A Study of Western Expatriates Performance in Algeria: The Role of Cultural Intelligence

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Abstract:

The expatriation literature consistently suggests that expatriates on assignment require a great deal of support to adjust to their new environment. The cultural environment in which expatriate operate is an important factor for determining successful performance. The cornerstone of this study is to investigate the influence of dynamic intercultural competency of Cultural Intelligence (CQ) and its dimensions on expatriate job performance. Analyzing 332 expatriate residing and working in Algeria using Hierarchical regression, we found that Cultural Intelligence (CQ) is a vital intercultural competency that facilitates expatriate job performance in international assignments. Further, we demonstrated that expatriate in Algeria with greater metacognitive and behavioral CQ fared better in their contextual performance. Greater assignment specific performance related to greater behavioral CQ.

Keywords: Cultural intelligence, Expatriate, Job Performance, Algeria.

الملخّــــص:

تهدف هده الدراسة الى التعرف على طبيعة العلاقة بين الذكاء الثقافي وأبعاده و الأداء الوظيفي للمغتربين العاملين في الشركات المتعددة الجنسيات في الجزائر. الابحاث السابقة على المغتربين تقترح دائما و باستمرار ان المغتربين في مهامهم الوظيفية بحاجة الى قدر كبير من الدعم للتأقلم مع بيئتهم الجديدة. البيئة التي يعمل فيها المغتربين هي عامل مهم لتحديد الاداء الوظيفي الناجح.هدفت هده الدراسة الى التعريف بمفهوم الذكاء الثقافي و تأثيره على الأداء الوظيفي على عينة من المغتربين الأجانب والتي بلغ حجمها 332 فردا مقيما ويعمل في الجزائر وهي البيئة المخالفة للبيئة الاصلية للمغتربين. بنية الدراسة على فرضية رئيسية مفادها:هناك علاقة ارتباط إيجابية بين ابعاد الذكاء الثقافي(المعرفة, الدافعية والسلوك) وابعاد الأداء الوظيفي(أداء المهمة, الأداء السياقية, و أداء المهمة المحددة).وتم تحليل البيانات باستخدام الاساليب الاحصائية: معامل الارتباط البسيط والانحدار الهرمي و توصلت الدراسة الى مجموعة من الاستنتاجات أهمها:وجود علاقة ذات دلالة احصائية بين الذكاء الثقافي بأبعاده الاربعة و فعالية الاداء الوظيفي بأبعاده الثلاثة. وفي ضوء هذه الاستنتاجات فقد اقترحت الدراسة مجموعة من التوصيات أهمها:ان الذكاء الثقافي هو كفاءة أساسية للتفاعل بين الثقافات او القدرة على التواصل الناجح بين ابناء ثقافة مختلفة والذي يسهل الأداء الوظيفي للمغتربين في المهام الدولية.

1. Introduction:

In a global economy full of multinational firms, International human resource management is a growing topic in the business and management literature. A thorough understanding of the adjustment of expatriates to their new environment is critical not only for selection and preparation of potential expatriates but also for the management of expatriate performance.

In a world where the importance of international business continues to expand, despite the impact of the global economic crisis that began in 2008 and continues to affect many countries today, it is no surprise thatthe rise in the number of long-term expatriate assignments continues unabated. The continuing growth of international business and the increasing numbers of people working in countries other than their own has led to a renewed focus on the management of internationally mobile employees. Mobility levels have increased by 25% over the last decade and we predict a further 50% growth by 2020. (Price water house coopers, 2012).The impact of an international assignment on the expatriate and their family is immense.It is not unexpected, therefore, to find that the amount of expatriate research has grown every year and is now very extensive. This increase in expatriate assignments brings with it a need to manage these assignments as effectively and efficiently as possible.

Past research has indicated three different criterions to measure expatriate effectiveness in international assignments: cross cultural adjustment (Hechanova, Beehr, & Christiansen, 2003; Huang et al., 2005), premature return intention (Caligiuri, 2000a; Shaffer, Harrison, Gregersen, Black &Ferzandi, 2006) and job performance (Shay & Black, 2006; Kim & Slocum, 2008). While criterion related to cross-cultural adjustment (CCA) and premature return intention studied extensively in the past, studies on job performance have been limited. This delinquency is mainly due to difficulty to define and eventually measure the expatriate job performance concept(Mol, Born, Willemsen& Van Der Molen, 2005; Shaffer et al., 2006). Yet, knowledge about the ability of expatriates to meet the expectations of their position, job performance has become crucial. This is because both the CCA and premature return intention does not reflect the actual role prescribed behavior that expatriates perform in their job, hence achieving organizational goal. According to Caligiuri (1997), approximately half ofthe maladjusted expatriates who remain abroad are ineffective (or performing poorly) in their foreign

assignment.Additionally, not all maladjusted expatriates leave their assignments and most likely choose to complete their stay neglecting the expectations to perform in the job. In that regard, examination of expatriate job performance is valuable.

In the past, studies on effect of individual differences on expatriate effectiveness attracted considerable attention. Research on individual differences has distinguished between trait-like constructs (e.g., Chen, Gully, Whiteman&Kilcullen, 2000) and state-like constructs (e.g., Bandura, 1977). Trait-like individual differences refer to unspecified task or situations that are stable over time such as personality traits. State-like individual differences,on the other hand, represent specific situations or tasks and tend to be malleable over time such knowledge and skill. In the international context, Leiba-O'Sullivan (1999) and Shaffer et al. (2006) have distinguished individual differences into stable and dynamic intercultural competencies. Studies using stable intercultural competencies of personality in relation to expatriate job performance has been conducted by many researchers inthe past (e.g., Dalton & Wilson, 2000; Mol et al., 2005). These results generally found that high performing international assignees tend to share certain personality traits (e.g., Caligiuri, 2000a; Dalton &Wilson, 2000; Molet al., 2005; Shaffer et al., 2006). Unfortunately, research on dynamic competencies and expatriate job performance has been limited due to poor conceptualization and operational difficulties of these concepts.Research indicated that dynamic competencies due to lack of sound theoretical foundation are difficult to measure and in the available study salient factors tend to vary from study to study (Yamazaki &Kayes, 2004),hence a gap to be filled.

Recently, Cultural Intelligence (CQ) introduced as a vital dynamic intercultural competency that is crucial for expatriates working on international assignments. (Ang et al., 2007). CQ was first advanced by Earley and Ang (2003), defined as an individual's capability to adapt effectively in situations characterized by cultural diversity. Thus, CQ can explain individual differences in adapting to new cultural settings. The authors conceptualized CQ as a multidimensional construct including four components: cognitive,meta-cognitive, motivational and behavioral. Given this, the awareness of the concept's significance for expatriate performance in diverse cultural environment remains at an early stage mainly due to newness of the concept in the literature.

This study is concerned with how CQ influence the job performance of western expatriates assigned to Algeria. We believe that expatriate population in Algeria is worth investigating, particularly because the country has become one of the preferred Foreign Direct Investments destinations in the North Africa region. Algeria ranks 153 out of 189 countries in the classification Doing Business2014 issued by the World Bank, This indicates that the country will have to face a continuous increase in number of expatriates admitted in various sectors of employments. The growing trend in the number of expatriates and international assignments in Algeria has heightened the need for research to understand how expatriates perform during their assignments in Algeria. The purpose of this study therefore is to investigate how CQ related to the job performance of expatriates assigned to Algeria.

This paper is organized as follows. We first present a review of literature related to the theoretical stance underpinning the concept on cultural intelligence and expatriate performance. Next, we develop hypotheses based on the relevant literature analysis. Further, we describe the method, study sample and measures before proceeding with the reporting of key findings of the statistical analysis. Finally, we conclude with the discussion on findings and their implications for both the academic research and practice and suggestions for future research.

2. Theoretical framework and development of hypotheses

2.1: Cultural Intelligence

Cultural intelligence (CQ), first coined by Earley and Ang (2003) is motivated by the practical reality of globalization in the workplace. It is defined as a person's capability to function effectively in situations characterized by cultural diversity (Earley&Ang, 2003; Earley&Mosakowski, 2005). To function effectively, individuals need to be socially adept in deciding on the most appropriate behavior that is suitable in an intercultural interaction (Earley&Ang, 2003). CQ is thus recognized as a unique explanatory variable in predicting intercultural effectiveness. Previous studies (see Ang, Van Dyne, &Koh, 2006; Ang et al., 2007; Earley&Ang, 2003) have demonstrated that CQ plays an increasingly important role in measuring a person's intelligence to adapt to a new cultural context by highlighting it as a framework for a set of CQ (Metacognitive,Cognitive, Motivational, and Behavioral CQ). More importantly, the CQ concept is based on contemporary conceptualizations of intelligence as multidimensional

(more than general mental ability) that includes the capability to adapt in various situations (Sternberg &Detterman, 1986). Though CQfocuses specifically on capabilities that are culture-related, it is grounded in the theory of multiple intelligences. This makes it theoretically grounded, comprehensive, and a coherent framework(Van Dyne, Ang, & Nielsen, 2007).

Cultural intelligence is multidimensional construct consist of meta-cognitive, cognitive, motivational, and behavioral dimension (Earley&Ang, 2003). First of these Metacognitive CQreflects the mental capability to acquire and understand cultural knowledge. It consists of the cognitive strategies that used to acquire and generate coping strategies (Ng &Earley, 2006). Ang et al. (2004) further state thatmeta-cognitive CQ is the individuals' cultural conscious and awareness, and is thus manifest in the ability to question cultural assumptions. Relevant capabilities include planning, monitoring, and revising mental models of cultural norms for countries or groups of people (Ang et al., 2007).

The second dimension, Cognitive CQ indicates general knowledge and knowledge structures about culture. It reflects knowledge of the norms, practices and conventions in different cultures gained from both the experience and formal education, those universal as well as culture-specific (Ang et al., 2004; Ang et al., 2007). This includes knowledge of the economic, legal, and social systems of different cultures and subcultures and knowledge of basic frameworks of cultural values. Those with high cognitive CQ understand similarities and differences across cultures (Brislin, Worthley, &MacNab, 2006).

These two components represent the elements of having the knowledge of different cultures and being aware of these differences. The next two CQdimensions are mainly on the drive to exhibit appropriate behavioral aspects of knowing that cultural differences do existand each intercultural related situation warrants a different response.

The third dimension, the Motivational CQ reflects individual capability to direct energy toward learning about and functioning in intercultural situations. It goes beyond recognizing cultural differences, and deals with the motivation behind cognitive processes and cognitive knowledge; it reflects the interest in engaging others and the desire to adapt to the other culture (Ang et al., 2007). This facet of CQ includes three primary motivators: enhancement (wanting to feel good about oneself), growth (wanting to challenge and improve

oneself), and continuality (the desire for continuity and predictability in ones' life) (Earley, Ang, & Tan, 2006). According to Earley and Ang (2003) and Ng and Earley (2006), this component directs and motivates one's adaptation to anew cultural settings. Kanfer and Heggestad (1997, p. 30 cited in Ang et al., 2007, p. 338) argued that such motivational capacities 'provide argentic control of affect, cognition, and behavior that facilitate goal accomplishment'.

Lastly, the behavioral dimension reflects individual capability to exhibit appropriate verbal and nonverbal actions in culturally diverse interactions. It involves the capability to engage in adaptive behaviors in accordance with cognition and motivation based on cultural values of specific settings. This includes having a wide and flexible repertoire of behaviors. According to Earley and Ang (2003), those with high behavioral CQ capable at exhibit situational appropriate behaviors based on their broad range of verbal and nonverbal capabilities, such as displaying culturally appropriate words, tone, gestures, and facial expressions.

Cultural intelligence has been associated with expatriate outcomes such as cultural judgment and decision-making (e.g., Ang et al., 2007; Ang et al., 2004), cultural adaptation (e.g., Ward, Fischer, Lam, & Hall, 2008; Ang et al., 2007; Ang et al., 2004), CCA (e.g., Lee &Sukoco, 2007; Templer, Tay, &Chandrasekar, 2006) and task performance (e.g., Ang et al., 2004; Ang et al., 2007).

Thomas and Inkson (2005) suggest that people with high CQ are more attuned to the nuances of intercultural interactions so that they intuitively know how exactly to behave in order not to cause any intercultural mistakes and to try to facilitate positive reactions. A study by Johnson, Lenartowicz, and Apud (2006) suggest that aspects of CQ are antecedents to cross-cultural competence and can assist expatriates in performing better on international assignments.

2.2. Expatriate Job performance

The ultimate aim of sending an expatriate on international assignment is for them to perform the expected tasks and ensuring there is a continuity of operations from the headquarters to the subsidiary. In order to fulfill this, organizations should be able to predict or identify the relevant antecedents or stressors that could maximize expatriates' performance. Campbell (1999) defines job performance as a function of knowledge, skills, abilities, and motivation directed at role prescribed behavior, such as formal job responsibilities. Translating the latter definition to the realm of expatriates, a definition for

expatriate effectiveness is the extent to which the expatriate's job performance reflects behaviors that are relevant to the organization's goals.

Borman and Motowildo (1997) divide the performance into a contextual and a task domain. Contextual performance is defined as activities that are directed at maintaining the interpersonal and psychological environment that needs to exist to allow the technical core to operate. They argue that contextual performance is important because it shapes the organizational, social and psychological context that serves as a critical catalyst for task activities and processes (Borman&Motowildo, 1997). Contextual performance can sometime be viewed as relationship-based performance (Podsakoff, MacKenzie, Paine, &Cachrach, 2000). Task performance is defined as the effectiveness in which job incumbents perform activities that contribute to the organization's technical core either directly by implementing a part of its technological process, or indirectly by providing it with needed materials or services (Borman&Motowildo, 1997). In the expatriate management, international assignees not only expected to perform in their task and contextual performance dimensions but also to accomplish certain assignment specific tasks (e.g., transferring knowledge and technology). This third dimension labeled as assignment specific performance (Caligiuri, 1997; Caligiuri& Day, 2000).

2.3 Hypotheses Development

In the international assignments, individuals often receive poor job performance evaluation from their superiors when they have a different cultural background, do not understand cultural differences in role expectations, and do not conform to role expectations (Stone-Romero, Stone & Salas, 2003). This phenomenon is more obvious among individuals who came from cultures vastly different from the host country. Since expectations for performing role prescribed behaviors often differ across cultures, CQ will facilitate individuals to perform in their job because of its more context- or situation-specific nature characterized by cultural diversity. Our contention is in line with Barrick and Mount's (1991) finding in domestic research that extraversion personality is more reliable in predicting performance specifically in sales contexts that require interaction with others.

Individuals high on CQ have the specific capabilities to gather and manipulate information, draw inferences andenact on cognitive, emotive, and behavioral actions in response to cultural cues of the host

country (Earley&Ang, 2003), hence minimize the gap between expectation-perception of role to perform in new cultural environment. Furthermore, all the four dimensions of CQ address the cognitive (meta-cognitive and cognitiveCQ), affective (motivational CQ), and behavioral (behavioral CQ) outcome (Thomas et al., 2008) in the enactment of task although their degree of influence on expatriate job performance may varies. We expect all thefour dimensions of CQ will help individuals to reduce the misunderstandings in role expectations and eventually enhance their job performance.

Individuals high on cognitive CQ have the specific capability to elaborate cultural schemes, they, therefore should have accurate understanding of role expectations in new job. According to Ang et al. (2007), those with rich mental representations of culturally based social interactions are more aware of potential differences in role expectations and more likely to demonstrate appropriate role prescribed behaviors. Those with high cognitive CQ understand similarities and differences across cultures (Brislin et al., 2006) hence enables individuals to align their role perceptions with the role expectations in their job and focus their energy towards achieving a good fit between them.

Individuals high on meta-cognitive CQ can make sense when and how to apply their cultural knowledge (Earley&Ang, 2003; Earley et al., 2006). They do not solely rely on habitual knowledge structures, but select from multiple knowledge structures to accommodate the expectations of the context (Ang et al., 2007). They also know when to suspend judgment based on stereotypes and when to look for additional cues to reconfirm their initial assumptions (Triandis, 2006). In addition, the ability to question cultural assumptions enables individuals high on meta-cognitive CQ to have accurate understanding of expected role behaviors in situations characterized by cultural diversity.

Motivational CQ should influence expatriate job performance because the motivational states of CQ (namely, specific self-efficacy and intrinsic motivation in cross-cultural settings) can enhance the strength of an individual's persistent effort toward their task in different cultural contexts (Ang et al., 2007). This is consistent with contention of theories of motivation (Kanfer&Heggestad, 1997) that those with energy and persistence tend to practice new behaviors and through practice, improve their job performance. The self-efficacy of

motivational CQ influences how well individuals motivate themselves and perseveres in the face of difficulties (Bandura, 2002). Individuals with high self-efficacy for a task will focus their attention on the challenges of a situation and then use greater effort in overcoming them, thus increasing the likelihood of successfully achieving the task (Connerley& Pedersen, 2005).

Finally, the ability to display a flexible range of behaviors (behavioral CQ) becomes crucial to meet the role expectations in the job (Ang et al., 2007). The ability to demonstrate culturally appropriate behavior when interacting with people from different cultural backgrounds may influence expatriates' performance by increasing their knowledge about culturally acceptable norms and behaviors. When self-presentation parallels role expectations, misunderstandings should be lower and eventually job performance should be higher. Shaffer et al. (2006) for instance demonstrated positive effects of behavioral flexibility on job performance in international assignment. Combining the above arguments, we therefore propose the below hypotheses:

H1: There is a positive relationship between cultural intelligence and job performance.

Specifically, (H1a) cognitive CQ, (H1b) meta-cognitive CQ, (H1c) motivational CQ, and (H1d) behavioral CQ will relate positively to (i) task performance, (ii) contextual performance and (iii) assignment-specific performance

3. Methodology

3.1. Study procedures and sample characteristics

The research population for this study consisted of expatriates who are working in MNCs and residing in Algeria and who have been in the country for six months or more. Various Directories of International Business Chamber of Commerce in Algeria and Directory of Foreign Companies in Algeria used as a sampling frame of this study. Using the probability sampling technique of systematic sampling, a total of 500 mail and 500 online questionnaires distributed to intended respondents. Of these, 339 questionnaires replied. The initial response rate was 34%, which is consistent with other typical response rates (20-30%) in most expatriate studies (e.g., Harrison & Shaffer, 2005). Out of 339, 7 were unusable responses, resulting in final sample of 332, representing a 33% return rate. The sample included 252 (75.9%) men and 80 (24.1%) women. Participants age included 122 (36.7%) between 42-52 and 103 (31.0%) between 31-41 years old. Participants marital status included 251 (75.6%) married and 54 (16.3%)

unmarried. For the family support, 208 (62.7%) are accompanied by their spouse and 124 (37.3%) are not. In terms of prior overseas experience, 251(75.6) has previous international experience and 81 (24.4%) has no experience. Participants job status included 169 (50.9%) in managerial position and 163 (49.1%) in non-managerial position. Participants education status included 119 (35.8%) with degree and 85 (25.6%) with Master's Degree. Distribution of sample by industry sector included 205 (64.3%) working in Energy sector, 71 (22.3%) in manufacturing and 43 (13.5%) in other sector. Participants length of stay in Algeria ranged from 2 to 24 years (M=5.60, SD=3.16). Tenure with present organization ranged from 2 to 25 years (M=5.86, SD=3.15). The participants came from various countries with majority 65 (19.6%) are from France, 62 (18.7%) from UK, 55 (16.6%) from USA, and 150 (45.2%) from some other countries.

3.2. Instruments and measures

Four background variables (gender, prior overseas experience, length of stay in Algeria and language proficiency) identified as correlates of expatriate attitudes and behaviors controlled for in this study(Hechanova et al., 2003; Shaffer & Harrison, 1998). This is to avoid our findings from be spuriously attributed to various background characteristics.

The predictor variable, CQ measured with the 20-item, self-reported Four Factor Model of Cultural Intelligence Scale developed and validated by Ang et al. (2007). The scale includes four items for meta-cognitive CQ, six for cognitive CQ, five for motivational CQ, and five for behavioral CQ. Sample items include "I am conscious of the cultural knowledge I apply to cross cultural interaction" for meta-cognitive CQ; "I know the legal and economic systems of other cultures" for cognitive CQ; "I enjoy interacting with people from different cultures" for motivational CQ; and "I change my verbal behavior when a cross-cultural interactions requires it" for behavioral CQ. Respondents were asked to use a seven-point Likert-type scale range from strongly disagree (1) to strongly agree (7) to indicate the extent to which each item describes their capabilities. Cronbach's alphas for meta-cognitive, cognitive, motivational, and behavioral CQ were 0.82, 0.77, 0.70, and 0.76 respectively (Ward et al., 2008).

Seventeen items measured the criterion variable, job performance. Of these, five items were adapted from work of Black and Porter (1991) and twelve items from work of Caligiuri (1997). The scale includes five items for task performance, five for contextual performance, and

seven for assignment-specific performance. Sample item include "your effectiveness at completing tasks on time" for task performance; "your effectiveness at foster organizational commitment among host country nationals" for contextual performance; and "your effectiveness at transferring information across strategic units" for assignment-specific performance. Respondents were asked to rate their perceived ability in each of the job performance items in comparison to their peers in similar positions on seven-point Likert-type scale ranging from 1 (much worse than most) to 7 (much better than most) for each items. Cronbach's alpha for task, contextual and assignment-specific performance was 0.88, 0.69, and 0.75 respectively (Caligiuri, 1997; Shay &Baack, 2006).

4. Results

Table 1 presents the means, standard deviations, reliability coefficient, and bivariate correlations among the study variables. Cultural intelligence was positively related to job performance ($r = 0.27$, $p < 0.05$). Meta-cognitive CQ was correlated positively with contextual ($r = 0.29$, $p<0.05$) and assignment specific performance ($r = 0.15$, $p <0.05$). Cognitive CQ was correlated positively only with contextual performance ($r=0.20$, $p <0.05$). Motivational CQ correlated positively with contextual ($r = 0.26$, $p <0.05$) and assignment specific performance ($r = 0.20$, $p <0.05$). Behavioral CQ correlated positively with contextual ($r = 0.28$, $p <0.05$) and assignment specific performance ($r = 0.17$, $p <0.05$). None of the CQ dimension related to task performance dimension.

H1 predicted that there is a positive relationship between CQ and job performance. A hierarchical regression conducted to test the hypothesis. The results of the first step of the regression analysis for this hypothesis are in Table 2. When the control variables were entered in the first step, the regression model was statistically significant, $R2 = .055$, Adjusted $R2 = .043$, $F(4, 327) = 4.724$, $p < .05$. Gender was positively related to job performance ($\beta = .194$, $p < .05$). Length of stay in Algeria ($\beta = .123$, $p < .05$) was statistically significant, indicating that those who had been in Algeria for a longer time tended to perform better in their job.

When CQ was added to the model in Step 2, the full model was statistically significant, $R2 = .129$, Adjusted $R2= .115$, $F(5, 326) = 9.615$, $p < .05$. Again gender ($\beta= .211$, $p <.05$) was positively associated with job performance. However, the length of stay in Algeria was not statistically significant in this model. CQ was

statistically significant (β= .289, p < .05). This indicates that individuals with higher levels of CQ tended to havebetter job performance. This finding supports hypothesis H1. The change in R2 between Step 1 and Step 2 was significant (ΔR2 =.074, p <.05) indicates that CQ explain an additional 7.4 per cent of the variance in job performance, even when the effects of the control variables are statistically controlled for.

The sub-hypotheses 1 predicted that (H1a) cognitive CQ, (H1b) meta-cognitive CQ, (H1c) motivational CQ, and (H1d) behavioral CQ relate positively to (i) task, (ii) contextual, and (iii) assignment-specific performance. To test these hypotheses, it requires an examination on the relationship between dimensions of CQ and dimensions of job performance. Again, a hierarchical regression analysis conducted.

The full model (see Table 3) after controlling for the effects of control variables in Step 2 was statistically significant for all three dimensions of job performance, task ($R2$ = .054, Adjusted $R2$ = .031, $F(8, 323)$ = 2.303, p<0.05), contextual ($R2$ = .158, Adjusted $R2$ = .137, $F(8, 323)$ = 7.588, p <.05), and assignment-specific performance ($R2$ = .102, Adjusted $R2$ = .080, $F(8, 323)$ = 4.597, p<.05).

Meta-cognitive CQ was positively related to contextual performance (β= .153, p < .05) indicating that those higher in meta-cognitive CQ tended to have higher level of contextual performance. Behavioral CQ was positively associated with contextual (β= .154, p < .05) and assignment specific performance (β= .157, p < .05). This indicates that individuals with higher levels of behavioral CQ tended to have better contextual and assignment specific performance. Surprisingly, none of the CQ dimensions significantly associated with task performance, indicating that CQ is a not good predictor for task performance dimension. The above findings supports the hypothesis H1b (ii), H1d (ii), and H1d (iii).

The change in R2 between Step 1 and Step 2 was significant for contextual (ΔR2 = .106, p < .05) and assignment specific performance (ΔR2 = .054, p < .05). This indicates that meta-cognitive, cognitive, motivational, and behavioral CQ together explains an additional 10.6 and 5.4 per cent of the variance in contextual and assignment specific performance, respectively, even when the effects of the control variables statistically controlled.

5. Discussion and Conclusion
The purpose of this paper is to enhance our knowledge of the individual determinant of job performance for expatriates assigned to

Algeria. Specifically, this study explored the effects of dynamic intercultural competency of CQ on job performance. The results indicated that after accounting for control variables, gender, prior overseas experience, length of stay in host country and language fluency, CQ significantly related to job performance. Specifically, greater contextual performance in expatriates related to being greater meta-cognitive and behavioral CQ, while greater assignment specific performance related to greater behavioral CQ. However, there was no support for the relationship between CQ and task performance. In general, the findings of the present study consistent with results of prior study of those Ang et al. (2004) and Ang et al. (2007).

The significant positive relationship found between meta-cognitive CQ and job performance is as expected. The significant relationship between meta-cognitive CQ and contextual performance in this study is consistent with existing conceptual and empirical research on organizational diversity. Caldwell and O'Reilly (1982) for instance demonstrated that those who monitored the situation (i.e., meta-cognition) were more effective in boundary spanning jobs that required interactions across groups with different norms. Our study conducted in culturally diverse settings in Algeria extends these findings to show that meta-cognitive capabilities are important for effective job performance.

As expected, behavioral dimension of CQ positively related to job performance. Specifically, the result of this study found that behavioral dimension of CQ related positively to contextual and assignment-specific performance. This implies that the greater the behavioral CQ, greater the contextual and assignment-specific performance will be. One possible explanation for the significant relationship found between behavioral CQ and job performance dimensions is that those with high level of behavioral CQ tend to be flexible in their verbal and nonverbal behaviors to meet expectations of others. When self-presentation (Goffman, 1959) parallels role expectations, misunderstandings should be lower and job performance should be higher. In addition, the significant relationship between behavioral CQ and both contextual and assignment specific performance dimensions is perhaps the adaptive behaviors nature in behavioral CQ dimension are more relevant to extra-role requirements in the contextual and assignment specific performance dimensions than task performance dimension.

Given these results, there are few implications for organizations and individuals considering international assignments. The significant positive relationship between CQ and job performance suggest that CQ is important dynamic intercultural competency in enhancing expatriate job performance. Expatriating firms can consider the use of selection methods that include testing for CQ especially the meta-cognitive and behavioral aspects of CQ.Additionally, since gender found significantly related to expatriate job performance, male expatriates should considered for assignment to Algeria as the host country. Organizations may also benefit in providing adequate training to enhance CQ in the preparation of potential candidates for international assignments.

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Table1. Descriptive statistics, reliability coefficients and correlations (N=332)

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Gender	1,27	0,45													
2 .Prior experience	6,24	0,43	0,12												
3 .Language	2,91	0,70	-,025	-,204											
4.length of stay	5,60	3,16	,070	0,21	0.16										
5. Cultural Intelligence	5,59	0,30	,086	-,175	0,16	0.32									
6. Performance	5,55	0,56	0.19	-,219	-,123	-,048	0,27								
7. Meta-cognitive	5,63	0,69	,109	-,235	,266	-,107	,451	0.22							
8. Cognitive	5,51	0,56	-,050	-,135	,174	-,176	,610	,021	0.33						
9. Motivational	5,51	0,71	,004	,157	-,159	-,105	,299	,054	-,317	0.35					
10 .Behavioral	5,73	0,81	,085	-,070	-,068	-,075	,556	,015	-,202	-,014	0.44				
11. TP	5,19	0,72	0.16	-,167	-,079	-,121	,117	,755	,186	,043	-,077	,007			
12. CP	5,82	0,62	,144	-,006	-,038	,220	-,175	,549	0.29	0.20	0.26	0.28	0,49		
13. SP	5,63	0,67	0.21	-,216	-,103	-,172	,221	,389	0.15	,162	,204	,178	-,012	0.6	1,0

TP=task performance; CP=contextual performance; SP=specific

Table2. Results of the Hierarchical Regression Analysis with CQ as a Predictor of Job Performance (N = 332)

Variable	Step1 β	t	Sig.	Step 2 β	t	Sig
Gender	,194	3,502	,001	,211	3.959	.000
Prior Overseas experience	-,024	-.350	,727	-.030	-.550	.582
language proficiency	.054	,954	,341	-.027	-.481	.631
length in Algeria	.123	2,251	,025	.090	1.695	.091
CQ	-	-	-	.289	5.258	.000

Note: CQ=cultural intelligence. Step 1 R2 = .055, Adjusted R2 = .043, F (4, 327) = 4.724, p< .05; Step 2 R2 = .129, Adjusted R2 = .115, F (5,326) = 9.615, p< .05, ΔR2= .074, p< .05

Table 3. Results of the Hierarchical Regression Analysis between Dimensions of CQ and Dimensions of Job Performance (N=332)

Variable	Task Step1 B(t)	Step 2B(t)	Contextual Step 1B(t)	Step2B(t)	Specific Step 1 B(t)	Step 2 B(t)
Gender	,150(2.693)	.156(2.790)	.132(2.375)	.151(2.860)	.216(3.898)	.231(4.230)
Prior experience	.018(.313)	.010(,174)	-.004(-.074)	-.009(-.173)	-.070(-1.258)	-.077(-1.392)
length of stay	.118(2.133)	.105(1.891)	.146(2.677)	.107(2.036)	.025(.451)	-.001(-.016)
language prof	-,015(.260)	-.053(-.879)	.113(1.976)	.017(.299)	.017(.290)	-.057(-.967)
Met cognitive		-.005(-.078)		.153(2.432)		.058(.893)
Cognitive		.060(.979)		.049(.847)		-.004(-.065)
Motivational		.078(1.141)		.091(1.404)		.092(1.383)
Behavioral		.035(.526)		.154(2.489)		.157(2.457)
R2	.038	.054	.052	.158	.048	.102
Adjt R2	.027	.031	.041	.137	.036	.080
ΔR2		.016		.106		.054
F	3.268	2.303	4.528	7.588	4.104	4.579