govindarajan (1984). Finally, this study used the 7-item scale by Cleveland et al. (2014) to measure non-ethnocentrism. The items were measured based on a seven-point Likert scale ranging from 1 = strongly disagree to 7 = strongly agree. The questionnaire items were shown below:

“Cultural flexibility

1. Most foreign countries have interesting and fun activities which are not common in my country.
2. Learning about other cultures is interesting and fun.
3. It is easy for me to learn to enjoy new activities.

4. It is easy for me to adapt to new ways of doing things.
5. Even though a foreign country might not have things I enjoy in my home country, it is easy for me to find new ones.
6. Because I find new activities to enjoy, being away from my home country does not make me homesick.”

“Tolerance for ambiguity

7. The most interesting life is to live under rapidly changing conditions.
8. Adventurous and exploratory people go farther in this world than do systematic and orderly people.
9. When planning a vacation, a person should have a schedule to follow if he's really going to enjoy himself.
10. Doing the same thing in the same places for a long period of time makes for a happy life.”

“Non-ethnocentrism

11. I am interested in learning more about people who live in other countries.
12. I like to learn about other ways of life.
13. I enjoy being with people from other countries to learn about their unique views and approaches.
14. I enjoy exchanging ideas with people from other cultures or countries.
15. I like to observe people of other cultures, to see what I can learn from them.
16. I find people from other cultures stimulating.

17. Coming into contact with people of other cultures has greatly benefited me.”

#### **4.3.6 Expatriate resilience**

This study defined expatriate resilience as a complicated phenomenon that demonstrates an ability to satisfy individuals' extraordinary level of stressed position (Ahmad et al., 2019). Expatriate resilience was measured using the six-item inventory developed by Smith et al. (2008). Respondents provided answers on a seven-point Likert scale ranging from 1 = strongly disagree to 7 = strongly agree. The questionnaire items were demonstrated as below:

- “1. I tend to bounce back quickly after hard times.
2. I have a hard time making it through stressful events.
3. It does not take me long to recover from a stressful event.
4. It is hard for me to snap back when something bad happens.
5. I usually come through difficult times with little trouble.
6. I tend to take a long time to get over set-backs in my life.”

#### **4.3.7 Cross-cultural performance**

Cross-cultural performance was described as acts and behaviors that are under the individual's control and contribute to the organization's goals (Rotundo and Sackett, 2002, p. 66). This study proposed that cross-cultural performance includes three-component (1) contextual performance, (2) task performance, and (3) adaptive performance. The task performance questionnaire with six items was adopted from Koopmans et al. (2014). The contextual performance scale with eight questionnaire items was adopted from Koopmans et al. (2014). The adaptive

performance questionnaire with eight items was adopted from Koopmans et al. (2013). All the items were measured on a 7-point Likert scale (1= strongly disagree; 7= strongly agree). The scale included the following items:

“Task performance

1. I managed to plan my work so that it was done on time.
2. My planning was optimal.
3. I kept in mind the results that I had to achieve in my work.
4. I was able to separate main issues from side issues at work.
5. I was able to perform my work well with minimal time and effort.
6. Collaboration with others was very productive.”

“Context performance

7. I took on extra responsibilities.
8. I started new tasks myself when my old ones were finished.
9. I took on challenging work tasks, when available.
10. I kept looking for new challenges in my job.
11. I actively participated in work meetings.”

“Adaptive performance

12. I work at keeping my job knowledge up to date.
13. I worked at keeping my job skills up to date.
14. I have demonstrated flexibility.
15. I was able to cope well with difficult situations and setbacks at work.

16. I recovered fast, after difficult situations or setbacks at work.
17. I came up with creative solutions to new problems.
18. I was able to cope well with uncertain and unpredictable situations at work.
19. I easily adjusted to changes in my work.”

#### **4.3.8 Perceived host country nationals’ helping behavior**

Previous studies stated that host country nationals had played a crucial role in improving expatriates' success by offering consistent assistance regarding job assignment and social behaviors assistance in the host country. This study adopted five items from the organizational citizenship behavior scale for host national helping’s behavior from Podsakoff et al. (1990) to measure host country nationals’ helping behavior directed specifically at expatriates. All items were measured on a 7-point Likert scale ranging from 1 = strongly disagree to 7 = strongly agree. The questionnaire items were shown below:

- “1. Host country colleagues help me when I am absent.
2. Host country colleagues orient me even though it is not required.
3. Host country colleagues help me when my workload increases.
4. Host country colleagues teach me how to avoid any problems I may encounter while doing their work.
5. Host country colleagues help me when I have a heavy workload.”

#### **4.3.9 Organizational support**

This study defined perceived organizational support as a resource in a company, which can help individuals regulate a sequence of effective states with

colleagues' and supervisors' support and understanding and confirmation of their competencies (Wen et al., 2019). Seven items were used by Liden and Maslyn (1998). All items were measured on a 7-point Likert scale ranging from 1 = strongly disagree to 7 = strongly agree. The scale included the following items:

- “1. The organization values my contribution to its well-being.
2. The organization appreciates any extra effort from me.
3. The organization cares about any complaints from me.
4. The organization really cares about my well-being.
5. If I did the best job possible, the organization would notice.
6. The organization cares about my general satisfaction at work.
7. The organization takes pride in my accomplishments at work.”

#### **4.4 Questionnaire design**

The author blueprinted the first version of the questionnaire based on the literature review. The questionnaire items of research constructs were discussed with five experts including three professors in the field of human resource management and two expatriates to make sure that the questionnaire items were clear and understandable, and suitable for the cross-cultural working environment context. The questionnaire items were modified and adjusted based on the comments and suggestions of experts. The questionnaire of this research included nine research constructs: biculturalism, cultural intelligence, emotional intelligence, political intelligence, cross-cultural competence, expatriate resilience, cross-cultural performance, host country nationals' helping behavior, and organizational support.

Expatriates were asked to show their opinions regarding biculturalism, cultural intelligence, emotional intelligence, political intelligence, cross-cultural competence, expatriate resilience, and cross-cultural performance. In the invitation letter that was sent to expatriates, I also committed that their answers were only used for research, and all personal information of expatriates was protected seriously. Expatriates were expected to spend about 40 minutes answering my questionnaire.

#### **4.5 Sampling plan**

The population of this study was expatriates who have at least three-year working experience and are currently working overseas. A survey questionnaire was conducted online through social media and Mturk of Amazon (a platform that supports research to collect data). The author only invited and accepted the responsibility of the expatriates. The author visited the Facebook group of the expatriate community in Taiwan, North America, the European Union, the United Kingdom, and so on so forth to invite members of these groups to answer the questionnaire survey of this study. Around four months from the beginning of September to the end of December 2021, 327 responses were returned. After eliminating 13 invalid samples because of invalid information and their international working experiences of less than three years, there were 314 valid samples that were used for further analysis.

#### **4.6 Data analysis procedures**

To examine the hypotheses, this study used SPSS 22, Smart PLS, and Process Macro statistical software to analyze 314 data samples. This study applied the data analysis methods including descriptive statistics analysis, reliability and



validity measures, discriminant, validity, PLS - structural equation modeling, and serial mediation effects.

#### **4.6.1 Descriptive statics analysis**

In order to demonstrate the characteristics of research variables, descriptive statics analysis was applied to show the mean, frequency, and standard deviation of each research variable.

#### **4.6.2 Reliability and validity measures**

In order to confirm the reliability and reliability of the research, factor loading, Eigenvalue, accumulated explained variance, item-to-total correlation, and coefficient alpha was implemented in this study.

The factor analysis result was used to illustrate the factor of research variables and to choose questionnaire items with valid loading results. According to Hair et al. (2017), factor analysis can be used for both summary and data reduction and confirmatory as objective. Hair et al. (2017) further suggested that all factor loading higher than 0.6 is chosen for further analysis.

The item-to-total correlation was applied to indicate the correlation of each item and the reliability of the research variables. According to Hair et al. (2017), all item-to-total correlations smaller than 0.5 should be deleted.

Eigenvalue was verified as the number of values obtained from the primary factor analysis. According to Hair et al. (2017), the Eigenvalue should be higher than 1.0.

The internal consistency of dimensions is examined by Cronbach's alpha ( $\alpha$ ). Hair et al. (2017) demonstrated that Cronbach's alpha ( $\alpha$ ) should be higher than 0.7 to guarantee the high reliability of research variables.

### **4.6.3 Partial least square structural equation modeling**

According to Hair et al. (2017), partial least square structural equation modeling (PLS-SEM) was considered one of the most attractive research techniques for researchers in multi-field such as human resource management (Liao et al., 2021), tourism (Yang et al., 2018), and other fields. PLS-SEM can handle with complicated research model with many constructs, indicators, and structural paths (Giang et al., 2021). Thus, the PLS-SEM path modeling algorithm was used in this study for both the measurement model and structural model. PLS was less restrictive judging by its typical distribution assumption, sample size restriction, and multicollinearity situation than other options (Anderson and Swaminathan, 2011). According to Hair et al. (2017), PLS was particularly more appropriate in the following conditions:

1. If the study's purpose is to forecast key-driven components or structures;
2. When the structural model is really complicated (with a large number of constructs and indicators);
3. When the sample size is relatively small;
4. When the collected data are to some extent non-normal;
5. When the latent variable score will be applied in the subsequent analysis;

Based on the above condition, the author chose PLS-SEM as the main method to test the direct effect and mediating effect in this study.

### **4.6.4 The evaluation of the measurement model**

The evaluation of the measurement model or outer model was the first step in the PLS-SEM analysis in this study. The correlation between measurable and latent variables was found using the measurement model (Hair et al., 2010). Validity and reliability were the two critical criteria for evaluating the

measurement model (Ramayah, Lee, and In, 2011). Cronbach alpha and composite reliability (CR) were the two most widely used build reliability measures. When the Cronbach's alpha value was 0.7 or greater, a construct's internal reliability was said to be reached (Pallant, 2001). The goal of composite reliability analysis was to assess dependability, and Henseler and Sarstedt (2013) stated that a score of 0.6 to 0.7 showed construct reliability.

The construct validity of a measure was determined by how well the findings produced from its use matched the test's theories (Sekaran and Bougie, 2010). According to Sekaran and Bougie (2010), two types of tests were used to assess validity: convergent validity and discriminant validity. According to Hair et al. (2013), the average variance extracted (AVE) was evaluated when testing the convergent validity of a measure in PLS-SEM. When AVE was equal to or greater than 0.50, the construct indicated more than half of the variance in its indicators on average. On the other hand, if the value was less than 0.5, more errors in the items remained than the average variance explained by the constructs.

Additionally, discriminant validity was applied to verify the difference among research constructs. The results can also demonstrate the difference between the similarity research variables (Voorhees et al., 2015; Giang et al., 2021). Additionally, the square root of AVE was applied to verify the discriminant validity (Fornell and Larcker, 1981). Hair et al. (2017) indicated that the square root of AVE of the research construct should be higher than the value of the correlation with other latent constructs. Aside from the Fornel-Larcker criterion, the author chose the HTMT (Heterotrait-Monotrait Ratio of Correlation) criterion to confirm the discriminant validity (Ringle and Sarstedt, 2015). If the value of

HTMT was lower than 0.9, then the discriminant validity between two reflective variables was confirmed (Teo et al., 2008).

#### **4.6.5 The evaluation of the structural model**

The structural model depicted correlational or causal links between latent variables in a theoretical model. Hair, Hult, Ringle, and Sarstedt (2016) identified four primary variables for evaluating a structural model: (1) Irregularity issue; (2) The coefficient of the path; (3) R-square ( $R^2$ ); 4) The effect size ( $f^2$ ). Multicollinearity occurred when the Variance Inflation Factor (VIF) coefficient was more than 5.0. Because VIF was the inverse of the tolerance coefficient, there was no multicollinearity problem when tolerance was smaller than 0.2. (Hair et al., 2016). The bootstrapping technique was the most appropriate mechanism for analyzing the relevance of path coefficients in PLS-SEM analysis (Chin, 2010). T-statistics were employed to calculate the path coefficients, and a one-tailed or two-tailed distribution was utilized to determine the significance level of the t-value (Cho and Abe, 2013).  $R^2$  relates to how much of each endogenous construct's variance can be explained. According to Hair et al. (2013),  $R^2$  values larger than 0.67 were classified as vital, 0.33 as moderate, and 0.19 as weak. Researchers were able to measure the level of influence of exogenous constructs on endogenous constructs using the impact size  $f^2$  measurement. If the numbers were 0.02, 0.15, and 0.35, then  $f^2$  was small, medium, and large, respectively (Hair et al., 2016).

#### **4.6.6 The evaluation of mediation effect**

This study applied Smart PLS bootstrapping to generate hypothesis predictions on the role of cultural intelligence, emotional intelligence, and political intelligence in mediation. According to Zhao, Lynch, and Chen (2010), the direct effect of the independent variable on the mediator (path 1), the mediator on the

dependent variable (path 2), and the independent variable on the dependent variable (path 3) had to be tested in order to analyze the role of mediator in the relationship between an independent variable and a dependent variable.

According to Zhao et al. (2010) and Hair et al. (2017), if path 1, path 2, and path 3 were all insignificant, there is no mediation effect. However, if path 1, path 2, and path 3 were significant, there was a partial mediation; if path 1, path 2, and path 3 were substantial, there was complete mediation. The PLS-SEM technique and the bootstrap can calculate the direct, indirect, and total indirect effects of the mediation study using Smart PLS 3.0 (Hair et al., 2017). Zhao et al. (2010) and Hair et al. (2017) developed the following mediation analysis model in Figure 4.2:

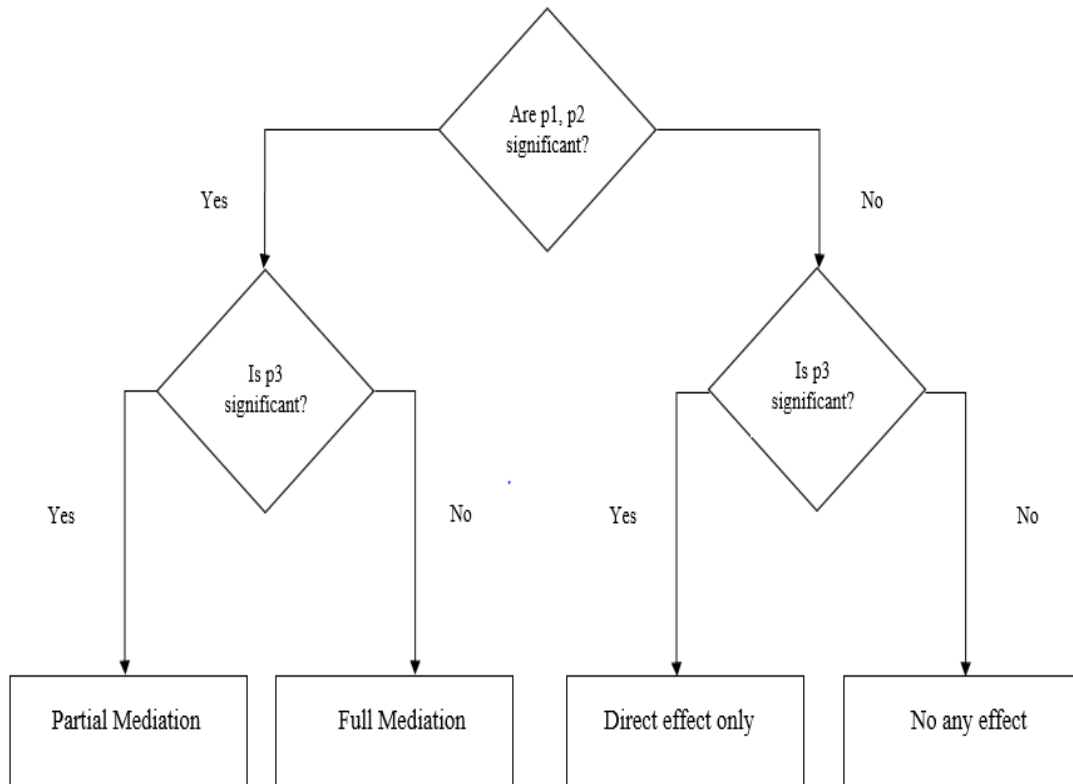


Figure 4.2 Mediation analysis procedure

Note: p - path; Source: (Hair et al., 2021; Zhao et al., 2010)

#### **4.6.7 PROCESS**

Hayes (2013) firstly introduced the PROCESS macro, which was considered a computational tool for SPSS and SAS systems that the mediation moderation process analysis can implement more quickly than the SEM program (Hayes, Montoya, and Rockwood, 2017). Beyond research models that consisted of only a moderation factor, all PROCESS assessment models involved at least two regression equations. PROCESS applied ordinary least squares regression to verify the parameters of each of the equations. According to Hayes et al. (2017), the PROCESS macro of Hayes (2013) received much attention in business and marketing and other areas, as its publications appeared in many academic journals, conferences, and research.

According to previous studies, there were various advantages when using the PROCESS program to the SEM program such as (1) PROCESS automatically generated more statistics and explanations; (2) PROCESS generated results by simply drawing a path diagram; (3) PROCESS was able to predict the parameters of each equation independently and separately; (4) PROCESS was applicable for small sample sizes; (5) PROCESS required fewer assumptions; (6) PROCESS was considered as an easy to use than the SEM program (Hayes, 2013; Hayes et al., 2017; Giang, 2021).

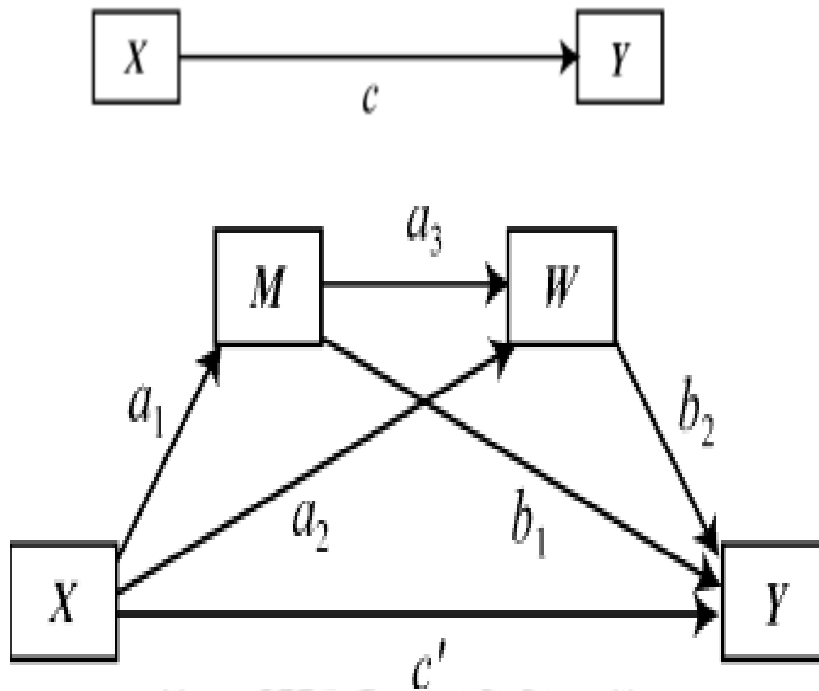


Figure 4.3 The serial mediation model

Source: (Hayes, 2009)

This study used PROCESS to calculate the serial mediation model as shown in Figure 4.3. Accordingly, X was the independent variable, Y was the dependent variable, and M and W were the two mediators. According to Hayes (2009), the total effect of X on Y, denoted as  $c$  in Figure 4.3, can be illustrated in a variety of ways, including in standardized or unstandardized form, or as a path coefficient from a maximum likelihood-based method. This total effect was defined as the expected result by which two cases that differed by one unit on X were expected to differ on Y, which can be caused by a variety of forces both direct and indirect. The total effect of X on Y can similarly be partitioned into direct and indirect components. According to Hayes et al. (2017), the serial mediation was calculated through four steps including (step 1) examining the indirect effect of X on Y through M ( $a_1$ ,  $b_1$ ); (step 2) examining the indirect effect of X on Y through W

( $a_2$ ,  $b_2$ ); (step 3) examining the direct effect of X on Y ( $c'$ ); (step 4) examining the indirect effect of X on Y through X and W in a serial ( $a_1$ ,  $a_3$ ,  $b_2$ ).

As shown in Figure 4.4, a simple moderation model was illustrated with X exerting a causal influence on Y, as shown by the unidirectional arrow pointing from X to Y; however, this effect was suggested to be moderated by M, as indicated by the arrow pointing from M to the arrow pointing from X to Y. The moderating impact was computed in Hayes Mediation Model 1 (Hayes, 2013) by looking at the direct influence of X on Y, the direct effect of M on Y, and the interaction of X and M on Y. Normally, this interaction was investigated by estimating the conditional effect of X for various values of M, such as "low" (standard deviation below the mean), "moderate" (the mean), and "high" (standard deviation above the mean) (Giang, 2021). When studying interactions in a linear model in the behavioral sciences, this strategy has shown to be highly popular (Bauer and Curran, 2005).

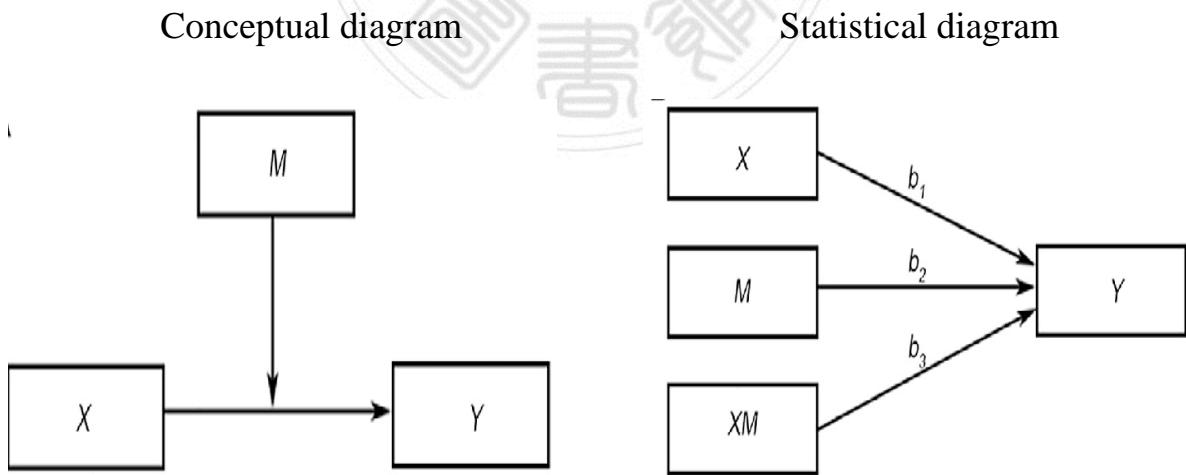


Figure 4.4 The moderation model

Source: (Hayes, 2013)



## **CHAPTER FIVE**

### **EMPIRICAL RESULTS AND DISCUSSIONS**

This chapter showed the first part of the empirical results regarding the questionnaire survey. Specifically, demographic of respondents, descriptive analysis of measurement items, reliability tests for measurement scales including component factor analysis, items-to-total correlations, Cronbach's alpha, and the empirical tests of research hypotheses were demonstrated.

#### **5.1 Questionnaire survey result**

##### **5.1.1 Characteristics of respondents**

Table 5-1 demonstrated the characteristics of respondents in terms of gender, age, education, overseas working experience, a whole year of working abroad, job position, and current working country. Specifically, most of the respondents were male (64.2%). Respondents aged 31–35 years made up a mainstream (83.3%), and most of the expatriates' educational backgrounds possess bachelor's degrees and master's degrees with a percentage of 49.4% and 45.9%, respectively. Approximately half of the respondents had 3-5 years of overseas working experience (45.2%), followed by 5–10 years (39.5%), 10–15 years (10.8%), and more than 15 years (4.5%). Regarding job positions, it was indicated that more than 40 percent of the respondents are senior staff, approximately 30 percent and 9.2 percents are managers and senior managers, respectively, and 20.1 percent of the respondents are supervisors. Moreover, most expatriates were working in North America with 68.2 percent, followed by Taiwan with 24.5 percent, and European Union with 7.3 percent.

Table 5.1 Demographic and descriptive information of sample

<b>Demographic variables</b>		<b>Frequency (n=314)</b>	<b>Percent</b>
<b>Gender</b>	Male	194	61.8
	Female	120	38.2
<b>Age</b>	Less than 30	94	29.9
	31 - 35	111	35.4
	36-40	54	17.2
	41- 50	39	12.4
	Higher than 50	16	5.1
<b>Education</b>	Bachelor degree	155	49.4
	Master degree	144	45.9
	Doctor degree	15	4.8
<b>Total year of overseas working experience</b>	3 - 5 years	142	45.2
	5-10 years	124	39.5
	10-15 years	34	10.8
	More than 15 years	14	4.5
<b>Job position</b>	Senior staff	136	43.3
	Supervisor	63	20.1
	Manager	86	27.4
	Senior manager	29	9.2
<b>Working countries</b>	Taiwan	77	24.5
	North America	214	68.2

<b>Demographic variables</b>		<b>Frequency (n=314)</b>	<b>Percent</b>
	European Union	23	7.3

Source: This study

### **5.1.2 Measurement results for research variables**

In order to understand the characteristics of each variable, descriptive statistical analysis was applied to demonstrate the mean, and standard deviation of each research variable (Li, 2007). The below tables demonstrated descriptive statistics by questionnaire items for research constructs. These were five questionnaire items for biculturalism, 20 questionnaire items for cultural intelligence, 16 questionnaire items for emotional intelligence, 18 questionnaire items for political intelligence, 17 questionnaire items for cross-cultural competence, 6 questionnaire items for expatriate resilience, 19 items for cross-cultural performance, 5 questionnaire items of perceived host country nationals' helping behavior, and 7 questionnaire items of perceived organizational support.

Mainly, Table 5.2 indicated that the respondents showed very high agreement on the bicultural identity with the highest case which was illustrated on item BIC3 (5.39). The lowest case was in the fluently speaking in both the languages of their native country and that of my host country which was illustrated on item BIC4 (5.12). When expatriates had been working for a few years in the host country, they internalized both the cultures where they lived. Additionally, an average of expatriates slightly agreed that they can speak fluently the language of their current country of work.

Table 5.2 Descriptive analysis for biculturalism

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
BIC1	I see myself as a bicultural individual (e.g., Vietnamese-Taiwanese, Vietnamese-American, Taiwanese-American, etc.)	5.17	1.74
BIC2	I am a bicultural individual.	5.17	1.63
BIC3	I have internalized both the cultures in which I have lived.	5.39	1.58
BIC4	I speak fluently both the languages of my native country and that of my current country of domicile.	5.12	1.78
BIC5	I understand people in this culture as much as those in my home country.	5.35	1.43

Source: This study

For descriptive analysis of cultural intelligence, Table 5-3 showed that the respondents showed the highest agreement of enjoying interacting with people from different cultures which was illustrated on item CIN11 (5.83). The lowest extent of agreement of knowing other languages' rules (e.g., grammar), which was illustrated in item CIN9 (5.12). Generally, it indicates that expatriates always like interacting with people from different countries. Additionally, an average of them slightly agreed that they do know well the rules of other languages.

Table 5.3 Descriptive analysis for cultural intelligence

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
Meta-cognitive cultural intelligence			
CIN1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.	5.68	1.161
CIN2	I am conscious of the cultural knowledge I apply to cross-cultural interactions.	5.62	1.145
CIN3	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	5.63	1.190
CIN4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.	5.65	1.127
Cognitive, cultural intelligence			
CIN5	I know the legal and economic systems of other cultures.	5.27	1.361
CIN6	I know the religious beliefs of other cultures.	5.37	1.266
CIN7	I know the marriage systems of other cultures.	5.31	1.420
CIN8	I know the arts and crafts of other cultures.	5.14	1.390
CIN9	I know the rules (e.g., grammar) of other languages.	5.12	1.534
CIN10	I know the rules for expressing non-verbal behaviors in other cultures.	5.27	1.361

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
Motivational cultural intelligence			
CIN11	I enjoy interacting with people from different cultures.	5.83	1.168
CIN12	I enjoy living in cultures that are unfamiliar to me.	5.41	1.338
CIN13	I am confident that I can socialize with locals in a culture that is unfamiliar to me.	5.53	1.254
CIN14	I am confident that I can get accustomed to the shopping conditions in a different culture.	5.57	1.181
CIN15	I am sure I can deal with the stresses of adjusting to a culture that is new to me.	5.57	1.170
Behavioral cultural intelligence			
CIN16	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	5.55	1.241
CIN17	I change my non-verbal behavior when a cross-cultural situation requires it.	5.58	1.221
CIN18	I used to pause and silence differently to suit different cross-cultural situations.	5.40	1.211
CIN19	I vary the rate of my speaking when a cross-cultural situation requires it.	5.53	1.150
CIN20	I alter my facial expressions when a cross-cultural interaction requires it	5.40	1.263

Source: This study

As shown in Table 5.4, the descriptive analysis result for emotional intelligence indicated that the respondents with the most significant agreement of encouraging themselves to try their best which was illustrated on item EIN12 (5.71). The lowest extent of agreement of calming down quickly, which was illustrated on item EIN15 (5.39). It showed that expatriates always encourage themselves to try their best while an average of them calm down quickly when they are angry.

Table 5.4 Descriptive analysis for emotional intelligence

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
Self-emotion appraisal (SEA)			
EIN1	When I am very down, I will try to do something to make myself feel better.	5.65	1.136
EIN2	I have good understanding of my own emotions.	5.69	1.179
EIN3	I really understand what I feel.	5.69	1.173
EIN4	I always know whether or not I am happy.	5.71	1.181
Others' emotion appraisal (OEA)			
EIN5	I always know my friends' emotions from their behavior.	5.46	1.220
EIN6	I am a reasonable observer of others' emotions.	5.62	1.161
EIN7	I am sensitive to the feelings and emotions of others.	5.64	1.223

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
EIN8	I have a good understanding of the emotions of people around me.	5.59	1.145
Use of emotion (UOE)			
EIN9	I always set goals for myself and try my best to achieve them.	5.69	1.178
EIN10	I always tell myself I am a competent person.	5.69	1.184
EIN11	I am a self-motivated person.	5.76	1.151
EIN12	I would always encourage myself to try my best.	5.87	1.091
Regulation of emotion (ROE)			
EIN13	I can control my temper and handle difficulties rationally.	5.56	1.179
EIN14	I am quite capable of controlling my own emotions.	5.59	1.261
EIN15	I can always calm down quickly when I am furious.	5.39	1.294
EIN16	I have reasonable control of my own emotions.	5.54	1.207

Source: This study

As shown in Table 5.5, the descriptive analysis result for political intelligence indicated that the respondents with the most significant agreement on communicating with others which were illustrated on item PIN8 (5.82). The lowest extents of agreement of developing an extensive network of colleagues and



associates at work, knowing many vital people, and being well connected, which were illustrated on items PIN2 and PIN 4 (5.34).

Table 5.5 Descriptive analysis for political intelligence

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
Networking ability			
PIN1	I spend a lot of time and effort at work networking with others.	5.39	1.257
PIN2	I am good at building relationships with influential people at work.	5.34	1.324
PIN3	I have developed an extensive network of colleagues and associates at work whom I can call on for support when I need to get things done.	5.38	1.241
PIN4	At work, I know many influential people and am well connected.	5.34	1.326
PIN5	I am good at using my connections and networks to make things happen at work.	5.36	1.383
PIN6	I spend much time at work developing connections with others.	5.36	1.316
Interpersonal influence			
PIN7	I can make most people feel comfortable and at ease around me.	5.82	1.086
PIN8	I can communicate efficiently and effectively with others.	5.85	1.177
PIN9	It is easy for me to develop good rapport with most people.	5.73	1.194

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
PIN10	I am good at getting people to like me.	5.43	1.206
Social astuteness			
EIN11	I have a good intuition or savvy about how to present myself to others.	5.58	1.157
PIN12	I am particularly good at sensing the motivations and hidden agendas of others.	5.45	1.183
PIN13	I always seem to instinctively know the right thing to say or do to influence others.	5.62	1.230
PIN14	I understand people very well.	5.46	1.264
PIN15	I pay close attention to people's facial expressions.	5.58	1.181
Apparent sincerity			
PIN16	When communicating with others, I try to be genuine in what I say and do.	5.72	1.028
PIN17	It is important that people believe I am sincere in what I say and do.	5.64	1.131
PIN18	I try to show a genuine interest in other people	5.59	1.193

Source: This study

As demonstrated in Table 5.6, the descriptive analysis result for cross-cultural competence showed that the respondents with the greatest extent of agreement were illustrated on item CCC15 (5.82). The lowest extent of the item was illustrated on CCC10 (5.06). It demonstrated that expatriates always observe

people of different cultures and see what they can learn from them while an average of them slightly agreed that they often do a similar thing in the same places.

Table 5.6 Descriptive analysis for cross-cultural competence

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
<b>Cultural flexibility</b>			
CCC1	Most foreign countries have exciting and fun activities which are not common in my country.	5.45	1.316
CCC2	Learning about other cultures is exciting and fun.	5.79	1.152
CCC3	It is easy for me to learn to enjoy new activities.	5.74	1.195
CCC4	It is easy for me to adapt to new ways of doing things.	5.57	1.189
CCC5	Even though a foreign country might not have things I enjoy in my home country, it is easy for me to find new ones.	5.62	1.197
CCC6	Because I find new activities to enjoy, being away from my home country does not make me homesick.	5.49	1.319
<b>Tolerance for ambiguity</b>			
CCC7	The most exciting life is to live under rapidly changing conditions.	5.34	1.272
CCC8	Adventurous and exploratory people go farther in this world than do systematic and orderly people.	5.39	1.272

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
CCC9	When planning a vacation, a person should have a schedule to follow if he will enjoy himself.	5.38	1.384
CCC10	Doing the same thing in the same places for an extended time makes for a happy life.	5.06	1.586
<b>Non-ethnocentrism</b>			
CCC11	I am interested in learning more about people who live in other countries.	5.70	1.155
CCC12	I like to learn about other ways of life.	5.77	1.113
CCC13	I enjoy being with people from other countries to learn about their unique views and approaches.	5.79	1.152
CCC14	I enjoy exchanging ideas with people from other cultures or countries.	5.73	1.180
CCC15	I like to observe people of other cultures see what I can learn from them.	5.82	1.088
CCC16	I find people from other cultures stimulating.	5.68	1.178
CCC17	Coming into contact with people of other cultures has greatly benefited me.	5.80	1.093

Source: This study

As demonstrated in Table 5.7, the descriptive analysis result for expatriate resilience showed that the respondents with the greatest extent of the agreement were illustrated on item RSL1 (5.66). The lowest extent of the agreement was shown on item RSL1 (5.41). Generally, most expatriates have exciting and fun

activities which are not common in their country while an average of them slightly agreed that it is easy for them to adapt to new ways of doing things.

Table 5.7 Descriptive analysis for expatriate resilience

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
RSL1	Most foreign countries have exciting and fun activities which are not common in my country.	5.66	0.944
RSL2	Learning about other cultures is exciting and fun.	5.47	0.737
RSL3	It is easy for me to learn to enjoy new activities.	5.54	0.932
RSL4	It is easy for me to adapt to new ways of doing things.	5.41	0.897
RSL5	Even though a foreign country might not have things I enjoy in my home country, it is easy for me to find new ones.	5.46	0.929
RSL6	Because I find new activities to enjoy, being away from my home country does not make me homesick.	5.44	0.932

Source: This study

As demonstrated in Table 5.8, the descriptive analysis result of cross-cultural performance showed that the respondents with the highest extent of the agreement were illustrated on item CCP13 (5.79). The lowest extent of the agreement was illustrated on item CCP5 (5.44). Generally, expatriates always remain job skills up-to-date while an average of them slightly agreed that they can perform effectively the work with minimal time and effort.

Table 5.8 Descriptive analysis for cross-cultural performance

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
Task performance			
CCP1	I managed to plan my work so that it was done on time.	5.68	1.113
CCP2	My planning was optimal.	5.45	1.240
CCP3	I kept in mind the results that I had to achieve in my work.	5.70	1.130
CCP4	I was able to separate main issues from side issues at work.	5.56	1.138
CCP5	I was able to perform my work well with minimal time and effort.	5.44	1.232
CCP6	Collaboration with others was very productive.	5.57	1.190
Context performance			
CCP7	I took on extra responsibilities.	5.55	1.196
CCP8	I started new tasks myself when my old ones were finished.	5.61	1.198
CCP9	I took on challenging work tasks when available.	5.56	1.174
CCP10	I kept looking for new challenges in my job.	5.58	1.218
CCP11	I actively participated in work meetings.	5.62	1.222
Adaptive performance			

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
CCP12	I work at keeping my job knowledge up to date.	5.69	1.132
CCP13	I worked at keeping my job skills up-to-date.	5.79	1.112
CCP14	I have demonstrated flexibility.	5.70	1.149
CCP15	I was able to cope well with difficult situations and setbacks at work.	5.65	1.121
CCP16	I recovered fast after difficult situations or setbacks at work.	5.48	1.231
CCP17	I came up with creative solutions to new problems.	5.55	1.161
CCP18	I was able to cope well with uncertain and unpredictable situations at work.	5.62	1.183
CCP19	I quickly adjusted to changes in my work.	5.64	1.162

Source: This study

As demonstrated in Table 5-9, the descriptive analysis result for the host country national's helping behavior showed that the respondents with the greatest extent of agreement on item HCN1 (5.40). The lowest extent of the agreement was on items HCN3 and HCN5 (5.28). These results illustrated that an average of host country nationals always help expatriates when he/she is absent while an average of them slightly agreed that host country nationals help expatriates when their workload increases and help expatriates who have a heavy workload.

Table 5.9 Descriptive analysis for host country national's helping behavior

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
HCN1	Host country colleagues help me when I am absent.	5.40	1.193
HCN2	Host country colleagues orient me even though it is not required.	5.38	1.167
HCN3	Host country colleagues help me when my workload increases.	5.28	1.319
HCN4	Host country colleagues teach me how to avoid any problems I may encounter while doing their work.	5.38	1.228
HCN5	Host country colleagues help me when I have a heavy workload.	5.28	1.290

Source: This study

As demonstrated in Table 5.10, the descriptive analysis result for host organizational support illustrated that the respondents with the most significant agreement on item OS7 (5.51). The lowest extent of agreement on items OS3 and OS4 (5.29). Generally, most expatriates take pride in their accomplishments at work while an average of them slightly agree that their organization cares about any complaint and cares about well-being.

Table 5.10 Descriptive analysis for organizational support

<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
OS1	The organization values my contribution to its well-being.	5.46	1.212



<b>Items</b>	<b>Description</b>	<b>Mean</b>	<b>Std. Dev</b>
OS2	The organization appreciates any extra effort from me.	5.39	1.208
OS3	The organization cares about any complaints from me.	5.29	1.343
OS4	The organization cares about my well-being.	5.29	1.340
OS5	If I did the best job possible, the organization would notice.	5.43	1.216
OS6	The organization cares about my general satisfaction at work.	5.44	1.255
OS7	The organization takes pride in my accomplishments at work.	5.51	1.270

Source: This study

## **5.2 Exploratory factor analysis**

In order to confirm the dimensionality and reliability of research constructs, purification procedures consisting of factor analysis, correlation analysis, and Cronbach's alpha analysis were demonstrated in this study. Factor analysis investigated the basic structure of the data. Correlation analysis assessed the level of multicollinearity among research items for each factor. Coefficient (Cronbach's) alpha measured the internal consistency of each identified factor. This study also applied factor analysis to show the construct's dimensionality, choose questionnaire items with high factor loadings, and compare these items with items suggested theoretically for all research constructs. Additionally, item to total

correlation, coefficient alpha, and correlation matrix was examined to show the internal consistency and reliability of the construct.

According to Hair et al. (2017), the principal component factor analysis and varimax rotated method to extract the relevant factors of which eigenvalue was higher than 1. Additionally, the values of the factor of each variable loading should be higher than 0.6. Furthermore, the communality of each factor needed to be higher than 0.5. Moreover, in the reliability analysis, the item-to-total correlation should be higher than 0.5. Cronbach's coefficient alpha ( $\alpha$ ) should be greater than 0.7. The factor analysis and reliability test results for each research variable were demonstrated from Table 5.11 to Table 4.20.

### **5.2.1 Biculturalism**

Table 5.11 illustrated the results of factor loadings for the measurements of biculturalism, with the highest factor loading on BIC1 (0.869) and the lowest was BIC4 (0.762). Additionally, it was indicated that the construct has a high coefficient of item-to-total correlation from 0.637 to 0.776, which proposed a high level of internal consistency for each factor. The eigenvalue for biculturalism was 3.438 and the variances explained by the biculturalism construct was 68.758%. Furthermore, the high coefficient of Cronbach's  $\alpha$  on biculturalism (0.884) further confirms the reliability of the measurement items.

Table 5.11 The results of factor analysis and reliability test for biculturalism

Research items	Factor loading	Eigen value	Cumulative explained variance	Item-to-total correlation	Cronbach's alpha ( $\alpha$ )
Biculturalism		3.438	68.758		0.884
BIC1	0.869			0.776	
BIC2	0.850			0.750	
BIC3	0.856			0.759	
BIC4	0.762			0.637	
BIC5	0.804			0.697	

Source: This study

### 5.2.2 Cultural intelligence

Table 5.12 illustrated the factor analysis and reliability tests for cultural intelligence with four dimensions. For the meta-cognitive cultural intelligence, the factor loadings for the measurements with the highest factor loading on CIN1 (0.843) and the lowest was CIN4 (0.786). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.619 to 0.698, which proposed a high degree of internal consistency for each dimension. The eigenvalue for the meta-cognition factor was 2.641 and the variances explained by the meta-cognition factor were 66.021%. In addition, the high coefficient of Cronbach's  $\alpha$  on meta-cognition (0.828) further confirmed the reliability of the measurement items.

For the cognitive cultural intelligence, the factor loadings for the measurements with the highest factor loading on CIN5 (0.824) and the lowest was CIN10 (0.758). Additionally, the result indicated that the factor tends to have a high coefficient of item-to-total correlation from 0.647 to 0.729, which proposed a high degree of internal consistency for each dimension. The eigenvalue for cognition was 3.758 and the variances explained by the meta-cognition factor was 62.639%. In addition, the high coefficient of Cronbach's  $\alpha$  on cognition factor (0.880) further confirmed the reliability of the measurement items.

For the motivational cultural intelligence, the factor loadings for the measurements with the highest factor loading on CIN11 (0.820) and the lowest was CIN15 (0.749). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.598 to 0.693, which proposed a high degree of internal consistency for each dimension. The eigenvalue for cognition was 3.040 and the variances explained by the motivation factor was 60.802%. In addition, the high coefficient of Cronbach's  $\alpha$  on the motivation factor (0.837) further confirmed the reliability of the measurement items.

For the behavioral cultural intelligence, the factor loadings for the measurements with the highest factor loading on CIN16 (0.859) and the lowest was CIN20 (0.813). Additionally, the result indicated that the factor tends to have a high coefficient of item-to-total correlation from 0.703 to 0.765, which proposed a high degree of internal consistency for each dimension. The eigenvalue for behavior was 3.431 and the variances explained by the motivation factor were 68.618%. In addition, the high coefficient of Cronbach's  $\alpha$  on behavior factor (0.886) further confirmed the reliability of the measurement items.

Table 5.12 The results of factor analysis and reliability test for cultural intelligence

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
Meta-cognitive cultural intelligence		2.641	66.021		0.828
CIN1	0.843			0.698	
CIN2	0.824			0.669	
CIN3	0.796			0.632	
CIN4	0.786			0.619	
Cognitive cultural intelligence		3.758	62.639		0.880
CIN5	0.824			0.649	
CIN6	0.812			0.647	
CIN7	0.804			0.715	
CIN8	0.788			0.729	
CIN9	0.760			0.685	
CIN10	0.758			0.707	
Motivational cultural intelligence		3.040	60.802		0.837

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
CIN11	0.820			0.598	
CIN12	0.793			0.606	
CIN13	0.784			0.649	
CIN14	0.751			0.693	
CIN15	0.749			0.655	
Behavioral cultural intelligence		3.431	68.618		0.886
CIN16	0.814			0.705	
CIN17	0.859			0.765	
CIN18	0.834			0.730	
CIN19	0.813			0.703	
CIN20	0.822			0.714	

Source: This study

### 5.2.3 Emotional intelligence

Table 5.13 illustrated the factor analysis and reliability test results for emotional intelligence with four dimensions. For the self-emotion appraisal, the

factor loadings for the measurements with the highest factor loading on EIN3 (0.852) and the lowest was EIN4 (0.742). Additionally, the result indicated that the factor tends to have a high coefficient of item-to-total correlation from 0.568 to 0.709, which proposed a high degree of internal consistency for each dimension. The eigenvalue for the self-emotion appraisal factor was 2.656 and the variances explained by the self-emotion appraisal factor were 66.397%. In addition, the high coefficient of Cronbach's  $\alpha$  on self-emotion appraisal (0.830) further confirmed the reliability of the measurement items.

For the others' emotion appraisal, the factor loadings for the measurements with the highest factor loading on EIN8 (0.849) and the lowest was EIN5 (0.787). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.619 to 0.704, which proposed a high degree of internal consistency for each dimension. The eigenvalue for others' emotion appraisal factor was 2.62 and the variances explained by the self-emotion appraisal factor is 65.509%. In addition, the high coefficient of Cronbach's  $\alpha$  on others' emotion appraisal (0.823) further confirmed the reliability of the measurement items.

For emotional intelligence, the factor loadings for the measurements with the highest factor loading on EIN12 (0.862) and the lowest was EIN10 (0.803). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.663 to 0.734, which proposed a high degree of internal consistency for each dimension. The eigenvalue for the use of emotion factor was 2.759 and the variances explained by the use of emotion factor was 68.963%. In addition, the high coefficient of Cronbach's  $\alpha$  on the use of emotion (0.849) further confirmed the reliability of the measurement items.

For the regulation of emotion, the factor loadings for the measurements with the highest factor loading on EIN14 (0.856) and the lowest was EIN13 (0.793). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.634 to 0.720, which proposed a high degree of internal consistency for each dimension. The eigenvalue for the regulation of emotion factor was 2.720 and the variances explained by the regulation of emotion factor was 68.004%. In addition, the high coefficient of Cronbach's  $\alpha$  on the regulation of emotion (0.842) further confirmed the reliability of the measurement items.

Table 5.13 The results of factor analysis and reliability test for emotional intelligence

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
<i>Self-emotion appraisal</i>		2.656	66.397		0.830
EIN1	0.827			0.673	
EIN2	0.833			0.683	
EIN3	0.852			0.709	
EIN4	0.742			0.568	
<i>Others' emotion appraisal</i>		2.62	65.509		0.823



<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
EIN5	0.787			0.619	
EIN6	0.809			0.645	
EIN7	0.791			0.624	
EIN8	0.849			0.704	
<i>Use of emotion</i>		2.759	68.963		0.849
EIN9	0.813			0.663	
EIN10	0.803			0.651	
EIN11	0.843			0.704	
EIN12	0.862			0.734	
<i>Regulation of emotion</i>		2.720	68.004		0.842
EIN13	0.793			0.634	
EIN14	0.856			0.720	
EIN15	0.799			0.642	
EIN16	0.850			0.713	

#### 5.2.4 Political intelligence

Table 5.14 showed the factor analysis and reliability tests for political intelligence with four dimensions. For the networking ability, the factor loadings for the measurements with the highest factor loading on PIN5 (0.854) and the lowest was PNI6 (0.803). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.717 to 0.781, which proposed a high degree of internal consistency for each dimension. The eigenvalue for the networking ability factor was 4.182 and the variances explained by the networking ability factor were 69.695%. In addition, the high coefficient of Cronbach's  $\alpha$  on networking ability (0.913) further confirmed the reliability of the measurement items.

For the interpersonal influence, the factor loadings for the measurements with the highest factor loading on PIN10 (0.828) and the lowest was PNI7 (0.790). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.624 to 0.676, which proposed a high degree of internal consistency for each dimension. The eigenvalue for the interpersonal influence factor was 2.633 and the variances explained by the interpersonal influence factor were 65.825%. In addition, the high coefficient of Cronbach's  $\alpha$  on interpersonal influence (0.826) further confirmed the reliability of the measurement items.

For the social astuteness, the factor loadings for the measurements with the highest factor loading on PIN14 (0.792) and the lowest was PNI15 (0.761). Additionally, the result indicated that the factor tends to have a high coefficient of item-to-total correlation from 0.619 to 0.656, which proposes a high degree of

internal consistency for each dimension. The eigenvalue for the social astuteness factor was 3.031 and the variances explained by the social astuteness factor were 60.614%. In addition, the high coefficient of Cronbach's  $\alpha$  on social astuteness (0.837) further confirmed the reliability of the measurement items.

For the apparent sincerity, the factor loadings for the measurements with the highest factor loading on PIN16 (0.844) and the lowest was PNI17 (0.841). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.637 to 0.642, which proposed a high degree of internal consistency for each dimension. The eigenvalue for the apparent sincerity factor was 2.132 and the variances explained by the apparent sincerity factor were 71.072%. In addition, the high coefficient of Cronbach's  $\alpha$  on apparent sincerity (0.796) further confirmed the reliability of the measurement items.

Table 5.14 The results of factor analysis and reliability test for political intelligence

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
<i>Networking ability</i>		4.182	69.695		0.913
PIN1	0.830			0.748	
PIN2	0.823			0.740	
PIN3	0.847			0.770	

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
PIN4	0.851			0.777	
PIN5	0.854			0.781	
PIN6	0.803			0.717	
<i>Interpersonal influence</i>		2.633	65.825		0.826
PIN7	0.790			0.624	
PIN8	0.819			0.662	
PIN9	0.808			0.649	
PIN10	0.828			0.676	
<i>Social astuteness</i>		3.031	60.614		0.837
EIN11	0.772			0.630	
PIN12	0.790			0.653	
PIN13	0.778			0.637	
PIN14	0.792			0.656	
PIN15	0.761			0.619	

Research items	Factor loading	Eigen value	Cumulative explained variance	Item-to-total correlation	Cronbach's alpha ( $\alpha$ )
<i>Apparent sincerity</i>		2.132	71.072		0.796
PIN16	0.844			0.642	
PIN17	0.841			0.637	
PIN18	0.843			0.640	

Source: This study

### 5.2.5 Cross-cultural competence

Table 5.15 demonstrated the factor analysis and reliability tests for cross-cultural competence with three dimensions. For cultural flexibility, the factor loadings for the measurements with the highest factor loading on CCC4 (0.838) and the lowest was CCC1 (0.702). Additionally, the result indicated that the factor tends to have a high coefficient of item-to-total correlation from 0.643 to 0.748, which proposed a high degree of internal consistency for the dimension. The eigenvalue for the cultural flexibility factor was 3.789 and the variances explained by the cultural flexibility factor was 63.142%. In addition, the high coefficient of Cronbach's  $\alpha$  on cultural flexibility (0.883) further confirmed the reliability of the measurement items.

For the tolerance for ambiguity, the factor loadings for the measurements with the highest factor loading on CCC9 (0.819) and the lowest was CCC8 (0.656). Additionally, the result indicated that the factor tends to have a high coefficient of

item-to-total correlation from 0.563 to 0.645, which proposed a high degree of internal consistency for the dimension. The eigenvalue for tolerance for ambiguity factor was 2.462 and the variances explained by the tolerance for ambiguity factor was 61.552%. In addition, the high coefficient of Cronbach's  $\alpha$  on tolerance for ambiguity (0.790) further confirmed the reliability of the measurement items.

For the non-ethnocentrism, the factor loadings for the measurements with the highest factor loading on CCC13 (0.835) and the lowest was CCC12 (0.789). Additionally, the result indicated that the factor tends to have a high coefficient of item-to-total correlation from 0.709 to 0.756, which proposed a high degree of internal consistency for the dimension. The eigenvalue for the non-ethnocentrism factor was 4.575 and the variances explained by the non-ethnocentrism factor were 65.350%. In addition, the high coefficient of Cronbach's  $\alpha$  on the non-ethnocentrism (0.911) further confirmed the reliability of the measurement items.

Table 5.15 The results of factor analysis and reliability test for cross-cultural competence

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
Cultural flexibility		3.789	63.142		0.883
CCC1	0.702			0.643	
CCC2	0.809			0.711	
CCC3	0.826			0.732	

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
CCC4	0.838			0.748	
CCC5	0.802			0.702	
CCC6	0.735			0.724	
Tolerance for ambiguity		2.462	61.552		0.790
CCC7	0.805			0.624	
CCC8	0.656			0.567	
CCC9	0.819			0.645	
CCC10	0.756			0.563	
Non-ethnocentrism		4.575	65.350		0.911
CCC11	0.813			0.736	
CCC12	0.789			0.710	
CCC13	0.835			0.765	
CCC14	0.793			0.712	
CCC15	0.790			0.709	

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
CCC16	0.808			0.732	
CCC17	0.829			0.756	

Source: This study

### 5.2.6 Expatriate resilience

Table 5.16 illustrates the factor analysis and reliability test results for expatriate resilience. The factor loadings for the measurements with the highest factor loading on RSL2 (0.983) and the lowest was RSL1 (0.679). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.569 to 0.965, which proposed a medium degree of internal consistency for the dimension. The eigen value for the expatriate resilience factor was 4.029 and the variances explained by the expatriate resilience construct was 67.150%. In addition, the high coefficient of Cronbach's  $\alpha$  on expatriate resilience (0.892) further confirmed the reliability of the measurement items.

Table 5.16 The results of factor analysis and reliability test for expatriate resilience

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
Expatriate resilience		4.029	67.150		0.892



Research items	Factor loading	Eigen value	Cumulative explained variance	Item-to-total correlation	Cronbach's alpha ( $\alpha$ )
RSL1	0.679			0.569	
RSL2	0.983			0.965	
RSL3	0.823			0.728	
RSL4	0.786			0.675	
RSL5	0.810			0.704	
RSL6	0.807			0.702	

Source: This study

### 5.2.7 Cross-cultural performance

Table 5.17 presented the factor analysis and reliability tests for cross-cultural performance with three dimensions. For the task performance, the factor loadings for the measurements with the highest factor loading on CCP5 (0.812) and the lowest was CCP2 (0.780). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.677 to 0.715, which proposed a high degree of internal consistency for the dimension. The eigenvalue for the task performance factor was 3.800 and the variances explained by the task performance factor were 63.326%. In addition, the high coefficient of Cronbach's  $\alpha$  on task performance (0.884) further confirmed the reliability of the measurement items.

For the context performance, the factor loadings for the measurements with the highest factor loading on CCP7 (0.825) and the lowest was CCP8 (0.784). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.659 to 0.723, which proposed a high degree of internal consistency for the dimension. The eigenvalue for the context performance factor was 3.291, and the variances explained by the context performance factor were 65.820%. In addition, the high coefficient of Cronbach's  $\alpha$  on context performance (0.870) further confirmed the reliability of the measurement items.

For the adaptive performance, the factor loadings for the measurements with the highest factor loading on CCP19 (0.822) and the lowest was CCP12 (0.764). Additionally, the result indicated that the factor tends to have a high coefficient of item-to-total correlation from 0.688 to 0.756, which proposed a high degree of internal consistency for the dimension. The eigenvalue for the adaptive performance factor was 5.039 and the variances explained by the adaptive performance factor were 62.987%. In addition, the high coefficient of Cronbach's  $\alpha$  on adaptive performance (0.916) further confirmed the reliability of the measurement items.

Table 5.17 The results of factor analysis and reliability test for cross-cultural performance

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
<i>Task performance</i>		3.800	63.326		0.884
CCP1	0.781			0.677	
CCP2	0.780			0.677	
CCP3	0.811			0.715	
CCP4	0.803			0.704	
CCP5	0.812			0.715	
CCP6	0.788			0.684	
<i>Context performance</i>		3.291	65.820		0.870
CCP7	0.825			0.713	
CCP8	0.784			0.659	
CCP9	0.818			0.704	
CCP10	0.833			0.723	
CCP11	0.797			0.675	

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
<i>Adaptive performance</i>		5.039	62.987		0.916
CCP12	0.764			0.688	
CCP13	0.787			0.714	
CCP14	0.809			0.740	
CCP15	0.818			0.753	
CCP16	0.778			0.704	
CCP17	0.785			0.712	
CCP18	0.785			0.712	
CCP19	0.822			0.756	

Source: This study

### **5.2.8 Host country national's helping behavior**

Table 5.18 showed the factor analysis and reliability test results for the host country national's helping behavior. The factor loadings for the measurements with the highest factor loading on HCN2 (0.720) and the lowest was HCN5 (0.858). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.584 to 0.756, which proposed a high degree of

internal consistency for the dimension. The eigenvalue for the host country national's helping behavior construct was 3.264 and the variances explained by the host country national's helping behavior construct was 65.278%. In addition, the high coefficient of Cronbach's  $\alpha$  on the host country national's helping behavior (0.867) further confirmed the reliability of the measurement items.

Table 5.18 The results of factor analysis and reliability test for the host country national's helping behavior

Research items	Factor loading	Eigen value	Cumulative explained variance	Item-to-total correlation	Cronbach's alpha ( $\alpha$ )
Host country national's helping behavior		3.264	65.278		0.867
HCN1	0.805			0.685	
HCN2	0.720			0.584	
HCN3	0.854			0.750	
HCN4	0.794			0.672	
HCN5	0.858			0.756	

Source: This study

### 5.2.9 Organizational support

Table 5.19 presented the factor analysis and reliability tests for organizational support. The factor loadings for the measurements with the highest

factor loading on OS7 (0.852) and the lowest was OS2 (0.778). Additionally, the result indicated that the factor tended to have a high coefficient of item-to-total correlation from 0.721 to 0.789, which proposed a high degree of internal consistency for the dimension. The eigenvalue for the organizational support construct was 4.717 and the variances explained by the organizational support construct were 67.384%. In addition, the high coefficient of Cronbach's  $\alpha$  on organizational support (0.919) further confirmed the reliability of the measurement items.

Table 5.19 The results of factor analysis and reliability test for organizational support

<b>Research items</b>	<b>Factor loading</b>	<b>Eigen value</b>	<b>Cumulative explained variance</b>	<b>Item-to-total correlation</b>	<b>Cronbach's alpha (<math>\alpha</math>)</b>
Organizational support		4.717	67.384		0.919
OS1	0.797			0.721	
OS2	0.778			0.697	
OS3	0.837			0.769	
OS4	0.835			0.767	
OS5	0.821			0.749	
OS6	0.824			0.754	

OS7	0.852			0.789	
-----	-------	--	--	-------	--

Source: This study

### 5.3 Evaluation of measurement model

In order to assess the measurement model, the partial least square SEM (PLS-SEM) was applied to confirm the reliability, convergent validity, and discriminant validity. Table 5.20 and Table 5.21 indicated the assessment of the measurement model.

Table 5.20 revealed that Cronbach's alpha coefficients ranged from 0.854 to 0.965, and all CR values were between 0.867 and 0.968, satisfying greater than the 0.7 criteria and validating the reliability. The constructions' AVEs ranged from 0.525 to 0.683, which was just greater than the specified benchmark of 0.5, and determined the research constructs' convergence.

Table 5.20 Reliability and convergent validity assessment

<b>Construct</b>	<b>Cronbach's Alpha</b>	<b>rho_A</b>	<b>Composite Reliability (CR)</b>	<b>Average Variance Extracted (AVE)</b>
Biculturalism	0.884	0.884	0.915	0.683
Cross-cultural competence	0.948	0.949	0.954	0.551
Cross-cultural performance	0.965	0.966	0.968	0.616
Cultural intelligence	0.962	0.962	0.965	0.580
Emotional intelligence	0.953	0.954	0.958	0.588
Expatriate resilience	0.892	0.846	0.887	0.612

<b>Construct</b>	<b>Cronbach's Alpha</b>	<b>rho_A</b>	<b>Composite Reliability (CR)</b>	<b>Average Variance Extracted (AVE)</b>
Host country national's help behavior	0.867	0.873	0.905	0.657
Organizational support	0.919	0.920	0.935	0.674
Political intelligence	0.946	0.947	0.952	0.525

Source: This study

Additionally, the discriminant validity test measures the amount to which the construct empirically separates from other constructs. All correlation coefficients between research constructs were compared to the square roots of the AVEs to ensure discriminant validity. As shown in Table 5-21, the square roots of AVEs were almost higher than the correlations of another latent component, with only four correlation values including (cultural intelligence, 0.784), emotional intelligence, 0.790), political intelligence, 0.736 and 0.757) were not smaller than the square roots of AVEs, however, due to the bit higher value of these correlation correlations comparing square roots of AVEs, the author decided to do further analysis of hypothesis testing (Hair et al., 201). Furthermore, to test discriminant validity, Henseler et al. (2015) created a novel approach called the heterotrait–monotrait ratio of correlations (HTMT). The HTMT method has been shown to overcome bias and provide accurate results when computing structural model parameters. To demonstrate discriminant validity, Teo et al. (2008) advised that HTMT should be less than 0.90. Accordingly, the values of HTMT in Table 5.21



were significantly lower than 0.90, indicating that discriminant validity between two reflective variables had been established (Hair et al., 2017).

Table 5.21 Discriminant validity results based on HTMT

Construct	BIC	CCC	CCP	CIN	EIN	RSL	HCN	OS	PIN
Biculturalism	<b>0.826</b>	0.763	0.654	0.793	0.676	0.565	0.568	0.534	0.657
Cross-cultural competence	0.699***	<b>0.742</b>	0.719	0.724	0.710	0.730	0.676	0.692	0.719
Cross-cultural performance	0.603***	0.739***	<b>0.785</b>	0.713	0.741	0.747	0.694	0.747	0.752
Cultural intelligence	0.732***	0.727***	0.784***	<b>0.762</b>	0.722	0.686	0.692	0.646	0.793
Emotional intelligence	0.623***	0.751***	0.707***	0.790***	<b>0.767</b>	0.722	0.687	0.731	0.735
Expatriate resilience	0.496***	0.681***	0.687***	0.631***	0.660***	<b>0.761</b>	0.748	0.691	0.713
Host country national's help behavior	0.499***	0.614***	0.639***	0.634***	0.629***	0.646***	<b>0.810</b>	0.771	0.735
Organizational support	0.482***	0.646***	0.706***	0.610***	0.685***	0.618***	0.692***	<b>0.821</b>	0.774
Political intelligence	0.601***	0.736***	0.715***	0.757***	0.705***	0.647***	0.669***	0.723***	<b>0.724</b>

<b>Construct</b>	<b>BIC</b>	<b>CCC</b>	<b>CCP</b>	<b>CIN</b>	<b>EIN</b>	<b>RSL</b>	<b>HCN</b>	<b>OS</b>	<b>PIN</b>
------------------	------------	------------	------------	------------	------------	------------	------------	-----------	------------

Notes: Above the diagonal elements are the HTMT values. Below the diagonal elements are the correlations between the construct values. Square-root of AVEs is bold the numbers in the diagonals; \*\*\*  $p < 0.001$ .

Source: This study

#### **5.4 Structural model evaluation**

The structural model was evaluated using the estimated path between research constructs as a parameter. A study sample of 314 respondents and a non-parametric bootstrapping approach with 5000 sub-samples were used to assess the relevance of each path coefficient in the context of hypothesis testing.

##### **5.4.1 Multicollinearity test**

Multicollinearity appeared when there was a strong correlation between two or more constructs. Once the multicollinearity and inflated standard errors occurred, assessing the influence of independent variables could be imprecise, as comparing the relevance of independent variables (Garson, 2016). Table 5.22 showed that all of the VIF values were less than 5.0 (Hair et al. 2017), indicating no multicollinearity concern.

Table 5.22 Multicollinearity test

<b>Construct</b>	<b>VIF</b>	<b>Construct</b>	<b>VIF</b>
Biculturalism		Cultural intelligence	
BIC1.	2.547	CIN1.	2.134
BIC2.	2.254	CIN2.	2.396
BIC3.	2.198	CIN3.	2.758

<b>Construct</b>	<b>VIF</b>	<b>Construct</b>	<b>VIF</b>
BIC4.	2.094	CIN4.	2.547
BIC5.	1.856	CIN5.	2.413
Cross-cultural competence		CIN6.	2.630
CCC1.	1.830	CIN7.	2.617
CCC2.	2.583	CIN8.	2.607
CCC3.	2.456	CIN9.	2.330
CCC4.	2.529	CIN10.	2.369
CCC5.	2.313	CIN11.	2.234
CCC6.	1.978	CIN12.	2.551
CCC7.	2.102	CIN13.	2.402
CCC8.	1.929	CIN14.	2.709
CCC9.	1.954	CIN15.	2.695
CCC10	1.661	CIN16.	2.463
CCC11.	2.426	CIN17.	2.789
CCC12.	2.538	CIN18.	2.537
CCC13.	2.686	CIN19.	2.338
CCC14.	2.678	CIN20.	2.249
CCC15.	2.425		
CCC16.	2.460	Emotional intelligence	
CCC17.	2.468	EIN1.	2.310
Political intelligence		EIN2.	2.468
PIN1.	2.348	EIN3.	2.617
PIN2.	2.408	EIN4.	2.051

<b>Construct</b>	<b>VIF</b>	<b>Construct</b>	<b>VIF</b>
PIN3.	2.586	EIN5.	2.327
PIN4.	2.650	EIN6.	2.257
PIN5.	2.682	EIN7.	2.427
PIN6.	2.665	EIN8.	2.470
PIN7.	1.924	EIN9.	2.452
PIN8.	2.047	EIN10.	2.443
PIN9.	2.293	EIN11.	2.447
PIN10.	1.956	EIN12.	2.773
PIN11.	2.202	EIN13.	2.441
PIN12.	1.968	EIN14.	2.787
PIN13.	2.142	EIN15.	2.173
PIN14.	2.147	EIN16.	2.715
PIN15.	2.379	Host country national helping behavior	
PIN16.	1.881	HCN1.	1.922
PIN17.	2.367	HCN2.	1.628
PIN18.	2.078	HCN3.	2.430
Cross-cultural performance		HCN4.	1.978
CCP1.	2.208	HCN5.	2.588
CCP2.	1.972	Expatriate resilience	
CCP3.	2.779	RSL1.	1.537
CCP4.	2.449	RSL2.	1.575
CCP5.	2.497	RSL3.	1.983
CCP6.	2.359	RSL4.	1.854

<b>Construct</b>	<b>VIF</b>	<b>Construct</b>	<b>VIF</b>
CCP7.	2.638	RSL5.	1.835
CCP8.	2.245	RSL6.	1.982
CCP9.	2.498	Organizational support	
CCP10.	2.862	OS1.	2.120
CCP11.	2.768	OS2.	2.063
CCP12.	3.250	OS3.	2.466
CCP13.	3.009	OS4.	2.520
CCP14.	2.718	OS5.	2.296
CCP15.	3.278	OS6.	2.578
CCP16.	2.651	OS7.	2.667
CCP17.	2.616		
CCP18.	2.476		
CCP19.	2.751		

Source: This study

#### ***5.4.2 The assessment of the R<sup>2</sup> value***

Table 5.23 elucidated R<sup>2</sup> and Adjusted R<sup>2</sup> values of 6 endogenous latent variables: cultural intelligence, emotional intelligence, political intelligence, cross-cultural competence, expatriate resilience, and cross-cultural performance. Accordingly, biculturalism perception explained 53.5%, 38.6%, and 35.9% of the variance of cultural intelligence, emotional intelligence, and political intelligence, respectively. Additionally, their independent variables explained cross-cultural competence, expatriate resilience, and cross-cultural performance by 76.2%,

51.1%, and 60.3%, respectively, which indicated that the effect size of hypothetical routes is significant.

Moreover, Tenenhaus et al. (2005) proposed a global fit measure for PLS path modeling, which was defined as the geometric mean of average communality and average  $R^2$  (for endogenous constructs). Accordingly, GoF ( $0 \leq \text{GoF} \leq 1$ ). Following Wetzels, Odekerken-Schröder, and Van Oppen, (2009),  $\text{GoF} = \text{SQRT}(\text{AVE} * R^2)$ . GoF less than 0.1 was described as a small effect size, 0.25 was considered as a medium effect size, and 0.36 was described as a large effect size. Accordingly, GoF in this study was 0.551, which was much greater than the cutoff value of 0.36 for large effect sizes.

Table 5.23 Results of  $R^2$

<b>Construct</b>	<b>R Square</b>	<b>R Square Adjusted</b>
Cultural intelligence	0.536	0.535
Emotional intelligence	0.388	0.386
Political intelligence	0.361	0.359
Cross-cultural competence	0.765	0.762
Expatriate resilience	0.519	0.511
Cross-cultural performance	0.610	0.603

Source: This study

## 5.5. Hypothesis testing results

### 5.5.1. The influence of biculturalism on multiple intelligence

The link between the model's constructs was evaluated using the bootstrapping resampling technique. According to Hair et al. (2017), sub-samples

of bootstrapping were expected to be 5000 replications. Table 5.24 contained the route coefficient for hypothesis testing. This study demonstrated that individual cultural identity has significantly and positively impacted on cultural intelligence with  $\beta = 0.732$ ,  $t$  value = 25.165,  $p$ -value < 0.001, on emotional intelligence with  $\beta = 0.623$ ,  $t$  value = 15.985,  $p$ -value < 0.001, on political intelligence with  $\beta = 0.601$ ,  $t$  value = 13.022,  $p$ -value < 0.001. Therefore, Hypothesis H1a, Hypothesis H1b, and Hypothesis H1c were significant and supported.

The above confirmation may indicate that individual bicultural identity will have higher cultural intelligence in the international assignment. Thus, they can behave and interact better in a multicultural environment. This finding was in line with Lakshman et al. (2021), who confirmed that biculturalism is a crucial factor that enhances an individual's cultural intelligence. Similarly, Ott and Michailova (2016) indicated that traits and cross-cultural experience are some antecedents of cultural intelligence. Individuals who possessed higher levels of biculturalism will enhance a high level of cultural intelligence (Lakshman et al., 2021). This research provided the cross-cultural management literature by focusing on working in multicultural settings. Accordingly, the social cognitive theory appeared to have much potential for explaining intercultural work in multicultural situations for individuals who have just started their expatriation career. Our findings backed up those theoretical reasons and pave the way for more research into the cross-cultural management domain involving biculturalism, which was promising for future studies (e.g., Brannen and Thomas, 2010; Lakshman et al., 2021).

The study results also showed that expatriates with two cultural backgrounds can easily control and manage their emotions. Furthermore, this study emphasized that expatriate has a good relationship with other employees in

the workplace once they have more cultural experience such as biculturalism. Based on the best knowledge of the author, previous studies have never demonstrated an empirical link between biculturalism, emotional intelligence, and political intelligence. As mentioned in social cognitive theory, expatriates also learned and enhanced their abilities and skills through interacting with their peers in a multicultural setting (Caligiuri et al., 2012). As a result, people with strong cultural identities were more familiar with both cultures and may quickly improve their competency and skills in dealing with challenging situations on the job or in their daily lives in an intercultural setting (Lakshman et al., 2021; Vora et al., 2019).

Table 5.24 Results of direct effects

<b>H</b>	<b>Path</b>	<b>Standardized Estimate</b>	<b>T value</b>	<b>P values</b>	<b>Concluded</b>
H1a	Biculturalism -> Cultural intelligence	0.732	25.165	0.000	Supported
H1b	Biculturalism -> Emotional intelligence	0.623	15.985	0.000	Supported
H1c	Biculturalism -> Political intelligence	0.601	13.022	0.000	Supported
H2	Cultural intelligence -> Cross-cultural competence	0.423	5.213	0.000	Supported
H3	Emotional intelligence -> Cross-cultural competence	0.146	2.253	0.024	Supported
H4	Political intelligence -> Cross-cultural competence	0.251	3.737	0.000	Supported



<b>H</b>	<b>Path</b>	<b>Standardized Estimate</b>	<b>T value</b>	<b>P values</b>	<b>Concluded</b>
H5	Cross-cultural competence -> Expatriate resilience	0.349	3.609	0.000	Supported
H6	Expatriate resilience -> Cross-cultural performance	0.359	6.341	0.000	Supported

Source: This study

### **5.5.2 The influence of multiple intelligence on cross-cultural competence**

As shown in Table 5.24, cultural intelligence, emotional intelligence, and political intelligence have served as antecedent factors that positively influence cross-cultural competence ( $\beta = 0.423$ ,  $t$  value =5.213,  $p$ -value < 0.001;  $\beta = 0.146$ ,  $t$  value =2.253,  $p$ -value < 0.05;  $\beta = 0.251$ ,  $t$  value =3.737,  $p$ -value < 0.001, respectively). Therefore, Hypothesis H2, Hypothesis H3, and Hypothesis H4 were significant and supported. The above results showed that cultural intelligence, emotional intelligence, and political intelligence are three highly important antecedents in promoting cross-cultural competence in a multicultural environment.

Cultural and emotional intelligence has long been considered critical factors in foreign assignments (Liao et al., 2021). According to our findings, cultural intelligence appeared to be a precursor to cross-cultural competence. These findings were consistent with those of Bartel-Radic and Giannelloni (2017), who found that metacognition and motivation positively impact cross-cultural competence. Ang et al. (2007) found that when people have higher cultural intelligence, they are more confident in their ability to work and interact with the

host employees. Additionally, the findings of this study also showed that emotional intelligence is a crucial antecedent of cross-cultural competence and that it also aids expatriates in adjusting to and performing better on overseas assignments. Because expatriates with high emotional intelligence may effectively manage their emotions and keep control over their own lives by engaging them in spectacular conservations or activities in the host nation, they can effectively manage their responses and maintain control over their own lives (Wong and Law, 2002; Yuan et al., 2012). This result was similar to the findings of Gullekson and Tucker (2012) and Liao et al. (2021), who indicated that an individual's emotional intelligence has a significant impact on their cross-cultural competence in international culture.

Furthermore, our result suggested that political intelligence also enhances cross-cultural competence in the host country. In combination with cultural and emotional intelligence, political intelligence can assist expatriates in better recognizing, understanding, working, and changing to improve their competence inherent in cultural diversity situations. As a result, cross-cultural competence was discovered to result in a behavioral adaptation that allows people to communicate and interact more effectively in their new environment (Johnson et al., 2006).

### **5.5.3 The influence of cross-cultural competence and expatriate resilience**

Regarding the relationship between cross-cultural competence and expatriate resilience, this study's results illustrated a significant and positive correlation between cross-cultural competence and expatriate resilience ( $\beta = 0.349$ ,  $t$  value = 3.609,  $p$ -value < 0.001). Therefore, Hypothesis H5 was significant. This result was in line with the foundational theory of resource conservation, which pointed out that individual competencies are the important key resource of

resilience (Ahmad et al., 2020; Mansfield et al., 2016). The reason behind this result was that cross-cultural competence is a collection of skills that enable an individual to fully utilize his or her resources and strengths in order to appreciate the unique scenario of multi-cultural communication and interaction as well as to think and act correctly in that setting. Caligiuri and Tarique (2012) claimed that expatriates with high cross-cultural skills can handle the problems and stressors of the intercultural working environment. Consequently, these expatriates appeared to understand others' desires and expectations and they have a better proclivity for effectively responding to obstacles in a cross-cultural situation.

#### **5.5.4 The influence of expatriate resilience and cross-cultural performance**

The study findings also showed that expatriate resilience has positive influence on cross-cultural performance ( $\beta = 0.359$ ,  $t$  value = 6.341,  $p$ -value < 0.001). Therefore, Hypothesis H6 was significant and supported. This finding was in line with the result of Varshney and Varshney (2017) that the level of expatriate resilience itself can improve the level of performance, including context performance, task performance, and adaptive performance. Similarly, resilience was positively associated with performance in a study of Chinese workers (Luthans, Avolio, Walumbwa, and Li, 2005). According to organizational studies, there was a link between employee resilience and performance, emphasizing the need to build resilience in the workplace (Varshney and Varshney, 2017). Since there has been little research specifically on the application of resilience in the international workplace, the present study has opened the door for some promising future studies.

### 5.5.5 The mediating effect of multiple intelligence

Table 5.25 showed that biculturalism has a positive impact on cross-cultural competence by ignoring the mediator ( $\beta = 0.147$ ,  $t$  value = 2.170,  $p$ -value < 0.05). Additionally, biculturalism directly influenced cultural intelligence ( $\beta = 0.732$ ,  $t$  value = 25.165,  $p$ -value < 0.001). Cultural intelligence was confirmed having an influence on cross-cultural competence ( $\beta = 0.423$ ,  $t$  value = 5.213,  $p$ -value < 0.001). Furthermore, the study result showed that cultural intelligence is an important factor to mediate the relationship between biculturalism and cross-cultural competence ( $\beta = 0.310$ ,  $t$  value = 4.828,  $p$ -value < 0.001). Therefore, this study concluded that cultural intelligence partially mediated the influence of biculturalism on cross-cultural competence. Thus, Hypothesis H7a was significant and partially supported.

Regarding to mediating effect of emotional intelligence, biculturalism had a positive impact on cross-cultural competence by ignoring the mediator ( $\beta = 0.147$ ,  $t$  value = 2.170,  $p$ -value < 0.05). Additionally, biculturalism directly influenced emotional intelligence ( $\beta = 0.623$ ,  $t$  value = 15.985,  $p$ -value < 0.001). Emotional intelligence was confirmed having an influence on cross-cultural competence ( $\beta = 0.146$ ,  $t$  value = 2.253,  $p$ -value < 0.05). Furthermore, the study result showed that cultural intelligence operates as an important factor to mediate the relationship between biculturalism and cross-cultural competence ( $\beta = 0.091$ ,  $t$  value = 2.200,  $p$ -value < 0.05). Therefore, this study confirmed that emotional intelligence partially mediates the influence of biculturalism on cross-cultural competence. Thus, Hypothesis H7b was significant and partially supported.

For the mediating role of political intelligence, biculturalism has a positive impact on cross-cultural competence by ignoring the mediator ( $\beta = 0.147$ ,  $t$  value

= 2.170, p-value < 0.05). Additionally, biculturalism directly influenced political intelligence ( $\beta = 0.601$ , t value = 13.022, p-value < 0.001). Emotional intelligence was confirmed having an influence on cross-cultural competence ( $\beta = 0.251$ , t value = 2.253, p-value < 0.05). Furthermore, the study result showed that political intelligence is an important factor to mediate the relationship between biculturalism and cross-cultural competence ( $\beta = 0.091$ , t value = 3.737, p-value < 0.05). Therefore, this study confirmed that political intelligence partially mediated the influence of biculturalism on cross-cultural competence. Thus, Hypothesis H7c was significant and partially supported.

The present study's findings primarily asserted that multiple intelligence (cultural intelligence, emotional intelligence, and political intelligence) serves an essential role in mediating the impact of biculturalism on cross-cultural competence. Accordingly, the higher individual bicultural identity, the better multiple intelligence (including cultural intelligence and emotional intelligence, and the greater they can improve their competence. This study's findings were an essential contribution to the existing literature. Because there was little research on biculturalism in the international management literature. The existing literature on biculturalism has primarily focused on identifying and testing its characteristics and antecedents (e.g., Nguyen and Benet-Martinez, 2007, 2010, 2013) rather than its effects (e.g., Fitzsimmons, 2013, Lee, 2010; Nguyen and Benet-Martinez, 2010). Therefore, under a higher level of multiple intelligence, individuals can improve their cross-cultural competence by undertaking their work with more energy and concentration, making them more involved in expatriate life. In other words, the relationship between biculturalism and cross-cultural competence may be voided without cultural intelligence, emotional intelligence, and political intelligence.

Table 5.25 Results of mediation testing

<b>H</b>	<b>Path</b>	<b>Standardized Estimate</b>	<b>T - value</b>	<b>P - value</b>	<b>Concluded</b>
H7a	Biculturalism → Cross-cultural competence	0.147	2.170	0.030	Supported
	Biculturalism → Cultural intelligence	0.732	25.165	0.000	Supported
	Cultural intelligence → Cross-cultural competence	0.423	5.213	0.000	Supported
	Biculturalism → Cultural intelligence → Cross - cultural competence	0.310	4.828	0.000	Supported
H7b	Biculturalism → Cross-cultural competence	0.147	2.170	0.030	Supported
	Biculturalism → Emotional intelligence	0.623	15.985	0.000	Supported
	Emotional intelligence → Cross-cultural competence	0.146	2.253	0.024	Supported
	Biculturalism → Emotional intelligence → Cross-cultural competence	0.091	2.200	0.028	Supported
	Biculturalism → Cross-cultural competence	0.147	2.170	0.030	Supported
	Biculturalism → Political intelligence	0.601	13.022	0.000	Supported

H	Path	Standardized Estimate	T - value	P - value	Concluded
H7c	Political intelligence → Cross-cultural competence	0.251	3.737	0.000	Supported
	Biculturalism → Political intelligence → Cross-cultural competence	0.154	3.400	0.001	Supported

Source: This study

### 5.5.6 The serial mediating effect of cross-cultural competence and expatriate resilience on the influence between cultural intelligence and cross-cultural performance

The serial mediation hypotheses were tested using the PROCESS Macro Model 6 (serial mediation model). The direct and indirect relationship between cultural intelligence and cross-cultural performance was investigated by applying Hayes' (2013, 2018) analytical technique. The results of the serial mediation model were shown in Table 5.26, Table 5.27, and Figure 5.1.

According to this study's results, 95% confidence intervals (CIs) for all indirect effects (5,000 bootstrap samples) did not include zero. This result concluded the significance of indirect effects. This study results also indicated that cultural intelligence improves cross-cultural performance through cross-cultural competence ( $B = 0.387$ ,  $SE = 0.031$ ,  $p < 0.001$ ). Additionally, cultural intelligence improved cross-cultural performance through expatriate resilience ( $B = 0.028$ ,  $SE = 0.018$ ,  $p < 0.001$ ). Furthermore, cultural intelligence improved cross-cultural performance through both cross-cultural competence and expatriate resilience ( $\beta = 0.073$ ,  $SE = 0.023$ ,  $p < 0.001$ ). The total effect of cultural intelligence on cross-

cultural performance was positive ( $B = 0.776$ ). This result can lead to the conclusion that cross-cultural competence and expatriate resilience serially mediate the effect of cultural intelligence and cross-cultural performance. Thus, Hypothesis H8a was significant. Moreover, because the direct impact between cultural intelligence and cross-cultural performance was also positive and significant ( $B = 0.288$ ,  $SE = 0.057$ ,  $p < 0.001$ ), therefore, this study concluded that the serial mediating effect between cultural intelligence and cross-cultural performance is partially supported (Baron and Kenny, 1986).

Table 5.26 Regression coefficients of serial mediation model on cultural intelligence and cross-cultural performance

Variables	Cross-cultural competence		Expatriate resilience		Cross-cultural performance	
	B	95% CI	B	95% CI	B	95% CI
Cultural intelligence	0.864***	0.800, 0.927	0.177*	0.203, 0.428	0.288***	0.177, 0.399
Cross-cultural competence			0.538***	0.424, 0.641	0.448***	0.332, 0.565
Expatriate resilience					0.157***	0.070, 0.243
	$R^2 = 0.697$		$R^2 = 0.508$		$R^2 = 0.706$	
	$F(1, 312) = 470.941***$		$F(2, 311) = 352.089***$		$F(3, 310) = 247.773***$	

Source: This study



Table 5.27 The direct, indirect, and total effect of cultural intelligence, cross-cultural competence, expatriate resilience, and cross-cultural performance

<b>Relationship</b>	<b>Effect</b>	<b>SE</b>	<b>t value</b>	<b>95% CI</b>
Cultural intelligence -> Cross-cultural performance (Direct effect)	0.288	0.057	5.094	0.177, 0.399
Total indirect effect	0.488	0.068		0.358, 0.624
Cultural intelligence -> Cross-cultural competence -> Cross-cultural performance	0.387	0.074		0.240, 0.528
Cultural intelligence -> Expatriate resilience -> Cross-cultural performance	0.028	0.018		0.01, 0.072
Cultural intelligence -> Cross-cultural competence -> Expatriate resilience -> Cross-cultural performance	0.073	0.023		0.030, 0.120
Cultural intelligence -> Cross-cultural performance (Total effect)	0.776			

Source: This study

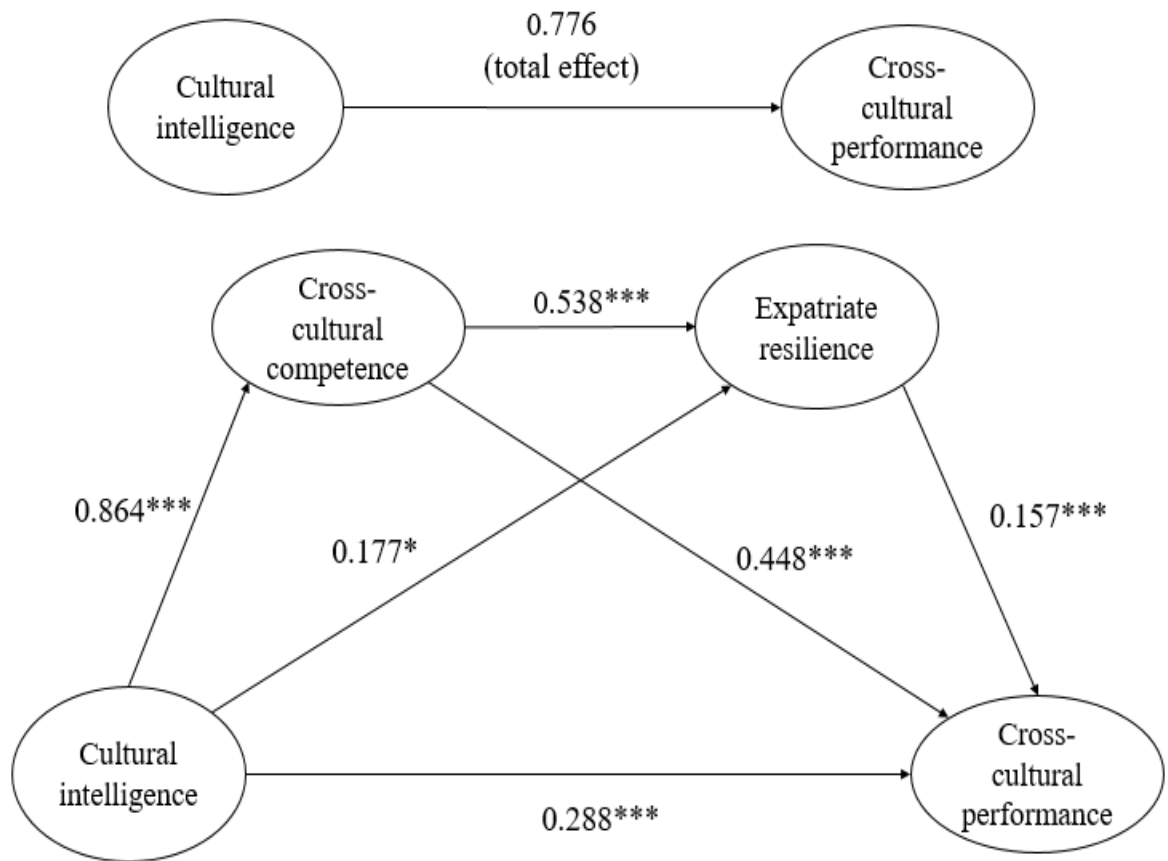


Figure 5-1 The serial mediation result of cross-cultural competence and expatriate resilience on the influence of cultural intelligence on cross-cultural performance

Source: Original study

This study's findings showed that expatriates always try to use their resources to regulate their behavior and master their demands in order to achieve their outcomes in a complicated social environment (Hobfoll et al., 2018). Our findings enriched the existing literature by supporting that cross-cultural competence and expatriate resilience are two crucial mediations for the influence of cultural intelligence on expatriate resilience in the multicultural environment.

### **5.5.7 The serial mediating effect of cross-cultural competence and expatriate resilience on the influence between emotional intelligence and cross-cultural performance**

For the indirect impact of emotional intelligence on cross-cultural competence, Table 5.28 showed that 95% confidence intervals (CIs) for all indirect effects (5,000 bootstrap samples) do not include zero. Thus, this result confirmed the significance of indirect effects. Particularly, Table 5.29 showed that cross-cultural competence acts as a positive mediator between emotional intelligence and cross-cultural performance ( $B = 0.448$ ,  $SE = 0.074$ ,  $p\text{-value} < 0.001$ ). Similarly, expatriate resilience had a significant mediating for the relationship between emotional intelligence and cross-cultural performance ( $B = 0.036$ ,  $SE = 0.018$ ,  $p\text{-value} < 0.01$ ). Furthermore, this study's results further discovered that emotional intelligence is linked to higher degrees of cross-cultural competence and expatriate resilience, both of which are linked to higher levels of cross-cultural performance ( $B = 0.046$ ,  $SE = 0.023$ ,  $p\text{-value} < 0.001$ ). The total effect of cultural intelligence on cross-cultural performance was positive ( $B = 0.882$ ). These results concluded that cross-cultural competence and expatriate resilience serially mediate the effect of emotional intelligence and cross-cultural performance. Thus, Hypothesis H8b was confirmed. Moreover, because the direct impact between emotional intelligence and cross-cultural performance was also positive and significant ( $B = 0.352$ ,  $SE = 0.057$ ,  $p < 0.001$ ), therefore, this result concluded that cross-cultural competence and expatriate resilience partially mediate the influence of emotional intelligence on cross-cultural performance (Baron and Kenny, 1986).

The findings of this study were noteworthy and in keeping with the idea of resource theory dialogue, which confirmed that individual competence and resources were vital assets for them to overcome challenges and accomplish outstanding outcomes. Additionally, our findings added to the body of knowledge by demonstrating that cross-cultural competence and expatriate resilience are two critical mediators of the impact of emotional intelligence on cross-cultural performance in a multicultural setting.

Table 5.28 Regression coefficients of serial mediation model on emotional intelligence and cross-cultural performance

Variables	Cross-cultural competence		Expatriate resilience		Cross-cultural performance	
	B	95% CI	B	95% CI	B	95% CI
Emotional intelligence	0.734***	0.666, 0.802	0.270***	0.160, 0.379	0.352***	0.266, 0.438
Cross-cultural competence			0.464***	0.349, 0.579	0.438***	0.343, 0.533
Expatriate resilience					0.096*	0.012, 0.181
	R <sup>2</sup> = 0.591		R <sup>2</sup> = 0.533		R <sup>2</sup> = 0.736	
	F (1, 312) = 451.608***		F (2, 311) = 177.587***		F (3, 310) = 288.668***	

Source: This study

Table 5.29 The direct, indirect, and total effect of emotional intelligence, cross-cultural competence, expatriate resilience, and cross-cultural performance

<b>Relationship</b>	<b>Effect</b>	<b>SE</b>	<b>t value</b>	<b>95% CI</b>
Emotional intelligence -> Cross-cultural performance (Direct effect)	0.352	0.057	8.067	0.266, 0.438
Total indirect effect	0.530	0.065		0.283, 0.474
Emotional intelligence -> Cross-cultural competence -> Cross-cultural performance	0.448	0.074		0.237, 0.452
Emotional intelligence -> Expatriate resilience -> Cross-cultural performance	0.036	0.018		0.03, 0.064
Emotional intelligence -> Cross-cultural competence -> Expatriate resilience -> Cross-cultural performance	0.046	0.023		0.005, 0.071
Emotional intelligence -> Cross-cultural performance (Total effect)	0.882			

Source: This study

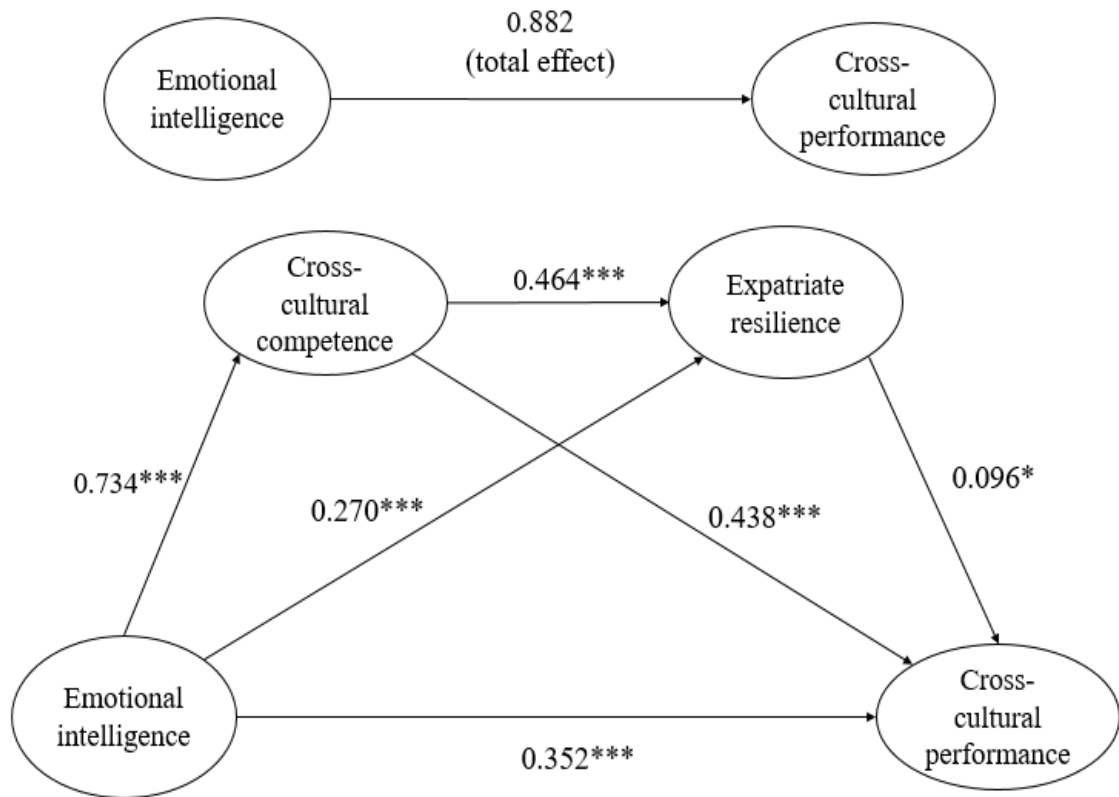


Figure 5.2 The serial mediation result of cross-cultural competence and expatriate resilience on the influence of emotional intelligence on cross-cultural performance

Source: This study

### 5.5.8 The serial mediating effect of cross-cultural competence and expatriate resilience on the influence between political intelligence and cross-cultural performance

For the indirect impacts of political intelligence on cross-cultural competence, the results showed that 95% confidence intervals (CIs) for all indirect effects (5,000 bootstrap samples) do not include zero (see Table 5-30). Thus, this result confirmed the significance of indirect effects between political intelligence and cross-cultural performance. Particularly, Table 5.31 demonstrated that cross-

cultural competence operates as a positive mediator between political intelligence and cross-cultural performance ( $B = 0.277$ ,  $SE = 0.050$ ,  $p\text{-value} < 0.001$ ). Similarly, expatriate resilience had a significant mediating for the relationship between political intelligence and cross-cultural performance ( $B = 0.022$ ,  $SE = 0.012$ ,  $p\text{-value} < 0.01$ ). Furthermore, we discovered that emotional intelligence is linked to a higher level of cross-cultural competence and expatriate resilience, which are also connected to higher levels of cross-cultural performance ( $B = 0.030$ ,  $SE = 0.014$ ,  $p\text{-value} < 0.001$ ). The total effect of political intelligence on cross-cultural performance was positive and significant ( $B = 0.981$ ,  $t\text{ value} = 5.647$ ,  $95\% CI = 0.639, 1.323$ ,  $p < 0.001$ ). These results concluded that cross-cultural competence and expatriate resilience serially mediate the effect of political intelligence and cross-cultural performance. Thus, Hypothesis H8c was confirmed. Moreover, because the direct impact between political intelligence and cross-cultural performance was also positive and significant ( $B = 0.329$ ,  $SE = 0.048$ ,  $p < 0.001$ ). Therefore, this result confirmed that cross-cultural competence and expatriate resilience partially mediate the influence of political intelligence on cross-cultural performance (Baron and Kenny, 1986).

The findings of this study were notable and consistent with the resource theory discussion, which affirmed that individual competency and resources are critical assets for them to overcome problems and achieve exceptional results. As a result, expatriates tried their best to maximize their resources to maintain control over their conduct in a cross-cultural environment. According to our findings, cross-cultural competence and expatriate resilience were two major mediators of the impact of political intelligence on expatriate resilience in a multicultural setting.

Table 5.30 Regression coefficients of serial mediation model on political intelligence and cross-cultural performance

Variables	Cross-cultural competence		Expatriate resilience		Cross-cultural performance	
	B	95% CI	B	95% CI	B	95% CI
Political intelligence	0.663***	0.603, 0.724	0.232***	0.133, 0.322	0.338***	0.261, 0.414
Cross-cultural competence			0.472***	0.355, 0.588	0.418***	0.323, 0.513
Expatriate resilience					0.096*	0.013, 0.178
	R <sup>2</sup> = 0.597		R <sup>2</sup> = 0.530		R <sup>2</sup> = 0.744	
	F (1, 312) = 462.549***		F (2, 311) = 175.274***		F (3, 310) = 299.625***	

Source: This study

Table 5.31 The direct, indirect, and total effect of political intelligence, cross-cultural competence, expatriate resilience, and cross-cultural performance

Relationship	Effect	SE	t value	95% CI
Political intelligence -> Cross-cultural performance (Direct effect)	0.338	0.039	8.693	0.261, 0.414
Total indirect effect	0.329	0.048		0.243, 0.430
Emotional intelligence -> Cross-cultural competence -> Cross-cultural performance	0.277	0.050		0.305, 0.580
Emotional intelligence -> Expatriate resilience -> Cross-cultural performance	0.022	0.012		0.004, 0.083
Political intelligence -> Cross-cultural competence -> Expatriate	0.030	0.014		0.002, 0.059



Relationship	Effect	SE	t value	95% CI
resilience -> Cross-cultural performance				
Political intelligence -> Cross-cultural performance (Total effect)	0.767			

Source: This study

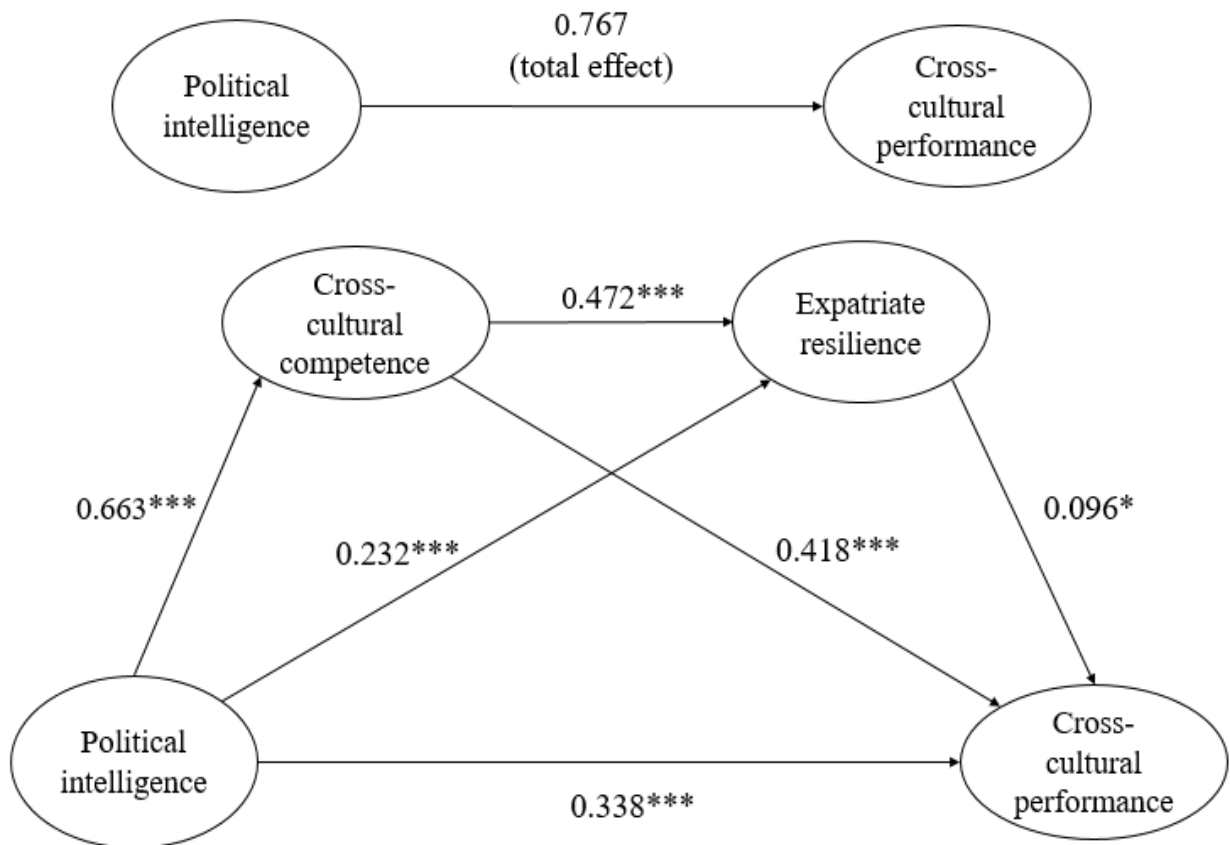


Figure 5.3 The serial mediation result of cross-cultural competence and expatriate resilience on the influence of political intelligence on cross-cultural performance

Source: This study

### 5.5.9 The moderating effect of host country nationals' helping behavior and organizational support

As shown in Table 5.32, there was no moderating effect of host country nationals helping behavior on the influence of expatriate resilience on cross-cultural performance ( $B = -0.158$ ,  $t = -0.313$ ,  $p > 0.05$ ). Similarly, this study's results showed that there is no moderating effect of organizational support on the influence of expatriate resilience on cross-cultural performance ( $B = -0.311$ ,  $t = -0.741$ ,  $p > 0.05$ ). Therefore, this study concluded that Hypothesis H9 and Hypothesis H10 are not significant and not supported.

Table 5.32 The moderating test of host country nationals helping behavior and organizational support

H	Path	Moderator: Host country nationals helping behavior and Organizational support				
		$\beta$	t	LLCI	ULCI	p
H9	Host country nationals helping behavior * Expatriate resilience -> Cross-cultural performance	-0.158	-0.313	-0.115	0.083	0.754
H10	Organizational support * Expatriate resilience -> Cross-cultural performance	-0.311	-0.741	-0.114	0.051	0.459

Source: This study

## CHAPTER SIX

### RESEARCH CONCLUSIONS AND SUGGESTIONS

This chapter discussed conclusions, managerial implications, and future study directions. This chapter was organized into three major sections. The first section summarized the survey results. Based on the summary of survey results in the first section, managerial implications for academics and practitioners were presented. Limitations and future research directions were also focused on in the third section.

#### 6.1 Conclusions

This study examined a comprehensive model for multiple intelligence, cross-cultural competence, expatriate resilience, and cross-cultural performance; the influence of biculturalism on multiple intelligence and the mediating effect of multiple intelligence on the relationship between biculturalism and cross-cultural competence; the serial mediating effects of cross-cultural competence and expatriate resilience on the influence of multiple intelligence on biculturalism; and the serial mediating effects of cross-cultural competence and expatriate resilience on the influence of multiple intelligence on biculturalism. Table 6.1 showed the summary of the results of this study. Among ten hypotheses, six hypotheses were supported, two hypotheses were partially supported, and two hypotheses were not supported.

Table 6.1 The summary of the result of this study

Hypothesis	Statement	Result
Hypothesis 1a	There is a positive relationship between biculturalism and cultural intelligence.	Significant and supported $\beta = 0.732,$

Hypothesis	Statement	Result
		t value =25.165, p-value < 0.001.
Hypothesis 1b	There is a positive relationship between biculturalism and emotional intelligence.	Significant and supported $\beta = 0.623$ , t value =15.985, p-value < 0.001.
Hypothesis 1c	There is a positive relationship between biculturalism and political intelligence.	Significant and supported $\beta = 0.601$ , t value = 13.022, p-value < 0.001.
Hypothesis 2	Cultural intelligence has a positive influence on cross-cultural competence.	Significant and supported $\beta = 0.423$ , t value =5.213, p-value < 0.001.
Hypothesis 3	Emotional intelligence has a positive influence on cross-cultural competence.	Significant and supported $\beta = 0.146$ , t value =2.253, p-value < 0.05.
Hypothesis 4	Political intelligence has a positive influence on cross-cultural competence.	Significant and supported $\beta = 0.251$ , t value =3.737, p-value < 0.001.

<b>Hypothesis</b>	<b>Statement</b>	<b>Result</b>
Hypothesis 5	There is a positive influence between cross-cultural competence and expatriate resilience.	Significant and supported $\beta = 0.349$ , t value = 3.609, p-value < 0.001.
Hypothesis 6	There is a positive influence between expatriate resilience and expatriate cross-cultural performance.	Significant and supported $\beta = 0.359$ , t value = 6.341, p-value < 0.001.
Hypothesis 7a	Cultural intelligence mediates the positive relationship between biculturalism and cross-cultural competence.	Significant and partially supported, $\beta = 0.310$ , t value = 4.828, p-value < 0.001.
Hypothesis 7b	Emotional intelligence mediates the positive relationship between biculturalism and cross-cultural competence.	Significant and partially supported, $\beta = 0.091$ , t value = 2.200, p-value < 0.05.
Hypothesis 7c	Political intelligence mediates the positive relationship between biculturalism and cross-cultural competence.	Significant and partially supported, $\beta = 0.091$ , t value = 3.737, p-value < 0.05.

<b>Hypothesis</b>	<b>Statement</b>	<b>Result</b>
Hypothesis 8a	Cross-cultural competence and expatriate resilience mediate the influence of cultural intelligence and expatriate's cross-cultural performance.	Significant and partially supported, Direct effect (B= 0.288), total indirect effect (B = 0.488), total effect (B= 0.776).
Hypothesis 8b	Cross-cultural competence and expatriate resilience mediate the influence of emotional intelligence and expatriate's cross-cultural performance.	Significant and partially supported, Direct effect (B = 0.352), total indirect effect (B = 0.530), total effect (B= 0.882).
Hypothesis 8c	Cross-cultural competence and expatriate resilience mediate the influence of political intelligence and expatriates' cross-cultural performance.	Significant and partially supported, Direct effect (B= 0.338), total indirect effect (B = 0.329), total effect (B= 0.767).
Hypothesis 9	Host country national's helping behavior moderates positively the relationship between expatriate resilience and expatriate's cross-cultural performance.	Not supported, $\beta = -0.158$ , t value = -0.313, p-value > 0.05.

<b>Hypothesis</b>	<b>Statement</b>	<b>Result</b>
Hypothesis 10	Organizational support moderates positively the relationship between expatriate resilience and expatriate's cross-cultural performance.	Not supported, $\beta = -0.311$ , t value = -0.741, p-value > 0.05.

Source: This study

Based on the findings of this study, the following contributions of this study are important and beneficial to the current literature on expatriate management. First, this study confirmed that biculturalism plays a vital role in improving expatriates' cultural, emotional, and political intelligence in a multinational environment. Previous studies argued that there are many fragmentations in the findings of literature that limit us from understanding how expatriates' bicultural identity can be used to develop cultural knowledge and ability (Fang, Schei, and Selart, 2018; de Waal and Born, 2020; Lakshman et al., 2020) since the previous study rarely demonstrated an empirical link between biculturalism and multiple intelligence (cultural intelligence, emotional intelligence, and political intelligence) and cross-cultural competence. This study's findings supported social cognitive theory by proposing those relationships and opening the door for future research on the multiple intelligence and cross-cultural competence involving biculturalism (Lakshman, 2013).

The second conclusion of this study was that the influence of multiple intelligence (cultural intelligence, emotional intelligence, and political intelligence) has a favorable and substantial impact on cross-cultural competence. Because cultural intelligence, emotional intelligence, and political intelligence

were important factors for expatriates to develop their cross-cultural competency. Therefore, expatriates with higher cultural, emotional, and political intelligence can enhance their cross-cultural competence in a multicultural setting. The findings of this study showed how configurational techniques can help us better understand the antecedents of cross-cultural competence, such as cultural intelligence, emotional intelligence, and political intelligence, and how they can be used to help expatriates improve their cross-cultural competence.

Third, the study findings further demonstrated that the relationship between biculturalism and cross-cultural competence is partially mediated by cultural emotional, and political intelligence. In general, the mediating role of cultural intelligence, emotional intelligence, and political intelligence supported the theoretical model of social cognitive process (in monocultural), which asserted that an individual's bicultural identity is critical for cross-cultural competence (Lakshman et al., 2021). Accordingly, this study's findings were consistent with social cognitive theory, confirming that the complicated cognitive procedure (individual bicultural identity) enables expatriates to build and develop their cross-cultural competence through cultural intelligence, emotional intelligence, and political intelligence. Despite various contributions to raising awareness of the need of considering expatriates' cultural origins in such assessments, the majority of this material included flaws that prevent a comprehensive understanding of the relationship between biculturalism and cross-cultural competence (Lakshman et al., 2021). Therefore, the above results critically contribute to the existing literature on individual bicultural identity and expatriate cross-cultural competence.



Forth, this study confirmed that expatriates with a higher level of cross-cultural competence can improve their resilience which further enhances cross-cultural performance in the multinational environment. This finding illustrated the crucial role of cross-cultural competence that enables expatriates to fully utilize their beliefs, hope, and motivation to complete all assignments and duties in a multicultural environment. Because resilience was the beliefs, hope, and motivation of the individual in difficult situations. Therefore, the more development of cross-cultural competence was developed, the higher expatriate resilience and cross-cultural performance were (Mishra and McDonald, 2017),

Fifth, the study's most noteworthy conclusion was that discovers a new serial mediating mechanism of cross-cultural competence and expatriate resilience on the influence of cultural intelligence, emotional intelligence, and political intelligence on cross-cultural performance. This study's findings showed that cross-cultural competency and expatriate resilience are also two important factors for the influence of cultural intelligence, emotional intelligence, and political intelligence on the cross-cultural performance of expatriates. Expatriates with strong cultural intelligence, emotional intelligence, and political intelligence will obtain superior cross-cultural competency and resilience through training or on-the-job experience. Once expatriates were confident in their cultural, emotional, and political abilities, they would respect international colleagues and understand how to behave with them in the multi-cultural setting as well as overcome the pressures and obstacles of shock and cultural difference (Mayer, Viviers, and Tonelli, 2016). As a result, they can complete effectively their cross-cultural performance. Our findings were explained by the foundation of resource conservation theory which demonstrated that when individuals make use of all of

their resources such as intelligence, culture, and resilient ability, they can achieve the desired outcome such as performance and success (Ahmad et al., 2020).

Last, this study's result confirmed that the host country nationals helping behavior and organizational support do not accelerate the influence of expatriate resilience on cross-cultural performance. These findings were explained by the fact that when an expatriate has a wide range of cultural experiences in their host country, they will be able to deal with difficult situations and barriers without relying on others. The results corroborated the findings of Hofstede's study on cultural dimension theory (1980). Accordingly, individuals who lived in a democratic country with an individualistic culture were always independent and self-controllable in their personal work and lives. These results expanded the previous findings regarding the relationship between expatriate resilience and cross-cultural performance by showing the insignificant moderating role of host country nationals in helping behavior and organizational support in the cross-cultural environment.

## **6.2 Academic implications**

It is believed that this study's results provide several vital contributions to the literature in the field of international human resource management. First, the study results concluded that biculturalism is the crucial antecedent of multiple intelligence. The social cognitive theory appears to have much potential for explaining intercultural work in multicultural situations. Our result supported the findings of Lakshman et al. (2021), who asserted that biculturalism is the outcome of specific qualitative qualities of experiences in another culture and cannot exist without cross-cultural experience. Based on social cognition theory, our study results have expanded the findings of Lakshman et al. (2021) by confirming that

individuals can increase their cultural intelligence, emotional intelligence, and political intelligence by enhancing their causal reasoning sophistication. Consequently, bicultural individual identities with better developed causal reasoning were more likely to have superior cultural, emotional, and political intelligence (Lakshman et al., 2021).

Second, the present study results confirmed that cultural, emotional, and political intelligence are essential antecedents of cross-cultural competence that can improve expatriates' resilience and cross-cultural performance in an international context. The study findings enriched the current literature by offering considerable insight into the influence of the nature of cultural intelligence, emotional intelligence, and political intelligence on cross-cultural competence. The current study results provided an additional contribution to studies of Bartel-Radic and Giannelloni (2017) and Liao et al. (2021) on the antecedents that can improve an expatriate's cross-cultural competence and outcome in a cross-cultural context. Importantly, this study's results further strengthened and enlarged the idea of social learning theory in cross-cultural which mentioned that people can learn and develop effectively the competency and social skills through engaging and observing other people in a social setting (Lakshman et al., 2021). As a result, when expatriates possessed high multiple intelligence, they could easily understand, communicate, interact, and learn with other employees and local people in the host country through cultural flexibility, non-ethnocentrism, and tolerance of ambiguity.

Additionally, no previous research has shown how biculturalism influence cross-cultural competence through multiple intelligence function (cultural, intelligence, emotional intelligence, and political intelligence). Based on the social

learning theory, this study result confirmed that bicultural individual identity not only influences significantly and directly cross-cultural competence but also significantly improves their cross-cultural competence in an international environment through cultural intelligence, emotional intelligence, and political intelligence. Furthermore, this study confirmed that cultural flexibility, non-ethnocentrism, and tolerance of ambiguity are three critical factors of cross-cultural competence. Thus, the author believes that this study's findings are crucial because the research on cross-cultural competence is just in a new stage, and the feature of cross-cultural competence is highly complicated (Bartel-Radic and Giannelloni, 2017). The present findings also replied to the calls of Bartel-Radic and Giannelloni (2017) concerning the demand to build an insight knowledge of the perspective of cross-cultural competence.

Third, most of the prior studies have been focusing on the influence of employees' cultural intelligence on the cross-cultural adjustment of expatriates (Liao et al., 2021). However, there was no study considering the indirect effect of the serial mediating effect of cross-cultural competence and expatriate resilience for the influence of multiple intelligence on cross-cultural performance. The present study showed the positive and critical influence of cross-cultural competence and expatriate resilience on cross-cultural performance and the partial mediating effect of cross-cultural competence and expatriate resilience on the relationship between multiple intelligence and cross-cultural performance. By considering cross-cultural competence and expatriate resilience as crucial resources for expatriates when working in the host country, this study expanded the body of knowledge on conservation resource theory and international management as well as the finding of Davie et al. (2019) regarding the value of

personal resources for cross-cultural performance, for instance, cross-cultural competence and expatriate resilience in which these variables have been studied.

Last but not least, this research has significantly contributed to the current literature on expatriate performance by shedding light on the cross-cultural performance components which include context performance, adaptive performance, and task performance. Cross-cultural performance should be included in the expatriate research as a crucial outcome in confirming an individual's success in culturally diverse environments. This was a significant finding because previous studies on expatriate performance were still uneven and difficult. Additionally, the definitions of expatriate cross-cultural performance were very inconsistent in the current literature (Wildman et al., 2021). To the best of the author's understanding, there is no prior research illustrating context performance, adaptive performance, and task performance in cross-cultural competence functions in the international assignment. The results also answer the calls of Wildman et al. (2021) concerning the need to provide a deeper understanding of the actual component of cross-cultural performance. Thus, future research can employ the components of this study's cross-cultural performance in their research.

### **6.3 Managerial implications**

In addition to the main findings, the study results provided significant managerial implications for the international human resources and expatriate management strategies of international firms. First, it was an essential benefit for multinational companies to recruit individual bicultural identities and educate them to improve multiple intelligence (cultural intelligence, emotional intelligence, and political intelligence) in building and managing relationships and effectively

communicating and interacting with the relevant stakeholders in the host country. Among other factors, selection may be reduced the possible risk and difficulties for expatriates when working in complicated, diverse settings (Lakshman et al., 2021). Second, before sending individuals abroad, firms should evaluate the possible abilities of their biculturalism, cultural intelligence, emotional intelligence, and political intelligence. Furthermore, cross-cultural competency should be used as one of the essential indicators to evaluate expatriates' competitive advantages in overseas assignments.

Third, based on our findings, managers should pay crucial attention to long/short-term orientation and support, training programs, or assignments to improve and develop expatriates' cultural intelligence, emotional intelligence, political intelligence, cross-cultural competence, and expatriate resilience in order to achieve the desire outcomes such as cross-cultural performance (Liao et al., 2021). According to Masrek et al. (2021), the organization can apply various approaches to enhance employees' cultural competence through the cultural intelligence model. A Research Report by the Society of Human Resource Management (2015) suggested that organizations need to prioritize evaluating the intellectual and cultural ability of their employees and that assignments should always be put as the most important issue as possible. Notably, managers can utilize several ways to improve their cultural competency, such as gaining practical experience and reflection through working, organizing training and coaching programs, and developing their employee's cultural intelligence. Importantly, managers of firms should motivate their employees to engage with their colleagues from various cultures to reduce misunderstandings and stress caused by encountering a new culture (Chen et al., 2011; Liao et al., 2021).

Fourth, before sending or employing employees/candidates for overseas assignments, firms should utilize cultural intelligence, emotional intelligence, political intelligence, cross-cultural competence, and resilience as crucial indicators for the assessment of expatriate performance (Lee and Socoko 2010; Liao et al., 2021; Wechtler et al., 2015). Finally, expatriates must also be active and plan to ease their integration into the new cultural environment. Before embarking on an overseas assignment, being aware of acceptable assignments can assist individuals in better adapting to the cultural, emotional, political, psychological, and career-related challenges of culturally complex situations (Bartel-Radic and Giannelloni 2017; Liao et al., 2021).

#### **6.4. Limitations and future research directions**

Aside from the research contributions, the current paper had a few limitations that should be considered when generalizing the research findings and determining future research directions. First, this study aimed to provide a thorough research framework that includes the antecedents, mediators, serial mediators, moderators, and consequences of cross-cultural competence and expatriate resilience, it was difficult to make sure that other research constructs not included in this study are not important for cross-cultural competence and expatriate resilience. Therefore, more empirical validations are encouraged to identify the impact of other factors on cross-cultural competence and expatriate resilience which further improve cross-cultural performance. Second, the study surveys only relied on self-reporting to collect the data, although this study already validated the self-reporting research constructs before implementing data collection in order to prevent social desirability bias. As a result, future studies should apply multiple resources rather than self-reports, such as supervisor or

spouse assessments (Liao et al., 2021). Third, by using PLS-SEM data analysis the impact of the control variable such as age, working experiences, and nationality was not investigated in this study. Thus, future research could be beneficial to control variables related to the role of research constructs. For example, examining the effect of nationality characteristics in altering the relationship between study constructs would be an interesting research question. Fourth, due to the limited resources, this study used a cross-sectional survey rather than applying a longitudinal study. Future research could build on the findings of this study by employing longitudinal research, which is conducted over a lengthy period to ensure that the results are highly reliable. Finally, although Mturk was regarded as an effective tool for enhancing access to distinct sets of respondents that are equally valuable to or more valuable than those accessible through conventional methods. Participants, however, might not adhere to the task requirements exactly. In addition, because respondents received a cash advantage for participating in this study's survey, it was challenging to spot fake samples of respondents or to give the answers based on social desirability (Hunt and Scheetz, 2018). Therefore, rather than relying just on Mturk, future studies can take into account other conventional techniques to gather the data.



## REFERENCE

1. Abou-Moghli, A. (2015), The Role of Organizational Support in Improving Employees Performance, International Business Research, Vol 8, No. 2, pp. 198-203.
2. Afsar, B., Al-Ghazali, B.M., Cheema, S. & Javed, F. (2021), Cultural Intelligence and Innovative Work Behavior: The Role of Work Engagement And Interpersonal Trust, European Journal of Innovation Management, Vol. 24, No. 4, pp. 1082-1109.
3. Afsar, B., Shahjehan, A., Shah, S. I. & Wajid, A. (2019), The Mediating Role of Transformational Leadership in The Relationship Between Cultural Intelligence and Employee Voice Behavior: A Case of Hotel Employees, International Journal of Intercultural Relations, Vol. 69, pp. 66–75.
4. A Research Report The Society of Human Resource Management (2015), Employee Job Satisfaction and Engagement.
5. Ahearn, K. K., Ferris, G. R., Hochwarter, W. A., Douglas, C. & Ammeter, A. P. (2004), Leader Political Skill and Team Performance. Journal of Management, Vol. 30, No. 3, pp. 309–327.
6. Ahmad, B., Latif, S., Bilal, A.R. & Hai, M. (2019), The Mediating Role of Career Resilience on The Relationship Between Career Competency and Career Success, Asia-Pacific Journal Business Administration, Vol. 11 No. 3, pp. 209-231.
7. Ali, I., Ali, M., Leal-Rodríguez, A. L. & Albort-Morant, G. (2018), The Role of Knowledge Spillovers and Cultural Intelligence in Enhancing

- Expatriate Employees' Individual and Team Creativity. Journal of Business Research, Vol. 101, pp. 561-573.
8. Al-Omar, H. A., Arafah, A. M., Barakat, J. M., Almutairi, R. D., Khurshid, F. & Alsultan, M. S. (2019), The Impact of Perceived Organizational Support and Resilience on Pharmacists' Engagement in Their Stressful and Competitive Workplaces in Saudi Arabia. Saudi Pharmaceutical Journal, Vol. 27, No. 7, pp. 1044-1052.
  9. Andersen, N. (2019), Mapping The Expatriate Literature: A Bibliometric Review of The Field From 1998 to 2017 And Identification of Current Research Fronts, The International Journal of Human Resource Management, pp. 1–38.
  10. Anderson, R.E. & Swaminathan, S. (2011), Customer Satisfaction and Loyalty in E-Markets: A PLS Path Modeling Approach, Journal of Marketing Theory and Practice, Vol. 19 No. 2, pp. 221-234.
  11. Ang, S., Ng, K. Y. & Rockstuhl, T. (2020), Cultural Intelligence. In R. J. Sternberg (Ed.), The Cambridge Handbook of Intelligence. New York: Cambridge University Press.
  12. Ang, S., Van Dyne, L., Koh, C. K. S., Ng, K. Y., Templer, K. J. & Tay, C. (2007), The Measurement of Cultural Intelligence: Effects on Cultural Judgment and Decision-Making, Cultural Adaptation, and Task Performance, Management and Organization Review, Vol. 3, No 3, pp. 335–371.
  13. Ang, S., Rockstuhl, T. & Tan, M. L. (2015), Cultural Intelligence and Competencies, International Encyclopedia of the Social & Behavioral Sciences, Vol 5, pp. 433–439.

14. Araujo, A.V.S. & Taylor, S.N. (2012). The Influence of Emotional and Social Competencies on Performance of Peruvian Refinery Staff, Cross Cultural Management, Vol. 19, No. 1, pp. 19-29.
15. Ariss, A. & Crowley-Henry, M. (2013), Self-initiated Expatriation and Migration in The Management Literature, Career Development International, Vol. 18, No. 1, pp. 78–96.
16. Armstrong, A. R., Galligan, R. F. & Critchley, C. R. (2011), Emotional Intelligence and Psychological Resilience to Negative Life Events, Personality and Individual Difference, Vol. 51 No. 3, pp. 331-336.
17. Avey, J. B., Luthans, F. & Jensen, S. M. (2009), Psychological Capital: A Positive Resource for Combating Employee Stress and Turnover, Human Resource Management, Vol. 48, No. 5, pp. 677–693.
18. Aycan, Z. (1997), Expatriate Adjustment as A Multifaceted Phenomenon: Individual and Organizational Level Predictors, International Journal of Human Resource Management, Vol. 8, No. 4, pp. 434–456.
19. Azevedo, A. & Shane, M. J. (2019), A New Training Program in Developing Cultural Intelligence Can also Improve Innovative Work Behavior and Resilience: A Longitudinal Pilot Study of Graduate Students and Professional Employees, The International Journal of Management Education, Vol. 17 No. 3, pp. 100303.
20. Bader, B. & Schuster, T. (2015), Expatriate Social Networks in Terrorism-Endangered Countries: An Empirical Analysis in Afghanistan, India, Pakistan, and Saudi Arabia, Journal of International Management, Vol. 21 No. 1, pp. 63–77.

21. Bandura, A. (1986), The Explanatory and Predictive Scope of Self-Efficacy Theory, Journal of Social and Clinical Psychology, Vol. 4, pp. 359–373.
22. Bandura, A. (1997), Self-efficacy: The Exercise of Control. New York, NY: W. H. Freeman.
23. Bandura, A. (2001), Social Cognitive Theory: An Agentic Perspective, Annual Review of Psychology, Vol. 52, No. 1, pp. 1–26.
24. Bandura, A. (2006), Toward a Psychology of Human Agency. Perspectives on Psychological Science, Vol. 1 No. 2, pp. 164.
25. Baran, B. E., Shanock, L. R. & Miller, L. R. (2011), Advancing Organizational Support Theory into the Twenty-First Century World of Work, Journal of Business and Psychology, Vol. 27, No. 2, pp. 123–147.
26. Baron, R. M. & Kenny, D. A. (1986), The Moderator–Mediator The Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations, Journal of Personality and Social Psychology, Vol. 51, No. 6, pp. 1173.
27. Bauer, D. J. & Curran, P. J. (2005), Probing interactions in fixed and multilevel regression: inferential and graphical techniques, Multivariate Behavioral Research, Vol. 40, No. 3, pp. 373–400.
28. Barner-Rasmussen, W., Ehrnrooth, M., Koveshnikov, A. & Makela, K. (2014), Cultural and Language Skills as Resources for Boundary Spanning within The MNC, Journal of International Business Studies, Vol. 45, No. 7, pp. 886–905.
29. Barmeyer, C. & Davoine, E. (2019), Facilitating Intercultural Negotiated Practices in Joint Ventures: The Case of A French-German

- Railway Organization, International Business Review, Vol. 28, No. 1, pp. 660-671.
30. Bartel-Radic, A. & Giannelloni, J. L. (2017), A Renewed Perspective on The Measurement of Cross-Cultural Competence: An Approach Through Personality Traits and Cross-Cultural Knowledge, European Management Journal, Vol.35, No. 5, pp. 632-644.
  31. Baker, H. K., Kumar, S. & Pandey, N. (2020), A Bibliometric Analysis of Managerial Finance: A Retrospective, Managerial Finance, Vol. 46, No. 11, pp. 1495–1517.
  32. Baron, R. M. & Kenny, D. A. (1986), The Moderator–Mediator The Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations, Journal of Personality and Social Psychology, Vol. 51, No. 6, pp. 1173.
  33. Benet-Martínez, V., Leu, J., Lee, F. & Morris, M. (2002), Negotiating Biculturalism: Cultural Frame Switching in Biculturals with Oppositional versus Compatible Cultural Identities, Journal of Cross-Cultural Psychology, Vol. 33, No. 5, pp. 492–516.
  34. Berry, J. (1997), Immigration, Acculturation, and Adaptation, Applied Psychology: An International Review, Vol. 46, No. 1, pp. 5-68.
  35. Bjorkman, I. & Welch, D. (2015), Framing The Field of International Human Resource Management Research, The International Journal of Human Resource Management, Vol. 26, No. 2, pp. 136–150.
  36. Black, J. S. & Gregersen, H.B. (1991a), Antecedents to Cross-Cultural Adjustment for Expatriates in Pacificrim Assignments, Human Relations, Vol. 44, No. 5, pp. 497-515.

37. Black, J. S. & Gregersen, H.B. (1991b), The Other Half of The Picture: Antecedents of Spouse Cross-Cultural Adjustment, Journal of International Business Studies, Vol. 22, No. 3, pp. 461-77.
38. Blau, P. M. (1964), Exchange and Power in Social Life, Transaction Publishers, New Brunswick, NJ.
39. Bonache, J., Langinier, H. & Zárrega-Oberty, C. (2016), Antecedents and Effects of Host Country Nationals Negative Stereotyping of Corporate Expatriates: A Social Identity Analysis, Human Resource Management Review, Vol. 26, No. 1, pp. 59–68.
40. Borman, W.C. & Motowidlo, S. J. (1993), Expanding the Criterion Domain to Include Elements of Contextual Performance, Personnel Selection in Organizations San Francisco: Jossey-Bass, pp. 71-98.
41. Brewster, C., Bonache, J., Cerdin, J. & Suutari, V. (2014), Exploring Expatriate Outcomes, The International Journal of Human Resource Management, Vol. 25, No. 14, pp. 1921–1937.
42. Brannen, M. Y. & Thomas, D. C. (2010), Bicultural Individuals in Organizations: Implications and Opportunity, International Journal of Cross Cultural Management, Vol. 10, No. 1, pp. 5–16.
43. Brouer, R. L., Badaway, R. L., Gallagher, V. C. & Haber, J. A. (2014), Political Skill Dimensionality and Impression Management Choice and Effective Use, Journal of Business and Psychology, Vol. 30, No. 2, pp. 217–233.
44. Burton, B., Kumar, S. & Pandey, N. (2020), Twenty-five Years of The European Journal of Finance (EJF): A Retrospective Analysis. The European Journal of Finance, Vol. 26, No. 18, pp. 1817–1841.

45. Bücken, J. J. L. E. & Korzilius, H. (2015), Developing Cultural Intelligence: Assessing The Effect of the Ecotonos Cultural Simulation Game for International Business Students, The International Journal of Human Resource Management, Vol. 26, No. 15, pp. 1995–2014.
46. Caligiuri, P. M. (2000), The Big Five Personality Characteristics as Predictors of Expatriate's Desire to Terminate The Assignment and Supervisor-Rated Performance, Personnel Psychology, Vol. 53, No. 1, pp. 67–88.
47. Caligiuri, P. & Lazarova, M. (2002), A Model For The Influence Of Social Interaction And Social Support On Female Expatriates' Cross-Cultural Adjustment, International Journal of Human Resource Management, Vol. 13, No. 5, pp. 761–772.
48. Caligiuri, P. M. & Bonache, J. (2016), Evolving and Enduring Challenges in Global Mobility, Journal of World Business, Vol. 51, No. 1, pp. 127–141.
49. Caligiuri, P., Mencia, A., Jayne, B. & Traylor, A. (2018), Developing Cross-Cultural Competencies through International Corporate Volunteerism, Journal of World Business, Vol. 54, No. 1, pp. 14-23.
50. Caligiuri, P. & Tarique, I. (2012), Dynamic Cross-Cultural Competencies and Global Leadership Effectiveness, Journal of World Business, Vol. 47, No. 4, pp. 612–622.
51. Campbell, J.P. (1990), Modeling The Performance Prediction Problem in Industrial and Organizational Psychology, in Handbook of Industrial and Organizational Psychology (2nd ed.), eds. M.D. Dunnette., & L.M. Hough, Palo Alto, CA: Consulting Psychologists Press, pp. 687–732.

52. Caputo, A., Ayoko, B.O. & Amoo, N. (2018), The Moderating Role of Cultural Intelligence in The Relationship between Cultural Orientations and Conflict Management Styles, Journal of Business Research, Vol. 89, pp. 10-20.
53. Chao, M. M., Takeuchi, R. & Farh, J. (2017), Enhancing Cultural Intelligence: The Role of Implicit Culture Beliefs and Adjustment, Personnel Psychology, Vol. 70. No. 1, pp. 257-292.
54. Chen, A. S. Y., Wu, I. H. and Bian, M.D. (2014), The Moderating Effects of Active and Agreeable Conflict Management Styles on Cultural Intelligence and Crosscultural Adjustment, International Journal of Cross Cultural Management, Vol. 14, No. 3, pp. 270–288.
55. Chen, C. C., Choi, J. & Chi, S.-c (2002), Making Justice Sense of Local-Expatriate Compensation Disparity: Mitigation by Local Referents, Ideological Explanations, and Interpersonal Sensitivity in China-Foreign Joint Ventures, Academy of Management Journal, Vol. 45, No. 4, pp. 807–817.
56. Chen, H., Jiang, S. & Wu, M. (2021), How Important are Political Skills for Career Success? A Systematic Review and Meta-Analysis, The International Journal of Human Resource Management, pp. 1-27.
57. Chen, A. S., Lin, Y. C. & Sawangpattanakul, A. (2011), The Relationship between Cultural Intelligence and Performance with The Mediating Effect of Culture Shock: A Case from Philippine Laborers In Taiwan, International Journal of Intercultural Relations, Vol. 35, No. 2, pp. 246-258.
58. Chen, H. & Eyoun, K. (2021), Do Mindfulness and Perceived Organizational Support Work? Fear of COVID-19 on Restaurant



- Frontline Employees' Job Insecurity and Emotional Exhaustion, International Journal of Hospitality Management, Vol. 94, pp. 102850.
59. Cho, H. C. & Abe, S. (2013), Is Two-Tailed Testing for Directional Research Hypotheses Tests Legitimate? Journal of Business Research, Vol. 66, No. 9, pp. 1261-1266.
60. Chin, W. W. (2010), How to Write Up and Report PLS Analyses, In Handbook of partial least squares (pp. 655-690). Springer, Berlin, Heidelberg.
61. Chiu, C.-C. & Hong, Y.-Y. (2006), Social Psychology of Culture, New York: Routledge.
62. Cleveland, M., Laroche, M., Takahashi, I. & Erdoğan, S. (2014), Cross-linguistic Validation of A Unidimensional Scale for Cosmopolitanism, Journal of Business Research, Vol. 67, No. 3, pp. 268-277.
63. Collings, D. G., Scullion, H. & Morley, M. J. (2007), Changing Patterns of Global Staffing in The Multinational Enterprise: Challenges to The Conventional Expatriate Assignment and Emerging Alternatives, Journal of World Business, Vol. 42, No. 2, pp. 198–213.
64. Connelly, C. E., Gallagher, D. G. & Gilley, K. M. (2007), Organizational and Client Commitment among Contracted Employees: A Replication and Extension With Temporary Workers, Journal of Vocational Behavior, Vol. 70, No. 2, pp. 326–335.
65. Connor, K. M. & Davidson, J. R. T. (2003), Development of a New Resilience Scale: The Connor-Davidson Resilience Scale (CD-RISC), Depression and Anxiety, Vol. 18, No. 2, pp. 76–82.

66. Crowne, K. A. (2009), The Relationships among Social Intelligence, Emotional Intelligence and Cultural Intelligence, Organization Management Journal, Vol. 6, No. 3, pp. 148–163.
67. Cyrulnik, B. (2011), Resilience: How Your Inner Strength Can Set You Free from The Past. London: Penguin.
68. Davies, S. E., Stoermer, S. & Froese, F. J. (2019), When The Going Gets Tough: The Influence of Expatriate Resilience and Perceived Organizational Inclusion Climate on Work Adjustment and Turnover Intentions, The International Journal of Human Resource Management, Vol. 30, No. 8, pp. 1393–1417.
69. De Paul, N. F. & Bikos, L. H. (2015), Perceived Organizational Support: A Meaningful Contributor to Expatriate Development Professionals' Psychological Well-Being, International Journal of Intercultural Relations, Vol. 49, pp. 25–32.
70. de Waal, M. & Born, M. P. B (2020), Growing up among Cultures: Intercultural Competences, Personality, and Leadership Styles of Third Culture Kids, European Journal of International Management, Vol. 14, pp. 327–356
71. Deci, E. L. & Ryan, R. M. (1985), Intrinsic motivation and self-determination in human behavior, New York: Springer Science & Business Media.
72. Donthu, N., Kumar, S., Mukherjee, D., Pandey, N. & Lim, M. W. (2021), How To Conduct a Bibliometric Analysis: An Overview and Guidelines, Journal of Business Research, Vol. 133, pp. 285–296.

73. Dulewicz, V., Higgs, M. & Slaski, M. (2003), Measuring Emotional Intelligence: Content, Construct and Criterion-Related Validity, Journal of Managerial Psychology, Vol. 18, No. 5, pp. 405–420.
74. Dyer, J.G. & McGuinness, T.M. (1996), Resilience: Analysis of The Concept, Archives of Psychiatric Nursing, Vol. 10, No. 5, pp. 276-282.
75. Earley, P. C. & Ang, S. (2003), Cultural Intelligence: Individual Interactions across Cultures, Stanford University Press.
76. Earley, P.C., Ang, S. & Tan, J.S. (2006), Cultural Intelligence: Developing Cultural Intelligence at Work, Stanford, CA: Stanford Business Books.
77. Edstrom, A. & Galbraith, J. R. (1977), Transfer of Managers as A Coordination and Control Strategy in Multinational Organizations, Administrative Science Quarterly, Vol. 22, No. 2, pp. 248–263.
78. Eisenberger, R., Huntington, R., Hutchison, S. & Sowa, D. (1986), Perceived Organizational Support, Journal of Applied Psychology, Vol. 71, No. 3, pp. 500–507.
79. Elaine Y. T. Chew., Anjulee Ghurburn, Jane L. Y. Terspstra-Tong. & Hasuli Kumarika Perera. (2019), Multiple Intelligence and Expatriate Effectiveness: The Mediating Roles of Cross-Cultural Adjustment, The International Journal of Human Resource Management, pp. 1–33.
80. Emich, K. J., Kumar, S., Lu, L., Norder, K. & Pandey, N. (2020), Mapping 50 Years of Small Group Research through Small Group Rresearch, Small Group Research, Vol. 51, No. 6, pp. 659–699.
81. Fan, D., Cherrie J.Zhu, J. C., Huang, X. L. & Kumar, V. (2021), Mapping The Terrain Of International Human Resource Management

- Research over The Past Fifty Years: A Bibliographic Analysis, Journal of World Business, Vol. 56, No. 2, pp. 101-185.
82. Fang, R., Chi, L., Chen, M. & Baron, R. A. (2014), Bringing Political Skill into Social Networks: Findings From a Field Study of Entrepreneurs, Journal of Management Studies, Vol. 52, No. 2, pp. 175–212.
83. Fang, F., Schei, V. & Selart, M. (2018), Hype or Hope? A New Look at The Research on Cultural Intelligence, International Journal of Intercultural Relations, Vol. 66, pp. 148–171.
84. Farh, C. I. C. C., Seo, M.-G. & Tesluk, P. E. (2012), Emotional Intelligence, Teamwork Effectiveness, and Job Performance: The Moderating Role of Job Context, Journal of Applied Psychology, Vol. 97, No. 4, pp. 890–900.
85. Feldman, D. C. & Thomas, D. C. (1992), Career Management Issues Facing Expatriates, Journal of International Business Studies, Vol. 23, No. 2, pp. 271–293.
86. Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C. & Lux, S. (2007), Political Skill in Organizations, Journal of Management, Vol. 33, No. 3, pp. 290–320.
87. Gardner, H. (1993). Frames of Mind, USA: Basic Books.
88. Gardner, H. (2006), Multiple Intelligences: New Horizons. New York: Basic Books.
89. Gardner, H. (2011). Frames of Mind: The Theory of Multiple Intelligences (10th ed.). USA: Basic Books.

90. Garson, G. D. (2016), Partial Least Squares: Regression & Structural Equation Models (2016 Editi). Asheboro: Statistical Associates Publishing.
91. Geher, G., Betancourt, K. & Jewell, O. (2017), The Link between Emotional Intelligence and Creativity, Imagination, Cognition and Personality, Vol. 37, No. 1, pp. 5–22.
92. Giang, T. N. T. (2021), Toward a Model of Religious Destination Consumption: Travel Attitude, Satisfaction, and Revisit Intention. Unpublished doctoral dissertation, Nanhua Univeristy, Dalin, Chiayi.
93. Gillespie, K., McBride, J. B. & Riddle, L. (2010), Globalization, Biculturalism and Cosmopolitanism: The Acculturation Status of Mexicans in Upper Management, International Journal of Cross-Cultural Management, Vol. 10, No. 1, pp. 37–53.
94. Gillet, N., Gagné, M., Sauvagère, S. & Fouquereau, E. (2013), The Role of Supervisor Autonomy Support, Organizational Support, and Autonomous and Controlled Motivation in Predicting Employees' Satisfaction and Turnover Intentions, European Journal of Work and Organizational Psychology, Vol. 22, No. 4, pp. 450–460.
95. Goethals, G. R. (2005), Nonverbal Behavior and Political Leadership, in Riggio, R.E. and Feldman, R.S. (Eds), Applications of Nonverbal Communication, Lawrence Erlbaum Associates, NJ, pp. 95-115.
96. Graham, B.L. (2001), Resilience among American Indian Youth: First Nations' Youth Resilience Study, Unpublished Doctoral Dissertation, The University of Minnesota, Minneapolis, MN.
97. Grant, A.M., Curtayne, L. & Burton, G. (2009), Executive Coaching Enhances Goal Attainment, Resilience and Workplace Well-Being: A

- Randomised Controlled Study, The Journal of Positive Psychology, Vol. 4, No. 5, pp. 396-407.
98. Green, M. & Piel, J. A. (2009), Theories of Human Development: A Comparative Approach (second ed.): Prentice-Hall, Inc.
  99. Greenhaus, J.H., Parasuraman, S. & Wormley, W. (1990), Organizational Experiences and Career Success of Black and White Managers, Academy of Management Journal, Vol. 33, No. 1, pp. 64-86.
  100. Grifn, M. A., Neal, A. & Parker, S. K. (2007), A New Model of Work Role Performance: Positive Behavior in Uncertain and Interdependent Contexts, Academy of Management Journal, Vol. 50, No. 2, pp. 327–347.
  101. Gullekson, N.L. & Tucker, M.L. (2012), An Examination of The Relationship between Emotionalintelligence and Intercultural Growth For Students Studying Abroad, Journal of the Academy of Business Education, pp. 162-178.
  102. Guntersdorfer, I. & Golubeva, I. (2018), Emotional Intelligence and Intercultural Competence: Theoretical Questions and Pedagogical Possibilities, Intercultural Communication Education, Vol. 1, No. 2, pp. 54-63.
  103. Gupta, A. K. & Govindarajan, V. (1984), Business Unit Strategy, Managerial Characteristics, and Business Unit Effectiveness at Strategy Implementation, Academy of Management Journal, Vol. 27, No. 1, pp. 25–41.
  104. Hair Jr, J. F., Black, W. C., Babin, B. J. & Anderson, R. E. (2010), Multivariate Data Analysis: A Global Perspective, 7th Edition, Pearson Education, Upper Saddle River.

105. Hair, J. F., Sarstedt, M., Pieper, T. M. & Ringle, C. M. (2012), The Use of Partial Least Squares Structural Equation Modeling in Strategic Management Research: A Review of Past Practices and Recommendations For Future Applications, Long Range Planning: International Journal of Strategic Management, Vol. 45, No. 5-6, pp. 320–340.
106. Hair Jr, J. F., Hult, G. T. M., Ringle, C. & Sarstedt, M. (2016), A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM), Sage publications.
107. Hair, J.F., Sarstedt, M., Ringle, C.M. & Gudergan, S.P. (2017), Advanced Issues in Partial Least Squares Structural Equation Modeling, SAGE Publications.
108. Hair J.F., Hult G.T.M., Ringle C.M., Sarstedt M., Danks N.P. & Ray S. (2021), Mediation Analysis. In: Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R. Classroom Companion: Business. Springer, Cham.
109. Harrison, N. (2012), Investigating The Impact of Personality and Early Life Experiences on Intercultural Interaction in Internationalised Universities, International Journal of Intercultural Relations, Vol. 36, No. 2, pp. 224–237.
110. Harvey, M., Novicevic, M. & Kiessling, T. (2002), Development of Multiple IQ Maps for Use in The Selection of Inpatriate Managers: A Practical Theory, International Journal of Intercultural Relations, Vol. 26, No. 5, pp. 493–524.

111. Harvey, M. & Richey, R. G. (2001), Global Supply Chain Management: The Selection of Globally Competent Managers, Journal of International Management, Vol. 7, No. 2, pp. 105–128.
112. Harzing, A.-W. (2001), Of bears, Bumble-Bees, and Spiders: The Role of Expatriates in Controlling Foreign Subsidiaries, Journal of World Business, Vol. 36, No. 4, pp. 366–379.
113. Harzing, A.-W. (2002), Are Our Referencing Errors Undermining Our Scholarship and Credibility? The Case of Expatriate Failure Rates, Journal of Organizational Behavior, Vol. 23, No. 1, pp. 127–148.
114. Harzing, A. & Christensen, C. (2004), Expatriate Failure: Time to Abandon The Concept? Career Development International, Vol. 9, No. 7, pp. 616–626.
115. Hayes, A. F. (2013), Introduction to Mediation, Moderation, and Conditional Process Analysis: A Regression-Based Approach. The Guilford Press, New York.
116. Hayes, A. F. (2018), Introduction to Mediation, Moderation, And Conditional Process Analysis: A Regression-Based Approach, New York, NY: Guilford Publications.
117. Hayes, A. F., Montoya, A. K. & Rockwood, N. J. (2017), The Analysis of Mechanisms and Their Contingencies: Process Versus Structural Equation Modeling, Australasian Marketing Journal (AMJ), Vol. 25, No. 1, pp. 76–81.
118. Hendon, M., Powell, L. & Wimmer, H. (2017), Emotional intelligence and communication levels in information technology professionals. Computers in Human Behavior, Vol. 71, pp. 165–171.



119. Henseler, J. & Sarstedt, M. (2013), Goodness-Of-Fit Indices for Partial Least Squares Path Modeling, Computational Statistics, Vol. 28, No. 2, pp. 565-580.
120. Henseler, J., Ringle, C. M. & Sarstedt, M. (2015), A New Criterion for Assessing Discriminant Validity in Variance-Based Structural Equation Modeling, Journal of The Academy of Marketing Science, Vol. 43, No. 1, pp. 115-135.
121. Hjørland, B. (2013), Facet analysis: The Logical Approach to Knowledge Organization, Information Processing and Management, Vol. 49, No. 2, pp. 545–557.
122. Hobfoll, S. E. (2001), The Influence of Culture, Community, and The Nested-Self in The Stress Process: Advancing Conservation of Resources Theory, Applied Psychology, Vol. 50, No. 3, pp. 337–421.
123. Hobfoll, S. E., Halbesleben, J., Neveu, J.-P. & Westman, M. (2018), Conservation of Resources in the Organizational Context: The Reality of Resources and Their Consequences, Annual Review of Organizational Psychology and Organizational Behavior, Vol. 5, No. 1, pp. 103–128.
124. Hobfoll, S. E., Stevens, N. R. & Zalta, A. K. (2015), Expanding the Science of Resilience: Conserving Resources in the Aid of Adaptation, Psychological Inquiry, Vol. 26, No. 2, pp. 174–180.
125. Hodges, H. F., Keeley, A. C. & Troyan, P. J. (2008), Professional Resilience in Baccalaureate-Prepared Acute Care Nurses: FIRST STEPS, Nursing Education Perspective, Vol. 29, No. 2, pp. 80–89.
126. Hofstede, G. (1980), Culture's Consequences: International Differences in Work-Related Values, Beverly Hills, CA: Sage.

127. Hon, A. H. Y. & Lu, L. (2010), The Mediating Role of Trust Between Expatriate Procedural Justice and Employee Outcomes in Chinese Hotel Industry, International Journal of Hospitality Management, Vol. 29, No. 4, pp. 669–676.
128. Hong, Y. Y., Morris, M., Chiu, C. Y. & Benet-Martínez, V. (2000), Multicultural Minds: A Dynamic Constructivist Approach to Culture And Cognition, American Psychologist, Vol. 55, No. 7, pp. 709–720.
129. Hogg, M.A. & Terry, D. J. (2000), Social Identity and Self-Categorization Processes in Organizational Contexts, Academy of Management Review, Vol. 25, No. 1, pp. 121–140.
130. Hoge, E. A., Austin, E. D. & Pollack, M. H. (2007), Resilience: Research Evidence and Conceptual Considerations for Posttraumatic Stress Disorder, Depress Anxiety, Vol. 24, No. 2, pp. 139–152.
131. Hu, S., Liu, H., Zhang, S. & Wang, G. (2020). Proactive Personality And Cross-Cultural Adjustment: Roles of Social Media Usage and Cultural Intelligence, International Journal of Intercultural Relations, Vol. 74, pp. 42–57.
132. Hunt, N. C. & Scheetz, A. M. (2019). Using MTurk to Distribute a Survey or Experiment: Methodological Considerations, Journal of Information System, Vol. 33, No. 1, pp. 43–65.
133. Johnson, J. H., Arya, B. & Mirchandani, D. A. (2013), Global Integration Strategies of Small and Medium Multinationals: Evidence from Taiwan, Journal of World Business, Vol. 48, No. 1, pp. 47–57.
134. Johnson, J.P., Lenartowicz, T. & Apud, S. (2006), Cross-Cultural Competence in International Business: Towards A Definition and A

- Model, Journal of International Business Studies, Vol. 37, No. 4, pp. 525-543.
135. Jones, E. E. (1990), Interpersonal Perception. New York: W. H. Freeman.
136. Judge, T., Thoresen, C., Pucik, V. & Welbourne, T. (1999), Managerial Coping with Organizational Change: A Dispositional Perspective, Journal of Applied Psychology, Vol. 84, pp. 107–122.
137. Kang, H. & Shen, J. (2018), Antecedents and Consequences of Host-Country Nationals' Attitudes and Behaviors Toward Expatriates: What We Do and Do Not Know, Human Resource Management Review, Vol. 28, No. 2, pp. 164–175.
138. Kanfer, R. & Heggstad, E. D. (1997), Motivational Traits and Skills: A Person-Centered Approach to Work Motivation, Research in Organizational Behavior, Vol. 19, pp. 1–56.
139. Kapoutsis, I., Papalexandris, A. & Thanos, I. C. (2019), Hard, Soft or Ambidextrous? Which Influence Style Promotes Managers' Task Performance and The Role of Political Skill, International Journal of Human Resource Management, Vol. 30, No. 4, pp. 618-647.
140. Kihlstrom J. F. & Cantor, N. (2011), Social Intelligence. In R. J. Sternberg & S. C. Barry the Cambridge Handbook of Intelligence (pp. 564–581). New York, NY: Cambridge University Press.
141. Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet Henrica, C. W. & van der Beek, A. J. (2011), Conceptual Frameworks of Individual Work Performance, Journal of Occupational and Environmental Medicine, Vol. 53, No. 8, pp. 856–866.

142. Kogut, B. & Singh, H. (1988), The Effect Of National Culture On The Choice of Entry Mode, Journal of International Business Studies, Vol. 19, No. 3, pp. 411–432.
143. Kuvaas, B. & Dysvik, A. (2010), Exploring Alternative Relationships Between Perceived Investment in Employee Development, Perceived Supervisor Support and Employee Outcomes, Human Resource Management Journal, Vol. 20, No. 2, pp. 138–156.
144. Kraimer, M. L. & Wayne, S. J. (2004), An Examination of Perceived Organizational Support as A Multidimensional Construct in The Context of An Expatriate Assignment, Journal of Management, Vol. 30, No. 2, pp. 209–237.
145. Kodwani, A. D. (2012), Beyond Emotional Intelligence (EQ): The Role of Cultural Intelligence (CQ) on Cross-Border Assignments, World Review of Business Research, Vol. 2, No. 4, pp. 86–102.
146. Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Van Buuren, S., Van der Beek, A. J. & De Vet, H .C. W. (2013), Development of An Individual Work Performance Questionnaire, International Journal of Productivity and Performance Management, Vol. 62, No. 1, pp. 6–28.
147. Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Van Buuren, S., Van der Beek, A. J. & De Vet, H. C. W. (2014), Improving The Individual Work Performance Questionnaire Using Rasch Analysis, Journal of Applied Measurement, Vol. 15, No. 2, pp. 160–175.
148. Koveshnikov, A. & Wechtler, H. (2017), Do You Have What It Takes? Political Skills and Adjustment of Self-Initiated Expatriates, Academy of Management Proceedings, Vol. 2017, No. 1, pp. 16222.

149. Koveshnikov, A., Wechtler, H. & Dejoux, C. (2014), Cross-Cultural Adjustment of Expatriates: The Role of Emotional Intelligence and Gender, Journal of World Business, Vol. 49, No. 3, pp. 362–371.
150. Kotzé, M. & Nel, P. (2013), Psychometric Properties of The Adult Resilience Indicator, SA Journal of Industrial Psychology, Vol. 39, No. 2.
151. Lakshman, C. (2013), Biculturalism and Attributional Complexity: Cross-Cultural Leadership Effectiveness, Journal of International Business Studies, Vol. 44, No. 9, pp. 922–940.
152. Lakshman, C., Lakshman, S. & Gok, K. (2020), Biculturalism and Cross-Cultural Competence: Examination of An Attribution Complexity Theory-Based Model, Cross Cultural & Strategic Management, Vol. 28, No. 3, pp. 481-500.
153. Lakshman, C., Sabine, B. & Johannes, M. K. (2021), Attributional Complexity of Monoculturals and Biculturals: Implications for Cross-Cultural Competence, Journal of World Business, Vol. 5, pp. 101241.
154. Law, K. S., Wong, C.-S. & Wang, K. D. (2004). An Empirical Test of The Model on Managing The Localization of Human Resources in The People's Republic of China, The International Journal of Human Resource Management, Vol. 15, No. 4–5, pp. 635–648.
155. Liao, Y.K., Wu. W.Y, Dao. T.C. & Ngoc Luu. T-M. (2021), The Influence of Emotional Intelligence and Cultural Adaptability on Cross-Cultural Adjustment and Performance with The Mediating Effect Of Cross-Cultural Competence: A Study of Expatriates in Taiwan, Sustainability, Vol. 13, No. 6, pp. 3374.

156. Lee, H.J. (2017), How Emotional Intelligence Relates to Job Satisfaction and Burnout in Public Service Jobs, International Review for Administrative Sciences, Vol. 84, No. 4, pp. 729-745.
157. Lee, L.Y. & Sukoco, B.M. (2010), The Effects of Cultural Intelligence on The Effectiveness of Expatriation: The Moderating Effects of International Experiences, International Journal of Human Resources Management, Vol. 21, No. 7, pp. 964-982.
158. Lee, C. I. S. G., Felps, W. & Baruch, Y. (2014), Toward A Taxonomy of Career Studies through Bibliometric Visualization, Journal of Vocational Behavior, Vol. 85, No. 3, pp. 339–351.
159. Lee, L.Y., Veasna, S. & Wu, W.Y. (2013), The Effects of Social Support and Transformational Leadership on Expatriate Adjustment And Performance: The Moderating Roles of Socialization Experience and Cultural Intelligence, Career Development International, Vol. 18, No. 4, pp. 377–415.
160. Ledesma, J. (2014), Conceptual Frameworks and Research Models on Resilience in Leadership, SAGE Open, Vol. 4, No. 3.
161. Leiba-O’Sullivan, S. (1999), The Distinction Between Stable and Dynamic Cross-Cultural Competencies: Implications for Expatriate Trainability, Journal of International Business Studies, Vol. 30, No. 4, pp. 709–725.
162. Lengnick-Hall, C. A., Beck, T. E. & Lengnick-Hall, M. L. (2011), Developing A Capacity for Organizational Resilience through Strategic Human Resource Management, Human Resource Management Review, Vol. 21, No. 3, pp. 243–255.

163. Leung, K., Zhu, Y. & Ge, C. (2009), Compensation Disparity between Locals and Expatriates: Moderating The Effects of Perceived Injustice in Foreign Multinationals in China, *Journal of World Business*, Vol. 44, pp. 85-93.
164. Leung, X. Y., Sun, J. & Bai, B. (2017), Bibliometrics of Social Media Research: A Co-Citation and Co-Word Analysis, *International Journal of Hospitality Management*, Vol. 66, pp. 35–45.
165. Lii, S.Y. & Wong, S.Y. (2008), The Antecedents of Overseas Adjustment and Commitment of Expatriates, *The International Journal of Human Resource Management*, Vol. 19, No. 2, pp.296–313.
166. Li, X.Y. & Zhou, E.H. (2012), Influence of Customer Verbal Aggression on Employee Turnover Intention in A Service Business: Psychological Capital as A Moderator, *Nankai Bussiness Reviview*, Vol. 15, No. 2, pp. 39–47.
167. Li, Y.Giang C. (2007). A Contingency Model of Knowledge Stickiness and Knowledge Transfer Success: The Moderating Roles of Organization-specific and Relation specific Variables. Published doctoral dissertation, National ChengKung Univeristy, Tainan.
168. Liden, R. C. & Maslyn, J. M. (1998), Multidimensionafity of Leader-Member Exchange: An Empirical Assessment through Scale Development, *Journal of Management*, Vol. 24, No. 1, pp. 43–72.
169. Luthans, F. (2002), The Need For and Meaning of Positive Organizational Behavior, *Journal of Organizational Behavior*, Vol. 23 No. 6, pp. 695-706.
170. Li, M. (2020), An Examination of Two Major Constructs of Cross-Cultural Competence: Cultural Intelligence and Intercultural

- Competence, Personality and Individual Differences, Vol. 164, pp. 110105.
171. Liu, Ying, Mai, F. & MacDonald, C. (2019), A Big-Data Approach to Understanding The Thematic Landscape of The Field of Business Ethics, 1982–2016, Journal of Business Ethics, Vol. 160, No. 1, pp. 127–150.
172. Lucke, G., Kostova, T. & Roth, K. (2016), Multiculturalism from A Cognitive Perspective: Patterns and Implications, Journal of International Business Studies, Vol. 45, No. 2, pp. 169–190.
173. Luthar, S. S., Cicchetti, D. & Becker, B. (2000), The Construct of Resilience: A Critical Evaluation and Guidelines for Future Work, Child Development, Vol. 71, No. 3, pp. 543–562.
174. Luthans, F., Vogelgesang, G.R. & Lester, P.B. (2016), Developing The Psychological Capital of Resiliency, Human Resource Development Review, Vol. 5, pp. 25–44.
175. Luthans, F., Avolio, B.J., Avey, J.B. & Norman, S.M. (2007), Positive Psychological Capital: Measurement and Relationship with Performance and Satisfaction, Personnel Psychology, Vol. 60, No. 3, pp. 541-572.
176. Luthans, F., Avolio, B, Walumbwa, F. & Li, W. (2005), The Psychological Capital of Chinese Workers: Exploring The Relationship With Performance, Management and Organization Review, Vol. 1, No. 2, pp. 247–269.
177. MacNab, B. R. & Worthley, R. (2012), Individual Characteristics as Predictors of Cultural Intelligence Development: The Relevance of



- Self-Efficacy, International Journal of Intercultural Relations, Vol. 36, No. 1, pp. 62–71.
178. Magnano, P., Craparo, G. & Paolillo, A. (2016), Resilience and Emotional Intelligence: Which Role in Achievement Motivation, International Journal of Psychological Research, Vol. 9, No. 1, pp. 9–20.
179. Mahajan, A. & Toh, S. M. (2014), Facilitating Expatriate Adjustment: The Role of Advice-Seeking from Host Country Nationals, Journal of World Business, Vol. 49, No. 4, pp. 476–487.
180. Malek, M. & Budhwar, P. (2013), Cultural Intelligence as A Predictor of Expatriate Adjustment and Performance In Malaysia, Journal of World Business, Vol. 48, No. 2, pp. 222-231.
181. Malek, M. A, Budhwar, P. & Reiche, B.S. (2015), Sources of Support and Expatriation: A Multiple Stakeholder Perspective of Expatriate Adjustment and Performance in Malaysia, The International Journal of Human Resource Management, Vol. 26, pp. 258 - 276.
182. Mansfield, C., Beltman, S., Weatherby-Fell, N. & Broadley, T. (2016), Classroom Ready? Building Resilience in Teacher Education, in Brandenburg, R., McDonough, S., Burke, J. and White, S. (Eds), Teacher Education: Innovation, Intervention and Impact, Springer, Singapore, pp. 211-219.
183. Mansfield, C.F., Beltman, S., Price, A. & McConney, A. (2012), Don't Sweat The Small Stuff: Understanding Teacher Resilience at The Chalkface, Teaching and Teacher Education, Vol. 28, No. 3, pp. 357-367.

184. Manyasi, J., Kibas, P. B. & Chep, K. R. (2011), Effects of Organizational Support for Career Development on Employee Performance: A Case of Kenyan Public Universities, Kabarak University First International Conference (pp. 1–17).
185. Masrek, M. N., Yuwinanto, H. P., Atmi, R. T., Soesantari, T. & Mutia, F. (2021), Cultural Intelligence and Job Performance of Academic Librarians in Indonesia, The Journal of Academic Librarianship, Vol. 47, No. 5, pp. 102394.
186. Masten, A. S. (2013), Risk and Resilience in Development, in Oxford Handbook of Developmental Psychology, ed. P. D. Zelazo (New York, NY: Oxford University Press), pp. 579–607.
187. Matsumoto, D. & Hwang, H. C. (2013), Assessing Cross-Cultural Competence: A Review of Available Tests, Journal of Cross-Cultural Psychology, Vol. 44, No. 6, pp. 849–873.
188. Mayer, J. D., Perkins, D. M., Caruso, D. R. & Salovey, P. (2001), Emotional Intelligence and Giftedness, Roeper Review, Vol. 23, No. 3, pp. 131–137.
189. Mayer, C.-H., Viviers, R. & Tonelli, L. (2017), The Fact That She Just Looked Atme...’ Narrations on Shame in South African Workplaces, South Africa Journal Industry Psychology, Vol 43, No. 1.
190. McAllister, C. P., Ellen, B. P. & Ferris, G. R. (2016), Social Influence Opportunity Recognition, Evaluation, and Capitalization: Increased Theoretical Specification through Political Skill’s Dimensional Dynamics, Journal of Management, Vol. 44, No. 5, pp. 1926-1952.
191. McNulty, Y. & Brewster, C. (2017), Theorizing The Meaning(s) of “Expatriate”: Establishing Boundary Conditions for Business

- Expatriates, The International Journal of Human Resource Management, Vol. 28, No. 1, pp. 1–35.
192. McNulty, Y. & De Cieri, H. (2016), Linking Global Mobility and Global Talent Management: The Role of ROI, Employee Relations, Vol. 38, No. 1, pp. 8–30.
193. Meisler, G. (2014), Exploring Emotional Intelligence, Political Skill, and Job Satisfaction, Employee Relations, Vol. 36, No. 3, pp. 280–293.
194. Mishra, P. & McDonald, K. (2017), Career Resilience: An Integrated Review of The Empirical Literature, Human Resource Development Review, Vol. 16, No. 3, pp. 207-234.
195. Meng, H., Luo, Y., Huang, L., Wen, J., Ma, J. & Xi, J. (2017), On The Relationships of Resilience with Organizational Commitment and Burnout: A Social Exchange Perspective, The International Journal of Human Resource Management, Vol. 30, No. 14, pp. 1-20.
196. Miao, C., Humphrey, R.H. & Qian, S. (2017), A Meta-Analysis of Emotional Intelligence and Work Attitudes, Journal of Occupational and Organizational Psychology, Vol. 90, No. 2, pp. 177–202.
197. Mol, S. T., Born, M. P., Willemsen, M. E. & Van Der Molen, H. T. (2005), Predicting Expatriate Job Performance for Selection Purposes: A Quantitative Review, Journal of Cross-Cultural Psychology, Vol. 36, No. 5, pp. 590–620.
198. Motowidlo, S. J., Borman, W. C. & Schmit, M. J. (1997), A Theory of Individual Differences in Task and Contextual Performance, Human Performance, Vol. 10, No. 2, pp. 71–83.
199. Munyon, T. P., Summers, J. K., Thompson, K. M. & Ferris, G. R. (2015), Political Skill and Work Outcomes: A Theoretical Extension,

- Meta-Analytic Investigation, and Agenda for The Future, Personnel Psychology, Vol. 68, pp. 143–184.
200. Muro, M. & Jeffrey, P. (2008), A Critical Review of The Theory and Application of Sociallearning in Participatory Natural Resource Management Processes, Journal of Environmental Planning and Management, Vol. 51, No. 3, pp. 325-344.
201. Nabavi, R. T. (2012), Bandura’s Social Learning Theory & Social Cognitive Learning Theory, Theories of Development Psychology, pp. 1–24.
202. Nafei, W. A. (2012), The Impact of Cultural Intelligence on Employee Job Performance: An Empirical Study on King Abdel-Aziz Hospital in Al-Taif Governorate, Kingdom of Saudi Arabia, International Journal of Business and Management, Vol. 8, No. 26.
203. Näswall, K., Kuntz, J. & Malinen, S. (2015), Employee resilience scale (EmpRes): Technical report.
204. Ng, T. W. H. & Feldman, D.C. (2014a), A Conservation of Resources Perspective on Career Hurdles and Salary Attainment, Journal of Vocational Behavior, Vol. 85, No. 1, pp. 156-168.
205. Ng, T. W. H. & Feldman, D.C. (2014b), Subjective career success: a meta-analytic review, Journal of Vocational Behavior, Vol. 85 No. 2, pp. 169-179.
206. Ng, K., Van Dyne, L., Ang, S. & Ryan, A. (2012), Cultural Intelligence: A Review, Reflections, and Recommendations for Future Research. In A. Ryan, F. Leong & F. Oswald (Eds.), Conducting Multinational Research Projects in Organizational Psychology. American Psychological Association, Washington, DC.

207. Nguyen, A. M. D. & Benet-Martinez, V. (2007), Biculturalism Unpacked: Components, Measurement, Individual Differences, and Outcomes, Personality and Social Psychology Compass, Vol. 1, No. 1, pp. 101-114.
208. Nguyen, A. M. D. & Benet-Martínez, V (2013), Biculturalism and Adjustment: A Meta-Analysis, Journal of Cross-Cultural Psychology, Vol. 44, No. 1, pp. 122–159.
209. Nguyen, A.D. & Rule, N.O. (2020), Implicit Biculturalism Theories: How Bicultural Individuals Perceive Others and Organize Their Own Cultures, Identity, Vol. 20, pp. 258 - 271.
210. Ogurlu, U. (2020), A Meta-Analytic Review of Emotional Intelligence in Gifted Individuals: A Multilevel Analysis, Personality and Individual Differences, Vol. 171, pp. 110503.
211. Okpara, J. O. (2016), Cross-Cultural Adjustment of Expatriates: Exploring Factors Influencing Adjustment of Expatriates in Nigeria. International Journal of Cross Cultural Management, Vol. 16, No. 3, pp. 259–280.
212. Oltra, V., Bonache, J. & Brewster, C. (2013), A New Framework for Understanding Inequalities between Expatriates and Host Country Nationals, Journal Bussiness Ethics, Vol. 115, No. 2, pp. 291–310.
213. Organ, D.W. (1997), Organizational Citizenship Behavior: It's Construct Clean-Up Time, Human Performance, Vol. 10, No. 2, pp. 85-97.
214. Osareh, F. (1996), Bibliometrics, Citation Analysis and Co-Citation Analysis: A Review of Literature I, Libri, Vol. 46, No. 3, pp. 149-158.

215. Ott, D.L. & Michailova, S. (2016), Cultural Intelligence: A Review and New Research Avenues, International Journal of Management Reviews, Vol. 20, No. 1, pp. 99–119.
216. Padilla, A. M. (2006), Bicultural Social Development, Hispanic Journal of Behavioral Sciences, Vol. 28, No. 4, pp. 467–497.
217. Parker, C. P., Baltes, B. B., Young, S. A., Huff, J. W., Altmann, R. A., LaCost, H. A. & Roberts, J. E. (2003), Relationships between Psychological Climate Perceptions and Work Outcomes: A Meta-Analytic Review, Journal of Organizational Behavior, Vol. 24, No. 4, pp. 389–416.
218. Pallant, Y. (2001), SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows (3rd ed.). England: McGraw Hill Open University Press.
219. Panaccio, A. & Vandenberghe, C. (2009), Perceived Organizational Support, Organizational Commitment and Psychological Well-Being: A Longitudinal Study, Journal of Vocational Behavior, Vol. 75, No. 2, pp. 224–236.
220. Peng, Z. R., Zhu, C. G. & Wu, P. W. (2020), Visualizing The Knowledge Domain of Intercultural Competence Research: A Bibliometric Analysis, International Journal of Intercultural Relations, Vol. 74, pp. 58-68.
221. Peltokorpi, V. (2020), Host Country National Employees' Prosocial Behavior toward Expatriates in Foreign Subsidiaries: A Common Ingroup Identity Model Perspective, International Bussiness Review, Vol. 29, No. 2, pp. 101642.

222. Perrewe, P. L., Zellars, K. L., Ferris, G. R., Rossi, A. M., Kacmar, C. J., Liu, Y. & Hochwater, W. A. (2004), Political Skill: An Antidote in The Role Overload-Strain Relationship, Journal of Occupational Health Psychology, Vol. 10, No. 3, pp. 239–250.
223. Perera, H.N. & DiGiacomo, M. (2013), The Relationship of Trait Emotional Intelligence with Academic Performance: A Meta-Analytic Review, Learn Individual Differences, Vol. 28, pp. 20–33.
224. Peterson, M. F. & Wood, R. E. (2008), Cognitive Structures and Processes in Cross-Cultural Management. In P. B. Smith, M. F. Peterson, & D. C. Thomas (Eds), Handbook of cross-cultural management research: 15–34. Thousand Oaks, CA: Sage.
225. Pfeffer, J. (1981). Management as Symbolic Action: The Creation and Maintenance of Organizational Paradigms. In L. L. Cummings & B. M. Staw (Eds), Research in Organizational Behavior, Vol. 3 (pp. 1–52). Greenwich, CT: JAI Press.
226. Pfeiffer, S. I. (2001), Emotional Intelligence: Popular but Elusive Construct, Roeper Review, Vol. 23, No. 3, pp. 138–142.
227. Podsakoff, M., Mackenzie, S. B., Moorman, H., & Fetter, R. (1990), Leader Behaviors and Their Effects on Followers' Trust in Leader, Satisfaction, and Citizenship Behaviors, Leadership Quarterly, Vol. Vol. 1, No. 2, pp. 107–142.
228. Pulley, M. L. & Wakefield, M. (2001), Building Resiliency: How to Thrive in Times of Change, Center for Creative Leadership, Greensboro, NC.

229. Ramayah, T., Lee, J. W. C. & In, J. B. C. (2011), Network Collaboration and Performance in The Tourism Sector, Service Business, Vol. 5, No. 4, pp. 411-428.
230. Ramsey, J.R., Leonel, J.N., Gomes, G.Z. & Monteiro, P.R.R. (2011). Culturalintelligence's Influence on International Business Travelers' Stress, Cross Cultural Management: An International Journal, Vol. 18, No. 1, pp. 21-37.
231. Rhoades, L. & Eisenberger, R. (2002), Perceived Organizational Support: A Review of The Literature, Journal of Applied Psychology, Vol. 87, No. 4, pp. 698.
232. Reivich, K. & Shatte, A. (2002), The Resilience Factor: 7 Essential Skills for Overcoming Life's Obstacles. New York: Broadway Books.
233. Renn, R., Allen, D. & Huning, T. (2013), The relationship of social exclusion at work with self-defeating behavior and turnover. The Journal of Social Psychology, Vol. 153, No. 2, pp. 229-249.
234. Richter, N. F., van Bakel, M., Schlaegel, C. & Lemmergaard, J. (2020), Navigating An Increasingly Intercultural Reality-Intercultural Competence in European International Management, European Journal of International Management, Vol. 14, No. 2, pp. 195–209.
235. Rickley. (2019), Cultural Generalists and Cultural Specialists: Examining International Experience Portfolios of Subsidiary Executives in Multinational Firms, Journal of Management, Vol. 45, No. 2, pp. 384–416.
236. Ronen, S. & Shenkar, O. (1985). Clustering Countries on Attitudinal Dimensions: A Review and Synthesis, Academy of Management Review, Vol. 10, No. 3, pp. 435–454.



237. Rotundo, M. & Sackett, P.R. (2002), The Relative Importance of Task, Citizenship, and Counterproductive Performance to Global Ratings of Performance: A Policy-Capturing Approach, Journal of Applied Psychology, Vol. 87, No. 1, pp. 66-80.
238. Rossetto, D. E., Bernardes, R. C., Borini, F. M. & Gattaz, C. C. (2018), Structure And Evolution of Innovation Research in The Last 60 Years: Review and Future Trends in The Field of Business Through The Citations and Co-Citations Analysis, Scientometrics, Vol. 115, No. 3, pp. 1329–1363.
239. Salovey, P., Bedell, B. T., Detweiler, J. B. & Mayer, J. D. (1999), Coping Intelligently: Emotional Intelligence and The Coping Process, In C. R. Snyder (Ed.). *Coping: The psychology of what works* (pp. 141-164). New York: Oxford University Press.
240. Salovey, P. & Mayer, J. (1990), Emotional Intelligence, Imagination, Cognition, and Personality, Vol. 9, No. 3, pp. 185–211.
241. Sarrionandia, A., Ramos-Díaz, E. & Fernández-Lasarte, O. (2018), Resilience as a Mediator of Emotional Intelligence and Perceived Stress: A Cross-Country Study, Frontiers in Psychology, Vol. 9.
242. Schlaegel, C., Richter, N. F. & Taras, V. (2021), Cultural Intelligence and Work-Related Outcomes: A Meta-Analytic Examination of Joint Effects and Incremental Predictive Validity, Journal of World Business, Vol. 56, No. 4, pp. 101209.
243. Schneider, T. R., Lyons, J. B. & Khazon, S. (2013), Emotional Intelligence and Resilience, Personality and Individual Differences, Vol. 55, No. 8, pp. 909–914.

244. Schuster, T. & Bader, B. (2017), A Social Network Perspective on International Assignments: The Role of Social Support. In B. Bader, T. Schuster, & A. Bader (Eds.), *Expatriate management* (pp. 101–136). London: Palgrave Macmillan UK.
245. Seery, M. D. (2011), Resilience: A Silver Lining to Experiencing Adverse Life Events, Current Directions in Psychological Science, Vol. 20, pp. 390–394.
246. Selmer, J. & Fenner, C. R. (2009), Spillover Effects between Work And Non-Work Adjustment among Public Sector Expatriates, Personnel Review, Vol. 38, No. 4, pp. 366–379.
247. Selmer, J. & Luring, J, (2016), Work Engagement and Intercultural Adjustment, International Journal of Cross Cultural Management, Vol. 16, No. 1, pp. 33– 51.
248. Sekaran, U. & Bougie, R. (2010), Research Methods for Business: A Skill-Building Approach (5th ed.). Haddington: John Wiley & Sons.
249. Shaffer, M.A., Harrison, D.A., Gregersen, H., Black, J.S. & Ferzandi, L.A. (2006), You Can Take It With You: Individual Differences and Expatriate Effectiveness, Journal of Applied Psychology, Vol. 91, No. 1, pp. 109-125.
250. Shaffer, M.A., Reiche, S.B., Dimitrova, M., Lazarova, M., Chen, S., Westman, M. & Wurtz, (2016), Work-And Family-Role Adjustment of Different Types of Global Professionals: Scale Development and Validation, Journal of International Business Studies, Vol. 47, No. 2, pp. 113-139.
251. Shaughnessy, B. A., Treadway, D. C., Breland, J. W. & Perrewé, P. L. (2017), Informal Leadership Status and Individual Performance: The

- Roles of Political Skill and Political Will, Journal of Leadership & Organizational Studies, Vol. 24, No. 1, pp. 83-94.
252. Shen, J., Kang, H. & Dowling, P.J. (2018), Conditional Altruism: Effects of HRM Practices on The Willingness of Host-Country Nationals to Help Expatriates, Human Resource Management, Vol. 57, No. 1, pp. 355–364.
253. Shin, J., Taylor, M. S. & Seo, M. G. (2012), Resources for Change: The Relationships of Organizational Inducements and Psychological Resilience to Employees' Attitudes and Behaviors toward Organizational Change, Academy of Management Journal, Vol. 55, No. 3, pp. 727–748.
254. Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P. & Bernard, J. (2008), The Brief Resilience Scale: Assessing The Ability to Bounce Back, International Journal of Behavioral Medicine, Vol. 15, No. 3, pp. 194–200.
255. Stahl, G. K., Miller, E. L. & Tung, R. L. (2002), Toward The Boundaryless Career: A Closer Look at The Expatriate Career Concept and The Perceived Implications of An International Assignment, Journal of World Business, Vol. 37, No. 3, pp. 216–227.
256. Suutari, V. & Brewster, C. (2000), Making Their Own Way: International Experience through Self-Initiated Foreign Assignments, Journal of World Business, Vol. 35, No. 4, pp. 417–436.
257. Strauss, D. (2020), Globalisation Not to Blame for Rise in Inequality, Research Finds. [online] Ft.com. Available at: ([https:// www. ft.com/ content/c8eacdfa-c375-11e9-a8e9-296ca66511c9](https://www.ft.com/content/c8eacdfa-c375-11e9-a8e9-296ca66511c9)) [Accessed 19 December 2021].

258. Taboli, H., Afshar, V. Z., Faramarzi, A. & Moslehi, M. (2016), An Investigation of The Relationship between Emotional Intelligence of Managers and Conflict Management with Mediating Role of Political Intelligence (Case study: Bandar Abbas Oil Refining Company), The IIOAB Journal, Vol. 7, No. 3, pp. 484–490.
259. Taine, H. (1871), General Characters and General Ideas on Intelligence (rev.) (pp.391-424). L Reeveand Co.
260. Tait, M. (2008), Resilience as A Contributor to Novice Teacher Success, Commitment, and Retention, Teacher Education Quarterly, Vol. 35, No. 4, pp. 57-75.
261. Takeuchi, R. (2010), A Critical Review of Expatriate Adjustment Research through A Multiple Stakeholder View: Progress, Emerging Trends, And Prospects, Journal of Management, Vol. 36, No. 4, pp. 1040–1064.
262. Tarique, I. & Weisbord, E. (2013), Antecedents of Dynamic Cross-Cultural Competence in Adult Third Culture Kids (ATCKs), Journal of Global Mobility: The Home of Expatriate Management Research, Vol. 1, No. 2, pp. 139–160.
263. Tay, C., Westman, M. & Chia, A. (2008), Antecedents and Consequences of Cultural Intelligence among Short-Term Business Travelers. In Ang, S., Van Dyne, L. (Eds.), Handbook of Cultural Intelligence (pp. 126-144). New York: M.E. Sharpe.
264. Tharenou, P. (2015), Researching Expatriate Types: The Quest for Rigorous Methodological Approaches, Human Resource Management Journal, Vol. 25, No. 2, pp. 149–165.

265. Tenenhaus, M., Vinzi, V. E. Chatelin, Y-M. & Lauro, C. (2005), PLS Path Modeling, Computational Statistics and Data Analysis, Vol. 48, No. 1, pp. 159-205.
266. Thomas, D. C., Elron, E., Stahl, G., Ekelund, B. Z., Ravlin, E. C., Cerdin, J. L., Poelmans, S., Brislin, R., Pekerti, A., Aycan, Z., MaznevskTakeuchii, M., Au, K. & Lazarova, M. B. (2008), Culture and Intelligence: Domain and Assessment, International Journal of Cross Cultural Management, Vol. 8, 1pp. 23–143.
267. Thomas, D. C., Liao, Y., Aycan, Z., Cerdin, J.-L., Pekerti, A. A., Ravlin, E. C., ... & van de Vijver, F. (2015), Cultural Intelligence: A Theory-Based, Short Form Measure, Journal of International Business Studies, Vol. 46, No. 9, pp. 1099–1118.
268. Toh, S. M. & DeNisi, A. S. (2003), Host Country National Reactions to Expatriate Pay Policies: A Model And Implications, Academy of Management Review, Vol. 28, No. 4, pp. 606–621.
269. Toh, S. M. & DeNisi, A.S. (2005), A Local Perspective to Expatriate Success, Academy of Management Executive, Vol. 19, No. 1, pp. 132–146.
270. Toh, S.M. & DeNisi, A.S. (2007), Host Country Nationals as Socializing Agents: A Social Identity Approach, Journal of Organizational Behavior, Vol. 28, No. 3, pp. 281–301.
271. Tugade, M. M. & Fredrickson, B. L. (2004), Resilient Individuals Use Positive Emotions to Bounce Back from Negative Emotional Experiences, Journal of Personality and Social Psychology, Vol. 86, No. 2, pp. 320–333.

272. Tungli, Z. & Peiperl, M. (2009), Expatriate Practices in German, Japanese, U.K., and U.S. Multinational Companies: A Comparative Survey of Changes, Human Resource Management, Vol. 48, No. 1, pp. 153–171.
273. van Bakel, M. (2018), It Takes Two to Tango: A Review of The Empirical Research on Expatriate-Local Interactions, The International Journal of Human Resource Management, Vol. 30, No. 17, pp. 1–33.
274. Vance, C. M., Vaiman, V. & Andersen, T. (2009), The Vital Liaison Role of Host Country Nationals in MNC Knowledge Management, Human Resource Management, Vol. 48, No. 4, pp. 649–659.
275. Varela, O. E. & Gatin-Watts, R. (2014), The Development of the Global Manager: An Empirical Study on the Role of Academic International Sojourns, Academy of Management Learning & Education, Vol. 13, No. 2, pp. 187–207.
276. Varma, A., Aycan, Z., Budhwar, P., Pichler, S., Uygur, U. & Paluch, R. (2016), Host Country Nationals' Support to Expatriates: An Investigation in Turkey, European Journal of International Management, Vol. 10, No. 6, pp. 605.
277. Varma, A., Toh, S.M. & Budhwar, P. (2006), A New Perspective on The Female Expatriate Experience: The Role of Host Country National Categorization, Journal of World Business, Vol. 41, No. 2, pp. 112–120.
278. Varma, A., Pichler, S., Budhwar, P. & Biswas, S. (2009), Chinese Host Country Nationals' Willingness to Support Expatriates, International Journal of Cross Cultural Management, Vol. 9, No. 2, pp. 199–216.
279. Varshney, D. & Varshney, N. K. (2017), The Effect of Resilience on Performance and Job Satisfaction among Construction Managers in

- Saudi Arabia, Global Business and Organizational Excellence, Vol. 36, No. 5, pp. 36–45.
280. Verma, S. & Gustafsson, A. (2020), Investigating the Emerging COVID-19 Research Trends in the Field of Business and Management: A Bibliometric Analysis Approach, Journal of Business Research, Vol. 118, No. 7-8, pp. 253-261
281. Vlačić, D., Caputo, A., Marzi, G. & Dabić, M. (2018), Expatriates Managers' Cultural Intelligence as Promoter of Knowledge Transfer in Multinational Companies, Journal of Business Research, Vol. 94, 367–377.
282. Vroom, V. H. (1964), Work and motivation, Wiley.
283. Voorhees, C. M., Brady, M. K., Calantone, R. & Ramirez, E. (2015), Discriminant Validity Testing in Marketing: An Analysis, Causes for Concern, and Proposed Remedies, Journal of the Academy of Marketing Science, Vol. 44, No. 1, pp. 119–134.
284. Vora, D., Martin, L., Fitzsimmons, S. R., Pekerti, A. A., Lakshman, C. & Raheem, S. (2019), Multiculturalism within Individuals: A Review, Critique, and Agenda for Future Research, Journal of International Business Studies, Vol. 50, No. 4, pp. 499–524.
285. Wagstaff, M. F., Kim, S. H., Arevalo, F. R. J., Al-Riyami, S. & Huerta, E. (2019), Individual Bicultural Identity and Cultural Intelligence: Increasing Positive Attitudes towards Diversity, Management Research, Vol. 18, No. 1, pp. 29-45.
286. Waltman, L., van Eck, N. J. & Noyons, E. C. M. (2010), A Unified Approach to Mapping and Clustering of Bibliometric Networks. Journal of Informetrics, Vol. 4, No. 4, pp. 629–635.

287. Wang, C.-H. & Fang, M. (2014), The Effects of Personality on Host Country Nationals' Helping Behaviors toward Expatriates, International Journal of Intercultural Relations, Vol. 42, pp. 140–145.
288. Wang, D., Freeman, S. & Zhu, C. J. (2013), Personality Traits and Cross-Cultural Competence of Chinese Expatriate Managers: A Socio-Analytic and Institutional Perspective, The International Journal of Human Resource Management, Vol. 24, No. 20, pp. 3812–3830.
289. Wechtler, H., Koveshnikov, A. & Dejoux, C. (2015), Just Like A Fine Wine? Age, Emotional Intelligence, and Cross-Cultural Adjustment, International Business Review, Vol. 24, No. 3, pp. 409-418.
290. Wen, J., Huang, S. (Sam), & Hou, P. (2019), Emotional Intelligence, Emotional Labor, Perceived Organizational Support, and Job Satisfaction: A Moderated Mediation Model, International Journal of Hospitality Management, Vol. 81, pp. 120–130.
291. Wetzels, M., Odekerken-Schröder, G. & Van Oppen, C. (2009), Using PLS Path Modeling for Assessing Hierarchical Construct Models: Guidelines and Empirical Illustration, MIS Quarterly, Vol. 33, pp. 177–195.
292. Williams, W. A., Brandon, R. S., Hayek, M., Haden, S. P. & Atinc, G. (2017), Servant Leadership and Followership Creativity: The Influence of Workplace Spirituality and Political Skill, Leadership & Organization Development Journal, Vol. 38, No. 2, pp. 178-193.
293. Wildman, J. L., Griffith, R. & Klafehn, J. (2021), Call for Papers Conceptualizing, Measuring, and Studying Cross Cultural Performance, International Journal of Cross-Cultural Management.



294. Witt, L.A. (1991), Exchange Ideology as A Moderator of Job-Attitudes Organizational Citizenship Behaviors Relationships, Journal of Applied Social Psychology, Vol. 21, pp. 1490-1501.
295. Wu, P.-C. & Ang, S. H. (2011), The Impact of Expatriate Supporting Practices and Cultural Intelligence on Cross-Cultural Adjustment and Performance of Expatriates in Singapore, The International Journal of Human Resource Management, Vol. 22, No. 13, pp. 2683–2702.
296. Wu, W.Y. & Bodigeler-Koehler, M. (2013), The Mediating Effects of Cross-Cultural Dynamic Competencies on The Relationship between Multicultural Personality and Cross-Cultural Adjustment, The International Journal of Human Resource Management, Vol. 24, No. 21, pp. 4026–4045.
297. Wu, W.-Y., Bui, T.A. & Dao, T.C. (2022), The Influence of Cross-Cultural Stable and Dynamic Competencies on Expatriate Adaptation And Outcomes: The Case of Taiwan, Asia-Pacific Journal of Business Administration, Vol. ahead-of-print No. ahead-of-print.
298. Wong, C. & Law, K. (2002), The Effects of Leader and Follower Emotional Intelligence on Performance and Attitude: An Exploratory Study, The Leadership Quarterly, Vol 13, pp. 243–274.
299. Yamao, S., Yoshikawa, T., Choi, D. & Toh, S. M. (2020), When Do Host Country Nationals Help Expatriates? The Roles of Identification with The Multinational Enterprise and Career Development Support by The Subsidiary, Journal of International Management, Vol. 26, No. 3, pp. 100778.

300. Yang, Y., Park, S. & Hu, X. (2018), Electronic Word of Mouth and Hotel Performance: A Meta-Analysis, Tourism Management, Vol. 67, pp. 248-260.
301. Youssef, C. M. & Luthans, F. (2007), Positive Organizational Behavior in The Workplace: The Impact of Hope, Optimism, and Resilience, Journal of Management, Vol. 33, pp. 774–800.
302. Yuan, B.J.C., Hsu, W.L., Shieh, J.H. & Li, K.P. (2012), Increasing Emotional Intelligence of Employees: Evidence from Research and Development Teams in Taiwan, Social Behavior and Personality: An International Journal, Vol. 40, No. 10, pp. 1713–1724.
303. Zeng, X., Zhang, X., Chen, M., Liu, J. & Wu, C. (2020), The Influence of Perceived Organizational Support on Police Job Burnout: A Moderated Mediation Model, Frontiers in Psychology, Vol. 11.
304. Zhao, X., Lynch, J. G. & Chen, Q. (2010), Reconsidering Baron and Kenny: Myths and Truths about Mediation Analysis, Journal of Consumer Research, Vol. 7, No. 2, pp. 197–206.

## **APPENDIX: Questionnaire**

### **The Influence of Biculturalism, Multi-Intelligence, Cross-cultural Competence and Resilience on Expatriate's Cross-cultural Performance: The Moderating Effect of Host Country Nationals' Helping Behavior and Perceived Organizational Support**

Dear Prospective Survey Participant

My name is William Dao, a doctoral student at Nanhua University in Taiwan. I am conducting research as part of completing the Ph.D. program. My study is entitled "The Influence of Biculturalism, Multiple Intelligence, Cross cultural Competence and Resilience on Expatriate's Cross-cultural Performance: The Moderating Effect of Host Country Nationals' Helping Behavior and Perceived Organizational Support". If you are working in a multinational company and have at least three years of international working experience, I sincerely invite you to participate in this research study by expressing your opinions in my survey.

The purpose of this study is to investigate the interrelationships between individual bicultural identity, multi-intelligence, and cross-cultural competence, resilience, and their impacts on the cross-cultural performance of expatriates who are working in a multinational company. The American Psychological Association's and Nanhua University's Department of Business Administration's standards for research are followed in this study.

Your participation in this survey is completely voluntary. All of your responses will be kept confidential. They will only be used for statistical purposes and will be reported only in aggregated form. No compensation will be offered

for your participation. You will be able to withdraw from the survey at any time and all survey responses will be deleted, including the informed consent agreement.

The survey will take around 40 minutes to complete.

If you have any questions about this survey or difficulty in accessing the site of the survey, please contact me at: daotuan.vnu@gmail.com or WhatsApp: +1 (417) 379-0572.

Thank you so much for taking the time to assist me in my educational endeavors.

Sincerely!

William Dao, Ph.D. Student, Department of Business Administration, 5th Floor, H Building, Nanhua University, No. 55, Section 1, Nanhua Road, Dalin Town, Chiayi County, 622, Taiwan.

Wann-Yih Wu, Ph.D., Chair Professor, Department of Business Administration, College of Management, Room 516, 5th Floor, H Building, Nanhua University; Email: wanyih@nhu.edu.tw.

### Section I. Personal information

<b>1. Gender</b>	1. Male	2. Female	3. Prefer not to say
<b>2. Age</b>	1. Less than 30	2. From 31 to 35	3. From 36 to 40
	4. From 41 to 50	5. From 51 to 60	6. More than 60

<b>3. Education</b>	1. Bachelor degree	2. Master degree	3. Doctor degree
<b>4. International working Experience</b>	1. From 3 to 5 years	2. From 5 to 10 years	3. From 10 to 15 years
	4. More than 16 years		
<b>5. Current working country</b>	1. Taiwan	2. Japan	3. The United States of America
	4. Canada	5. New Zealand	6. Australia
	7. The United Kingdom	8. China	9. European Union
<b>6. Current position</b>	1. Senior Staff	2. Supervisor	3. Manager
	4. Senior manager		

## Section II. Research construct

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
<b>Biculturalism</b>							

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
1. I see myself as a bicultural individual (e.g., Vietnamese-Taiwanese, Taiwanese-American, European-American, etc.)	1	2	3	4	5	6	7
2. I am a bicultural individual.	1	2	3	4	5	6	7
3. I have internalized both the cultures in which I have lived.	1	2	3	4	5	6	7
4. I speak fluently both the languages of my native country and that of my current country of domicile.	1	2	3	4	5	6	7
5. I understand people in this culture as much as those in my home country.	1	2	3	4	5	6	7
<b>Cultural intelligence</b>							
<i>Meta-cognitive cultural intelligence</i>							
1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.	1	2	3	4	5	6	7
2. I am conscious of the cultural knowledge I apply to cross-cultural interactions.	1	2	3	4	5	6	7
3. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	1	2	3	4	5	6	7
4. I check the accuracy of my cultural knowledge as I interact with people from different cultures.	1	2	3	4	5	6	7

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
<i>Cognitive cultural intelligence</i>							
5. I know the legal and economic systems of other cultures.	1	2	3	4	5	6	7
6. I know the religious beliefs of other cultures.	1	2	3	4	5	6	7
7. I know the marriage systems of other cultures.	1	2	3	4	5	6	7
8. I know the arts and crafts of other cultures.	1	2	3	4	5	6	7
9. I know the rules (e.g., grammar) of other languages.	1	2	3	4	5	6	7
10. I know the rules for expressing non-verbal behaviors in other cultures.	1	2	3	4	5	6	7
<i>Motivational cultural intelligence</i>							
11. I enjoy interacting with people from different cultures.	1	2	3	4	5	6	7
12. I enjoy living in cultures that are unfamiliar to me.	1	2	3	4	5	6	7
13. I am confident that I can socialize with locals in a culture that is unfamiliar to me.	1	2	3	4	5	6	7
14. I am confident that I can get accustomed to the shopping conditions in a different culture.	1	2	3	4	5	6	7

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
15. I am sure I can deal with the stresses of adjusting to a culture that is new to me.	1	2	3	4	5	6	7
<i>Behavioral cultural intelligence</i>							
16. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5	6	7
17. I change my non-verbal behavior when a cross-cultural situation requires it.	1	2	3	4	5	6	7
18. I used to pause and silence differently to suit different cross-cultural situations.	1	2	3	4	5	6	7
19. I vary the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5	6	7
20. I alter my facial expressions when a cross-cultural interaction requires it	1	2	3	4	5	6	7
<b>Emotional intelligence</b>							
<i>Self-emotion appraisal (SEA)</i>							
1. When I am very down, I will try to do something to make myself feel better.	1	2	3	4	5	6	7
2. I have good understanding of my own emotions.	1	2	3	4	5	6	7
3. I really understand what I feel.	1	2	3	4	5	6	7
4. I always know whether or not I am happy.	1	2	3	4	5	6	7
<i>Others' emotion appraisal (OEA)</i>							



Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
5. I always know my friends' emotions from their behavior.	1	2	3	4	5	6	7
6. I am a good observer of others' emotions.	1	2	3	4	5	6	7
7. I am sensitive to the feelings and emotions of others.	1	2	3	4	5	6	7
8. I have good understanding of the emotions of people around me.	1	2	3	4	5	6	7
<i>Use of emotion (UOE)</i>							
9. I always set goals for myself and then try my best to achieve them.	1	2	3	4	5	6	7
10. I always tell myself I am a competent person.	1	2	3	4	5	6	7
11. I am a self-motivated person.	1	2	3	4	5	6	7
12. I would always encourage myself to try my best.	1	2	3	4	5	6	7
<i>Regulation of emotion (ROE)</i>							
13. I am able to control my temper and handle difficulties rationally.	1	2	3	4	5	6	7
14. I am quite capable of controlling my own emotions.	1	2	3	4	5	6	7
15. I can always calm down quickly when I am very angry.	1	2	3	4	5	6	7

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
16. I have good control of my own emotions.	1	2	3	4	5	6	7
<b>Political intelligence</b>							
<i>Networking ability</i>							
1. I spend a lot of time and effort at work networking with others.	1	2	3	4	5	6	7
2. I am good at building relationships with influential people at work.	1	2	3	4	5	6	7
3. I have developed an extensive network of colleagues and associates at work whom I can call on for support when I need to get things done.	1	2	3	4	5	6	7
4. At work, I know many influential people and am well connected.	1	2	3	4	5	6	7
5. I am good at using my connections and networks to make things happen at work.	1	2	3	4	5	6	7
6. I spend much time at work developing connections with others.	1	2	3	4	5	6	7
<i>Interpersonal influence</i>							

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
7. I can make most people feel comfortable and at ease around me.	1	2	3	4	5	6	7
8. I can communicate efficiently and effectively with others.	1	2	3	4	5	6	7
9. It is easy for me to develop good rapport with most people.	1	2	3	4	5	6	7
10. I am good at getting people to like me.	1	2	3	4	5	6	7
<i>Social astuteness</i>							
11. I am particularly good at sensing the motivations and hidden agendas of others.	1	2	3	4	5	6	7
12. I have good intuition or savvy about how to present myself to others.	1	2	3	4	5	6	7
13. I always seem to instinctively know the right thing to say or do to influence others.	1	2	3	4	5	6	7
14. I understand people very well.	1	2	3	4	5	6	7
15. I pay close attention to people's facial expressions.	1	2	3	4	5	6	7
<i>Apparent sincerity</i>							

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
16. When communicating with others, I try to be genuine in what I say and do.	1	2	3	4	5	6	7
17. It is important that people believe I am sincere in what I say and do.	1	2	3	4	5	6	7
18. I try to show a genuine interest in other people	1	2	3	4	5	6	7
<b>Cross-cultural competence</b>							
<i>Cultural flexibility</i>							
1. Most foreign countries have interesting and fun activities which are not common in my country.	1	2	3	4	5	6	7
2. Learning about other cultures is interesting and fun.	1	2	3	4	5	6	7
3. It is easy for me to learn to enjoy new activities.	1	2	3	4	5	6	7
4. It is easy for me to adapt to new ways of doing things.	1	2	3	4	5	6	7
5. Even though a foreign country might not have things I enjoy in my home country, it is easy for me to find new ones.	1	2	3	4	5	6	7

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
6. Because I find new activities to enjoy, being away from my home country does not make me homesick.	1	2	3	4	5	6	7
<i>Tolerance for ambiguity</i>							
7. The most interesting life is to live under rapidly changing conditions.	1	2	3	4	5	6	7
8. Adventurous and exploratory people go farther in this world than do systematic and orderly people.	1	2	3	4	5	6	7
9. When planning a vacation, a person should have a schedule to follow if he's really going to enjoy himself.	1	2	3	4	5	6	7
10. Doing the same thing in the same places for an extended time makes for a happy life.	1	2	3	4	5	6	7
<i>Non-ethnocentrism</i>							
11. I am interested in learning more about people who live in other countries.	1	2	3	4	5	6	7
12. I like to learn about other ways of life.	1	2	3	4	5	6	7

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
13. I enjoy being with people from other countries to learn about their unique views and approaches.	1	2	3	4	5	6	7
14. I enjoy exchanging ideas with people from other cultures or countries.	1	2	3	4	5	6	7
15. I like to observe people of other cultures, to see what I can learn from them.	1	2	3	4	5	6	7
16. I find people from other culture stimulating.	1	2	3	4	5	6	7
17. Coming into contact with people of other cultures has greatly benefited me.	1	2	3	4	5	6	7
<b>Cross-cultural performance</b>							
<i>Task performance</i>							
1. I managed to plan my work so that it was done on time.	1	2	3	4	5	6	7
2. My planning was optimal.	1	2	3	4	5	6	7
3. I kept in mind the results that I had to achieve in my work.	1	2	3	4	5	6	7
4. I was able to separate main issues from side issues at work.	1	2	3	4	5	6	7

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
5. I was able to perform my work well with minimal time and effort.	1	2	3	4	5	6	7
6. Collaboration with others was very productive.	1	2	3	4	5	6	7
<i>Context performance</i>							
7. I took on extra responsibilities.	1	2	3	4	5	6	7
8. I started new tasks myself, when my old ones were finished.	1	2	3	4	5	6	7
9. I took on challenging work tasks, when available.	1	2	3	4	5	6	7
10. I worked at keeping my job knowledge up-to-date	1	2	3	4	5	6	7
11. I worked at keeping my job skills up-to-date.	1	2	3	4	5	6	7
12. I came up with creative solutions to new problems.	1	2	3	4	5	6	7
13. I kept looking for new challenges in my job.	1	2	3	4	5	6	7
14. I actively participated in work meetings.	1	2	3	4	5	6	7
<i>Adaptive performance</i>							
15. I work at keeping at my job knowledge up to date	1	2	3	4	5	6	7

Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
16. I worked at keeping my job skills up-to date	1	2	3	4	5	6	7
17. I have demonstrated flexibility	1	2	3	4	5	6	7
18. I was able to cope well with difficult situations and setbacks at work	1	2	3	4	5	6	7
19. I recovered fast, after difficult situations or setbacks at work	1	2	3	4	5	6	7
20. I came up with creative solutions to new problems.	1	2	3	4	5	6	7
21. I was able to cope well with uncertain and unpredictable situations at work	1	2	3	4	5	6	7
22. I easily adjusted to changes in my work.	1	2	3	4	5	6	7
<b>Perceived host country national's helping behavior</b>							
1. Host country colleagues help me when I am absent.	1	2	3	4	5	6	7
2. Host country colleagues orient me even though it is not required.	1	2	3	4	5	6	7
3. Host country colleagues help me when my workload increases.	1	2	3	4	5	6	7



Construct	Level of agreement						
	Strongly disagree	Disagree	Somehow disagree	Neutral	Somehow agree	Agree	Strongly agree
4. Host country colleagues teach me how to avoid any problems I may encounter while doing their work.	1	2	3	4	5	6	7
5. Host country colleagues help me when I have a heavy workload.	1	2	3	4	5	6	7
<b>Perceived organizational support</b>							
1. The organization values my contribution to its well-being	1	2	3	4	5	6	7
2. The organization appreciate any extra effort from me	1	2	3	4	5	6	7
3. The organization cares about any complaint from me	1	2	3	4	5	6	7
4. The organization really cares about my well-being	1	2	3	4	5	6	7
5. If I did the best job possible, the organization would notice	1	2	3	4	5	6	7
6. The organization cares about my general satisfaction at work	1	2	3	4	5	6	7
7. The organization takes pride in my accomplishments at work	1	2	3	4	5	6	7