EMOTIONAL AND CULTURAL INTELLIGENCES AS AN ASSESSMENT TOOL FOR RECRUITING, SELECTING AND TRAINING INDIVIDUAL CANDIDATES

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ABSTRACT

Two emerging constructs, emotional intelligence and cultural intelligence, are considered as an effective assessment tool for recruiting, selecting and training individual candidates. Research suggests that both constructs have positive relationships with job performance, organizational climate, leadership emergence, flexibility, adaptation, adding value, and improving effectiveness across borders (Alon & Higgins, 2005). This study elaborates on each construct's definition, measurement instrument, training steps, applications for expatriates and in-patriates, pre-departure and post-arrival training. In addition, this study provides implications for practitioners in their applications for global leaders and in social and interpersonal competencies programs. Finally, this study provides examples about corporate best practices, cross-cultural leadership practices, cultural clusters that assess the role of the two constructs in leadership across cultures and in preventing applicants from faking their scores.

Keywords: Emotional intelligence, cultural intelligence, assessment tool, recruiting, selecting and training, candidates

INTRODUCTION

Globalization is a reality in today's business environment, and the effectiveness of leadership across borders has become a source of competitive advantage for organizations. Human resource management plays an instrumental role in developing this competitive advantage by recruiting applicants for potential employment, and by selecting qualified individuals with the necessary knowledge, competencies, aptitudes, and other characteristics that will assist the organization achieve its goals. The selection of competent individuals for global leaders, expatriates, in-patriates, and positions that require social competencies and interpersonal skills is of critical importance (Dunn, Lafferty, & Alford, 2012).

Individual candidates for these positions are often selected from within the organization with the rationale that these current employees or managers already possess the technical expertise, the organizational culture, and the tribal knowledge. Forward thinking organizations, however, recognize that these managers need more than technical competencies to be effective across borders (Riggio, Murphy, & Pirozzolo, 2002, p. 23). Ashamalla (1998) points out that selection of expatriates at the recruitment phase, in which a thorough screening for international competency is typically performed to verify certain qualities such as cultural empathy, awareness of environmental constraints, interpersonal skills, and other crucial qualities for success overseas like adaptation, flexibility, and tolerance for ambiguity (p. 55).

However, measuring these qualities is rather subjective, as they lack operational definitions, especially when the selection process used is typically a personal interview. It is crucial that there is a match between candidate and selection instruments that reveals the most about the candidate, and identifies the gap in competencies. Consequently, employing the two constructs of emotional and cultural intelligences provide a systematic, practical approach to

recruiting and selecting a more globally-qualified pool of applicants. The operationalization of these two constructs represent is a reliable measurement that generates consistent results and is a valid measure designed to assess performance across cultural settings. The emotional and cultural intelligences offer ideal practical applications as assessment instruments that quantify actual scores for candidates, and identify areas of deficiency for the purpose of training and improvement in each construct's respective dimensions (Riggio, Murphy, & Pirozzolo, 2002).

This global management practice digest explores practitioners' applications to emotional and cultural intelligences relevant to Human Resource management recruiting, selecting, and training candidates for effective leadership across cultures. The literature review in this digest examines relevant key theories and concepts, and considers analyses and integration of previous research. Particularly, it explores practical applications of emotional and cultural intelligences relevant to: (1) pre-departure and post-arrival/in-country training and development for expatriates and in-patriates; (2) global leaders, including at-home leaders who interact with foreign subsidiaries, and (3) positions requiring social competencies and interpersonal skills.

BACKGROUND OF THIS STUDY

Emotional and Cultural Intelligences as a Global Dimension

The global dimension of emotional intelligence is not as evident. Emotional intelligence is essential to success in both work and life. It is a part of the biological, evolutionary importance of emotions in human beings. For human beings, emotions are the first screen for all information received (Nicholson, 1998, p. 138). When an individual receives a piece of information, it is automatically assessed from an emotional perspective. Emotional assessment was necessary for survival, as it initiate fight-or-flight responses. When an individual receives information, the brain still considers a fight-or-flight response.

To be successful in any interpersonal activity, one must be aware of one's own emotions and be able to manage them, just as one must also be aware of the emotions of others and be able to manage any interaction. Emotional intelligence instruments simply measure the ability to perform these tasks across a wide variety of emotional intelligence skills (Alon & Higgins, 2005, p. 504). Goleman (2000) asserts that the brain's decision-making center is directly connected to emotions, then to logic. Therefore, as any good salesman believes, individuals decide with emotion and then justify with logic – a notion on which the entire advertising industry depends.

Cultural intelligence represents a significant break from the conventional wisdom of focusing on cultural values for intercultural education. Its global dimension lies in its definition that underpins effective leadership across borders. Cultural intelligence is defined as "a person's capability for successful adaptation to new cultural settings; that is, for unfamiliar settings attributable to cultural context" (Earley & Ang, 2003, p. 9), which consists of four dimensions: (1) behavior; (2) knowledge; (3) motivation; and (4) CI-strategy. It requires individuals to switch national contexts and rely on their ability to learn new patterns of social interaction and devise the right behavioral responses to these patterns (Earley & Ang 2003, p. 27).

Social interactions reflect an orientation to others or an emotional connection to others (Sri Ramalu, Rose, Uli, & Kumar, 2012; Gregersen, Morrison, & Black, 1998) that is positively correlated with successful cross-cultural adaptation. Social interactions also include the ability to manage the emotional conflicts caused by "poly contextuality" (Von Glinow, Shapiro, & Brett, 2004, p. 579). Reilly, and Karounos (2009, p. 11) suggest that the emotional intelligence trait social skills may be critical to effective global leadership, and organizations seeking to

strengthen their international leaders' effectiveness may consider utilizing training programs directed at this particular leader attribute. To decrease the failure rate of expatriates in overseas assignments, it is essential to employ the use of a training program (Bücker & Korzilius, 2015). Scholars and practitioners alike have called for emotional intelligence training to help employees recognize the underlying elements of cultural differences and backgrounds (Ilangovan, Scroggins, & Rozeh, 2007). In addition, Taewon (2010) provides quantitative evidence that supports discriminant validity of the four factor model of cultural intelligence scale (CIS) in relation the emotional intelligence construct. His study demonstrates that specific factors of the emotional intelligence are related to specific factors of cultural intelligence.

Furthermore, the two constructs have a moderating relationship, as cultural intelligence bridges the gap in the transfer of meaning and the conversion of varying emotional intelligence behaviors across cultures, enabling the selection and the adaptation of appropriate emotional intelligence actions for a specific culture (Earley & Ang, 2003, p. 61). They also share overlapping characteristics for global leadership training and development such as perception and interpretation of cues, sensitivity to complex situations, flexibility in behaviors, effective interaction with others, and continuous learning (Crowne, 2009, p.158), which are considered critical in customizing developmental programs for employees to build managerial and leadership competencies across borders.

Measurements of Emotional and Cultural Intelligences VS Applicants Faking Their Scores

Currently, there are three instruments to measure emotional intelligence. These instruments meet the American Psychological Association's standards of legitimate tests. The three instruments are: (1) the Emotional Quotient Inventory (EQ-I), which is a self-report, trait-based test that is non-cognitive in nature, and was designed by psychologist Reuven Bar-On, (2) the Emotional Competence Inventory (ECI-360), designed by Goleman, Boyatzis and McKee, is a self-report test that focuses on emotional intelligence's business applications, developed to measure emotional intelligence level of managers in organizations, and collects data in a 360 comprehensive fashion, and (3) the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which is an ability-based measure that is cognitive in nature, and is an emotional problem-solving test, as opposed to a self-reported inventory (Alon & Higgins, 2005, p. 504).

On the other hand, the Cultural Intelligence Scale (CQS) is the leading available assessment instrument of cultural intelligence to date. It is a self-report measure constructed and validated by Ang, et al. (2007), in which participants complete a 20-item CQS measure. Professor Ang and her colleagues derived the instrument from the four-factor model of the cultural intelligence construct. The measure is composed of four subscales: Cognitive (6 items), Meta-cognitive (4 items), Behavioral (5 items), and Motivational (5 items). Responses are made on 5-point agree–disagree scales, and in each case, higher scores indicate greater cultural intelligence (Ward, Fischer, Lam, & Hall, 2009, p. 87). Furthermore, the cross-validation studies documented by Ang, et al. (2007, p. 335) provided strong support for the validity, reliability, and stability of the CQS measure.

Another approach would be an assessment of a person's behavior in a simulated business encounter and 360-degree feedback on a person's past behavior in an actual situation. It is critical to make a distinction between self-reporting and problem-solving tests in relation to the relative ease of applicants faking their scores on the emotional and cultural intelligences constructs in order to gain employment. A self-report measure carries the assumption that the respondent will

answer accurately, truthfully, and without the influence of hidden motives. This increases the potentially distorting effects of response bias thereby decreasing the accuracy of the results. Conversely, in a problem-solving test, as opposed to a self-reported inventory, participants are asked to solve a number of problems. In this test, it is not as conceivable that individuals are able to fake their responses and fake their scores, which could have negative organizational consequences in terms of employee selection and the hiring process. Refer to case study and best practices section of this paper for details (Day & Carroll, 2008).

Emotional and Cultural Intelligences as a Training and Development Mechanism

Emotional and cultural intelligences are related, but cultural inttelligence picks up where emotional intelligence leaves off. A person with high emotional intelligence grasps what makes us human and at the same time what makes each of us different from one another. A person with high cultural intelligence can somehow tease out of a person's or group's behavior those features that would be true of all people and all groups, those peculiar to this person or this group, and those that are neither universal nor idiosyncratic. Consequently, it is ideal for human resource management to recruit, screen, select, and train candidates for high scores in both emotional and cultural intelligences. A training and development mechanism to cultivate emotional and cultural intelligences competencies consists of the following steps (Earley, & Mosakowski, 2004):
Step 1- An assessment of the candidates' emotional and cultural intelligences is conducted and numerical scores are developed as a baseline. According to the organization's set criteria, the candidate may be screed out or hired into the position.
Step 2- The selected individual's emotional and cultural intelligences strengths and weaknesses are identified in each construct's dimension for subsequent customized training and development efforts to address areas of deficiencies.
Step 3- The selected individuals undergo targeted training for improvement, relevant to weaknesses in specific dimensions in each construct. This may include training to improve his or her analogical and inductive reasoning by reading applicable case studies and gleaning their principles, performing a series of exercises, role plays, simulations, and other experiential activities to build emotional and cultural awareness.
Step 4- A re-assessment of the individual is performed as required to evaluate and measure the newly acquired skills and the level of improvement, in which the individual may undergo further training in specific areas.

Practitioners' Applications of the Emotional and Cultural Intelligences to Expatriates

While expatriates are parent company nationals who are sent to work at a foreign subsidiary, inpatriates are host-country and third-country national managers who are sent to work at the home/domestic market of a multinational company on a semi-permanent basis (Harvey, & Buckley, 1997, p. 36). Research on expatriates and global leadership suggests that managers who may be highly effective in their home country may not necessarily be as effective in international settings (McEvoy & Parker, 2002). The experiences of expatriation have been marked with high failure rates, increased costs, and ineffectiveness on the part of expatriates (Mendenhall, Kuhlmann, Stahl, & Osland, 2002; Shaffer, Harrison, Gregersen, Black, & Ferdandi, 2006). Consequently, it has become crucial for global organizations to develop individuals who can adjust and work effectively and efficiently in an international environment.

Given the significance and high costs of expatriation, it is crucial to understand what can be done to help expatriates adjust and succeed in their international assignments.

Expatriates' Training on Pre-Departure and Post-Arrival

Researchers divide expatriation training into three stages: pre-expatriation, expatriation (international assignment), and repatriation (Black & Gregersen, 1991). Pre-departure training is valuable because managers make anticipatory adjustments before they actually encounter a new situation. Accurate expectations learned through proper information and training are known to facilitate the actual adaptation (Black & Gregersen, 1991). Research suggests that about 62 percent of U.S. corporations provide some cross-cultural preparation, typically less than a day, prior to sending expatriates abroad (Black & Gregersen, 1991). Similarly, Bolino and Feldman (2000) found, from a survey of 268 expatriates, that over 75 percent of the respondents received less than one day of training before embarking on their assignments, and over a third of these individuals received no pre-departure training.

Although pre-departure training is important, post-arrival or in-country training is suggested as being more critical to expatriate effectiveness, yet organizations tend to provide little follow-up training once employees are overseas. Mendenhall, Dunbar, and Oddou's (1987, p. 15) study provided some statistics relevant to follow-up training, ranging from no training at all (49%), language skills only (36%), assigning the family a counselor once employees are overseas (12%), to comprehensive training programs (3%). Reasons that global organizations do not provide training range from doubts about the effectiveness of such training programs, lack of time between selection and relocation, the perception that overseas assignments do not warrant expenses for training because of their short duration, to no perceived need for training on the part of upper management (Mendenhall, Dunbar, & Oddou, 1987).

Considerable attention in the area of international HR research has been paid to cross-cultural adaptation of expatriates. Expatriate adaptation may be defined as the extent to which expatriates are psychologically comfortable with living and working in the host country (Gregersen & Black, 1990). Positive adaptation results in increased fit and reduced conflict between the environmental demands and the expatriate manager (Aycan, 1997a). A person is considered to be adapted when there is a match between environmental demands and the person's ability to meet those demands (Black & Gregersen, 1991). Adaptation consists of three substantive dimensions: (1) Adaptation to the general environment; (2) Adaptation to interaction with host country nationals; and (3) Adaptation to work and job requirements (Black, Mendenhall, & Oddou, 1991; Black & Gregersen, 1991).

Furthermore, socializing with host country nationals, coworkers, and supervisors facilitates cultural understanding and, consequently, adjustment and work effectiveness. Expatriate newcomers acquire culturally appropriate behavioral patterns and competencies in defining culturally appropriate and effective behaviors through interactions with organizational members and social support from them. As expatriates make more sense of the culture, norms, and practices of the host country and organization, their understanding reduces the stress of uncertainty and facilitates adaptation (Aycan, 1997a). Li, Mobley, and Kelly assert that "These findings imply that cultural intelligence does not develop overnight. The longer one is immersed in a different culture or cultures, the higher level of CQ one may develop" (2013, p.43).

Consequently, employing the two constructs of emotional and cultural intelligences provides a systematic practical approach to recruiting and selecting a more globally-qualified

pool of expatriates. The operationalization of the two constructs of emotional and cultural intelligences represent a reliable measurement that generates consistent results, and a valid measure designed to assess performance across cultural settings. The two constructs offer an ideal practical application as assessment instruments that quantify actual scores for both phases of expatriates: the pre-departure and post-arrival or in-country adaptation, and identify areas of deficiencies for the purpose of training and improvement in each construct's respective dimensions. Human resource management may adopt the four-step training and development mechanism described in the previous section to cultivate emotional intelligence – cultural intelligence competencies.

In exploring the link between emotional intelligence and cross-cultural leadership effectiveness, Reilly, and Karounos (2009, p. 11) suggest that expatriate selection should be based on specific EI competencies, as an indicator of potential adaptation to a foreign assignment (e.g., a high level of empathy will allow a manager to place oneself in another's shoes and understand differences in values and perspectives). Crowne (2008) suggests that organizations should consider examining employees' cultural intelligence level prior to sending them abroad, which should assist in minimizing some of the common cultural issues that often occur during these assignments.

Understanding what can increase cultural intelligence will aid organizations during this process, and allow them to train and develop more effective expatriates (p. 397). Similarly, Alon and Higgins (2005, p. 509) conclude that the positive correlation between emotional and cultural intelligence skills and global performance of expatriates offers compelling implication for training and development units of human resource management departments, and that organizations should think in terms of selecting employment candidates with high emotional and cultural intelligences.

IMPLICATIONS

Applications of the Two Constructs to Global Leaders

Research suggests that globalization is still in its infancy stage, and the full extent of its effect on multinational organizations has yet to be felt, and the implications of this could be devastating or incredibly rewarding (Bryan, Rall, Fraser, & Oppenheim, 1999). While the need for global business leaders has never been more critical, serious deficiencies exist in the preparation for global leaders in dealing with the interpersonal realities of global business. A comprehensive review of global leadership literature concludes that: (a) leaders need to develop global competencies, (b) there is a shortage of global leaders in the corporate world, (c) there is a need to better understand the link between managerial competencies and global leadership, and (d) many organizations do not know what it means to develop global leaders (Suutari, 2002, p. 219).

Extensive research of many leadership scholars also found that: (1) multinational firms' efforts to develop effective global leaders are deficient, (2) 85% of Fortune 500 firms surveyed did not have an adequate number of leaders, (3) 65% felt that their leaders needed additional skills, (4) one-third of global leaders underperformed based on their superiors' evaluations, and (5) organizations traditionally and erroneously promoted leaders to global leadership capacity based on technical and organizational skills only assert that intelligence is a multidimensional construct, that different kinds of intelligences are needed for effective global leadership, and that

the traditional IQ of verbal and quantitative analysis alone is insufficient (Manning, 2003, p. 24; Riggio, Murphy, & Pirozzolo (2002, p. 4).

The complexity and magnitude of globalization are changing the behaviors of global leaders, for what once worked no longer does. The negative consequences of wrong leadership choices and the high ratio of failing global leaders prove costly for organizations and place them at a competitive disadvantage. Consequently, employing the two constructs of emotional and cultural intelligences provides a systematic practical application to recruiting, screening, and selecting a more qualified pool of global leaders (Alon & Higgins, 2005).

The operational definitions of the two constructs of emotional and cultural intelligences represent reliable measurements that generate consistent results and valid measures designed to assess performance across cultural settings. The two constructs offer ideal practical applications as assessment instruments that quantify actual scores for global leaders, and identify areas of deficiencies for the purpose of training and improvement in each construct's respective dimensions (Alon & Higgins, 2005).

Human resource management may adopt the four-step training and development mechanism described in the previous section to cultivate emotional and cultural competencies to increase global leaders' effectiveness, and thus improve organizations' levels of global performance. Alon and Higgins (2005, p. 509) assert that due to the influence of increased globalization on business and the factors that lead to successful global leadership, human resource management departments of organizations need to adopt the emotional and cultural intelligences' measures as part of their global leadership training and development programs to improve levels of global performance.

Similarly, Crowne (2008) suggests that cultural intelligence leads to developing global leadership success and while organizations prepare employees to assume global leadership positions, they should offer cultural intelligence training and development to become successful global leaders, as high levels of cultural intelligence are likely to influence the success of global leadership. The author further suggests cultural intelligence training and development would prove beneficial for those candidate leaders that don't intend to leave their home country, but have global responsibilities across cultures through interaction with foreign subsidiaries (Crowne, 2008, p. 397).

Applications of the Two Constructs to Social and Interpersonal Competencies Positions

While the emotional and cultural intelligences share overlapping characteristics for effective cross cultural training and development such as perception and interpretation of cues, sensitivity to complex situations, flexibility in behaviors, effective interaction with others, and continuous learning (Crowne, 2009, p.158), they have positive correlations with job performance and positions requiring social and interpersonal competence. Joseph and Newman (2010) suggest in their meta-analysis study that EI – CI training is effective for positions in sales, marketing, customer service, and managerial and leadership positions, but less important in predicting performance and success in positions that require low level of interpersonal interaction and technical competencies.

Furthermore, Lindebaum (2009) suggests that the context in which an industry is embedded is a key factor that determines the applicability of social and interpersonal competencies, and that fierce competition and tight profit margin industries such as construction may have low influence on effectiveness (Lindebaum, 2009, p.229). Consequently, employing the two constructs of emotional and cultural intelligences provides a systematic practical application to recruiting,

screening, and selecting a more qualified pool of individuals for positions requiring social and interpersonal competencies.

The operational definitions of the two constructs represent reliable measurements that generate consistent results and valid measures designed to assess performance across cultural settings. Emotional intelligence and cultural intelligence offer an ideal practical application as assessment instruments that quantify actual scores for such positions, and identify areas of deficiency for the purpose of training and improvement in each construct's respective dimensions (Crowne, 2008; Joo-Seng, 2004).

Human resource management may adopt the four-step training and development mechanism described in the previous section to cultivate emotional and cultural competencies to increase candidates' effectiveness. Increasing the emotional intelligence and cultural intelligence will enhance these employees' ability to adapt to different people from diverse cultures. The global workplace requires individuals to be sensitive to different cultures, to interact appropriately with people from diverse cultures, and to analyze new cultures as they are encountered in a world of workforce diversity (Crowne, 2008; Joo-Seng, 2004).

EXAMPLES AND BEST PRACTICES

Cultural Intelligence and Corporate Best Practices

This section presents evidence that forward thinking organizations already possess an orientation toward cultural intelligence are enjoying the benefits of hiring individuals who are culturally intelligent, and have cultural intelligence as a core part of their corporate strategy. IBM firmly believes that cultural Intelligence competence is the glue that enables cohesiveness and collective performance. IBM considers cultural Intelligence as a strategic capability of leaders and managers that assists in achieving a competitive advantage and competitive superiority in the global marketplace (Joo-Seng, 2004, p. 21).

In the global scramble for talent, Novartis and Nike aspire to be the employer of choice, and recognize the competitive advantage of hiring individuals who are culturally intelligent as an integral part of their human resource agenda. Lloyds TSB takes the challenge of improving customer relationships so seriously that it has a cultural Intelligence strategy to deal with it. The strategy has contributed to increased income streams and better cost management (Joo-Seng, 2004, p. 21).

To grow its business globally, Levi Strauss capitalizes on culturally intelligent individuals who are able to leverage cultural diversity to align marketing and product development with consumers to provide a competitive edge in product development and marketing strategies for consumer groups in different countries. Lufthansa believes that culturally intelligent individuals constitute a precious organizational asset during times of crisis. At Barclays, culturally intelligent individuals help the organization gain local ownership and commitment in the United Kingdom and beyond (Joo-Seng, 2004, p. 21).

The Relationships between Emotional and Cultural Intelligences

To demonstrate the relationships between emotional intelligence and the four factor model of Cultural Intelligence, a study was performed using 381 Korean respondents in Singapore and

the United Sates to support discriminant validity of the four factor model of cultural intelligence measure (CQS) in relation to the emotional Intelligence construct. The case study has implications for cross-cultural leadership practice, as it would assist human resources professionals in their search by selecting, training and developing a more culturally-competent workforce. By demonstrating the relationship between emotional and cultural intelligences, this study allows organizations to improve their staffing and performance system. Organizations will recognize the importance of emotional and cultural intelligences in addition to evaluating employees' language proficiencies and international work experience when an HR department recruits or selects its employees for work in cross-cultural settings. Furthermore, organizations could use the CQS measure to recruit and select their employees who would be the best fit for expatriate assignments. By using CQS, those who perform well in domestic contexts but are unlikely to succeed in cross-cultural interactions could be screened out, which would reduce unnecessary costs stemming from failure of international assignments (Taewon, 2010).

Project GLOBE

Using categories developed by Project GLOBE, the study surveyed a sample of international sales managers from four cultural clusters to assess the role of Project GLOBE in determining leadership effectiveness across cultures. The results confirmed that emotional intelligence is valued more highly than technical skills and cognitive skills, especially regarding social skill, and supported across cultures. It suggests that expatriate selection should be based on specific emotional intelligence competencies, as an indicator of potential adaptation to a foreign assignment (Reilly & Karounos, 2009). It further suggests that the emotional intelligence trait social skill may be critical to effective global leadership, and that organizations seeking to strengthen their international leaders' effectiveness may consider utilizing training programs directed at this particular leader attribute (Reilly & Karounos, 2009).

Preventing Applicants from Faking Test Scores

The purpose of the case study was to compare the relative ease of faking on the two emotional intelligence measures: EQ-i and the MSCEIT. Using a within-subject design, the researchers compared the EQ-i and MSCEIT in an "applicant condition" versus a "non-applicant condition" (Day & Carroll, 2008). In the applicant condition, they created a motivation for participants to fake by showing them a job description, asking them to "apply" for the job, and offering cash rewards to the best "applicants". In the non-applicant condition, they asked participants to be as honest and accurate as possible in their responses to the measures they were given.

Thus, the applicant condition was an effort to elicit responses comparable to those that might be provided in an actual hiring situation, in which some applicants are motivated to fake and others are not. The non-applicant condition was designed to elicit honest responses that can be used as a baseline against which the applicant condition scores can be compared. Enticed by the job opportunity as an applicant, and the cash reward as an added incentive, an individual would have the tendency to fake his or her EI score if the instrument allows. In this case study, EQ-i (self-report test) scores were higher in an applicant condition than in a non-applicant condition, whereas MSCEIT (problem solving test) scores did not differ according to context.

This is crucial as faked EI scores could have negative consequences for organizations in terms of the selection and hiring process.

CONCLUSION

Appendix 1 depicts a graphic representation that incorporates key ideas from the literature, translates them into concepts, and makes logical connections to illustrate relationships among elements. The graphics of the framework reflect a logical sequential order of steps, from inception to completion to employ the practitioners' applications of the two constructs of emotional and cultural intelligences that underpin effective leadership across borders. The emotional and cultural intelligences are integrated via the Venn diagram where the two circles have a point of overlap, and each construct is correlated to its respective four-dimensional model on each side to portray overlapping characteristics of the "self" and the "social" components. The two interlocking circles of the emotional and cultural intelligences, jointly lead to success predictors for job performance, leadership emergence, organizational climate, flexibility, adaptation, and improving effectiveness.

Capitalizing on the success predictors of the two constructs, the framework presented in Appendix 1 reflects the emotional and cultural intelligences as an assessment tool for human resource practices of recruiting, selecting, and training individual candidates for three practitioners' applications:

1. Expatriates and in-patriates addressing the two phases of pre-departure and post-arrival in order to adapt to the general environment, to interaction with host country nationals, and to work and job requirements;

2. Global leaders including at-home leaders who interact with foreign subsidiaries;

3. Positions requiring social competencies and interpersonal skills. Each of the three applications employs the four-step training and development mechanism (of assessing the emotional and cultural intelligences baseline, identifying areas of deficiency, training for targeted improvement, and reassessing the results) that increases their effectiveness across cultures.

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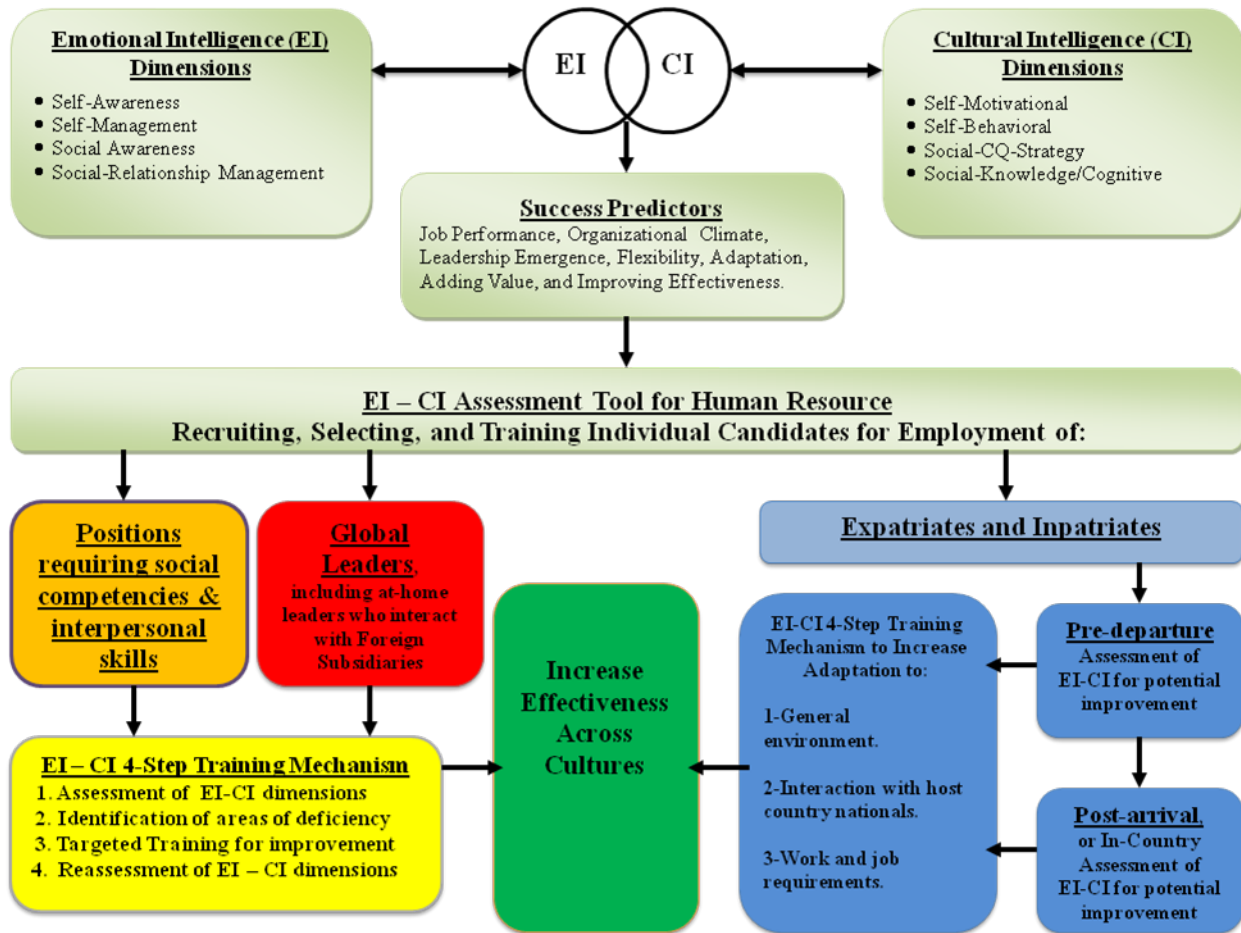
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About the Author:

Nick Daher is an Associate Professor in the College of Business at Florida Institute of Technology. Dr. Daher received his B.S. in Business Administration from Ohio State University, an MBA from Stetson University, and a Doctorate Degree in Management from University of Maryland. He teaches graduate level courses, and serves as a Committee Chair for doctoral students in the DBA program. He served as a Chairman for the Supplier Management Review Board at Siemens Telecom, as an ISO Certified Lead Auditor, and as a Corporate Trainer at TI Automotive Systems. As a scholarly practitioner, he delivers a blend of theory and practice in teaching methodology, focusing on application-based and evidence-based research in cross-cultural studies and strategic management.

Appendix-1
Global Management Practice Framework

Emotional Intelligence (EI) Dimensions
- Self-Awareness
- Self-Management
- Social Awareness
- Social-Relationship Management

EI CI

Cultural Intelligence (CI) Dimensions
- Self-Motivational
- Self-Behavioral
- Social-CQ-Strategy
- Social-Knowledge/Cognitive

Success Predictors
Job Performance, Organizational Climate, Leadership Emergence, Flexibility, Adaptation, Adding Value, and Improving Effectiveness.

EI – CI Assessment Tool for Human Resource
Recruiting, Selecting, and Training Individual Candidates for Employment of:

Positions requiring social competencies & interpersonal skills

Global Leaders, including at-home leaders who interact with Foreign Subsidiaries

Increase Effectiveness Across Cultures

EI-CI 4-Step Training Mechanism to Increase Adaptation to:
1-General environment.
2-Interaction with host country nationals.
3-Work and job requirements.

Expatriates and Inpatriates

Pre-departure Assessment of EI-CI for potential improvement

EI – CI 4-Step Training Mechanism
1. Assessment of EI-CI dimensions
2. Identification of areas of deficiency
3. Targeted Training for improvement
4. Reassessment of EI – CI dimensions

Post-arrival, or In-Country Assessment of EI-CI for potential improvement