THE CONTRIBUTION OF EMOTIONAL INTELLIGENCE AND CULTURAL INTELLIGENCE TO INTERACTION INVOLVEMENT, EMOTIONAL EXHAUSTION AND JOB PERFORMANCE OF CALL CENTER REPRESENTATIVES IN THE PHILIPPINES

Jenette Villegas Puyod

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ABSTRACT

Title of Dissertation	THE CONTRIBUTION OF EMOTIONAL INTELLIGENCE AND CULTURAL INTELLIGENCE TO INTERACTION INVOLVEMENT, EMOTIONAL EXHAUSTION AND JOB PERFORMANCE OF CALL CENTER REPRESENTATIVES IN THE PHILIPPINES
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The Philippines is one of the major outsourcing destinations of the call center industry in the world. The call center business in the Philippines has been heralded as the latest sunshine industry, and its growth is mainly driven by contact center services. Needless to say, a handful of researches have found drawbacks about the emotive and psychosomatic weaknesses in the nature of works in call centers. Indeed, this kind of work is a very challenging endeavor as it is coupled with the fact that every call center representative needs to do multi-tasking. Stress would come easily especially when demands rise up from both customers and management. A call center job was described to dwell in a stressful work atmosphere, carried out in a highly pressured work tone as agents need to meet quotas, technically lacking control and performance are highly monitored. The context of culture is another major issue that call center agents has to face in their line of work. As they are virtually dealing with foreign clients, misunderstanding and miscommunication due to some cultural differences in language, tone of voice and word meaning are likely to happen, and this gives immense stress to call center agents. To be able to find solution of the problems mentioned, this research investigated the contribution of emotional intelligence (EQ) and cultural intelligence (CQ) to interaction involvement, emotional exhaustion and job performance of call center agents in the Philippines. The survey data were collected from 425 call center agents from seven business process outsourcing firms in the Philippines. Partial Least Squares Structural Equation Modeling was used for data analysis. As for the overall findings showed that EQ and CQ can facilitate interaction involvement among the call center agents, which allows them to demonstrate satisfactory job performance. However, only CQ directly

explains the satisfactory job performance. This study provides practical contributions to various business process outsourcing (BPO), call centers and outsource companies not just in the Philippines but all over the world. For instance, suggest some guidelines and possible solutions for reducing stress encountered by the call center agents. Moreover, the results from this research may provide some valuable contributions to management in the area of human resource management. Furthermore, this research may help the management in understanding and considering the competencies needed in the call center and help them to recruit the right people fitted for this type of service. It also provides further information related to the cultural training that human resource management should require to the newly hired people. It may help agents to improve their skills and be able to perform better.
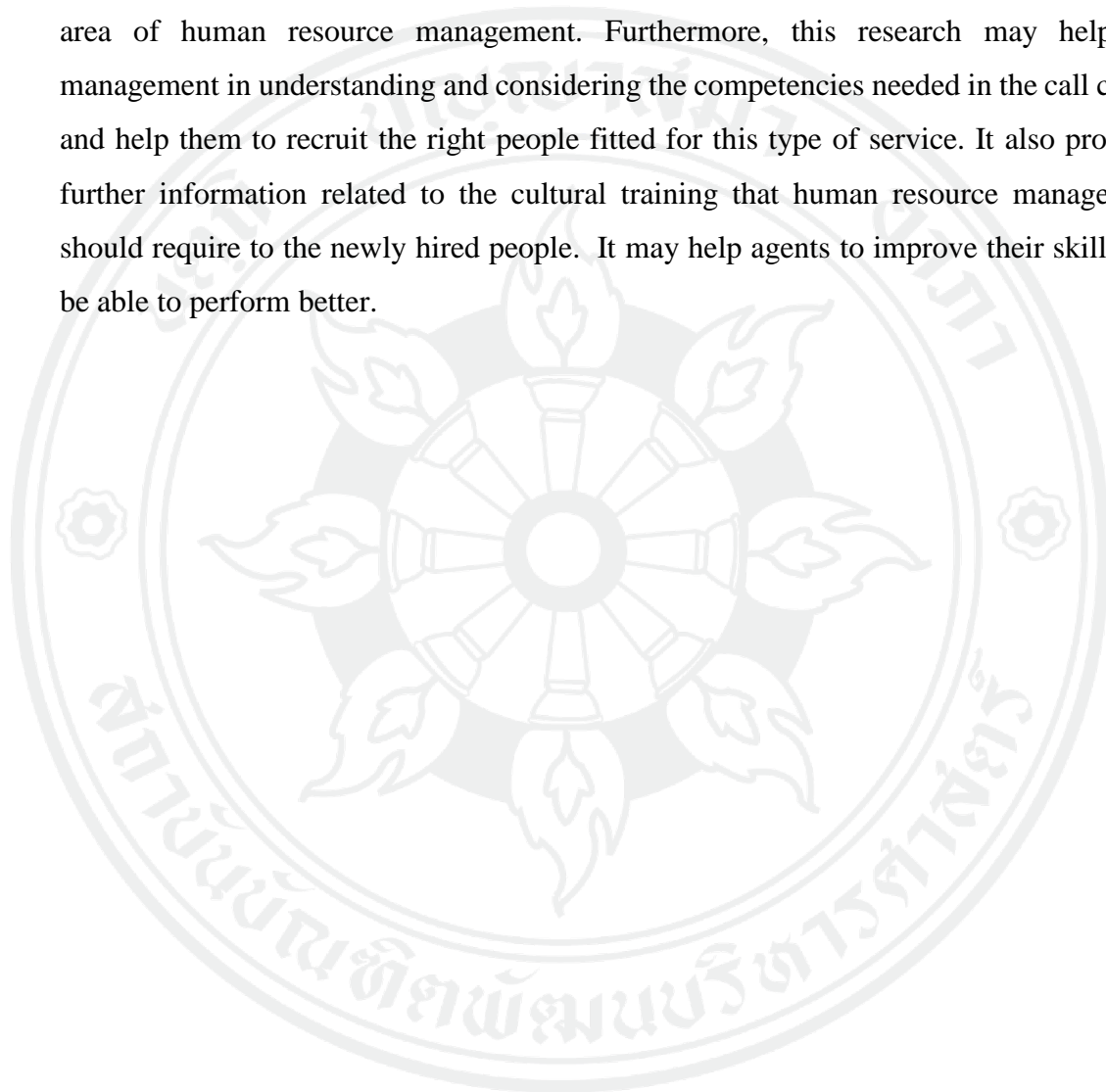
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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In today's globalized world, innumerable service industries are mushrooming. This is due to the advancement of technology, and the one that has benefited most from this development is the call center service industry (Kumar, 2012). The call center is serving as a main customer-facing conduit for firms in various industries (Phil Taylor & Bain, 2004). In a more current trend of data and product transfer in the business world, call centers are a progressively important portion of it. The call center business and all its benefactors aim to become an ideal and prevalent means for companies to reach their customers through technical support. In the world today, private companies as well as government agencies engineered a new business set-up, which is to include internally managed or outsourced call center companies to serve their needs for fast customer service (Kobayashi-Hillary, 2007). The call center representative becomes increasingly an important fundamental worker in providing a new level of client-relationship linkage between companies and target customers (Grobbelaar, Roodt, & Venter, 2004). They are considered as the builders of the company's image (Dumas, Perkins, & White, 1996).

The Philippines is one of the major outsourcing destinations of call center industry in the world. The call center business in the Philippines was heralded as the latest sunshine industry (Alava, 2006). The Philippines, in terms of call center demand, has been budding each year (Friginal, 2009). The influence of Americans in the Philippine culture - with its subsequent affinity, the low-priced labor market, and English used as a second language in the Philippine education system has strongly made an incursion in the thriving outsourced call centers to the country (Friginal, 2007). The dramatic

entry of the call center business in the Philippines from the United States of America in the 1990s yields and paved thousands of jobs available for Filipinos who can professionally use English in the workplace especially in providing virtual customer service to the American customers (Chapman, 2005b; Friginal, 2007). This kind of job grew and thrived as it offers high remuneration as well as incentives. It offers above minimum wage rates, hefty signing bonuses, and other benefits (Sergio, Dungca, & Ormita, 2015). On top of it, those who work during graveyard shifts can earn 30 to 50 percent for differential night payment (Hechanova, 2013).

The growth of this industry is driven mainly by contact center services. With a prospective of reaching nearly equivalent to foreign remittances in terms of economic importance (Errighi, Bodwell, & Khatiwada, 2016). The Philippines handles hundreds of offshore customer service call centers, where nearly 400,000 Filipino workers answer 1-800 calls mostly from the United States. This shows that the not-so-neophyte country in call center market surpassed India to become the call center capital of the world (Padios, 2012). Paving its brighter way in creating thousands of jobs denoted since the late 1990s, a call center has successfully made Filipino professionals competent in English communication providing customer service to foreign clients through long distance telephone calls and employing over 1.3 million workers (Friginal, 2007; Herguner, 2013).

1.2 Statement of the Problem

Needless to say, a handful of researches have found drawbacks about the emotive and psychosomatic weaknesses in the nature of works in call centers (Budhwar, Varma, Malhotra, & Mukherjee, 2009). Indeed, this kind of work is a very challenging endeavor as it is coupled with the fact that every call center representative needs to do multi-tasking (Chapman, 2005b). Stress would come easily especially when demands rise up from both customers and management (Callaghan & Thompson, 2002). Call center jobs were described as dwelling in a stressful work atmosphere, carried out in a highly pressured work tone as agents need to meet quotas while having their performance highly monitored. Adding to this, agents often feel a lack of control (Chapman, 2005a;

Holdsworth & Cartwright, 2003; Holman, 2003). In fact, team leaders in call centers in India constantly go around to monitor agents and shout "smile and dial" (Poster, 2007). Some of the major glitches in the call centers are agents who could not explain very well to the clients and were unable to understand the request itself (Sharma, Borna, & Stearns, 2009). For example, in an actual scenario in the call center in the Philippines, a caller wanted to know how to use the headset that she bought but the agent ended up setting it up. With this kind of work situation, call center representatives naturally experience emotional drain that leads to emotional exhaustion (Holdsworth & Cartwright, 2003). (Ramesh, 2004) explained that no matter how virtuous agents can manage their temper such as showing alertness and optimism, there are instances where they burst out and cry due to feelings of frustration.

The context of culture is another major issue that call center agents have to face in their line of work. As they are virtually dealing with foreign clients, misunderstanding and miscommunication due to some cultural differences in language, tone of voice and word meaning are likely to happen, and this gives immense stress to call center agents. Various incidences have taken place when foreign clients complained about agents not speaking very clearly, not speaking in their accent or speaking too fast (Poster, 2007). This everyday scenario brings about great amount of stress that generally affect the well-being of the call center agents.

Given these hiccups in the call center work scenes, call center agents should have good communication skills, good problem-solving skills, and have positive attitudes toward the customers (Phil Taylor & Bain, 2008). These abilities give them necessary tools in managing their stress more effectively and bring about good results in their work. Additionally, emotional competence and cultural competence may also be the abilities that they need in order to successfully deal with their foreign clients. This present research hence, focuses on emotional competence in the area of Emotional Intelligence (Jyoti & Kour, 2015). Emotional Intelligence is the capability of a person to understand, monitor, regulate and manage his own and others' emotions, to know how to respond appropriately and use this knowledge to influence one's reasoning and actions (Salovey & Mayer, 1990). EQ has been associated with positive outcomes in various fields such

as helping individuals lower stress and enhance psychological well-being (Brunetto, Teo, Shacklock, & Farr-Wharton, 2012; Karimi, Leggat, Donohue, Farrell, & Couper, 2014; Slaski & Cartwright, 2003) as well as in improving communication effectiveness in the workplace (Brackett & Salovey, 2006; Jorfi, Jorfi, Fauzy, Yaccob, & Nor, 2014; Poskey, 2006; Sinha & Sinha, 2007). EQ also predicts performance on work-related tasks, successful interpersonal interactions and social interactions (Darvishmotevali, Altinay, & De Vita, 2018; Day & Carroll, 2004; Lopes et al., 2004). As such, from these findings, EQ might possibly be the competence that call center representatives need in order to perform their duties everyday with less stress, thereby helping them communicate effectively to deliver good service to customers (Poskey, 2006).

Cultural competence may also be the other ability that the call agents need as this allows them to be more sensitive to the cultural contexts of their foreign customers. This current research focuses on cultural competence in the area of cultural intelligence. CQ is the capability to adjust and adapt successfully in a very diverse surrounding, which is a very vital quality of an individual in a diversified workplace nowadays (Earley, 2002; Earley & Ang, 2003). CQ, for instance, has been found to improve cross-cultural communication effectiveness that can result to a person feeling less stress during intercultural interactions (Gudykunst, 1993; Gudykunst & Nishida, 2001; Hammer, Gudykunst, & Wiseman, 1978). For these reasons the concept of CQ and EQ can be strategically applied to understand the competency of the call center agents especially in communicating with their clients. This, then is projected to reduce the amount of stress they experience in their workplace.

1.3 Research Gap

Although there are numerous researches that proved the contributions of EQ to stress and emotional exhaustion among service providers, previous studies did not consider the indirect effect of interaction involvement that might affect the link between EQ and emotional exhaustion. In addition, there is no research that considered the role of EQ and CQ together to explain emotional exhaustion and job performance of call center agents. Even though CQ has been found to explain a lot of cross-cultural performance

and outcomes in many contexts, in the area of call center there is only one study conducted by (Presbitero, 2017a). The paper focused on only one aspect of CQ, which is motivational CQ that correlates with performance in the call center context. Therefore, there is still a need to have more evidence to support the role of CQ in the call center context.

1.4 **Objectives of the Study**

This study is to investigate the contributions of CQ and EQ to interaction involvement and its effects on emotional exhaustion and job performance. In addition to the direct contribution of EQ and CQ to emotional exhaustion, this research considers the indirect effect of interaction involvement. Specifically, this study aims to determine whether EQ and CQ can be associated with lower emotional exhaustion with the indirect effect of interaction involvement and whether the effects that could subsequently be associated with job performance.

This study utilized the job demand and job control model (JD-C) as the theoretical framework for hypothesis development. This model is well-known with regard to workload and work-related stress and highlights two vital aspects: job demand and job control. Job demand refers to the amount of workload or responsibilities or perquisites placed on an individual to work under. On the other hand, job control refers to the extent to which an individual has the capability to exercise authority over one or all potential and actual stressors of their job (Hussain & Khalid, 2011; Karasek Jr, 1979). The JD-C model primarily focuses on employee stress in different types of occupations. The JD-C model is very important in the interaction context of the call center representatives which is an occupation that is also highly susceptible to stress (Annakis, Lobo, & Pillay, 2011; Chapman, 2005b; Holdsworth & Cartwright, 2003; White, 2003; Wittmer & Martin, 2010). Basically, the nature of call center tasks that require call center agents to deal with foreign customers can be considered the "demand" aspect in JD-C (Callaghan & Thompson, 2002). Although prior research has identified many areas of job control (Karasek Jr, 1979; Taris, Bakker, Schaufeli, Stoffelsen, & Van Dierendonck, 2005), this research focuses on the role of EQ and CQ as the competency

that can help a call center agent deal with the demand and can interact well with foreign clients. Based on the gist of JD-C, it can be postulated that EQ and CQ might be competencies that facilitate call center agents in handling foreign callers' demands. EQ can be the competency that facilitates the call center agents in understanding, managing and controlling their own and others' emotions in order to meet the requirements of the customers (Brunetto et al., 2012; Karimi et al., 2014; Slaski & Cartwright, 2003). CQ would be another competency that enables the agents to function effectively in a diverse setting and be able to reply to the clients in an appropriate manner thus serving them better (Gudykunst, 1993; Gudykunst & Nishida, 2001; Hammer et al., 1978). Based on the findings from prior research regarding the benefits of EQ and CQ (Brackett, Mayer, & Warner, 2004; Brunetto et al., 2012; Bücker, Furrer, Poutsma, & Buyens, 2014), both EQ and CQ could be the characteristics of call center representatives that associate with lower levels of emotional exhaustion and higher job performance.

1.5 Contributions

1.5.1 Academic Contributions

This study provides academic contributions to the studies of EQ and CQ. So far, there has only been one study, which has looked at CQ in the call center context (Presbitero, 2017a). Furthermore, no study has looked at the combination of EQ and CQ in the call center context. This research will provide extra evidence to support the roles of EQ and CQ in the call center context, and as such it will provide empirical evidence to fill in the gaps in this field.

1.5.2 Practical Contributions

This study will also provide practical contributions to various business process outsourcing (BPO), call centers and outsource companies not just in the Philippines but all over the world. Many call center employees have suffered stress resulting from pressures that come from both customers and management. The findings of this study will suggest some guidelines and possible solutions for reducing stress encountered by

the call center agents. Moreover, the results from this research may provide some valuable contributions to management in the area of human resource management. This research may help the management in understanding and considering the competencies needed in the call center and help them to recruit the right people fitted for this type of service. It will also provide further information related to the cultural training that human resource management should provide to the newly hired people. It may help agents to improve their skills and be able to perform better.
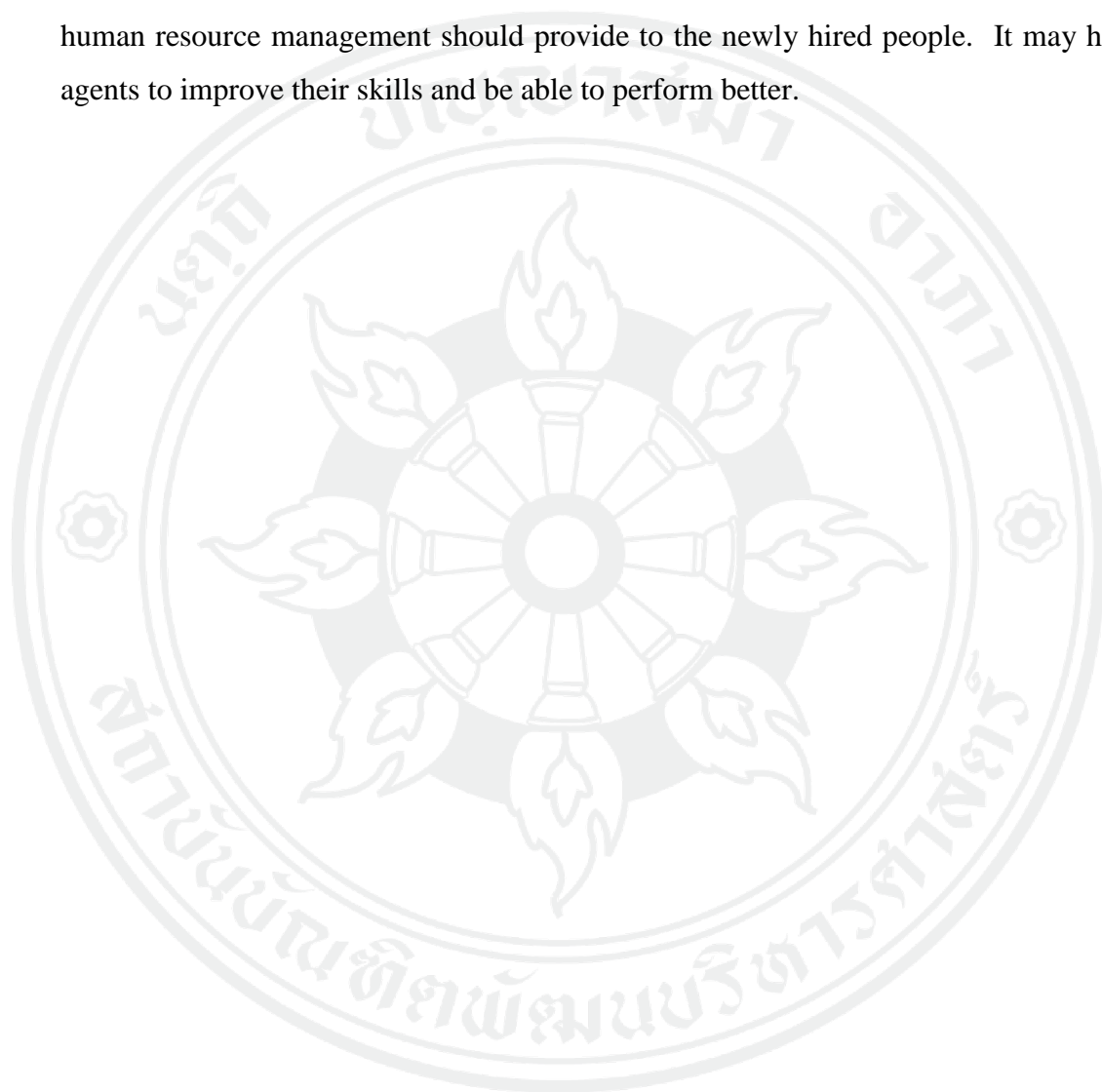
CHAPTER 2

LITERATURE REVIEW

2.1 Emotional Intelligence

The prominent concept of Emotional Intelligence has been introduced by Peter Salovey and John Mayer in 1990. It then caught the attention worldwide right after Daniel Goleman wrote his book in 1995 (Goleman, 1995). The content of his book in EQ concept focused on solving problems in the society virtually (Goleman, 1995). From then on, various assertions came to place. For instance, EQ can be the predictor of prospering in life, and it has been progressively used in consultation terrain, grounded from different findings, dispositions, opinions and testimonies in the various settings. It is thought to boost performance as well as productivity (Laura Thi & Kirby, 2002). EQ was broadly defined as the way in which an individual cleverly manages his sentiments in order to deal with effectively pressing and unrelenting circumstances (Brackett & Salovey, 2006). Since its beginning in 1990s, countless definitions have been proposed to set its parameters.

The most notable of these definitions come from Mayer, Caruso, and Salovey (1999) who contended that EQ is an *ability*, and from (Petrides, Furnham, & Mavroveli, 2007) who later argued that EQ is a *trait*. The two aspects will be discussed in detail in the next section.

2.1.1 EQ as trait

The other form of EQ recounts with its link with traits. Petrides et al. (2007) elucidated that trait EQ, or what they named as emotional efficacy, replicates the emotion-related

temperaments, attitudes and self-perceptions of a person (Parker, Keefer, & Wood, 2011). In other words, the trait EQ defines an individual according to his distinct personality characteristics that differentiates him from others when it comes to managing emotions. This trait-based method is measured through self-report measures as divergent to capability EQ which is measured through supreme performance tests (Obenoskey, 2016).

Goleman (1995) and Bar-On (1997) postulated that EQ is a trait, the capability for spotting our personal feelings as well as others, and something with which we can motivate ourselves and manage other's emotions in relationships. Beyond a set of abilities, EQ is also a non-cognitive competence that impacts the skill of a person in managing and responding to the pressures and demands of the environment. It allows a person to be able to manage his emotions towards himself and towards other individuals (Sharma, 2011). EQ for that reason is a complex paradigm that is well-defined roughly as an assemblage of know-hows, abilities and temperaments that relate to the understanding, perceiving and managing of toward others (Davis & Humphrey, 2014; Parker et al., 2011).

The EQ generally evaluate individual traits by categorizing them into four different groups of EQ: intrapersonal, adaptability, interpersonal, and stress management (Parker et al., 2011). The emotional and social intelligence model of Bar-on which was the foundation of his emotional quotient test was taken from the works of (Goleman, 2006). Cherniss, Extein, Goleman, and Weissberg (2006) posits that an individual with high EQ is socially poised, cheerful and outgoing, is not prone to apprehension or worried rumination. The most distinguishing characteristic of an emotionally intelligent person is his indispensable regard towards his commitment to people and causes. He takes accountability in stride and has an ethical viewpoint. A high EQ person is characterized as sympathetic, caring and rich emotionally. The usage of this emotional information leads that person to an effective and higher performance (Boyatzis & Sala, 2004). The EQ aspects as presented by Goleman (2006) and Boyatzis and Sala (2004) could also be grouped into four main aspects: self-awareness, self-management, social awareness and relationship management.

In *self-awareness*, the person's EQ measure is controlled by emotional self-awareness which is interpreted as the way an individual distinguishes his emotions and its result to himself and to others; precise self-assessment, which describes the person's knowledge about his own strengths and limits; and self-assurance which is the individual's strong sense of self-worth and competences (Boyatzis & Sala, 2004; Sharma, 2011).

The *self-management* is poised emotional self-control, and discusses the monitoring of upsetting and imprudent emotions; achievement orientation, which means the nonstop quest in improving and meeting the standard of excellence; initiative, which denotes the willingness to act on chances; transparency, which specifies the preservation of the standard of honesty and integrity; adaptability, which denotes rigidity in handling change; and positivity, which talk about the capability to see the brighter side of things and be positive in outlook about the future (Boyatzis & Sala, 2004; Sharma, 2011).

The third group is *social awareness* which is composed of empathy that focuses on the individual's capacity to sense other people's viewpoints and sentiments, and be more practical in their apprehensions; service orientation, which is closely related with empathy that signifies expecting, identifying and meeting other people's desires; and organizational awareness, which specifies the capability of knowing the group's emotional conditions and power relationships (Boyatzis & Sala, 2004; Sharma, 2011).

The last aspect, which is the *relationship management,* is composed of inspirational leadership, which simply means inspiring and guiding individuals or groups; influence, which implies the creation of effective tactics in order to persuade or influence; conflict management, which indicates the process of resolving and negotiating disagreements and changing catalyst, which means instigating or changing management and developing others, which signifies the manner in which an individual senses other people's progress, their needs and strengthens their abilities; by collaborating and team working, which signifies the capability of working with others toward the same goals, or building a cluster synergy (Boyatzis & Sala, 2004; Sharma, 2011).

2.1.2   EQ as ability

As an ability, EQ is defined as the manner in which an individual may cultivate as a capability in handling emotionally-stimulating conditions or information (Shokrian, 2016). EQ refers to an individual's cognitive abilities to solve problematic circumstances and concentrate his energy and the behavior that is required (Al Kahtani, 2013). A person may develop the ability EQ as a competency in processing emotionally-stimulating situations or information. It accordingly guides a person's cognitive abilities in solving a problem, and focuses his energy on the required behavior (Sharma, 2011). Ability EQ is believed to be associated with performance tasks that involve identifying, judging and reasoning about emotions (Hoerger, Chapman, Epstein, & Duberstein, 2012). This is the case as accuracy in carrying out emotions is essential in enhancing emotional thought (Risan, Binder, & Milne, 2016). EQ as ability instigates from the long-held impression that an individual's capability to reason about emotions is essential since cognitive processes are enhanced congruently (Brackett & Salovey, 2006). EQ is primarily concerned with how an individual reason about sentiments, and how it enriches his emotional awareness so that he can respond in situations correctly.

In the model, the authors Mayer, Salovey and Caruso divided EQ into four branches, which they roughly consider as the different kinds of competencies. The four branches to perceive emotion, use of emotion to facilitate thought, understand and manage emotion and managing emotion (Brackett & Salovey, 2006; Wong & Law, 2002).

Perceiving emotions is demarcated as the capability of perceiving and identifying sentiments towards oneself and others (Brackett & Salovey, 2006). It is the ability to distinguish how an individual feels within oneself, and others at a definite period of time (Mayer, Caruso, & Salovey, 2000). Individuals who are an expert in this area are frequently charmed to realize their emotional situations and will course through it in handling with circumstances. In contrast, those who are low in recognizing their sentiments are customarily astonished by the change of sentiments that they should be able to fit in the situation (Magos & Tsouvala, 2011). These individuals could be

characterized as conceited and are unwilling to change their sentiments for whatever purpose (Leary & Guadagno, 2011).

The *use of emotion to facilitate thought* or the *thought facilitation* branch is focused on one's capability to generate sentiment, and then be able to use this sentiment to reason (Brackett et al., 2004). This is the area where capability to harness sentiments is needed as it could be of great help in the process of solving problems, decision-making, and interpersonal communication (Brackett & Salovey, 2006). There are two elements in this branch which are instrumental in considering whether an individual has developed the skill needed in facilitating thought. Element number one, sensation tasks, enables empathy and is attained when an individual is able to produce a certain quantity of sentiments and associate these sentiments to the sensory modalities of the tasks at hand. Element number two, which is the facilitation task, affects the individual's temperament condition, and is assessed by the capacity to generate temperaments that support certain reasoning as well as thinking (Carey, 2016). An individual who is shown to have a good performance in this element is capable of seeing the relevance of sentiments to motivation and performance, thus leading to more enhanced productivity and functioning (Brackett et al., 2004).

The third branch, which is *understanding emotions*, refers to the person's capability to understand complex emotions and emotional restraints (Brackett & Salovey, 2006). It typically comprises of the language which are good enough and proportional thought to embody the ability to consider sentiments (Brackett & Salovey, 2006). It is demonstrated in how the sentiments are transitioned from one phase to another (Brackett, Rivers, & Salovey, 2011). The individual who is expert in this branch usually has a wide array of vocabularies to use in describing emotions and can create the meaning of different emotional terms that they know (Mayer, 2002).

The fourth branch, *managing emotions*, is the person's ability to manage and regulate emotions towards oneself and others (Mayer, 2002). Managing emotions refers to the capacity of the person to monitor, discriminate, and label his feelings accurately, and to know what to do to improve or modify these feelings (Grewal & Salovey, 2005). The person who is adept in managing emotions usually employs strategies that will change

his feelings so that they are not damaging to himself and to others (Brackett & Salovey, 2006). Knowing the way to calm down when he feels angry is a behavior that a person who is high in managing emotions usually performs (Cherniss et al., 2006). Aside from self-management, the person who knows how to manage his emotions is also often proficient in managing the emotions of others (Barbuto & Burbach, 2006). Social management means that the person is able to empathize with other people's emotional states and has the capability to convey better understanding (Mayer, 2002).

In this present study, EQ as ability will be accordingly used as defined earlier, because various researchers found that the abilities of EQ forecast work related domains such as job fulfilment and job performance (Sy, Tram, & O'Hara, 2006). Additionally, the ability concept or performance-based gauges how a person would be able to handle problems in the workplace that are related to emotions and be able to perform tasks efficiently (Côté, 2014).

2.1.3   Research Findings about Contributions of EQ

EQ has been explored in various settings. For instance, EQ was found to help individuals lower stress and improve psychological well-being (Brackett & Mayer, 2003; Brunetto et al., 2012; Lopes, Salovey, & Straus, 2003; Schutte, Malouff, Simunek, McKenley, & Hollander, 2002). Research found that EQ can improve job performance and satisfaction (Brackett & Salovey, 2006; Carmeli & Josman, 2006; Joseph & Newman, 2010; Shooshtarian, Ameli, & Aminilari, 2013). Moreover, a body of research showed that leaders with high EQ tend to lead effectively in the workplace (Hurley & Barron, 2018; Nightingale, Slade, Sheen, & Spiby, 2018; Rosete & Ciarrochi, 2005). The summary of CQ finding are tabulated below.

Table 2.1 Summary of Various Research Outcomes Associated with EQ

Context	Authors	Findings of the Research
	Darvishmotevali et al. (2018)	Frontline Workers with Higher EQ tend to have better influence at work and able to foster creativity in terms of performance.
	Shooshtarian et al. (2013)	Workers with high EQ were absolutely correlated with job satisfaction and job performance.
	Levitats and Vigoda-Gadot (2017)	EQ has positive link with public service motivation and job outcomes.
	Koh (2017)	EQ and mindfulness have positive link with the project team member's performance.
Job performance and satisfaction	Güleryüz, Güney, Aydın, and Aşan (2008)	EQ has significant and positive relatedness to job satisfaction and commitment in the organization.
	Joseph and Newman (2010)	EQ predicts better work performance for occupations that need more emotional labor than ordinary jobs.
	Carmeli and Josman (2006)	EQ and trust significantly correlate with each other when it comes to issues regarding performance and workplace relationships.
	Çekmecelioğlu, Günsel, and Ulutaş (2012)	Employee with high EQ apparently got higher levels of job satisfaction and higher emotional recognition in rendering service.
	Liu, Wang, and Lü (2013)	Employees with high EQ predict better life satisfaction.
	Shahzad, Sarmad, Abbas, and Khan (2011)	Some aspects of EQ have been positively related to the performance of call center employees in Pakistan.

Context	Authors	Findings of the Research
	Palmer, Donaldson, and Stough (2002)	High EQ predicts life's fulfillment and stride.
	(Burke, 2016)	EQ is believed to be associated with performance tasks that involve identifying, judging and reasoning about emotions.
	Cherry, Fletcher, Berridge, and O'Sullivan (2018)	EQ and attachment styles have been linked with the order in which patients cue up to see doctors.
	Karimi et al. (2014)	Nurses with high EQ tend to have better well-being and less stress while doing their job.
	Nazari and Emami (2013)	Individual with higher levels of EQ are more likely to attend to health and personal appearance sessions and more likely to show good interaction among family members and friends.
	Akram, Haider, and Akram (2016)	EQ tends to explain the importance of one's own growth and development.
Health and Well being	Charoensukmongkol, Daniel, and Chatelain-Jardon (2013)	EQ of employees has solid and positive associations with some aspects in spirituality in the workplace, namely community conditions, meaningful work and inner life.
	Nazari and Emami (2013)	People with high EQ were prone to practice a kind of adaptive defense style and henceforth showed better psychological adaptation.
	Brunetto et al. (2012)	EQ contributed in promoting employee's retention and well as well-being.

Context	Authors	Findings of the Research
	Cote and Miners (2006)	Some company representatives who have high EQ, may execute their undertakings effectively.
	Casey, Garrett, Brackett, and Rivers (2008)	Couples who got higher than average EQ scores tended to have longer-lasting relationships, whereas those low EQ couples parted ways.
	Slaski and Cartwright (2002)	Executives with high scores in EQ are less stressful and possess better health conditions as well as well-being, therefore, they can illustrate better management performance.
	Dust, Rode, Arthaud-Day, Howes, and Ramaswami (2018)	EQ had been linked to high self-esteem which could lead to diminishing gaps in employment zone.
	Mayer et al. (1999)	Higher EQ associated meaningfully with higher parental zeal and attachment style, at the same time others noticed that those who scored high in EQ also conveyed better positive interpersonal relationships among youngsters and well as adults.
	Dewaele, Gkonou, and Mercer (2018)	Both EQ and teaching experience has a positive connection with teacher's creativeness and classroom management.
	Yun Zhu, Liu, Guo, Zhao, and Lou (2015)	EQ and organization justice tended to predict how well nurses engage in their work.
Occupation	Nightingale et al. (2018)	Nurses' EQ has been associated to physical as well as emotional caring.

Context	Authors	Findings of the Research
	Krajnc (2012)	High EQ personnel render better service and are emotionally driven at work.
	Kidwell, Hardesty, Murtha, and Sheng (2011)	Sales agents in insurance company and real estate with high EQ turned out to perform well.
	Sy et al. (2006)	Leaders with high EQ tend to manage well and are highly satisfied with the job that they do.
	Coetzee and Harry (2014)	Managers with high EQ can handle complaints and demanding inquiries better on a daily basis.
	Chiva and Vidal (2008)	High EQ employees could offer quick decision making in the workplace while low EQ employees could not.
Leadership	Law, Wong, Huang, and Li (2008)	Supervisors with high EQ could contribute to workers sustaining good moods while attending to the clients.
	Rahman, Ferdausy, and Uddin (2012)	EQ tends to have positive correlations with leadership styles and behaviors.
	Vasilagos, Polychroniou, and Maroudas (2017)	Managers' intrapersonal and interpersonal EQ capabilities are positively associated with leadership style in hotel industries.
	Mavroveli, Petrides, Sangareau, and Furnham (2009)	Primary students who have high EQ would find it easy to mingle with peers/classmates and colleagues.

Context	Authors	Findings of the Research
Education	Naderi Anari (2012)	High school educators in Iran with high EQ tend to have high commitment to the institution per se.
	Song and Chae (2014)	High EQ Nursing students demonstrated low levels of stress while on duty.
	Lam and Kirby (2002)	EQ predicts the performance of learners who are undergrads on a certain responsibility.
Creativity and Innovation	De Vries (2011)	High EQ employees were mostly creative and innovative.
	Jorfi et al. (2014)	EQ tended to enhance communication effectiveness in the workplace.
	Sinha and Sinha (2007)	EQ predicts communication success in the workstations.
Communication Effectiveness	Poskey (2006)	Employees with high EQ can effectively communicate and are able to solve problems quickly.
	Brackett and Salovey (2006)	EQ tended to help in the process of reasoning, problem-solving, decision-making, and interpersonal communication.

2.2 Cultural Intelligence

The conceptualization of CQ proposed by Earley and Ang (2003) which was based on theory of multiple loci of intelligence proposed by (Sternberg & Detterman, 1986). CQ as a set of skills used as a means to succeed flawlessly in interacting internationally (Earley & Ang, 2003). At its simplest definition, it is a person's capability to blend and adapt to any dissimilar environment (Earley & Peterson, 2004). Another definition that came to light was that it's a system of combining know-how and abilities, connected by a cultural reflection that would permit people to observe and easily adjust to the

cross-cultural milieu (Thomas, 2008). Moreover, Livermore (2009) defined it as the ability to function efficiently in varied cultural contexts – national, ethnic, organizational, and generational.

To gain better insights about CQ, the proponent would like to discuss first the two kinds of perspectives in cultural aspects namely the *emic* and *etic* perspectives. *Emic* refers to the point of view within or inside the cultural tradition tying to grasp the "natives' point of view" (Tripp-Reimer, 1984). For instance, a study conducted used an ethnography method in which the researcher acted as a native, creating relationships among the informants and acting on social roles in the fieldwork (Morris, Leung, Ames, & Lickel, 1999). In other words, *emic* is the comparison within one specific culture (Lu, 2012). On the other hand, e*tic* refers to the point of view outside the cultural context that is linked to any situation (Tripp-Reimer, 1984). The methodology used in e*tic* perspective is an observation in conjunction with different cultural settings (Morris et al., 1999). *Etic* is universal or applied across culture (Yunxia Zhu & Bargiela-Chiappini, 2013). For instance, matching samples of personnel in various countries could be surveyed to discover dimensions on international differences in both attitude and values (Morris et al., 1999). Upon analyzing the two concepts EQ seems to be emic and CQ seems to be etic (Spiers, 2000). EQ tended to be emic in a sense that sometimes emotional expression is influenced by culture and people are having the difference in expressing emotions; that is why EQ cannot be compared cross-culturally (Nikolaou & Tsaousis, 2002). On the other hand, CQ tended to be etic with the reason being that one may function effectively if a person is knowledgeable about the similarities and differences of culture across the globe, and therefore, be able to adjust and adapt in a cross-cultural setting during the interaction process (Morris et al., 1999; Ng & Earley, 2006).

2.2.1 Conceptualization of CQ

Earley and Ang (2003) posited that CQ consists of four dimensions which are *cognitive CQ metacognitive CQ, motivational CQ and behavioral CQ.* Later on, it was further

broken down by (Van Dyne et al., 2012). These aspects of CQ will be discussed in detail below.

2.2.2 Cognitive CQ

Cognitive CQ denotes one's knowledge of different cultural aspects for instance, cultural institutions, values, beliefs, norms, practices, behavior and assemblage that differ from one country to another (Ang & Inkpen, 2008; Racicot & Ferry, 2016; Van Dyne, Ang, & Livermore, 2010). This kind of knowledge is usually acquired through hands-on experience as well as learned through education (Thomas, 2006). Cognitive CQ has two sub-dimensions which are *culture-general knowledge and culture-specific* knowledge (Van Dyne et al., 2012).

Culture-general knowledge refers to the manner in which a person is able to point out similarities and delineates differences among cultures around the world in a more holistic perspective (Van Dyne et al., 2012). Understanding the general factors that symbolize culture is crucial because it offers people with an organizing framework for thinking about possible methods that cultures might have similarities and differences (Van Dyne et al., 2012). Individuals with cognitive intelligence not only have culture-general knowledge, they also have culture-specific knowledge. This includes specific competencies that are needed to build a respected relationship within a given culture (Van Dyne et al., 2012). It contains the in-depth familiarly of the culture with its societal norms, tenets and history. This refers to a certain cultural context such as culture in one country (Triandis, 1994). Culture-specific knowledge is important because people know more about the particular cultures' characteristics that one country has. Say for instance, many of the characteristics of specific cultures are exemplified by the ways in which people greet each other such as those of handshakes, hugs, bows and kisses on cheeks. If we take into consideration the way in which a person from a different culture does his greetings, this then is called culture specific knowledge.

2.2.3   Metacognitive CQ

Metacognitive CQ refers to thinking processes used in interpreting knowledge regarding other cultures (Racicot & Ferry, 2016). It signifies one's mental cognition control that was acquired in order to absorb and comprehend information in cultural settings (Ang & Van Dyne, 2015; Earley, 2002). It is an individual's awareness and consciousness as well as an ability to control cognition (Ang & Inkpen, 2008). It involves a high level of a cognitive processing which allow for control over thoughts when a novel situation arises (Ang et al., 2007). This facet denotes high mentality process and know-how of an individual, allowing him to achieve and benefit in multi-cultural settings (Van Dyne et al., 2010). It is characterized as a dynamic and flexible cognitive skill (Zhang, 2014). A person with high metacognitive CQ will always be careful with their own cultural knowledge beforehand and throughout the interactions (Thomas, 2006). Additionally, this individual is willing to adapt by changing their own mental model and assumptions whenever circumstances happened (Ng, Van Dyne, & Ang, 2009). In order to gain a clear understanding of metacognitive CQ, the three sub-dimensions will be elaborated which are *planning, awareness and checking* (Van Dyne et al., 2012).

Planning involves the tendency to spend time getting ready for cross-cultural encounter by preparing a good strategy and approach to different audiences, topics, and situations (Van Dyne et al., 2012). This covers establishing a certain action plan in a precise manner to be carried on to specific cultural settings (Ang et al., 2007). Moreover, careful planning is needed to be able to think rationally before the interaction can happen. This implies that planning is important in developing proper mental behaviors among the agents who are interacting with people in cross-cultural, diverse circumstances (Haller, Child, & Walberg, 1988; Kim & Van Dyne, 2012; Sitzmann & Ely, 2011).

Awareness is being observant of one's actual behavior, actions and cultural practice and able to correct information on the spot while intermingling with people who have different cultures (Haller et al., 1988; Sitzmann & Ely, 2011). Judgment will be

suppressed until sufficient information is gathered in order to make sense in a cross-cultural interaction (Van Dyne et al., 2012). It contains consciousness and awareness of different cultural aspects that may play a great influence on personal behavior and the behaviors of others.

Checking is making sure that the information is accurate and being watchful during the interaction process to check if the initial planning and expectations are met and suitable in a particular setting (Chen, Kirkman, Kim, Farh, & Tangirala, 2010; Van Dyne et al., 2012). It includes checking assumptions and updating what people know and adjusting mental mapping whenever the actual experience varies from prediction (Bell & Kozlowski, 2008; Jacobs & Paris, 1987; Van Dyne et al., 2012). It consists of evaluating mental schemas as well as assumptions whether consistent with other's behaviors and real-time conditions and being able to adjust properly (Van Dyne et al., 2012).

Persons with higher metacognitive CQ are extremely conscious of their behavior as influenced by their own culture and the way they interpret as well as interact cross-culturally (Earley & Peterson, 2004). This type of individual values the importance of being prepared and is well planned before involving themselves in a cross-cultural interaction by attending different cultural exposures. High metacognitive CQ people can abruptly observe strange situations during the cross-cultural interaction. In this way they can easily manage their own cognition by comparing their own judgment to others who have different culture as them (Ang & Inkpen, 2008) Metacognitive CQ is a great help to a person in order to effectively learn while interacting with diverse types of people and able to accept and eliminate stereotyping mindset (Triandis, 2006). According to (Racicot & Ferry, 2016) a higher metacognitive CQ individual is better in evaluating new experiences without the influence of the past experiences. Additionally, they tend to develop an appropriate strategy and plans to check their notions and understanding of conditions by active experimentation. Furthermore, a high metacognitive CQ individual tends to compare by questioning his own notions related to their own culture and of others. As such they could reflect ahead of time about what will happen and won't happen (Ang & Inkpen, 2008). Therefore, during the actual interaction, they can adjust their own mental model and assumption (Sutherland, Edgar, & Duncan, 2015).

2.2.4   Motivational CQ

Motivational CQ refers to the determination of understanding and adapting to different cultures and having self-confidence as well as efficiently navigating multi-cultural situations (Racicot & Ferry, 2016). It acknowledges that most cognition is driven, hence focuses on the magnitude and direction of energy as a focus of intelligence (Earley & Ang, 2003). It also refers to the efficacy of a person in handling people with the diverse cultural background (Ang & Inkpen, 2008). According to Van Dyne et al. (2012) motivational CQ has three –sub-dimensions which *are intrinsic, extrinsic motivations and self-efficacy.*

Intrinsic motivation defined as the enjoyment of diverse experience during cross-cultural interaction (Van Dyne et al., 2010). A kind of self-satisfaction is attained from novel cross-cultural communication and enjoyment is gained from mingling with different people with diverse cultural backgrounds at work (Ryan & Deci, 2000). Furthermore, intrinsic motivation embraces essential concerns about how to function in diverse groups where individuals are from various cultural backgrounds (Ang et al., 2007). For instance, a person enjoyed very well in a way that he is willing to learn new things during socialization in a diverse cultural setting (Van Dyne et al., 2012). The benefits offered by intrinsic motivation are vital for the reason that it's coming from oneself and no one else is forced to do it, therefore one is not depending on others and it's a complete source of particular satisfaction and enjoyment of oneself (Ryan & Deci, 2000). Additionally, a person is interested and motivated to know different kinds of people to know about their language, food, music and other local practices.

Extrinsic motivation is defined as putting importance on tangible benefits gained from cross-cultural experiences (Ryan & Deci, 2000; Van Dyne et al., 2012). For instance, Tangible benefits added on such as rewards in term of cash, promotions, various intercultural experiences and exposures. It gives high chances to be employed with the help of international experiences and a heightened reputation for global work exposures and greater advantage in the job market (Chong & Tan, 2010). Extrinsic benefits of intercultural involvement are vital because they provide organizations with

mechanisms and awards that provides incentives to employees to simply accept and endure in tough international work engagements (Van Dyne et al., 2012).

Self-efficacy is associated with the degree of confidence in order to effectively function in a multicultural setting (Ang & Van Dyne, 2015). This type of people is characterized as knowledgeable and assertive enough to excel in a particular situation. This refers to one's capability in judging whether a desired level of performance is achieved (Templer, Tay, & Chandrasekar, 2006). Also, it was further defined as the competence of a person to manage stress and adjust to a new environment where diversity is present (Bandura, 1982). An individual with high motivational CQ tends to be self-efficacious in their ability to adapt to different cultures (Templer et al., 2006). An individual with higher motivational CQ is self-driven and has a strong desire and continually translating information to provoke strategies to be used at work, daily routines and intermingling in a cross-cultural environment (Ang & Inkpen, 2008; Templer et al., 2006). People with high motivational CQ are energetic and enthusiastic in learning about other peoples' practice and norms (Sutherland et al., 2015). According to Earley and Ang (2003) a high motivational person has intrinsic motivation in experiencing new and various international encounter. It is crucial for them in interacting people with varied cultural backgrounds and so they involve themselves joyfully (Templer et al., 2006). An individual with high self-efficacy can find the better solution to the problem and easily overcome difficulties (Bandura, 1982). A high motivation CQ individual is self-efficacious and can easily adapt new culture (Templer et al., 2006). Individuals with strong self-confidence will be able to interact intelligently in a cross-cultural context (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005). Earley and Gardner (2005) mentioned in their research that high motivational CQ individual has a tendency to think of a good strategy to overcome hindrances during the cross-cultural encounter. Furthermore, an individual with high motivational CQ would be able to face problems in cross-cultural context. Whenever they happened to fail they are not bothered by it but rather felt motivated to move forward (Earley & Peterson, 2004).

2.2.5 Behavioral CQ

Behavioral CQ is the ability to interact with people in diverse cultures appropriately (Racicot & Ferry, 2016). It emphasizes an individual's capability to exhibit action or behavior in multicultural environment upon intermingling with people with diverse cultures (Earley & Ang, 2003). An individual must have the ability to show the proper actions using both verbal and non-verbal gestures upon networking cross-culturally (Van Dyne et al., 2010). Furthermore, it also refers to a person's skills in adapting to an intercultural setting. Behavioral CQ has three important characteristics. The first one is *verbal behavior* which includes the voice tone, accent, and ability of the speaker to flex the tempo in speaking fast, slow, loud, and soft (Van Dyne et al., 2012). The second one is *non-verbal behavior* communication using actions, gestures, body language, facial expressions which are difficult to hide the real meaning. As such, communicators need to read between the lines (Van Dyne et al., 2012). Finally, speech act is a way of communicating specific messages requesting certain thing, invitation messages, apologies, disagreements (Van Dyne et al., 2012). For instance, expressions from country to country may not be the same such as apologizing acts, speaking tone during the interactions some are fast, loud or soft others used more on nonverbal gestures.

An individual with high behavioral CQ may exhibit the right behaviors, based on their wide range of capabilities using verbal and non-verbal interactions such as the tone of voice, the words, the gestures and facial expressions (Ang et al., 2007; Sutherland et al., 2015). Earley and Gardner (2005) suggested that behavioral CQ is not only referring to expressions but it also includes the capability of a person to adapt to different practices, habits, traditions, customs and lifestyle in various countries. For instance, an individual may be skillful in speaking the local language as what local people used during the interaction, able to express their beliefs, values and attitudes (Earley & Ang, 2003). Another example for nonverbal is about personal zones or space preferences which may have different connotations in different cultures as one might perceive like a good rapport but for some might be of negative meaning. As for facial expression such as smile may convey the meaning of friendliness or even hospitality in some culture but may be observed as appropriate actions in other cultures. These

characteristics of behavioral CQ allow individuals to be flexible and therefore able to adapt and adjust their behaviors to specific contexts (Earley & Gardner, 2005).

2.2.6 Various Research Outcomes Associated with CQ

CQ has been used in different avenues in research such as enhancing expatriate adjustment and adaptation (Budworth & DeGama, 2012; Iskhakova, 2018; Lin, Chen, & Song, 2012; Malek & Budhwar, 2013; Van Dyne et al., 2012). The research found that CQ improved performance effectiveness (Chen, Lin, & Sawangpattanakul, 2011; Groves & Feyerherm, 2011; Kim & Van Dyne, 2012; Nikpour, Shahrakipour, & Karimzadeh, 2013; Rockstuhl, Seiler, Ang, Van Dyne, & Annen, 2011; Van Dyne et al., 2012). Many scholars found that individuals with higher CQ tended to demonstrate cross-cultural leadership success (Chua, Morris, & Mor, 2012; Deng & Gibson, 2008; Ellis, 2017; Ziyatdinova, 2017). Research showed that people with high CQ tended to have a good intercultural negotiation skill (Groves, Feyerherm, & Gu, 2015; Imai & Gelfand, 2010; Ooi, 2014). Furthermore, research also found that CQ enhanced mental health and wellbeing (Bücker, Furrer, & Lin, 2015). The summary of various outcomes of CQ is presented in table 2.2

Table 2.2 Research outcomes associated with CQ.

Research Outcomes Associated with CQ		
Contexts	Authors	Findings
	Malek and Budhwar (2013)	Expats with high CQ tend to interact and able to adjust well at work.
	Lin et al. (2012)	CQ has been positively linked to adjustment in a cross-cultural context.
	Ang et al. (2007)	Both motivational and behavioral CQ tend to predict various types of

Research Outcomes Associated with CQ		
		adjustments as well as cross-cultural adaptation.
	Chen et al. (2010)	CQ has positive relationship with work adjustment in a cross-cultural setting.
Cross-cultural adjustments and adaptation	Presbitero (2017b)	CQ tends to have a positive and significant relationship with sociocultural psychological adaptability.
	Templer et al. (2006)	Expats with high motivational CQ tend to adjust well to other cultures. Motivational CQ correlates with three aspects of adjustments namely, general, work and interaction respectively.
	Charoensukmongkol (2015)	Entrepreneurs with high CQ have a tendency to exhibit high cross-cultural acquisition. Cross-cultural acquisition tends to expound better performance in export.
	Huff, Song, and Gresch (2014)	Motivational CQ tends to explain how expat interacts and adjusts in the workplace.
	Lee and Kartika (2014)	Expatriates with high CQ as well as having job experience internationally tend to adjust quickly at work.
	Bücker et al. (2014)	Chinese managers who have high CQ experienced low anxiety in terms of communicating across culture.

Research Outcomes Associated with CQ

	Jyoti and Kour (2015)	CQ has significant contributions to task performance.
	Iskhakova (2018)	CQ and International adjustments, as well as general adjustments, have been positively and significantly related to each other.
	Şahin, Gurbuz, and Köksal (2014)	Military personnel with high CQ tend to adjust well in their international assignments.
	Chen, Liu, and Portnoy (2012)	Sales agents with higher motivational CQ have positive relationship sales performance.
	Lee and B. M. Sukoco (2010)	CQ tends to have a high impact on the performance of expats through its effects on cultural adjustment and cultural effectiveness.
Performance and Effectiveness	Chen et al. (2011)	CQ tends to have a positive correlation with Filipino employees' performance in Taiwan.
	Rose, Ramalu, Uli, and Kumar (2010)	Expats with high CQ render better job performance in their respective assignments.
	Charoensukmongkol (2016)	CQ has been found to positively enhance the export performance of entrepreneurs.
	Nikpour et al. (2013)	Educators with High level of CQ tend to perform effectively in the workplace.

Research Outcomes Associated with CQ		
	Adair, Hideg, and Spence (2013)	Both behavioral and metacognitive CQ have been positively linked to a person's effectivity at work in a diverse workplace.
	Crotty and Brett (2012)	Members with high metacognitive CQ tend to have a good teamwork and creative in an international team.
	Oolders, Chernyshenko, and Stark (2008)	CQ tends to associate with experiences and performance in the workplace.
	Groves and Feyerherm (2011)	The overall CQ of supervisors predicts the international performance of a team
	Peng, Van Dyne, and Oh (2015)	Motivational CQ has a positive relationship with cultural effectiveness and well-being.
	Mor, Morris, and Joh (2013)	High CQ persons tend to render effective performance in an international team.
	Deng and Gibson (2008)	CQ of expat leaders has a positive influence towards leadership effectivity in an international context.
	Ellis (2017)	CQ has a significant relationship with lecturers' leadership style.
	Ziyatdinova (2017)	CQ plays an important role in how to be an effective leader in multinational settings.
Cross-cultural leadership	Mor et al. (2013)	CQ is positively associated with intercultural cooperation.

Research Outcomes Associated with CQ

	Chua et al. (2012)	Leaders with high metacognitive CQ cooperate cross-culturally and lead effectively.
	Rockstuhl et al. (2011)	High CQ leaders tend to manage effectively in this age of globalization.
	Ramalu, Rose, Uli, and Kumar (2012)	Expatriates with a high level of CQ were predicated to render better job performance in a foreign land.
	Ahmadi, Hoseini, and Hoseini (2017)	CQ and mental health have been positively correlated with each other.
Mental health and wellbeing	Bücker et al. (2014)	High CQ executives tend to have less anxiety at work.
	Ooi (2014)	CQ tends to predict cross cultural negotiation effectiveness.
	Imai and Gelfand (2010)	CQ tends to predict better effectivity with cross-cultural negotiation.
Intercultural Negotiation	Groves et al. (2015)	CQ tends to predict negotiation performance, CQ competencies enable the negotiators' skill to exhibit cooperation and interest in the negotiation process.

2.3 Interaction Involvement

Interaction involvement is a measurement of communication competency, which speaks about knowing when and how the language is used in a social context (Campbell & Neer, 2001). Interaction involvement was defined by Cegala (1981) as the participation of an individual in a social conversation. Highly involved individuals usually coordinate their own thoughts, experiences and feelings during the interaction in which they considered themselves as an important part (Cegala, Savage, Brunner, &

Conrad, 1982). Furthermore, these individuals are more adaptive, attentive, conscious and engage themselves fully during the conversation (De Vries, 2011). As such, they are highly regarded by other people as proficient in interpersonal communication (Sun, Hullman, & Wang, 2011). In contrast, individuals who are not fully involved in the conversation are more likely to withdraw, focusing their thoughts on other things, with less concentration on the social interaction and even entertaining destructive ideas (Cegala et al., 1982). Consequently, their words and actions may show ambiguity and ambivalence as well as an inconsistent understanding of the matters discussed. Therefore, they may not be able to recall important issues being raised in the conversation. In essence, they may be considered to be not as competitive when they interact with people (Cegala, 1981). According to (Cegala et al., 1982) interaction involvement has three dimensions which are *attentiveness, perceptiveness and responsiveness.* Each construct will be discussed in the next paragraph.

First, attentiveness is a person's eagerness and enthusiasm in practicing listening skills. It involves listening to what other people have said (Anderson & Martin, 1995). Attentiveness is a person's willingness to listen and pay attention during the conversation. It includes being attentive to cues such as in the forms of verbal and non-verbal communication from the other party (Frymier, 2005). It involves paying attention to nonverbal and verbal cues in seeking information from the other party (Boorom, Goolsby, & Ramsey, 1998). It is also an individual awareness of the things that matter during the interaction process (Sun et al., 2011). Verbal cues focus more on cognitive contents of the message, while nonverbal cues focus on affective commitment and involvement (Sanders & Wiseman, 1990). Verbal cues are spoken words being conveyed to another party that enables the listeners to understand quickly (De Ruyter & Wetzels, 2000). On the other hand, nonverbal cues use the vocal qualities to communicate with other parties through paralanguage or voice tones. Individuals can show that they are attentive during the conversation in several distinct ways. A person who is attentive frequently uses affirmative words to indicate that he is listening to the client (Pearson & Nelson, 2000). He may be more mindful of the needs of the person and may be more eager to deliver better solutions to the issues and problems that concern them. An attentive person, for instance, can more easily sense other

individuals' feelings through their words, through the tone of their voices, and through gestures they use (Ramsey & Sohi, 1997).

Second, perceptiveness focuses on the ability to portray and observe stimuli, and gives meaning and understanding to conversational goals (Boorom et al., 1998). Perceptiveness focuses on cognitive knowledge that echoes the listener's insights and interprets the gist of what the speaker wants to convey (De Ruyter & Wetzels, 2000). Individuals can show that they are perceptive during the conversation in several ways. A person who is perceptive values the message of other people by not interrupting them. They also tend to recognize the message of the other party by being sensitive to what they say (Ramsey & Sohi, 1997). For example, a person who is perceptive will ask for more information and clarify the message to make sure that they are on the same page (Ramsey & Sohi, 1997). A perceptive type of individual makes a virtue of understanding and figuring things out. Perceptive individuals are characterized as gifted, insightful, and talented in seeing things which others may not (Cegala, 1981). Research has shown that a perceptive person can more easily notice many things that are going on and can connect various kinds of knowledge (Goffman, 1967). It has also been found that perceptive persons are able to get complete details and paraphrase messages to check that they have the correct interpretation of the message (Pearson & Nelson, 2000; Ramsey & Sohi, 1997). In addition, a perceptive person can identify specific needs and can offer the appropriate solutions to meet those needs (Salomonson, Åberg, & Allwood, 2012). Furthermore, according to (Cegala, 1978) a perceptive person is sensitive enough to figure out which one is most likely true in the conversation. A perceptive individual summarizes the details of the conversation to make sure that the information is not distorted (Ramsey & Sohi, 1997). In addition, a perceptive type of person can facilitate an interpretation of the information given by the other party (Anderson & Martin, 1995).

Lastly, responsiveness is the capability of communicating suitable messages that are needed in achieving goals (Anderson & Martin, 1995). Responsiveness is showing confidence in saying things and knowing how to apply appropriate manners during the interaction process (Frymier, 2005). Responsiveness involves knowing the perfect time

and opportunity to convey a message to make it more effective as possible (Boorom et al., 1998). Additionally, responsiveness refers to the mental readiness for any situation and the ability to adapt to what can or cannot be said (Cegala et al., 1982). Individuals can show that they are responsive during the interaction in a variety of ways. A person who is responsive shows more initiative and is better able to give correct solutions to difficult problems during the conversation process (Ko de & Wetzels, 2000). A responsive type of person is concerned about the speed and timeliness in the conversation. of service delivery. Responsive individuals are able to answer in a timely manner with minimal waiting and queuing time are more valued (Johnston, 1995). In addition, a person is willing to extend prompt response to the conversation with other people (Jun, Yang, & Kim, 2004).

2.4   **Emotional Exhaustion**

Emotional exhaustion refers to a state of feeling fatigued, frustrated, and worn out due to sustained depletion of emotional resources from overextended work (Lambert, Qureshi, Frank, Klahm, & Smith, 2018; Maslach, Jackson, Leiter, Schaufeli, & Schwab, 1986). The occurrence of emotional exhaustion can be traced to the perception of a worker that resources are insufficient to meet the demands of the job and the unsatisfying result of an invested effort (Tourigny, Baba, Han, & Wang, 2012). Emotional exhaustion happens when a person faced with emotional and psychological demands experiences a general loss of feeling and concern (Witt, Andrews, & Carlson, 2004).

Research found that emotional exhaustion has negative effects toward job performance (Bakker, Demerouti, & Verbeke, 2004; Chen, 2013; De Clercq, Haq, Azeem, & Raja, 2018; Lambert, Lewig, & Dollard, 2003; Maslach, Schaufeli, & Leiter, 2001; Molino et al., 2016; Singh & Nik Mahmood, 2017; Soler, Yaman, & Esteva, 2007; Zubair, Khan, Imran, & Nisar, 2016), job satisfaction (Singh, Verbeke, & Rhoads, 1996; Yanan Wang, Lu, Tianhong, & Quanquan, 2014), organizational commitment (Rathi & Lee, 2016), personal accomplishment (Amyx & Jarrell, 2016; Coady, Kent, & Davis, 1990;

Diestel, Cosmar, & Schmidt, 2013; Maslach, 1982), as well as health and well-being (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Picard, Cossette, & Morin, 2018; Rod & Ashill, 2013; Wittmer & Martin, 2010). Moreover, the body of research found that emotional exhaustion can increase absenteeism and turnover (Bekker, Croon, & Bressers, 2005; Cho, Choi, & Lee, 2014; Janssen, Lam, & Huang, 2010).

Various researchers have found that emotional exhaustion is very common in hospitality and service industry (Bashir & Ismail Ramay, 2010; Budworth & DeGama, 2012; Chen, 2012; Rahim, 2010; Suthatorn & Charoensukmongkol, 2018; Witt et al., 2004). Particularly in call centers there is a common problem that they normally experience. For example, call center agents experiences stress during their working hours every day as they need to meet the growing customer expectations, meet the performance metrics and give their best for meeting the stringent requirements imposed by the management (Wittmer & Martin, 2010). Moreover, they have to face challenging customers, crises with the use of new technology, calls that are constantly monitored, and management pressures. Moreover, they are also constantly monitored and receive pressures from management (Annakis et al., 2011; White, 2003). Lastly, many agents often do not get enough rest as there are rigorous call schedules, burgeoning types of tasks and ambitious quotas (Ng & Mitter, 2005).

2.5 Job Performance of Call Center Representative

Job performance is referring to work-related outcome to help organization to attain their organization goals and objectives which is measured by the evaluation of performance on job related tasks (Sharma, S. Borna, & J. M. Stearns, 2009). Job performance is related to quantity and quality and timeliness of output, presence/attendance on the job, efficiency of the work completed and effectiveness of the work completed (Mathis & Jackson, 2011; Schermerhorn, 1986). It also refers to the total expected value of an individual's work and how well someone can perform his or her work (Berghe & Hyung, 2011).

Job performance in call centers usually is determined by objective computer-assisted indices. Agents are rated, for example, on productivity level, transaction rate and the number of calls answered in an hour (Marr, Schiuma, & Neely, 2004; Nel & De Villiers, 2004). Furthermore, subjective evaluations are also made by supervisors to determine the quality of the conversations with clients (Nel & De Villiers, 2004). Observational monitoring during the actual call is another way of assessing the quality of service for call center representatives (Phil Taylor & Bain, 1999). There are two methods employed: first, listening to the call—the manager listens to the calls with or without agents' knowledge to provide comments on performance and to identify whether further training is needed. Second, recording calls—executives record the actual conversation and review it based on criteria, such as the accuracy of information, attitude and responsiveness during the conversation (Phil Taylor & Bain, 1999). Marr et al. (2004) stated that the important characteristics often measured during monitoring process include the following: how the agent greets a customer, ways of communicating that are used, voice tone, knowledge shown by agents, capability in performing the task and the ending of the conversation.

2.6 **Job Demand Control Model (JD-C)**

The Job Demands-Control model was introduced by (Karasek Jr, 1979). He branded job demands and job control as indispensable job characteristics that influence workplace behaviors (Karasek Jr, 1979). The model is composed of two key characteristics that pose significant effects on employees' well-being. Job demands are psychological stressors, which include high work load, unpredicted tasks and job-related personal conflict (De Lange, Taris, Kompier, Houtman, & Bongers, 2003; Karasek Jr, 1979). On the other hand, job control is the extent to which employees have the autonomy to control decisions such as when, where, and how they will perform work tasks. Job control also includes the worker's abilities and skills in coping with demands and the latitude to decide how a specific task should be accomplished (De Lange et al., 2003; Karasek Jr, 1979).

The JD-C model deals with work situations that pose psychological risks as imbalanced combinations of job demand and job control affect the well-being of workers (Van der Doef & Maes, 1999). This is demonstrated on conditions when job demand is high, but job control is low, workers may likely experience psychological stress (Karasek Jr, 1979). The main idea of the model is to bring job control as the tool for the workers to buffer negative effects due to the high demand of the job. This is the case because giving employees greater control on their job helps them cope with the demand, and therefore, provides them with good sense of well-being (Meier, Semmer, Elfering, & Jacobshagen, 2008). According to (Häusser, Mojzisch, Niesel, & Schulz-Hardt, 2010) the height of strain or demands are represented by such work elements as workload, work rate, time pressure, availability, efforts and the level of difficulty of the tasks. The decision latitude or control refers to the degree of freedom an employee has in the manner in which he organizes and handles his work. This includes the circumstance when the employees want to perform their respective tasks and the manner by which they want to do it. Control consists of both competence and decision-making authority on the part of the employee (Häusser et al., 2010).

Research has found that job demands were positively related to emotional exhaustion, which means that the increase in job demand results in the increase of the level of emotional exhaustion experienced by the employees (Yu-Hwa, Pey-lan, Chin-Hui, Chin-Ann, & Ing-Chung, 2011). This is because when job demands are high and job control is limited, emotional exhaustion develops irrespective of the type of job or occupation (Demerouti et al., 2001). Previous studies in several organizations have confirmed this hypothesis by showing that badly designed jobs or high job demands exhaust employees' mental and physical capabilities, leading to the depletion of energy (i.e. a state of exhaustion). This, then significantly contributes to health problems (health impairment process) (Bakker, Demerouti, De Boer, & Schaufeli, 2003; Bakker et al., 2004; Demerouti et al., 2001). On the other hand, job control can diminish the negative effects of job stress as control over work duties aids employees to cope with the demands and accordingly improve their health conditions (Meier et al., 2008). Research found that high job control gives employees better opportunities to test a variety of strategies in solving problems at work (Taris et al., 2005; Theorell, Karasek,

& Eneroth, 1990). Having high job control also improves health and well-being of the employees, decreases emotional exhaustion, and improves their personal achievement (Hobfoll, Halbesleben, Neveu, & Westman, 2018).

In summary, in order for a call center agent to deal with this job demand, they must have the competency and ability to handle the challenges that they face in their work. When agents have high control, they may effectively deal with stress and can prevent burnout. Although prior research has identified many areas of job control (Hobfoll et al., 2018; Theorell et al., 1990), this research focus on the role of EQ and CQ as the competency that can help a call center agent deal with the demand and can interact well with foreign clients. The explanation and research that support the role of EQ and CQ in this regard will be mentioned in the section below.

2.7 EQ and Interaction Involvement

This research proposes that EQ can be a competency that positively associates with the three dimensions of intercultural involvement. First, EQ can facilitate the attentiveness dimension of interaction involvement. In particular, the characteristic of EQ that can support attentiveness is awareness of emotions. Basically, people with high EQ not only are aware of their own emotions, but also have the ability to detect emotions of other people (Sy & Côté, 2004). Awareness of emotions of other people requires a high EQ individual to be attentive to emotional expressions of other people during an interaction (Lopes et al., 2003). This role of EQ in promoting attentiveness is supported by Lopes et al. (2004) who postulated that EQ may facilitate a flexible focus of attention which is crucial to smooth communication in the interaction involvement process. It is also consistent with Charoensukmongkol (2014) who found that people with high EQ tended to demonstrate a high quality of attentiveness. In addition, the ability to manage emotion is also another characteristic of EQ that can help call center agents effectively demonstrate to customers that they are attentive during the call conversation. Generally, a person who is attentive frequently uses affirmative words to calm down angry feelings of customers (Pearson & Nelson, 2000). This ability can't be easily achieved without the ability to manage one's own and others' emotions. Because call center agents with

high EQ tend to have the ability to control and manage their own and others' moods, this ability allow them to know how to use appropriate affirmative words to deal effectively with customers' emotions, in order to show they are attentive (Cherniss et al., 2006). This characteristic of EQ is vital for call center representatives to facilitate attentiveness because it allows a person to generate suitable feelings while interacting with difficult clients (Goffman, 1967).

Second, EQ can enhance the perceptiveness dimension of interaction involvement. Particularly, a characteristic of high EQ individuals that support perceptiveness is the ability to identify emotions in themselves and others (Brackett & Salovey, 2006). Individuals who are skillful in this area are frequently at an advantage in effectively managing emotion because they can easily distinguish between real feelings and fake feelings (De Ruyter & Wetzels, 2000). These characteristics of EQ are vital for call center representatives to demonstrate perceptiveness, which require them to sense and interpret what is happening and understand what the customers are trying to convey during the conversation (Goffman, 1967). The role of EQ promoting perceptiveness is supported by (Poskey, 2006) who emphasized that people with high EQ can effectively communicate, observe, understand and connect with client.

In addition, another characteristic of EQ that supports perceptiveness is perspective taking. Research has shown that persons with high EQ tend to engage more in perspective taking (Grant & Berry, 2011). In particular, high EQ individuals are more likely to understand other's perspectives and see the world through the eyes of others (Davis, Conklin, Smith, & Luce, 1996). Perspective taking focuses on an individual's capacity to sense other people's viewpoints and sentiments and relate to them, which is an important part of perceptiveness process (Galinsky, Maddux, Gilin, & White, 2008). These characteristics of EQ facilitating perceptiveness are crucial for call center representatives because they allow a person to understand and figure out problems while being sensitive to the customers who are calling for (Ramsey & Sohi, 1997). Call center representatives with higher EQ are better at identifying these motives (De Ruyter & Wetzels, 2000). Essentially, research has shown that individuals with high EQ are more able to relate to clients' feelings during the interaction process (De Ruyter &

Wetzels, 2000). The role of EQ in promoting perceptiveness is supported by (Law et al., 2008) who postulated that EQ may facilitate call center representatives to understand and perceived emotion that make a person sense what other people feel. It is also consistent with (Boorom et al., 1998) who emphasized that a person with high EQ has the ability to understand, perceive and be aware of emotions, thereby making a person become more sensitive to the client's needs.

Lastly, EQ tends to improve the responsiveness dimension of interaction involvement. In particular, high EQ people use emotion to facilitate thought that is focused on one's ability to generate sentiments. Such individuals are able to use this sentiment to reason out a problem (Harris, Reiter-Palmon, & Kaufman, 2013). These characteristics of EQ are crucial for call center representatives to be responsive when interacting with customers. This is because responsiveness requires a person to show feelings and more initiative, that they are better able to give correct solutions to difficult problems during the conversation process in a timely manner (De Ruyter & M. G. Wetzels, 2000). In particular, prior research showed that the ability to harness emotions can be of great help in the process of solving problems, decision-making, and interpersonal communication (Brackett & Salovey, 2006). It is also consistent with (Poskey, 2006) who highlighted that high EQ individuals can effectively communicate and are able to solve problems in a timely manner. Additionally, Boorom et al. (1998) showed that EQ helped the call center representatives to communicate with concrete and suitable solutions to the concerns that have been identified (Boorom et al., 1998).

In particular, another characteristic of EQ that can support responsiveness is strategy in dealing emotion. Mostly, an individual with high EQ is capable of using a good strategy in monitoring, discriminating and labeling his feelings accurately, and knowing what to do to improve or modify these feelings (Grewal & Salovey, 2005). The person who is adept in handling emotions usually employs strategies that will change his feelings so that it could not be damaging to himself and to others (Brackett & Salovey, 2006). Dealing with emotions of oneself and others requires a high EQ person to be responsive to customers' feelings during the conversation. A person who is responsive values the message of other people by using a strategy of not interrupting them during

the conversation (Ramsey & Sohi, 1997). Because of this characteristic, it is likely that high EQ call center representative knows how to use the strategy about what to say and how to convey the message (Anderson & Martin, 1995). These major characteristics of EQ are vital for call center representatives to be responsive when interacting with customers. Considering the roles of EQ in supporting responsive dimension of interaction involvement, the following hypothesis is presented.

Hypothesis 1: EQ has a positive relationship with the interaction involvement of call center representatives.

2.8 CQ and Interaction Involvement

Diversity of cultures around the world makes it challenging for people to interact and communicate cross-culturally (O'Dowd, 2018). Communicating and interacting with foreigners is definitely different from local people because in local context, somehow this is the culture that people grow up with (Lee, 2015). Whereas in foreign context, sometimes it's hard to understand because the communication style may be different across-cultures. For instance, some words that seem to be appropriate in one culture may not be appropriate in another culture (Van Dyne et al., 2012). As such, call center agents will need to have CQ to help them communicate more effectively when communicating clients from other cultures (Van Dyne et al., 2012).

This research proposes that CQ can be a competency that positively associates with the three dimensions of intercultural involvement. First, CQ can facilitate the attentiveness dimension of interaction involvement. Generally, individuals with high CQ tend to have a high level of awareness when they interact with foreigners (Ang & Inkpen, 2008). They tend to pay close attention to verbal and nonverbal messages of foreigners closely during the interaction in order to gain information and to learn about the foreign culture. Given that attentiveness requires a call center representative to be aware of the message that clients convey to them during a conversation, this characteristic of CQ can be helpful in facilitating this task because it makes a call center representative focus effectively on the information that they receive during the conversation (Ramsey & Sohi, 1997).

In addition, due to cultural differences customers may have different communication styles which call center representatives should be able to understand. The level of cultural knowledge that call centers agents with high CQ have can allow them to demonstrate to foreign clients that they are attentive during the conversation. High CQ individuals are attentive in knowing and understanding similarities and differences of cultures, and they can exhibit sufficient cultural knowledge to customers and are able to demonstrate awareness in order to give suitable service to them (Ang, Van Dyne, & Tan, 2008). Understanding and having a good knowledge help a person know what they have to do in order to show that they pay attention to what other people want (Lee, 2015). The ability of call center agents to demonstrate to foreign clients that they are attentive during the conversation can also be enhanced by the degree of cultural efficacy and motivation that center agents with high CQ exhibit. In particular, high CQ individuals have the drive and interest to get involved in the intercultural interaction. This characteristic of CQ tend to make call center agents pay good attention and be very interested in what foreign clients are saying to them during phone conversations (Ang & Inkpen, 2008). Additionally, CQ can help facilitate attentiveness because high CQ call center representatives are able to use appropriate tone, and suitable word choice in a cross-cultural conversation to show that they are attentive to the foreign clients (Van Dyne et al., 2012). In cross-cultural contexts, the appropriate behavior indicating that a person is attentive can vary from culture to culture. The prominent role of CQ in promoting attentiveness is supported by (Ang et al., 2007) who argued that an individual's ability to exactly mimic foreign culture can contribute to successful cross-cultural communication.

In general, CQ dimensions which are knowledge, planning and strategizing, as well as motivation and the ability to demonstrate appropriate behaviors in diverse cultures, seem to be the capabilities that can be associated with the perceptiveness dimension of interaction involvement (Ang et al., 2007). A person with high CQ understands and knows what people need in some cultures (Thomas, 2008). Basic understanding about the similarities and differences of culture guide a person to understand foreigners easily (Van Dyne et al., 2012). For call center representatives, cultural knowledge can let them guess, interpret and understand what foreign clients need during the call conversation

more precisely and effectively (Van Dyne et al., 2012). Planning and strategizing characteristics of CQ also supports perceptiveness dimension because a perceptive type of individual is sensitive enough and able to interpret what other people say to help them make sense of the ambiguity in communication (Ramsey & Sohi, 1997). A person's interest and drive to interact and try to understand what the callers want can help a perceptive individual to not give up easily during difficult encounter with the customers (Templer et al., 2006). Moreover, a high CQ individual has the ability to adjust actions and behaviors by trying to mimic other cultures' practices and norms, that can somehow contribute to the understanding regarding what people from different cultures think or feel (Ang et al., 2007). Therefore, these characteristics of CQ might also be important for call center representatives to exhibit a decent degree of perceptiveness during the call conversation with foreign clients.

Lastly, CQ can further facilitate the responsiveness dimensions of interaction involvement. Overall, CQ dimensions—knowledge, awareness, planning and strategizing, motivation and proper display of behavior— can also support responsiveness (Van Dyne et al., 2012). General knowledge of different cultural aspects such as values, beliefs, norms, practices, behavior and assemblage that differ from one country to another can be crucial for call center representative who want to give appropriate responses in a way that matches with foreign clients' specific requirements (Şahin et al., 2014). Awareness also helps facilitate the responsiveness dimension because it causes call center representatives with high CQ to be deliberately aware of what the customers want so that they can use appropriate strategies to give a response that matches with the requirements of the foreign customers (Ang et al., 2007). The characteristic of CQ that reflects strong motivation and enthusiasm to interact with foreigners also contributes to responsiveness as it can allow a call center representative to reply quickly and positively to the queries of foreign callers (Hansen, Singh, Weilbaker, & Guesalaga, 2011). Furthermore, behavioral expressions tend to support responsiveness because call center representative can exhibit extensive range of both verbal and non-verbal style of communication as foreign people do (Hansen et al., 2011). In this manner it helps call center representatives to adapt and adjust their

communication style to demonstrate appropriate and effective responses to foreign clients during the phone conversation (Earley & Peterson, 2004). Given all supported evidences, the following hypothesis is proposed.

Hypothesis 2: CQ has a positive relationship with the interaction involvement of call center representatives.

2.9   **Interaction Involvement to Emotional Exhaustion**

This research proposes that all three aspects of interaction involvement including attentiveness, perceptiveness and responsiveness will associate with lower emotional exhaustion of call center agents as it equips them with the necessary skills in dealing with the client more effectively.

The main aim of call center agents is to deliver good service and satisfy the needs of their clients in the actual call encounter. Different individuals with different levels of emotions from different cultures may have different expectations towards the service rendered by the agents, and this requires better attention and devotion from call center agents (De Vries, 2011). Attentive and enthusiastic call center representatives may go beyond clients' expectations in delivering their services because they are mindful and sensitive of the clients' needs (Johnston, 1995). Being mindful of their tasks at the same time and being thoughtful of the clients' needs allow agents to cope with stress more effectively (Cegala et al., 1982). But on the contrary, when call center agents fail to attentively deliver proper service to clients, this may lead to customers' frustrations which then affect their emotional stability and lead to emotional exhaustion (Maslach et al., 1986).

Another characteristic of interaction involvement that is proposed to associate with lower emotional exhaustion is perceptiveness. A perceptive agent is able to understand and figure out the needs of the clients. When this happens, client will definitely be happy and accordingly commend the services of the agent (Goffman, 1967). This then makes the agents satisfied with their work, thereby lowering their tendency to develop emotional exhaustion. Due to cultural differences, foreign clients may present different

preferences in the way in which their concerns are handled by the call center agents. Being perceptive of these differences allows agents to provide suitable answers to the clients' needs, and this can bring great satisfaction both to the clients and the agents (De Ruyter & Wetzels, 2000). However, when customers are not contented with the agent's services, this stressful encounter may mar the agents' well-being leading to exhaustion and fatigue.

Lastly, the responsiveness dimension of interaction involvement also associates with lower emotional exhaustion of call center agents. When call center agents hastily and positively respond to clients' queries, this leads to clients' being satisfied with the services rendered. This is especially true among foreign clients who prefer immediate solutions to their concerns (Şahin et al., 2014). In this manner, clients who are delighted with the service may compliment agents of their work, making them happy and satisfied. This kind regard from the clients potentially lowers emotional exhaustion among the agents. But on the other hand, clients who are not comfortable with the service may be stressed out and may exhibit dissatisfaction with the service. This may cause distress to the call center agents, leading to emotional exhaustion and malady (Maslach et al., 2001). Thus this hypothesis is presented.

Hypothesis 3: Interaction involvement is negatively associated with emotional exhaustion of call center representatives.

2.10 **Interaction Involvement and Job Performance**

This research predicts that interaction involvement of call center representative can forecast their level of job performance. Being attentive during the conversation can be linked to the benefits for those who work in service industries. This is particularly true for call center employees who regularly deal with customers. For example, research showed that an attentive person during the interaction process has high self-esteem, self-confidence and has a positive outlook on life (Cegala et al., 1982). It has also been found out that attentiveness is able to support cognitive aspects of the person (Salomonson et al., 2012). Norton and Pettegrew (1979) mentioned in their research that an attentive communicator is more knowledgeable and alert about what the other

party is trying to convey, in contrast to the inattentive communicator who tends to be inexperienced and may not know certain matters discussed. An attentive person is more likely to provide assistance to clients and is more likely to show a willingness to render the best service, thereby creating a favorable impression to clients (Johnston, 1995).

Moreover, perceptiveness can also be associated with performance of call center agents. In some cases, customers contact call centers simply because they are looking for attention or someone to talk to. Call center representatives who are perceptive are better at identifying these motives (De Ruyter & Wetzels, 2000). There is evidence that during a voice-to-voice service interactions, clients can perceive whether or not a call center agent is trying to understand the message that the clients want to convey (De Ruyter & Wetzels, 2000). During the interaction involvement, perceptive persons are able to assign meaning to the messages being conveyed by the clients (Burgers, de Ruyter, Keen, & Streukens, 2000). They will dig deeper to come up with root causes behind the problems being raised (Ramsey & Sohi, 1997). They will dig deeper to come up with root causes behind the problems being raised (Ramsey & Sohi, 1997). They will also sense that the agent will be better at providing solutions for them and giving useful information to them in the future (De Ruyter & Wetzels, 2000). Because of these characteristics, perceptiveness seems to be associated with the relational consequence of trust in rendering a service (Burgers et al., 2000).

In addition, the responsiveness aspect of interaction involvement is also linked with the performance of call center agents. For instance, a call center representative who is responsive is able to demonstrate understanding and agreement during the interaction with customers (Salomonson et al., 2012). A responsive type of person would be able to deliver a service as promised (De Ruyter & Wetzels, 2000). He is also capable of giving concrete answers, taking customer's calls seriously, courteously and in a friendly way (Salomonson et al., 2012). Moreover, responsive individuals tend to put effort to make sure that no vital information is missing (Cegala et al., 1982). The responsiveness dimension of interaction involvement tends to be positively related to both customer satisfaction and trust (Ko de & Wetzels, 2000). For example, (Badara et al., 2013) suggested that responsiveness can create customer satisfaction because it helped

employees become more sensitive to the customers' needs. Moreover, research showed that responsiveness can predict job commitment among service employees which might also motivate them to achieve good service performance (Miller, Stiff, & Ellis, 1988). Thus, this hypothesis is presented.

Hypothesis 4: Interaction involvement has a positive relationship with the job performance of call center representatives.

2.11 Emotional Exhaustion and Job Performance

This research proposes that emotional exhaustion will be associated with lower job performance. Call center agents who are emotionally exhausted tend to have a negative perception toward work that may lead them to perform ineffectively (Cropanzano, Rupp, & Byrne, 2003). Moreover, emotionally exhausted employees cannot offer good performance to the clients because they lack strength, motivation and effort to do so (Zubair et al., 2016). In addition, employees who are experiencing emotional exhaustion tend to have negative attitudes toward clients and eventually this leads to lower job performance (Grandey, 2003). The negative association between emotional exhaustion and job performance can be supported by prior research that found evidences about their negative linkage in various areas of occupation (Chen, Chang, & Wang, 2018; Cheng & Yi, 2018; Karatepe & Tekinkus, 2006; Kowalski et al., 2010; Lee, Ok, Lee, & Lee, 2018; Reb, Narayanan, Chaturvedi, & Ekkirala, 2017; Saif-ud-Din, Baba, & Tourigny, 2018; Suthatorn & Charoensukmongkol, 2018; Xu et al., 2017). In particular call centers are also one area that has found evidence about how emotional exhaustion can lower job performance of the call center agents (Echchakoui & Baakil, 2018; Molino et al., 2016; Picard et al., 2018; Zito et al., 2018). On the basis of these research findings the following hypothesis is presented.

Hypothesis 5: Emotional exhaustion lowers the job performance of the call center representatives.

2.12 **EQ and Emotional Exhaustion**

This research proposes that EQ will be associated with lower emotional exhaustion. Generally, studies found that individuals who have high EQ tended to have less stress at work (Lopes et al., 2003; Schutte et al., 2002). In addition, research showed that call center representatives with high EQ can cope more easily with demanding clients (Slaski & Cartwright, 2003). Studies found that EQ prevents stress in various occupational settings (Jung & Yoon, 2016; J. J. Lee & Ok, 2012; J. Liu & Cho, 2018; Mavroveli et al., 2009; Mikolajczak, Menil, & Luminet, 2007; Nightingale et al., 2018; Slaski & Cartwright, 2002; Weng et al., 2011). Particularly in call center context, EQ was also found to lower emotional exhaustion (Feyerabend, 2009; Krishnan, Mahphoth, Ahmad, & A'yudin, 2018; Naseem, 2018; Rodriguez, López-Pérez, Ferreo, Fernandez, & Fernandez, 2017). All of these supports lead to this hypothesis.

Hypothesis 6: EQ lowers the emotional exhaustion of call center representatives.

2.13 **CQ and Emotional Exhaustion**

This research proposes that CQ will be associated with emotional exhaustion. Research found that call center agents who have high CQ tend to have less stress at work (Ahmadi et al., 2017; Bücker et al., 2015) . Moreover, call center representative with high CQ can cope more easily with demanding clients (Gudykunst & Nishida, 2001). The association between CQ and emotional exhaustion can be supported by previous research in various areas (Bücker et al., 2014; Gudykunst & Nishida, 2001; Odaci, Değerli, & Bolat, 2017; Suthatorn & Charoensukmongkol, 2018). For example, a study conducted by Suthatorn and Charoensukmongkol (2018) found that cabin crews with high CQ will have less job stress. In addition Odaci et al. (2017) claimed that expatriates with high CQ tend to have lower level of stress when are assigned in a foreign country where culture is extremely different from their own. It is then hypothesized that:

Hypothesis 7: CQ lowers the emotional exhaustion of call center representatives.

2.14 **EQ and Job performance**

This research proposes that EQ will be related with job performance. A number of prior researches showed that EQ could enhance job performance of people in various occupations including call center jobs. In particular, the contributions of EQ were shown in various studies which found that EQ tended to improve job performance in numerous occupations (Çekmecelioğlu et al., 2012; Coetzee & Harry, 2014; Darvishmotevali et al., 2018; Joseph & Newman, 2010; Salovey, Stroud, Woolery, & Epel, 2002; Shahzad et al., 2011; Shooshtarian et al., 2013; Witt et al., 2004). Given these evidences, EQ is considered to be the characteristic that can be linked with job performance of call center agents. Thus, this hypothesis is presented.

Hypothesis 8: EQ has a positive relationship with job performance of the call center representatives.

2.15 **CQ and Job performance**

This current research also proposes that CQ can directly associate with favorable job performance of call center agents. In particular, this contribution of CQ can be supported by many researches, which found that CQ tends to enhance the cross-cultural performance of people in various occupations (Chen et al., 2011; Groves & Feyerherm, 2011; Jyoti & Kour, 2015; Kim & Van Dyne, 2012; L.-Y. Lee & B. M. Sukoco, 2010; Nikpour et al., 2013; Oolders et al., 2008; Ramalu et al., 2012; Rockstuhl et al., 2011; Rose et al., 2010; Şahin et al., 2014; Van Dyne et al., 2012). Therefore, this hypothesis is presented.

Hypothesis 9: CQ has a positive relationship with job performance of call center agents.
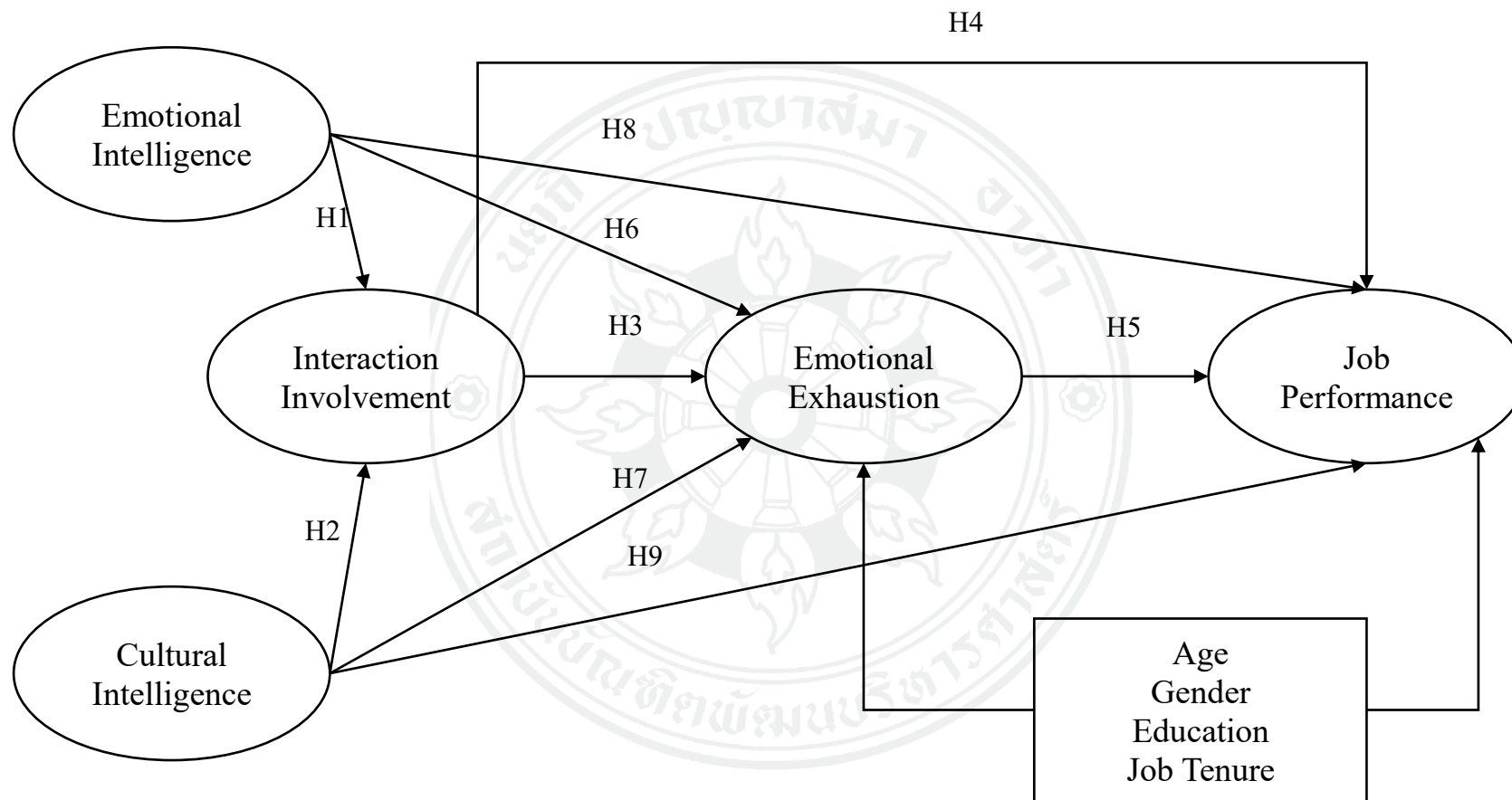
Figure 2.1 Conceptual Framework of the proposed model.

Table 2.3 The summary of research hypotheses

Hypotheses
H1: EQ has a positive relationship with the interaction involvement of call center representatives.
H2: CQ has a positive relationship with the interaction involvement of call center representatives.
H3: Interaction involvement is negatively associated with emotional exhaustion of call center representatives.
H4: Interaction involvement has a positive relationship with the job performance of call center representatives.
H5: Emotional exhaustion lowers the job performance of the call center representatives.
H6: EQ lowers the emotional exhaustion of call center representatives.
H7: CQ lowers the emotional exhaustion of call center representatives.
H8: EQ has a positive relationship with job performance of the call center representatives.
H9: CQ has a positive relationship with job performance of the call center representatives.

CHAPTER 3

METHODOLOGY

3.1 Research Context

This research focuses on call center representatives in the Philippines who are presently working in business process outsourcing (BPO) or call center industries. The proponent chose the BPO/call center industry in the Philippines because it is the world leader and is the favorite destination for outsourcing companies. As of this year 2016, there are approximately 1.3 million BPO workforces across the country and from among them,700,000 are Filipinos (Herguner, 2013). The BPOs, or call centers in the Philippines, mostly cater to clients from Western countries thus, agents have to deal with foreign clients almost on a daily basis, and this usually brings them job stress and anxiety because of intercultural interactions (Amante, 2010). There have been evidences that dealing with foreign clients bring about certain amount of stress especially among the call center agents (Friginal, 2007; Hechanova, 2013).

3.2 Sample Selection

The *sampling frame* of this research is made up of employees who work on BPO or call center in telecommunication, Fashion, healthcare, banks and airline companies. The target number of companies are approximately seven companies located in the Philippines with approximately four hundred thousand employees (Padios, 2012). Non-probability sampling was used by the proponent. In particular, convenience sampling method was employed. By using this method, the researcher was able to easily access the samples in a quick and inexpensive manner and there was no need to list all the population elements in which it cannot be randomized and agents had inconsistent

schedules as the time zone of the clients were different from the Philippine time zone (Acharya, Prakash, Saxena, & Nigam, 2013).

3.3 Data collection method

This study chose a self-administered questionnaire survey method in collecting data. Bryman and Bell (2015) suggest this method as suitable for several reasons. First, a questionnaire survey allows for a large volume of respondents that can be collected in a short period of time. Surveys can be administered all at once to the respondents. Second, respondents may deal with the survey during a convenient time to them with a minimum of pressure. Third, the questionnaires offer an anonymity which assures respondents that their answers are confidential. As a result, they may be more likely to give honest answers, as compared to when they are interviewed in person. Last, using this self-administered questionnaire avoids interviewer bias problem—it does not require facilitators to be involved.

The majority of the respondents answered calls from the United States of America. Questionnaires were distributed through an online survey. The link and the QR code to access the online survey were disseminated to 1191 employees. At the beginning, they were notified about the objectives of the survey with the assurance of confidentially and anonymity. The target respondents were then assured that the data collected would be used for academic purposes only as it is the standing policy of BPO companies to make certain that any information taken from their employees will be dealt with utmost confidentiality. The data collection process took about two months, from August to September 2018, to complete. To boost the response rate, the researchers utilized incentives that had also been used by previous researches (Deutskens, De Ruyter, Wetzels, & Oosterveld, 2004; Laurie & Lynn, 2009; O'Neil & Penrod, 2001; Prick, Bachtiger, & Reips, 2003; Trussell & Lavrakas, 2004). Scholar suggested that incentives could be provided in various forms such as cash, in-kind, lucky draw or lottery, cash voucher and discounts (Kypri & Gallagher, 2003; Trussell & Lavrakas, 2004). This study employed cash and lucky draw to boost the response rate. They were informed that they would receive a token of appreciation via lucky draw and therefore

they needed to provide their e-mail addresses at the end of the survey for this purpose. Moreover, cash incentive was also employed for two groups of respondents as they preferred to have bonding together after their work. At the end of the data collection, the researchers gathered 425 usable surveys, which accounted for a 36 percent response rate.

3.4   Questionnaire Development

This study used scales that were developed by prominent scholars. Several benefits are offered when using the existing scales. First, these scales have been tested in terms of validity and reliability (Hyman, Lamb, & Bulmer, 2006). Consequently, they may be more trustworthy than developing new scales. Second, results can be easily compared to existing studies which use the same scales (Meadows, 2003). Finally, it saves time not having to develop new ones (Hyman et al., 2006). The scales were used to measure the main variables in this study which were adopted from the existing scales and were developed originally in English. The questionnaires distributed among the respondents were in English version as call center agents in the Philippines are hired in their jobs mainly because of their English language proficiency. Therefore, respondents are considered to be fluent in English both in its written and oral forms. Moreover, translating questionnaires to local language may bring about difficult and confusions to readers, thus it is not recommended to do so (Harkness & Schoua-Glusberg, 1998).

3.5   Measurement

The items of each concept were developed on existing literatures. The measurements of each concept will be discussed in detail as the following:

3.5.1   Emotional Intelligence

EQ was measured by 10-item scale, short version self-report adapted from (Davies, Lane, Devonport, & Scott, 2010). This short version was developed from the original 33-item scale by (Schutte et al., 1998). The scale includes five areas of EQ. Appraisal of own emotion two items; appraisal of other's emotion two items; regulation of own

emotions two items; regulation of other's emotions two items and utilization of emotions two items. Previous studies showed that the scale has been validated to check its consistency and reliability (Davies et al., 2010). These items will be measured using five-point Likert scales (1: strongly disagree, 5: strongly agree).

Appraisal of own emotion

I know why my emotions change.

I easily recognize my emotions as I experience them.

Appraisal of others' emotions

I can tell how people are feeling by listening to the tone of their voice.

By looking at their facial expressions, I recognize the emotions people are experiencing.

Regulation of own emotions

I seek out activities that make me happy.

I have control over my emotions.

Regulation of other's emotion

I arrange events others enjoy.

I help other people feel better when they are down.

Utilization of emotions

When I am in a positive mood, I am able to come up with new ideas.

I use good moods to help myself keep trying in the face of obstacles.

3.5.2 Cultural Intelligence

CQ was measured by twenty items self-reported cultural intelligence scales (CQS) which were developed by (Ang et al., 2007). The scale covers four dimensions of CQ. Cognitive CQ contains six items; Metacognitive CQ contains four items; Motivational CQ contains five items; and Behavioral CQ contains five items. Prior research revealed that the scale has satisfactory level of reliability and validity across samples in different

countries (Kets De Vries, Vrignaud, Agrawal, & Florent-Treacy, 2010; Şahin et al., 2014; Suthatorn & Charoensukmongkol, 2018). All items are measured using five-point Likert scales (1: strongly disagree, 5: strongly agree).

Cognitive CQ

I know the legal and economic systems of other cultures.

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

I know the cultural values and religious beliefs of other cultures.

I know the marriage systems of other cultures.

I know the arts and crafts of other cultures.

I know the rules for expressing nonverbal behaviors in other cultures.

Metacognitive CQ

I am conscious of the cultural knowledge I use when interacting with people with difference cultural background.

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

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

I check the accuracy of my cultural knowledge as I interact with people from different culture.

Motivational CQ

I enjoy interacting with people from different cultures.

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

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

I enjoy living in cultures that are unfamiliar to me.

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

Behavioral CQ

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

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

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

I change my nonverbal behavior when a cross-cultural situation requires it.

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

3.5.3 Interaction Involvement

The Interaction Involvement Scale is a self-report measure which will be adopted from (Cegala, 1981). There are 18 items that ask the subjects to evaluate their own behaviors or feelings during a conversation. The scale consists of three dimension of interaction involvement attentiveness which contains five items, perceptiveness with seven items, and responsiveness which consists of four items. Research has found that the scale is reliable and valid across studies (Cegala et al., 1982). The scale have been used in measuring the effects of locus of control and interaction involvement on the interpretation of service complaints (Reed, 2000). All items are measured using a seven-point Likert-type response, with choices ranging from "not at all like me," to "very much like me," including the neutral "not sure."

Attentiveness

My mind wanders during conversation and I often miss parts of what is going on.

Often I am not observant during my conversations.

Often in conversation I feel like I know what to say or do, but I just don't respond

Often I'm preoccupied in my conversations and do not pay complete attention.

Often I will pretend to be listening to someone when in fact I'm not thinking about something else.

Perceptiveness

Often I am keenly aware of how others perceive me during my conversation.

Often in conversation I'm not sure what to say, I can't seem to find the appropriate lines.

During conversations I am responsive to my partner's conversational goals.

Often during conversations, I do not carefully observe how the other is responding to me.

In my conversation I often do not accurately perceive others' intentions and motives.

In conversations I am very perceptive to the meaning of my partners' behavior in relations to myself and the situation.

I carefully observe how others respond to me during my conversation.

Responsiveness

Often in conversations I'm not sure what my role is, I'm not sure how I'm expected to relate to others.

Often during conversations I feel like I know what to say or do, but I just don't respond.

Often I feel withdrawn and distant during conversations.

Often on conversations I'm not sure what other's needs are (e.g. a compliment, reassurance, etc.) until it is too late to respond appropriately.

Often I feel sort of "unplugged" during conversations, I am uncertain of my role, other's motives and what is happening.

Often during my conversation, I am not sure how I am expected to respond.

3.5.4   Emotional Exhaustion

Emotional exhaustion was measured by using the scale developed by (Maslach & Jackson, 1981). There are 7 items that ask the respondents to evaluate their own experiences at work. The scale has been utilized by many researchers particularly in call centers (Picard et al., 2018; Zubair et al., 2016). The participants will be asked to rate each by using the 7-point scale (1=never, 7= everyday).

I feel emotionally drained from my work.

Working with people all day long requires a great deal of effort.

I feel used up at the end of the work day.

I feel burned out from my work.

I feel frustrated by my job.

It stresses me too much to work in direct contact with people.

I feel I'm working too hard on my job.

3.5.5 Job Performance

Job performance was measured by the scale developed by Dubinsky and Mattson (1979), and was modified by (Singh et al., 1996). The scale was used in service industry researches (Chen, 2012; Crant, 1995; Swider & Zimmerman, 2010).The contributors were asked to rate each of the 6 items using a 5-point Likert scale (1=poor performance, 5= excellent performance). However, in order to prove the correlation between the object result, the proponent would also try to use the subjective evaluation.

How would you rate yourself in terms of the quantity of work you achieve?

How do you rate yourself in terms of your ability to reach your goal?

How do you rate yourself in terms of your performance potential among coworkers in your company?

How do you rate yourself in terms of quality of your performance in regard to customer relations?

How do you rate yourself in terms of quality of your performance in regard to management of time, planning ability, and management of expenses?

How do you rate yourself in terms of quality of your performance in regard to knowledge of your products, company, competitors' products, and customer needs?

3.6 **Control Variables**

Control variables are extraneous variables that has no significant linkage with the theory used and the hypotheses tested (Carlson & Wu, 2012; Newcombe, 2003). It is also called confounding variable that may affect the dependent variables being tested in the research (Carlson & Wu, 2012; Newcombe, 2003). The selection of control variables is based on the review of past literatures. Control variables in this research covers demographic factors and work characteristics including age, gender, tenure and education respectively (Bernerth & Aguinis, 2016). These variables will be explained below:

3.6.1   Age

Previous studies mentioned that emotional exhaustion and job performance may be impacted differently by age (Cropanzano et al., 2003; Halbesleben & Bowler, 2007; Wright & Cropanzano, 1998). Research found that the older the agent the more professional experienced they get, hence they experienced less stress and perform better (Welp, Meier, & Manser, 2015). Based on this evidence, it can be expected that age differences among call center representative may contribute to different levels of emotional exhaustion and demographic factors and nature of work.

3.6.2   Gender

Prior studies found that males tend to have lower levels of emotional exhaustion and performance (Halbesleben & Bowler, 2007; Myhren, Ekeberg, & Stokland, 2013; Welp et al., 2015). Males have fewer errors at work compared to females (Klein, Grosse Frie, Blum, & von dem Knesebeck, 2010; Myhren et al., 2013; Prins et al., 2009). Moreover, Maslach and Jackson (1981) found that females scored significantly higher than males on both frequency and intensity of emotional exhaustion. Based on this evidence, it can be expected that gender differences among call center representatives may contribute to different levels of emotional exhaustion and job performance.

3.6.3 Job tenure

Previous research argued that job tenure may affect both emotional exhaustion and the perception of performance (Halbesleben & Bowler, 2007; Wu, 2011). Research found when a person is more experienced on the job that they do, they tend be less stressed and perform better (Welp et al., 2015). Based on this evidence, it can be expected that job tenure may contribute to different levels of emotional exhaustion and job performance.

3.6.4 Education

Prior studies claimed that education may affect emotional exhaustion and job performance (Halbesleben & Bowler, 2007; Wu, 2011). It is because agents with a higher degree of education tend to be more skillful in their communication skills (Lee & B. M. Sukoco, 2010). Based on this evidence, it can be projected that education may contribute to different levels of emotional exhaustion and job performance.

3.7 Estimation Method

This research used a Partial Least Square (PLS) regression for investigating the proposed model. PLS can be a powerful method of analysis because of the minimal demands on measurement scales, sample size, and residual distributions (Chin, 1997). PLS has been used in various areas of social science research. Examples include in the marketing (Fornell & Bookstein, 1982; Hair, Ringle, & Sarstedt, 2011; Rezaei, 2015), management (Richter, Cepeda, Roldán, & Ringle, 2015), human resources (Aryanto, Fontana, & Afiff, 2015; Ling Suan & Mohd Nasurdin, 2014) and hospitality. This study employed the PLS analysis because it allows researchers to analyze multiple hypotheses at the same time which is a single or multiple items measurement. Moreover, PLS does not require data to be normally distributed (Gefen, Straub, & Boudreau, 2000; Hair et al., 2011). Additionally, PLS requires smaller sample sizes than other Structural Equation Modeling (SEM) techniques. Authors will use WarpPLS version 6.0 to perform PLS estimation.

CHAPTER 4

RESULTS

4.1 Data

This chapter summarized the characteristics of the data as well as the demographic characteristics of the samples. The process and details about how the data was collected and analyzed are also discussed. The discussions of the results from the hypothesis testing are also presented.

A total of 425 filled surveys were collected and used for data analysis, which accounted for a 36 percent response rate out of 1,191 who viewed and attempted to respond to the survey. The datasets contain no missing data as respondents could not submit the survey unless they have filled in all of the questions in the questionnaire. The data collection process was completed within two months between August to September 2018. Personal and job characteristics of the samples are reported in the tables below.

4.2 Demographic Characteristics

The respondents' age is between 20 to 57 years with a mean value of 30.63. The minimum age of the call center representatives was 20 and the maximum was 57. Call center representatives' age are reported in Table 4. 1

Table 4.1 Ages of call center representatives

	Min	Max	Mean	Standard Deviation
Age	20	57	30.63	6.562

The majority of the respondents are female. There are 298 females in total, which accounted for 70.1 percent of the total number of the respondents. This is followed by 127 males, which accounted for 29.9 percent. Around 263 of the call center representatives are single and 162 are married (38.1 percent). Call center representatives' level of education ranged from high school level to master's degree level. There are 9 in the high school level, which accounted for 2.1 percent and 122 at the college level, which accounted for 28.7 percent. There are 279 with bachelor's degree or 65.6 percent, and 15 with master's degree 15 or 3.4 percent. The salaries of the call center agents in the Philippines in pesos range from less than 10,000 (6.6 percent), 10,001 to 20,000 (33.6 percent), 20,001-30,000 (31.3 percent), 30,001-40,000 (20.2 percent) and 40,001 and above (8.2 percent). The demographic characteristics of the call center representatives presented in table 4.2.

Table 4.2 Demographics characteristics of call center representatives

Variables	Categories	Frequency	Percentage
Gender	Female	298	70.1 %
	Male	127	29.9 %
Marital Status	Single	263	61.9 %
	Married	162	38.1 %
Education			
	High School Level	9	2.1 %
	College Level	122	28.7 %
	Bachelor's Degree	279	65.6 %
	Master's Degree	15	3.4 %
Salary			
	<10,000	28	6.6 %
	10,001-20,000	143	33.6 %
	20,001-30,000	133	31.3 %
	30,001-40,000	86	20.2 %
	40,001- up	35	8.2 %

Call center agents' job titles include 32 part-time (7.5 percent) and 393 full-time (92.5 percent). Regarding the supervisory positions, those who hold supervisory positions accounted for 92 (21.6 percent) of the agents while the remaining 333 (78.4 percent) are non-supervisory positions. The type of call that the call center representatives usually handle is inbound (37.9 percent), outbound (24 percent) and both inbound and outbound (38.1 percent). Job tenure of the call center representatives ranges from less than 6 months (8.9 percent), 7-12 months (7.8 percent), 1-2 years (32 percent), 3-4 years (24.9 percent) and 5 years and above (26.4 percent). The account types that the call center representatives handle is from ten countries worldwide. The United States of America accounted for 53.9 percent, Australia is 17.9 percent, New Zealand is 2.6 percent, Philippines is 2.6 percent, United Kingdom is 5.6 percent, worldwide is 5.4 percent, Singapore is 4.7 percent, Thailand is 3.1 percent, Germany is 2.1 percent and Netherlands is 2.1 percent. The industry types that the call center representatives handle is telecare with 31.1 percent, fashion with 9.2 percent, banking with 12. 9 percent, airline 8 percent, healthcare 12.2 percent and others with 26.6 percent. These data are presented in Table 4.3 below.

Table 4.3 Work characteristics of call center representatives

Variables	Categories	Frequency	Percentage
Job Title	Part-time	32	78.4 %
	Full-time	393	21.6%
Supervisory Position	No	333	78.4 %
	Yes	92	21.6%
Types of Calls	Inbound	161	37.9%
	Outbound	102	24.0%
	Inbound & Outbound	162	38.1%
Job Tenure	<6 Months	38	8.9 %

Variables	Categories	Frequency	Percentage
	7-12 Months	33	7.8 %
	1-2 Years	136	32.0%
	3-4 Years	106	24.9%
	5 Years and above	112	26.4%
Account type	United States	229	53.9%
	Australia	76	17.9%
	New Zealand	11	2.6%
	The Philippines	11	2.6%
	United Kingdom	24	5.6%
	Worldwide	23	5.4%
	Singapore	20	4.7%
	Thailand	13	3.1%
	Germany	9	2.1%
	Netherlands	9	2.1%
Industry type	Telecare	132	31.1%
	Fashion	39	9.2%
	Banking	55	12.9%
	Airline	34	8.0%
	Healthcare	52	12.2%
	Others	113	26.6%

4.3 Model assessment

Reflective scale was used to measure the variables proposed in the hypotheses. Reflective scale is a variable in which all the indicators are expected to be highly correlated with the latent variable score (Edwards & Bagozzi, 2000). Because of this characteristic of reflective scale, it is important to check the level of scale validity and reliability. Before the model could be examined, the researcher performed a series of analyses to confirm whether the data reached the acceptable level of validity and

reliability. There are two analyses in terms of validity test, the convergent validity and discriminant validity. There are also two measures of reliability, Cronbach's alpha coefficient (α) and composite reliability. These assessments confirm that the data from the questionnaires are valid and reliable and show that the results are non-biased (Hair, Sarstedt, Ringle, & Mena, 2012).

4.3.1 Validity test

According to Hair et al. (2012), the validity test will evaluate how well the constructs are measured. The validity test of latent variables needs to be performed to prove that the constructs are measuring what they are supposed to measure and do not measure what they should not measure (Chin, 1998). The researcher performed the validity test for all instruments. Two types of validity test are conducted in this research, convergent validity and discriminant validity.

4.3.1.1 Convergent validity test

Convergent validity is the analysis that evaluates how well the indicators measured their constructs (Hair et al., 2011). The factor loadings are used to examine the convergent validity in this analysis. Chin (1998) claimed that the value of each item in the constructs should be over 0.7. Nevertheless, Hair, Black, and Balin (2009) specified that the minimum value of 0.5 is adequate for the validity analysis.

The test of factor loadings and cross-loadings of all the latent variables were conducted. The result shows that most of the items have a value over a minimum requirement of 0.5 except for five items of interaction involvement which are II3=0.454, II6=0.401, II8=0.402, II11=0.460 and II12=0.426 which have values below 0.5. Thus, these items were deleted from the analysis. The result of factor loading and cross-loadings of all latent variable and the result after the items with low factor loadings were removed are presented in table 4.4.

Table 4.4 The combined factor loadings and cross-loadings of all variables

	EQ	CQ	II	EE	JP
EQ1	**(0.586)**	-0.099	0.060	0.090	0.036
EQ2	**(0.636)**	-0.039	0.002	0.044	-0.027
EQ3	**(0.711)**	-0.006	-0.003	0.035	0.031
EQ4	**(0.728)**	-0.003	-0.073	0.030	-0.057
EQ5	**(0.573)**	0.012	-0.040	-0.072	0.114
EQ6	**(0.615)**	0.039	0.088	0.006	-0.098
EQ7	**(0.521)**	0.074	0.022	0.123	-0.037
EQ8	**(0.668)**	0.124	-0.026	-0.044	-0.101
EQ9	**(0.665)**	-0.018	-0.008	-0.034	0.049
EQ10	**(0.716)**	-0.070	-0.001	-0.144	0.090
CQ1	0.029	**(0.759)**	-0.036	0.101	-0.018
CQ2	-0.048	**(0.794)**	0.037	0.065	-0.044
CQ3	-0.079	**(0.725)**	-0.006	0.133	-0.146
CQ4	-0.069	**(0.743)**	0.069	0.186	-0.171
CQ5	-0.086	**(0.734)**	0.074	0.192	-0.173
CQ6	-0.089	**(0.745)**	0.056	0.144	-0.135
CQ7	-0.048	**(0.813)**	0.049	-0.024	-0.020
CQ8	-0.057	**(0.796)**	0.051	-0.084	-0.022
CQ9	-0.056	**(0.799)**	0.042	-0.019	0.030
CQ10	-0.042	**(0.820)**	0.048	-0.046	-0.013
CQ11	0.084	**(0.795)**	-0.012	-0.140	0.012
CQ12	0.060	**(0.780)**	-0.012	-0.189	0.082
CQ13	0.133	**(0.800)**	-0.012	-0.177	0.058
CQ14	0.029	**(0.766)**	0.000	-0.047	-0.079
CQ15	0.040	**(0.828)**	0.002	-0.092	0.072
CQ16	0.043	**(0.702)**	-0.023	-0.007	0.042
CQ17	0.121	**(0.788)**	-0.049	-0.043	0.095
CQ18	-0.019	**(0.788)**	-0.078	-0.010	0.163
CQ19	0.009	**(0.791)**	-0.080	0.021	0.147

	EQ	CQ	II	EE	JP
CQ20	0.034	**(0.733)**	-0.125	0.095	0.083
II1	-0.009	0.006	**(0.673)**	0.035	-0.014
II2	-0.080	0.007	**(0.703)**	0.049	0.048
II4	0.042	-0.010	**(0.781)**	0.040	-0.062
II5	0.063	-0.073	**(0.759)**	0.071	-0.042
II7	0.036	0.000	**(0.705)**	0.036	-0.019
II9	-0.019	-0.041	**(0.807)**	-0.017	0.088
II10	0.057	-0.005	**(0.754)**	0.043	-0.026
II13	-0.048	0.085	**(0.748)**	0.013	-0.032
II14	0.009	-0.024	**(0.698)**	0.062	-0.052
II15	-0.028	0.056	**(0.779)**	-0.149	-0.017
II16	-0.017	0.073	**(0.745)**	-0.134	-0.028
II17	-0.019	-0.027	**(0.775)**	-0.080	0.061
II18	0.010	-0.040	**(0.816)**	0.045	0.078
EE1	0.006	-0.002	0.002	**(0.844)**	-0.020
EE2	0.115	-0.043	-0.091	**(0.589)**	0.193
EE3	0.068	-0.050	-0.062	**(0.843)**	0.109
EE4	-0.011	-0.059	-0.018	**(0.885)**	0.026
EE5	-0.072	0.073	0.027	**(0.858)**	-0.142
EE6	-0.055	0.057	0.034	**(0.817)**	-0.142
EE7	-0.018	0.017	0.089	**(0.782)**	0.033
JP1	-0.032	-0.029	0.061	0.061	**(0.863)**
JP2	-0.013	-0.016	-0.029	-0.015	**(0.888)**
JP3	-0.013	0.015	-0.047	0.018	**(0.840)**
JP4	0.041	-0.018	0.028	-0.026	**(0.860)**
JP5	0.015	0.037	-0.027	-0.026	**(0.810)**
JP6	0.003	0.014	0.012	-0.013	**(0.839)**

Note: EQ= Emotional Intelligence, CQ = Cultural Intelligence, II = Interaction Involvement, EE = Emotional Exhaustion and JP = Job Performance.

4.3.1.2   Discriminant validity test

According to Farrell (2010) the discriminant validity is an analysis that examines whether a particular latent variable is discriminated from other latent variables. The researcher performed a discriminant validity test for each construct by comparing the square root of average variance extracted with the correlation of itself to other variables (Donthu & Yoo, 1998; R. B. Kline, 2015). The square root of AVE of the construct has to be greater than any correlation that it involved (Fornell & Larcker, 1981). This indicates that the discriminant validity of the variable is at an acceptable level. The results are presented in table 4.5.
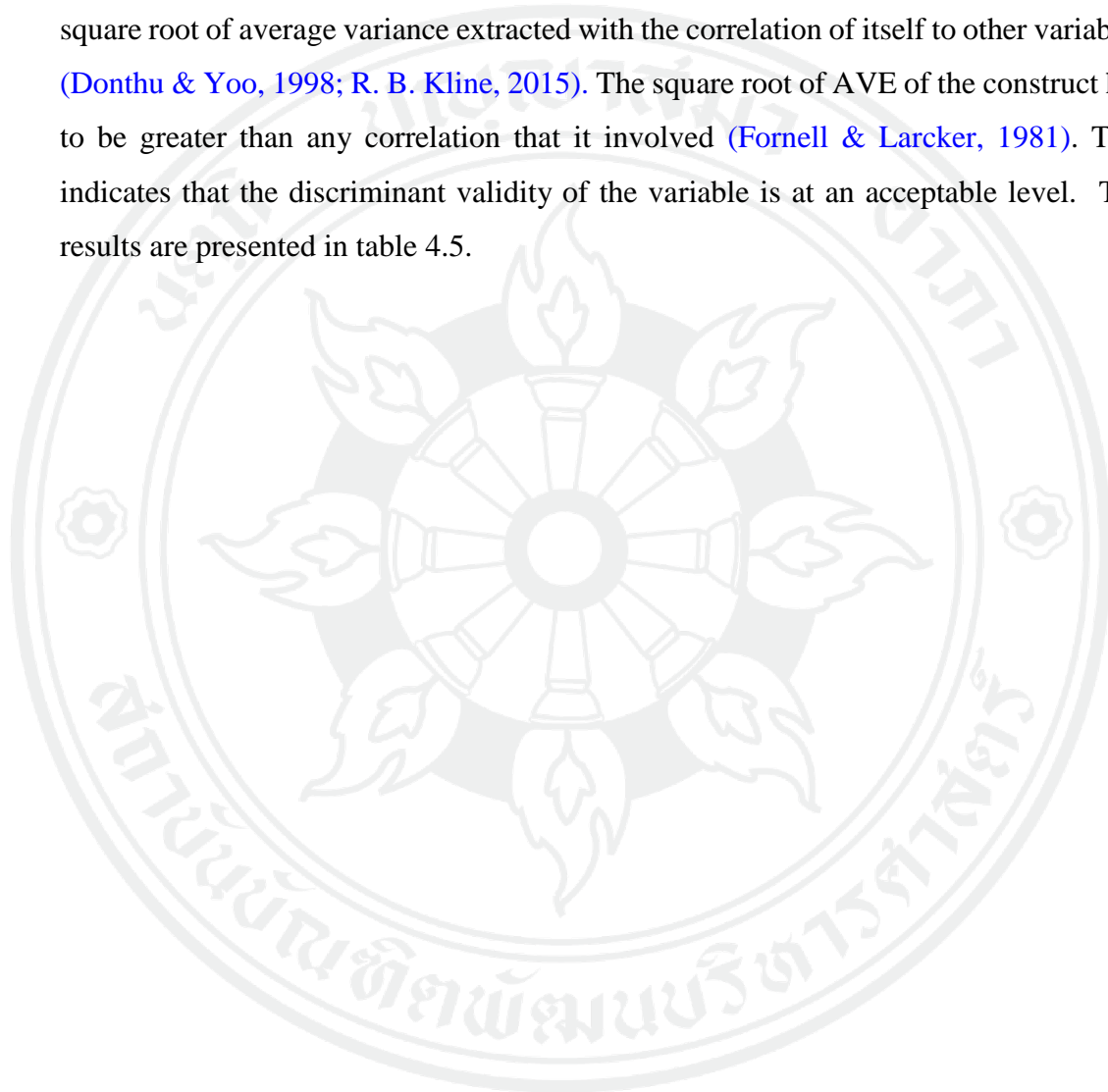
Table 4.5 Variable correlations and average variance extracted.

	EQ	CQ	II	EE	JP	AGE	GEN	EDUC	TENURE
EQ	**(0.645)**								
CQ	0.477***	**(0.776)**							
II	0.240***	0.255***	**(0.751)**						
EE	0.174***	0.141**	0.026	**(0.808)**					
JP	0.269***	0.545***	0.308***	-0.059	**(0.850)**				
AGE	0.102	0.113**	0.241***	-0.055	0.178***	**(1.000)**			
GEN	-0.045	0.031	-0.007	0.005	0.028	-0.060	**(1.000)**		
EDUC	-0.068	0.050	0.089	-0.047	0.096*	0.021	-0.060	**(1.000)**	
TENURE	0.035	-0.068	-0.015	-0.055	0.023	0.244***	0.106*	-0.089	**(1.000)**

Note: EQ= Emotional Intelligence, CQ = Cultural Intelligence, II = Interaction Involvement, EE = Emotional Exhaustion and JP = Job Performance, AGE=Age, GEN=Gender, EDUC=Education and TENURE=Job tenure

4.3.2   Reliability test

According to Nunnally (1978) the reliability test needs to be conducted to ensure that the scales are consistent and return the same result. This research uses two reliability test, Cronbach's alpha coefficient and composite reliability.

4.3.2.1   Cronbach's alpha coefficient

Hair et al. (2012) mentioned that Cronbach's alpha coefficient is the indicator to measure the internal consistency of the scales. It is generally used to measure the reliability of the constructs. Fornell and Larcker (1981) postulated that the expectation of the value of each variable is over the acceptable range of 0.70. The results show that Cronbach's alpha coefficients are above 0.8. Thus, the reliability of this model is satisfactory. The results are reported in Table 6.

4.3.2.2   Composite reliability

Chin (1998) claimed that the composite reliability was recommended to be performed in order to confirm the internal consistency reliability of variables in PLS analysis. This test takes indicator loadings into consideration in the reliability analysis (Hair et al., 2012; Kock & Lynn, 2012). In order to confirm variables' internal consistency reliability, (Hair et al., 2009) indicated that a value of composite reliability has to be more than 0.70. In addition, it is acceptable if the value of the composite reliability of each variable is higher than its Cronbach's alpha value because the value of composite reliability is generally slightly higher. The results showed that the composite reliability is above 0.8. Thus, the reliability of this model is satisfactory. The result is presented in Table 4.6

Table 4.6 Cronbach's alpha coefficient and composite reliability of all latent variables

	EQ	CQ	II	EE	JP
Cronbach's alpha (α)	0.842	0.965	0.929	0.909	0.923
Composite reliability	0.876	0.968	0.944	0.929	0.940

Note: EQ= Emotional Intelligence, CQ = Cultural Intelligence, II = Interaction Involvement, EE = Emotional Exhaustion and JP = Job Performance.

4.3.2.3 Multicollinearity

According to Farrar and Glauber (1967) multicollinearity is a statistical phenomenon representing that two or more variables in the model are highly correlated. Full collinearity variance inflation factor (VIF) test was verified to evaluate the multicollinearity variance problem. The full collinearity VIF is more robust than the traditional VIF because it evaluates the vertical and lateral collinearity concurrently (Kock & Lynn, 2012). Furthermore, full collinearity VIF test can also be used to capture the possibility of common method bias in the model (Kock & Lynn, 2012). The result revealed that the VIF of all variables ranges from 1.032 to 1.777, which was lower than the maximum threshold of 3.3 as suggested by Petter, Straub, and Rai (2007). This means that multicollinearity and common method bias was not a major problem in the model.

Table 4.7 Full VIF of all variables

	EQ	**CQ**	**II**	**EE**	**JP**	**AGE**	**GEN**	**EDUC**	**TENURE**
Full VIF	1.375	1.777	1.198	1.072	1.552	1.163	1.032	1.040	1.114

Note: EQ= Emotional Intelligence, CQ = Cultural Intelligence, II = Interaction Involvement, EE = Emotional Exhaustion and JP = Job Performance, AGE=Age, GEN=Gender, EDUC=Education and TENURE=Job tenure.

4.3.2.4   Normal distribution

To investigate the normality of the data, WarpPLS 6.0 provides two tests for the normality test, Jarque-Bera test of normality (Normal-JB) and Robust Jarque-Bera test of normality (Normal RJB). The results show that there are variables that do not follow the normal distribution. The results are presented in Table 4.8.

Table 4.8 The Normalization of the data

	EQ	CQ	II	EE	JP	AGE	GEN	EDUC	TENURE
Normal-JB	No	No	No	No	No	No	No	No	No
Normal-RJB	No	No	No	No	No	No	No	No	No

Note: EQ= Emotional Intelligence, CQ = Cultural Intelligence, II = Interaction Involvement, EE = Emotional Exhaustion and JP = Job Performance, AGE=Age, GEN=Gender, EDUC=Education and TENURE=Job tenure.
Yes= Data are normally distributed and No=Data are not normally distributed

As to the results' interpretation, "No" means the data are not normally distributed. The results revealed that all data are not normalized. Thus, the PLS-SEM is a suitable method for this study because prior researches showed that PLS-SEM gives a robust result even when the data are highly non-normal (Cassel, Hackl, & Westlund, 1999; Hair et al., 2012; Reinartz, Haenlein, & Henseler, 2009). All of these serve as evidence confirming that PLS-SEM is an appropriate research method for this research.

4.4   **Hypotheses test**

This research has proposed 9 hypotheses with a linear relationship, which are presented earlier in Table 3. The results of PLS-SEM analysis are reported in Figure 2. The decision to support the hypotheses is based on several statistical indicators. First, the p-value determines the null hypothesis if it will be accepted or rejected (Kline, 2004). Whenever the p-value is below 0.05, the null hypothesis will be rejected, and the alternative hypothesis will be accepted. Therefore, the hypothesis will be statistically significant. In contrast, when the p-value is above 0.05, the null hypothesis cannot be

rejected. Thus, this hypothesis will not be statistically significant (Rice, 1989). Second, the path analysis shows how strong the linkage between variables. The beta coefficient (β) is a term that is widely used to illustrate the path coefficient of regression analysis (Walpole, Meyers, & Myers, 2002). If the beta coefficient is positive, there is a positive relationship between the variables. Else, if the beta coefficient is negative, there is a negative relationship between the variables. Third, the r-squared coefficient reflects the percentage of the variance in the latent variable that is explained by the latent variables that are hypothesized to affect it (Walpole et al., 2002). Therefore, the higher r-squared indicates the higher predictive power of the overall model.

PLS-SEM analysis has a characteristic of being in a good working relationship with distribution-free and small sample size data, which rely on resample technique such as bootstrapping. According to Henseler, Ringle, and Sinkovics (2009) bootstrapping is a procedure that is used in PLS path modeling to deliver confidence intervals for all parameter estimates, building the basis for statistical inference. It is a technique that will randomly draw on existing data to create larger data, or subsamples, to represent a population. Standardized path coefficients and p-values were calculated using bootstrap resampling technique with 100 subsamples (Efron, Rogosa, & & Tibshirani, 2004). Consequently, the researcher adopted the recommended value for the consistency of the result. The findings from PLS analysis are presented in Figure 2.
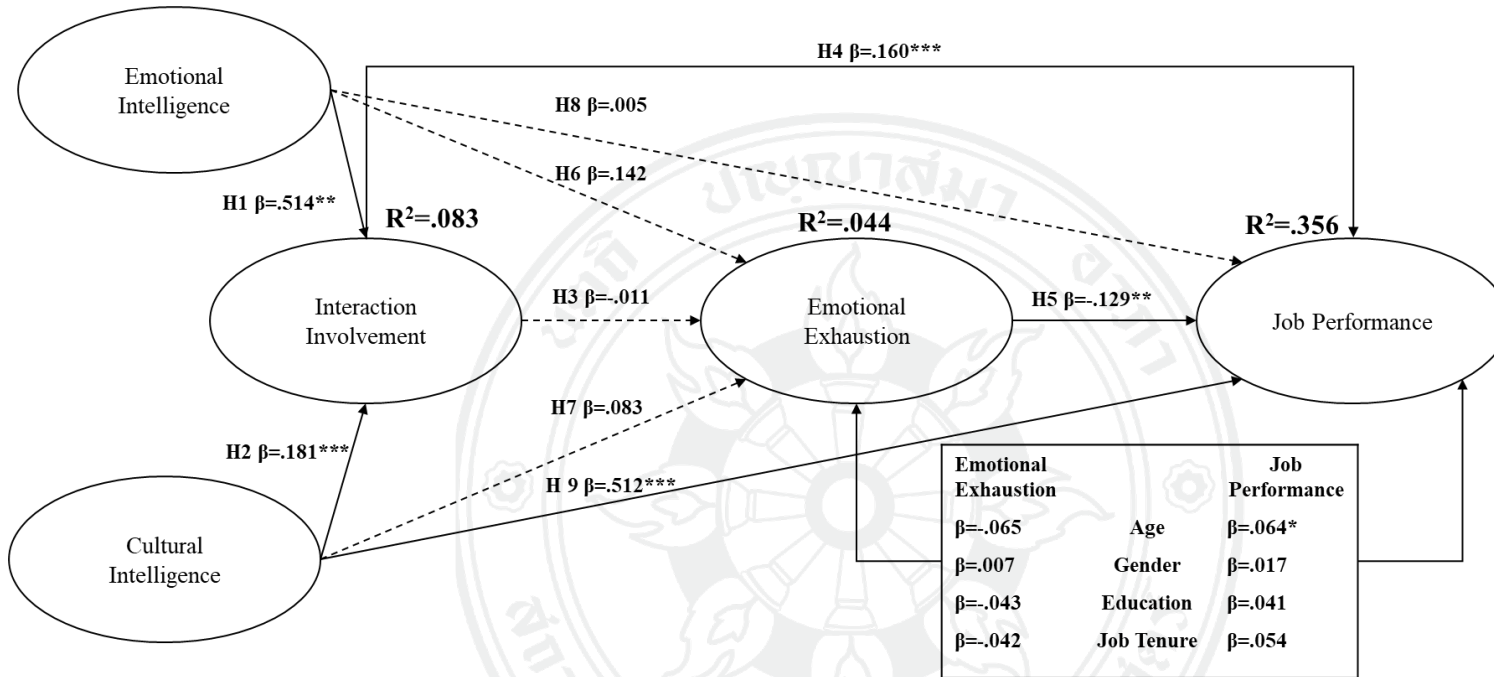
Note:***,**,*means p-value <0.001.<0.01,<0.05

-Solid lines mean significant paths and dashed lines means non-

significant paths.

Figure 4.1 The Conceptual Model

Hypothesis 1: EQ has a positive relationship with interaction involvement of call center representatives.

The result from PLS estimation revealed that EQ and interaction involvement are positively related, which means that call center representatives who possessed a higher level of EQ tended to exhibit a higher level of interaction involvement. The result was also statistically significant (β=.154; p<.008), which implies that there is a low potential that their positive association may occur purely by chance. Thus, hypothesis 1 is supported.

Hypothesis 2: CQ has a positive relationship with the interaction involvement of call center representatives.

The results showed a positive relationship between these two variables, which means that call center agents with high CQ demonstrated higher levels of interaction involvement during the call conversation with foreign customers. The result was also statistically significant (β=0.181; p<.001), which suggests that there is a low potential that their positive association may occur purely by chance. Therefore, hypothesis 2 is supported.

Hypothesis 3: Interaction involvement is negatively associated with the emotional exhaustion of call center representatives.

The result confirmed a negative relationship between these two variables (β=-.011; p=.419), which means that call center representative who had the ability to demonstrate a higher level of interaction involvement tended to experience a lower level of emotional exhaustion. However, the relationship was not statistically significant, which suggest that there is a high potential that their negative association may occur purely by chance. Thus, hypothesis 3 is not supported.

Hypothesis 4: Interaction involvement has a positive relationship with the job performance of call center representatives.

The result revealed a positive relationship between interaction involvement and job performance, which means that call center representatives who had the capability to demonstrate a higher level of interaction involvement tended to have a more satisfactory job performance. The result was statistically significant (β=160; p=<.001), which suggests that there is a low potential that their positive association may occur purely by chance. Therefore, hypothesis 4 is supported.

Hypothesis 5: Emotional exhaustion lowers the job performance of call center representatives.

The result confirmed a negative relationship between these two variables, which suggest that call center representatives who experienced a higher level of emotional exhaustion tended to have less satisfactory job performance. This relationship is statistically significant (β=-.129; p=<.003), which means that there is a low potential that their negative association may occur purely by chance. Therefore, hypothesis 5 is supported.

Hypothesis 6: EQ lowers the emotional exhaustion of call center representatives.

The results showed a positive relationship between EQ and emotional exhaustion, which suggests that call center representatives with high EQ tended to have high emotional exhaustion. The sign of the beta contradicts the prediction in the hypothesis. The result was not statistically significant (β=0.142; p=<.002), which suggests that there is a high potential that their positive association may occur purely by chance. Therefore, hypothesis 6 is not supported.

Hypothesis 7: CQ lowers emotional exhaustion of call center representatives.

The results revealed that a positive relationship between CQ and emotional exhaustion, which means that call center representatives with high CQ tended to have high emotional stress. The sign of the beta contradicts the prediction in the hypothesis. The result was not statistically significant (β=0.183; p=<.088), which suggests that there is

a high potential that their positive association may occur purely by chance. Thus, hypothesis 7 is not supported.

Hypothesis 8: EQ is positively related to the job performance of the call center representatives.

Surprisingly, the result from PLS analysis suggests a negative relationship between these two variables, which means that call center representatives with high EQ tended to have low job performance. The sign of the beta contradicts the prediction in the hypothesis. The result was not statistically significant ($\beta=-.011$; $p=.419$), which means that there is a high potential that their negative association may occur purely by chance. Therefore, hypothesis 8 is not supported.

Hypothesis 9: CQ is positively related to the job performance of the call center representatives.

The result revealed a positive relationship between CQ and job performance, which means that call center representatives who had a higher level of CQ tended to have a more satisfactory job performance. The result was statistically significant ($\beta=.512$; $p=<.001$), which suggests that there is a low potential that their positive association may occur purely by chance. Therefore, hypothesis 9 is supported.

4.4.1 Control variables

With regard to control variables, the results were found as follows. Job performance is positively related with age, which means that older call center representatives tended to have higher job performance than the younger ones. The result was statistically significant ($\beta=.064$; $p=.045$), which suggests that there is a low potential that their positive association may occur purely by chance. Therefore, the effect of age on job performance is supported. The result showed that job performance is positively related to gender. Given that male was coded as one and female was coded as zero, it means

that male tended to have a higher job performance than female. The result was not statistically significant (β=.017; p=.323), which suggest that there is a high potential that their positive association may occur purely by chance. Therefore, the effect of gender on the job performance is not supported. The result revealed that job performance and the level of education is positively related, which means that call center representatives with high educational attainment perform better than those who have low educational attainment. The result was not statistically significant (β=.054; p=.067, which suggest that there is a high potential that their positive association may occur purely by chance. Therefore, the effect of education on job performance is not supported. The result showed that job tenure is positively related to job performance, which means that experienced call center representatives tended to perform better than the least experienced agents. The result was not statistically significant (β=.041; p=.147, which suggest that there is a high potential that their positive association may occur purely by chance. Therefore, the effect of job tenure on job performance is not supported.

The result showed that emotional exhaustion is negatively related with age, which means that older customer representatives experienced less level of stress than younger ones. The result was not statistically significant (β=-.065; p=.096), which suggest that there is a high potential that their negative association may occur purely by chance. Therefore, the effect of age on emotional exhaustion is not supported. The result showed that emotional exhaustion is positively related with gender. Given that male was coded as one and female was coded as zero, it means that male experienced less emotional stress than female. The result was not statistically significant (β=.007; p=.434), which suggest that there is a high potential that their positive association may occur purely by chance. Therefore, the effect of gender on emotional exhaustion is not supported. The result revealed that emotional exhaustion and education is negatively related, which means that call center representatives with higher level of education tended to experience less emotional exhaustion than those who have a low level of education. The result was not statistically significant (β=-.042; p=.168), which suggest that there is a high potential that their negative association may occur purely by chance. Therefore, the effect of education on emotional exhaustion is not supported. The result

revealed that emotional exhaustion is negatively associated with job tenure, which means that more experienced call center representatives experienced less stress. The result was not statistically significant (β=-.043; p=.196), which suggest that there is a high potential that their negative association may occur purely by chance. Therefore, the effect of job tenure on emotional exhaustion is not supported.

4.4.2 R-squared

R-squared is the percentage of the response variable variation that is explained by a linear model (Chatterjee & Hadi, 2015). It is a statistical measure of how close the data are to the fitted regression line. It is also known as the coefficient of determination, or the coefficient of multiple determination for multiple regression (Chatterjee & Hadi, 2015). The result of the r-squared of the study is presented below.

The r-squared of the model in which interaction involvement is a dependent variable is equal to .083 of the model sections, which suggests that all independent variables in the model can explain the occurrence of interaction involvement by 8.3 percent. There are 91.7 percent remaining that might be explained by other variables that are not included in this model. The r-squared of the model in which emotional exhaustion is a dependent variable is equal to .044 of the model sections which means that all independent variables in the model can predict the occurrence of emotional exhaustion by 4.4 percent. There are 95.6 percent remaining that might be explained by other variables that are not included in this model. The r-squared of the model in which job performance is a dependent variable is equal to .356 of the model sections which means that all independent variables in the model can predict the occurrence of job performance by 35.6 percent. there are 64.6 percent remaining that might be explained by other variables that are not included in the model.

4.5 Model fit indices

WrapPLS 6.0 provides ten model fit indices to measure the quality of PLS-SEM model (Kock, 2017). This includes (1) Average path coefficient (APC), (2) Average R-squared

(ARS), (3) Average adjusted R-squared (Manfreda, Berzelak, Vehovar, Bosnjak, & Haas), (4) Average block VIF (AVIF), (5) Average full collinearity VIF (AFVIF), (6) Tenenhaus GoF (GoF), (7) Sympson's paradox ratio (SPR), (8) R-squared contribution ratio (RSCR), (9) Statistical suppression ratio (SSR) and (10) Nonlinear bivariate causality direction ration (NLBCDR).

4.5.1   Average path coefficient (APC)

The average path coefficient (APC) refers to how strong the paths are in the overall model. It is recommended that the p-value should equal to or below 0.05. The result from PLS analysis revealed that APC has a value of 0.101 with p-value lower than 0.001. Thus, APC is statistically significant.

4.5.2   Average R-squared (ARS)

The average R-squared (ARS) refers to the overall explanatory power of the model. It is suggested that the p-value should be equal to or below 0.05. The result reveals that the ARS value is 0.161 with a p-value below 0.001. Thus, ARS is statistically significant.

4.5.3   Average adjusted R-squared (AARS)

Average adjusted r-squared (AARS) is slightly different from the average R-squared (ARS). The Average adjusted r-squared corrects spurious increases in R-squared coefficients due to predictors that add no explanatory value in each latent variable block. It is recommended that the p-value should equal to or below 0.05. The result from the test shows that AARS has a value of 0.150 with a p-value less than 0.001. Therefore, AARS is statistically significant.

4.5.4   Average variance inflation factor (AVIF)

The average variance inflation factor (AVIF) is an indicator which measures model's vertical or classic collinearity. WarpPLS 6.0 suggests that an acceptable value of AVIF

is equal to or less than 5 and the ideal value is equal to or less than 3.3. The result reveals that the AVIF index is 1.181 which means the collinearity in this model is ideally acceptable.

4.5.5 Average full variance inflation factor (AFVIF)

The average full variance inflation factor (AFVIF) measures both vertical and lateral collinearity, or multicollinearity, of the model. WarpPLS 6.0 suggests that an acceptable value of AFVIF is equal to or less than 5 and ideal value is equal to or less than 3.3. The result indicates that AFVIF value of this model is 1.258. Thus, the multicollinearity in this model is ideally acceptable.

4.5.6 Tenenhaus GoF (GoF index)

GoF index or Tenenhaus GoF is a measurement of model's explanatory power. GoF index defined the square root of the product between what they refer to as the average commonality index and the ARS. GoF index is equal to or greater than 0.1 means small explanatory power, GoF index is equal or greater than 0.25 means medium explanatory power and GoF index is equal or greater than 0.36 means large explanatory power. The result indicates that the GoF index of this model is 0.353. Thus, the result has a medium explanatory power to the model.

4.5.7 Simpson's paradox ratio (SPR)

The Simpson's paradox ratio (SPR) is an indicator which indicates a possibility to have a Simpson's paradox in the model (Wagner, 1982). An acceptable value of SPR is 0.7 or 70 percent of paths in the model are free from Simpson's paradox. The result indicates that SPR value is 0.941 that means 80 percent of paths do not have a Simpson's paradox issue. Thus, SPR index in this model is acceptable.

4.5.8 R-squared contribution ratio (RSCR)

The R-squared contribution ratio (RSCR) measures a negative r-squared which comes from a Simpson's paradox issue (Pearl, 2009). An acceptable value of RSCR is equal to or above 0.9 or over 90 percent of r-squared in the model and has a positive sign. The result from PLS analysis reveals that the RSCR index is 0.999 which means that 99.9 percent of paths of r-squared in this model has a positive sign. Therefore, the RSCR index of this model is acceptable.

4.5.9 Statistical suppression ratio (SSR)

The statistical suppression ratio (SSR) is another index that measures a causality problem in the model (Spirtes, Glymour, Scheines, & & Causation, 1993). The SSR indicates that the hypothesized path in the model is not reasonable or should be reversed. The ideal SSR index is 1 which means there is no SSR issue in the model. The acceptable value is 0.7 which means over 70 percent of paths are not associated with SSR issue. The result of this model is 0.824 which means over 86 percent of paths in the model are free from SSR. Thus, this model is acceptable.

4.5.10 Nonlinear bivariate causality direction ratio (NLBCDR)

The nonlinear bivariate causality direction ratio (NLBCDR) measures the correctness of direction of causality in a non-linear relationship. Acceptable values of NLBCDR is equal to or greater than 0.7 which means 70 percent of path-related instances have weak or no suggestion to reverse hypothesized direction. The result shows that NLBCDR index is 0.676 which means this model is acceptable for the non-linear of the direction of causality. Since this model is purposed in a linear relationship which implies that NLBCDR should not be considered in the test.

In conclusion, results from ten model fit indices are in acceptable range or above, and these results confirm that the author used a suitable technique for the data and this

model is reliable (Browne & Cudeck, 1993). All model fit indices are shown in table 4.9 below.

Table 4.9 Model Fit indices

Model fit indices	Coefficient	Result
Average path coefficient (APC)	0.087***	Significant
Average R-squared (ARS)	0.085***	Significant
Average adjusted R-squared (AARS)	0.074***	Significant
Average block VIF (AVIF)	1.146	Ideally
Average full collinearity VIF (FVIF)	1.261	Ideally
Tenenhaus GoF (GoF)	0.256	Medium
Simpson's paradox ratio (SPR)	0.933	Acceptable
R-squared contribution ratio (RSCR)	0.999	Acceptable
Statistical suppression ratio (SSR)	0.867	Acceptable
Nonlinear bivariate causality direction ratio (NLBCDR)	0.733	Acceptable

Note: ***,**,* means significant at 0.001, 0.01,0.05 level.

CHAPTER 5

DISCUSSION

5.1 Overall findings

The overall findings of this current study from the PLS regression analysis revealed that five out of nine hypotheses are statistically supported. The results are reported in Table 5.1 below.

Table 5.1 Summary of hypotheses testing results

	Hypotheses	Result
H1	EQ has a positive relationship with interaction involvement of call center representatives.	Supported
H2	CQ has a positive relationship with the interaction involvement of call center representatives.	Supported
H3	Interaction involvement is negatively associated with the emotional exhaustion of call center representatives.	Not Supported
H4	Interaction involvement has a positive relationship with the job performance of call center representatives.	Supported
H5	Emotional exhaustion lowers the job performance of call center representatives.	Supported
H6	EQ lowers the emotional exhaustion of call center representatives.	Not Supported
H7	CQ lowers the emotional exhaustion of call center representatives.	Not supported
H8	EQ has a positive relationship with the job performance of the call center representatives.	Not supported

	Hypotheses	Result
H9	CQ has a positive relationship with the job performance of the call center representatives.	Supported

This current study was conducted with the main purpose of exploring the contributions of EQ and CQ to interaction involvement, emotional exhaustion, and job performance of call center representatives in the Philippines. EQ and CQ were proposed as the personal characteristics of call center representatives that help them exhibit higher interaction involvement and lower their emotional exhaustion, which lead satisfactory job performance.

Firstly, EQ of call center representatives was hypothesized to have a positive relationship with the interaction involvement. The results from PLS analysis supported the positive linkage between EQ and interaction involvement. The result suggests that call center representatives with higher EQ tended to have higher interaction involvement with the clients. This finding was consistent with previous researches, which showed that higher EQ individuals relate better with the clients, understand their feelings, and communicate with them more effectively (Brackett & Salovey, 2006; De Ruyter & Wetzels, 2000; Jorfi et al., 2014; Poskey, 2006; Sinha & Sinha, 2007). In addition, the finding is in line with the previous research which found that call center representatives with higher EQ tended to exhibit flexibility and attentiveness in communicating with others (Lopes et al., 2004). Furthermore, the result is congruent with the previous research of Charoensukmongkol (2014) which found that people with high EQ tended to demonstrate a high quality of attentiveness in communication. This explains why people who possess higher EQ tend to be more attentive during conversations and more perceptive towards concerns. They are more responsive to handle problems that customers presented. Therefore, the result of this study is congruent with results from other studies.

CQ was hypothesized to have a positive linkage with the quality of interaction involvement that call center agents perform. This involves the extent to which the call center agents were attentive, perceptive, and responsive to foreign customers' inquiries

during their telephone conversation. The finding regarding the positive linkage between CQ and interaction involvement is consistent with prior researches, which supported the benefit of CQ in cross-cultural communication (Groves et al., 2015; Imai & Gelfand, 2010; Ooi, 2014). The result is also in line with the research of Bücker et al. (2014) which found that Chinese managers who have high CQ can improve communication effectiveness with foreign executives in the company. Additionally, the result was congruent with the study of Suthatorn and Charoensukmongkol (2018) which revealed that airline cabin crew members who fundamentally possessed a high level of CQ demonstrated effective cross-cultural communication when interacting with the foreign passengers than those who possessed lower CQ. In the call center context, it can be explained that the call center representatives' culture is different from their clients, some means of communicating may not be appropriate with the client's culture, and this might make their customer feel unsatisfied. CQ can alleviate these problem as high CQ individual tends to communicate effectively in a diverse context (Poskey, 2006). This can be an explanation why call center agents with high CQ were able to demonstrate a good quality of interaction involvement with foreign customers

This present study also hypothesized that CQ could relate to more satisfactory job performance. The result revealed that CQ was found to have a positive association with job performance. The finding is consistent with the previous study of Presbitero (2017a) which found that motivational CQ correlates with performance in the call center context. Furthermore, this result is congruent with the results from prior researches, which showed that CQ tends to enhance job performance of individuals whose works involve cross-cultural interaction (Chen et al., 2011; Groves & Feyerherm, 2011; Jyoti & Kour, 2015; Kim & Van Dyne, 2012; L.-Y. Lee & B. M. Sukoco, 2010; Nikpour et al., 2013; Oolders et al., 2008; Ramalu et al., 2012; Rockstuhl et al., 2011; Rose et al., 2010; Şahin et al., 2014; Van Dyne et al., 2012).

As regards with the linkage between interaction involvement and job performance, the result supported a positive association between them. This finding suggests that call center representatives who demonstrated a high quality of interaction involvement tended to have more satisfactory job performance than those who demonstrated a low

quality of interaction involvement. The result showing that interaction involvement and job performance are positively related was consistent with the previous research, which mentioned that communication competency is important for call center representatives to have good performance (Badara et al., 2013; De Ruyter & Wetzels, 2000; Johnston, 1995; Norton & Pettegrew, 1979; Ramsey & Sohi, 1997; Salomonson et al., 2012). The result is congruent with the research of Norton and Pettegrew (1979) which found that attentive communicator is more knowledgeable and alert about what the other party is trying to convey and able to deliver a high level of job performance.

Additionally, emotional exhaustion was hypothesized to lower job performance of the call center representatives. The result supported a negative linkage between them. The result was consistent with the previous research which found that more stressed employees tended to demonstrate low job performance (Chen et al., 2018; Cheng & Yi, 2018; Karatepe & Tekinkus, 2006; Kowalski et al., 2010; Lee et al., 2018; Reb et al., 2017; Saif-ud-Din et al., 2018; Suthatorn & Charoensukmongkol, 2018; Xu et al., 2017). In particular, the finding is consistent with the previous study of Zito et al. (2018) which found that employees with a high level of stress tended to exhibit low job performance. In addition, the result is in line with the research of Grandey (2003) explained that employees who are experiencing emotional exhaustion tended to have negative attitudes toward clients, and this eventually leads to unsatisfactory performance of their respective duties.

Surprisingly, some results from the data analysis did not support the hypotheses. Although interaction involvement was hypothesized to have a negative association with emotional exhaustion, which was demonstrated in the result, their relationship was not significant. This implies that among call center agents in the Philippines, international involvement does not matter in their emotional conditions as long as they can perform their duties accordingly. Moreover, EQ and CQ were hypothesized to have a negative linkage with emotional exhaustion, but the results showed otherwise. EQ and CQ were shown to have positive relationship with emotional exhaustion, which means that call center representatives with high EQ and CQ experienced more stress in their job. However, this relationship is not significant, which may signify that this does not largely matter among the respondents. For instance, in the previous study by Poster

(2007) reported that team leaders constantly go around monitoring the agents and shout at them "smile and dial." In this scenario, emotions are suppressed but could be potentially felt by everyone including those with high EQ and CQ levels. Furthermore, David (2009) mentioned that as workers, Filipinos usually offer their best to their guest-friends or strangers; they do this even during telephone conversations. Filipinos have the tendencies to please and satisfy the callers even though they are already very exhausted (David, 2009). Moreover, in the call center industry, it has become a mechanism to suspend or dismiss employees whenever they cannot meet the desired performance level. Thus, agents were pressured to do their task even if they were exhausted because they had metrics and score cards to achieve. Whenever employees are unable to perform well, they may be put in a retraining program or performance improvement program or this even leads to suspension. Furthermore, the results showed that EQ is positively correlated with job performance, but their relationship is not significant. This means that EQ may not be a characteristic that directly explained job performance of the call center representatives. However, it seems that the contribution of EQ to job performance was indirectly explained by interaction involvement. This further implies that being responsive, perceptive and attentive to the needs of the customers matter most among the agents as they are trained to respond accordingly and efficiently to clients' needs. The mediating role of interaction involvement can also be inferred that EQ alone may not be sufficient for call center representatives to have better performance if they are unable to use this competency to enhance communication effectiveness. This implies that, in the call center context there must be other competencies that could help call center representatives to improve their performance in handling calls from the foreign clients. In this regard, interaction involvement could be considered as a factor that explains why EQ aids in call center agents' effectiveness in performing their jobs (Çekmecelioğlu et al., 2012; Coetzee & Harry, 2014; Darvishmotevali et al., 2018; Joseph & Newman, 2010; Salovey et al., 2002; Shahzad et al., 2011; Shooshtarian et al., 2013; Witt et al., 2004).

CHAPTER 6

CONCLUSION

6.1 Summary

Overall, the main objectives of this study are to investigate how EQ and CQ relate to the interaction involvement, emotional exhaustion and job performance of the call center representatives in the Philippines. EQ and CQ have been proposed to be vital skills that help call center representatives to become more effective in communicating with foreign clients. The findings supported the connection between EQ and CQ with interaction involvement. Interaction involvement is correlated with the job performance, which provided extra evidence about the role of communication competency in achieving satisfactory performance. CQ has also been proposed to positively correlate with job performance. The finding supported this association, which indicates that call center agents who possess good cultural understanding of their clients perform well in their assigned tasks. Furthermore, emotional exhaustion has been proposed to lower job performance. The result supported the connection, which implies that emotionally drained agents may lose energy in performing well in their respective jobs as it is frustrating and demanding. The overall results from the PLS-SEM analysis showed that majority of the predictions are supported. To summarize the overall findings, having EQ and CQ facilitate call center agents to demonstrate interaction involvement, which in turn, allows them to demonstrate satisfactory job performance. However, only CQ directly explains the satisfactory job performance of call center representatives.

6.2 Limitations

Although this research offered several key contributions that expand understanding about the contribution of EQ and CQ, there are several research limitations that need to be considered. First, this research collected data from a small group of call center agents in the Philippines. The results inferred from small sample size data in a single country may not be generalized to the call center industry as a whole. In generalizing the findings to other population or groups, immense caution is advised as the results are only reflective of the perceptions and behaviors of call center representatives in the Philippines and may not be true to other population, or any other group for that matter. The research found that using smaller sample lead to the difficulties in generalizing populations (Connelly, 2013). Second, the performance of call center agents was measured as performance satisfaction, which may not completely reflect the actual performance of employees. And since the questionnaire is a self-report measure, the reliance of the participants on their memory in answering the questions may also have affected the objectivity of their answers. The research found that an individual may have selective memories and may exaggerate the significance of actions and events, this matter may cause bias (Bauhoff, 2011). They may not have expressed truthfully their thoughts and feelings. Third, because the results were obtained from cross-sectional data and correlation analysis, the cause-and-effect relationship of key variables cannot be implied. The conclusion can only be made in terms of association, not causation. Nevertheless, it is recommended that future researches need to consider other variables that might matter between the EQ of workers and their performance outcomes. However, research found that using incentives caused bias in several ways. For example, some studies found that it attracts more women than men attempting to response the survey based from the incentive offered (Hsieh & Kocielnik, 2016; Manfreda et al., 2008). Additionally, some people are only looking for a reward; they may just rush through questionnaires to collect the incentive (Ilieva, Baron, & Healey, 2002).

6.3 Academic contributions

This current study offered evidence that add extra contributions to previous EQ researches. First, this current research provided additional evidence about the benefits of EQ in the call center industry. Although the contribution of EQ to the job performance of call center representative was extensively explored in previous researches, this study added more to previous findings by considering the mediating role of interaction involvement, which was not explored in prior research. Additionally, this current research provided some new findings that contribute to CQ research. This study provided additional evidence to the research that previously focused on the role of CQ of call center representative which only focused on one dimension of CQ (Presbitero, 2017a). This research added that the overall CQ dimensions also matter for call center representative to be more effective in their job. Moreover, this research also extended prior researches by focusing on interaction involvement as the outcome associated with CQ. The finding that supported the connection among CQ, interaction involvement and job performance of call center agents provided extra evidence about the role of communication competency as an instrument by which CQ could help call center agents to achieve satisfactory performance. More importantly, this research proved that CQ does not just matter in face-to-face communication, but it is also beneficial in non-personal communication such as telephone conversation between call center agents and their clients.

6.4 Practical implications

The results from this current research also provide recommendations to businesses, particularly the BPO in the call center service industry. The results suggest some practical implications to call center companies to help them improve their effectiveness in training their employees to handle calls from foreign customers. Referring to the main findings, EQ and CQ training should be considered in the call center industry in order for representatives to handle calls of foreign customers properly and effectively. Firstly, considering the positive contribution of EQ to interaction involvement, EQ training program for existing employees is vital in order to mold them to effectively

handle customers in various circumstances. Training can be conducted in groups to acquaint employees with the competencies of EQ such as self-regulation, self-awareness, self-motivation, empathy and social skills. Research has found that the scope of EQ training includes individual performance feedback, reinforcement, employee support, motivation, meditation, stress management and evaluation (Rozell, Pettijohn, & Parker, 2004). The focus of the training is to improve employees' skills by making them become aware of their emotion and their customers'. Additionally, the training should emphasize empathy and customer relations as this allows them to take the customers' point of view completely well. This EQ training program could also pose beneficial in handling emotional stress. As the result showed that there is a positive correlation between emotional exhaustion and job performance, a training on EQ could provide ways for agents to manage their emotions very well especially in situations that demand exhaustive emotional reactions. Emotionally exhausted agents perform less on their job; an agent with well-managed emotion brings out the best in his job assignments. Moreover, companies should include recreational and de-stressing activities in their program so as to provide agents an avenue to release their emotional tensions. Companies should also make available in their offices some facilities such as recreational rooms, game rooms and sports equipment for the agents to use during their break time.

Secondly, considering the results on the contribution of CQ to interaction involvement and job performance, CQ is deemed important in effectively interacting cross-culturally with foreign customers. Therefore, it is suggested that companies may consider CQ as one of the criteria for the recruitment of new call center agents, particularly for the candidates who do not have adequate experience in dealing with foreigners. A cultural sensitivity training could also be helpful for existing employees who still lack the necessary experiences in handling foreign customers' calls. In this case, training on cultural competencies could help less experienced employees to understand more about cross-cultural communication, which will help them apply cross-cultural knowledge and skills in their job. There are several case studies that documented how cultural training was provided to employees to improve cross-cultural performance. For example, in India, cultural sensitization and soft-skills training were conducted at a

large BPO firm in order to train agents with proper social and customer-handling skills. India is composed of various local cultures thus, they invited external "cultural trainers" to train agents how to be sensitive to the needs and expectations of their clients and among the workers, themselves (Subramanian, 2005). In Australia, cross-cultural training has been integrated with a vocational and educational training program as the majority of the employers have expressed agreement on the rising demand of cultural competence in the years to come. This is due to the globalization of businesses, where employees and workers come from various cultural backgrounds (Bean, 2008). In the Philippines, PASCO, a geospatial company includes in their skills training the cross-cultural awareness paradigm as it aims to develop sensitivity among its employees towards both Filipino and Japanese cultures. The training focuses on knowledge, attitudes and skills in managing cross-cultural interpersonal relationships (Francisco, 2006).

Considering that the result also showed the relationship between interaction involvement and job performance, communication training could also be helpful among the less experienced employees as this trains them to be more understanding and sensitive toward different attitudes and behaviors displayed by clients. With this, they can use specific skills they acquire from the training to effectively deal with clients in various moods, emotions and demands. The training should stress on helping the call center representatives to gain in-depth knowledge about communicating effectively in the workplace so that they can learn better in becoming aware about the service expectations of customers. The training could employ a role-play technique, where call center representatives are invited to participate in the scenario on how to converse well with the clients. In order to improve the efficiency of the training, communication experts should be invited as speakers as they have the thorough knowledge as to how converse, behave and deal with clients in different scenarios and with different cultural background.

The practical contributions can also be derived from the results regarding the positive linkages between emotional exhaustion and job performance. As such, a lot of problems cause burnout in call center work environment. These include poor physical working

conditions, work overload or time pressures, tough policies and rigorous training. Issues on career development also create daunting stresses as call center agents often feel the lack of job security, lack of control over the job, poor management performance and biased promotion policies. Relationships have also been found to have an effect on call center agents' well-being such as poor relationships with the boss, colleagues and the clients (Holdsworth & Cartwright, 2003; Holman, 2003; Johnson et al., 2005; Phil Taylor & Bain, 1999; Philip Taylor & Bain, 2001; Phil Taylor, Baldry, Bain, & Ellis, 2003). These imply that the nature of the call center job is highly demanding and that could lead to poor performance. The organization should be concerned about the conditions of their employees since it is one of the significant drivers in producing better job performance. For instance, companies should be aware of the excessive workload that employees undertake. A regular job satisfaction survey should be conducted in order to determine the employees' regard towards their work assignments. Companies should also provide psychological support to employees who experience work stress by offering more flexible working environment. Moreover, encouraging a more flexible break scheduling should also be commanded as this eases emotional and mental strains brought about by stress interaction with the clients. Companies should also offer work-life integration by managing work responsibilities along with personal and family needs. Furthermore, BPO companies should provide employees with recreational activities that they can engage in during their break time and organize de-stressing activities regularly. For example, team building activities may be provided to employees during weekends help release stress among the employees. Whenever burnout problem is effectively solved, employees will be able to perform better, and it will add up to the high productivity of the company.

6.5 Future research

Recommendations for future researches include the following: first, forthcoming researches will need to consider other mediators that might also explain the linkage among EQ, CQ and performance outcomes of call center representatives; second, future studies will need to explore other possible conditions that moderate the benefits of EQ

and CQ; third, future researches should also involve cross-cultural interaction in social media and internet technology; fourth, the mechanism to lessen stress in call center representatives needs to be further explored as there are other several factors that are associated with job stress that may have been still unexplored until now; and finally, this model can be explored in another country where results can be compared to this present study and can determine EQ and CQ in relation with emotional exhaustion and job performance.
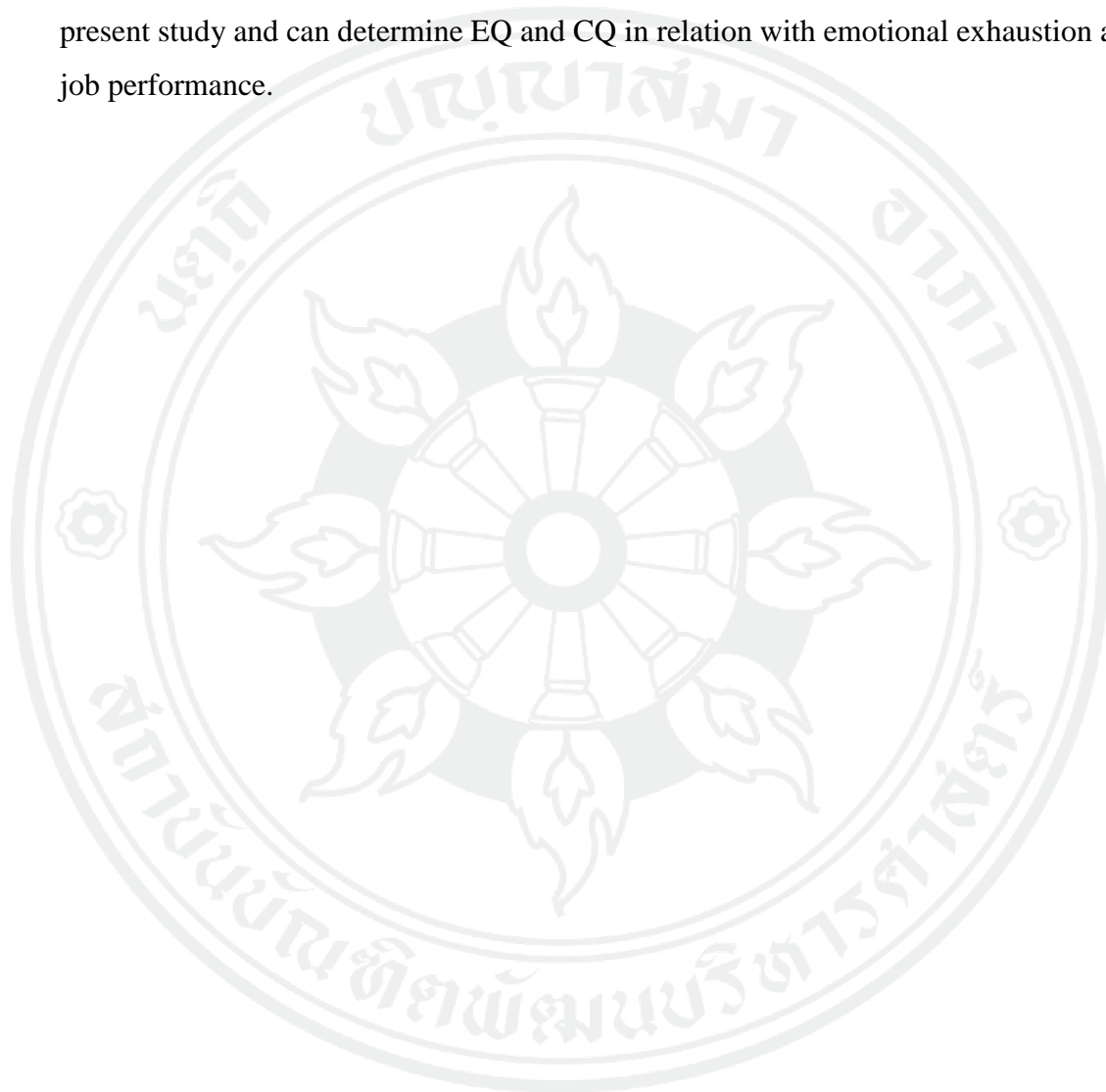
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Appendices

Appendix 1: Questionnaire's Cover Page

Cover letter

Dear Sir/Madam,

This letter confirms that **Mrs. Jenette Villegas Puyod** is a Ph.D. candidate at the International College of National Institute of Development Administration (ICO NIDA), Thailand. Her dissertation title is "**The Contribution of Emotional Intelligence and Cultural Intelligence to Interaction Involvement, Emotional Exhaustion and Job Performance of Call Center Representatives in the Philippines.**" This research project is a partial fulfillment of the PhD. in Management at ICO NIDA conducted under the supervision of **Assistant Professor Dr. Peerayuth Charoensukmongkol.**

We shall feel much obliged and remain grateful to you if you kindly supply the necessary information/data to the student as needed. The information collected will be kept as highly confidential and used purely for academic purpose. In case of any concerns, please feel free to contact her advisor, **Assistant Professor Dr. Peerayuth Charoensukmongkol**, at 02-727-3526 or peerayuth.c@nida.ac.th.

Thank you for your collaboration.

Looking forward to your positive response.

Appendix 2: Questionnaire

SURVEY QUESTIONNAIRE

Dear Respondents,

I am Jenette Villegas-Puyod, currently taking my Doctor of Philosophy in Management at International College of NIDA Thailand. I am conducting a study on **The Contribution of Emotional Intelligence and Cultural Intelligence to Interaction Involvement, Emotional Exhaustion and Job Performance of Call Center Representatives in the Philippines.** I would like to request your participation in my study by completing the survey questions below.

This questionnaire is completely anonymous, and whatever information you furnish here will be dealt with utmost confidentiality. Please answer the questions as honestly as possible. There are *no right* or *wrong* answers. Thank you very much.

PART I. Personal Information
For each of the following items, please place a check mark ☑ onto the appropriate box.

1. **Gender** ☐ Male ☐ Female

2. **Age** _____ years old

3. **Marital Status** ☐ Single ☐ Married

4. **Educational Level** ☐ High School Level ☐ College Level ☐ Bachelor's degree

5. **Monthly income (Peso)** ☐ Less than 10,000 ☐ 10,001 – 20,000 ☐ 20,001 – 30,000
   ☐ 30,001 – 40,000 ☐ 40,001 and above

6. **Job Title** ☐ Full-time ☐ Part-time

7. **Position (Supervisor)** ☐ Yes ☐ No

8. **Your role is to handle** ☐ Inbound call ☐ Outbound call
   ☐ Both inbound and outbound calls

9. **Job Tenure** ☐ Less than 3 months ☐ 4-8 months ☐ 9-12 months ☐ More than 1 year

10. **Account type** ☐ US ☐ Australia ☐ others, please specify_____

11. **Industry type** ☐ Telecom ☐ Fashion ☐ Airline ☐ Banking ☐ Healthcare ☐ other, please specify____

	PART II. Emotional Intelligence					
**Directions:** The following statements reflect your emotional experiences and how you handle emotionally provoking situations. Please read each item carefully and circle the appropriate number in the box that reflects your answer. 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 =Agree; 5=Strongly Agree					

	Emotional Intelligence	Strongly Disagree ← → Strongly Agree				
		1	**2**	**3**	**4**	**5**
1	I know why my emotions change.	1	2	3	4	5
2	I easily recognize my emotions as I experience them.	1	2	3	4	5
3	I can tell how people are feeling by listening to the tone of their voice.	1	2	3	4	5
4	By looking at their facial expressions, I recognize the emotions people are experiencing.	1	2	3	4	5
5	I seek out activities that make me happy.	1	2	3	4	5
6	I have control over my emotions.	1	2	3	4	5
7	I arrange events others enjoy.	1	2	3	4	5
8	I help customer feel better when they are down.	1	2	3	4	5
9	When I am in a positive mood, I am able to come up with new ideas.	1	2	3	4	5
10	I use good moods to help myself keep trying in the face of obstacles.	1	2	3	4	5
	Cultural Intelligence	Strongly Disagree ← → Strongly Agree				
		1	**2**	**3**	**4**	**5**
	Cognitive CQ					
1	I know the legal and economic systems of other cultures.	1	2	3	4	5
2	I know the rules (e.g., vocabulary, grammar) of other languages.	1	2	3	4	5
3	I know the cultural values and religious beliefs of other cultures.	1	2	3	4	5
4	I know the marriage systems of other cultures.	1	2	3	4	5
5	I know the arts and crafts of other cultures.	1	2	3	4	5
6	I know the rules for expressing nonverbal behaviors in other cultures.	1	2	3	4	5
	Metacognitive CQ					
7	I am conscious of the cultural knowledge I use when interacting with people with difference cultural background.	1	2	3	4	5
8	I adjust my cultural knowledge as I interact with clients from a culture that is unfamiliar to me.	1	2	3	4	5
9	I am conscious of the cultural knowledge I apply to cross-cultural interaction.	1	2	3	4	5
10	I check the accuracy of my cultural knowledge as I interact with people from different culture.	1	2	3	4	5
	Motivational CQ					
11	I enjoy interacting with people from different cultures.	1	2	3	4	5
12	I am confident that I can socialize with locals in a culture that is new to me.	1	2	3	4	5
13	I am sure I can deal with the stresses of adjusting to a culture that is new to me.	1	2	3	4	5

14	I enjoy living in cultures that are unfamiliar to me.	1	2	3	4	5
15	I am confident that I can get accustomed to dealing with clients in a different culture.	1	2	3	4	5
	Behavioral CQ					
16	I change my verbal behavior (e.g. accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5
17	I use pause and silence differently to suit different cross-cultural situations.	1	2	3	4	5
18	I vary the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5
19	I change my nonverbal behavior when a cross-cultural situation requires it.	1	2	3	4	5
20	I alter my facial expressions when a cross-cultural interaction requires it.	1	2	3	4	5

	Emotional Exhaustion	Never ← → Always				
		1	**2**	**3**	**4**	**5**
1	I feel emotionally drained from my work.	1	2	3	4	5
2	Working with people all day long requires a great deal of effort.	1	2	3	4	5
3	I feel used up at the end of the work day.	1	2	3	4	5
4	I feel burned out from my work.	1	2	3	4	5
5	I feel frustrated by my job.	1	2	3	4	5
6	It stresses me too much to work in direct contact with people.	1	2	3	4	5
7	I feel I'm working too hard on my job.	1	2	3	4	5

	Interaction Involvement	Very much like me ← → not at all like me				
		1	**2**	**3**	**4**	**5**
	Attentiveness					
1	My mind wanders during conversation and I often miss parts of what is going on.	1	2	3	4	5
2	Often I am not observant during my conversations.	1	2	3	4	5
3	Often in conversation I feel like I know what to say or do, but I just don't respond.	1	2	3	4	5
4	Often I'm preoccupied in my conversations and do not pay complete attention.	1	2	3	4	5
5	Often I will pretend to be listening to someone when in fact I'm not thinking about something else.	1	2	3	4	5
	Perceptiveness					
6	Often I am keenly aware of how clients perceive me during my conversation.	1	2	3	4	5
7	Often in conversation I'm not sure what to say, I can't seem to find the appropriate lines.	1	2	3	4	5
8	During conversations I am responsive to the clients conversational goals.	1	2	3	4	5
9	Often during conversations, I do not carefully observe how the client is responding to me.	1	2	3	4	5
10	In my conversation I often do not accurately perceive clients' intentions and motives.	1	2	3	4	5

11	In conversations I am very perceptive to the meaning of the clients' behavior in relations to myself and the situation.	1	2	3	4	5
12	I carefully observe how others respond to me during my conversation.	1	2	3	4	5
	Responsiveness					
13	Often in conversations I'm not sure what my role is, I'm not sure how I'm expected to relate to clients.	1	2	3	4	5
14	Often during conversations I feel like I know what to say or do, but I just don't respond.	1	2	3	4	5
15	Often I feel withdrawn and distant during conversations.	1	2	3	4	5
16	Often on conversations I'm not sure what client's needs are (e.g. a compliment, reassurance, etc.) until it is too late to respond appropriately.	1	2	3	4	5
17	Often I feel sort of "unplugged" during conversations, I am uncertain of my role, client's motives and what is happening.	1	2	3	4	5
18	Often during my conversation I am not sure how I am expected to respond.	1	2	3	4	5

Job Performance	Poor Performance ← → **Excellent Performance**				
	1	**2**	**3**	**4**	**5**
1	How would you rate yourself in terms of the quantity of work (e.g., sales/calls) you achieve?	1	2	3	4	5
2	How do you rate yourself in terms of your ability to reach your goal?	1	2	3	4	5
3	How do you rate yourself in terms of your performance potential among coworkers in your company?	1	2	3	4	5
4	How do you rate yourself in terms of quality of your performance in regard to customer relations?	1	2	3	4	5
5	How do you rate yourself in terms of quality of your performance in regard to management of time, planning ability, and management of expenses?	1	2	3	4	5
6	How do you rate yourself in terms of quality of your performance in regard to knowledge of your products/services, company and customer needs?	1	2	3	4	5

Thank you so much!

BIOGRAPHY

NAME Jenette Villegas Puyod

ACADEMIC
BACKGROUND Bachelor's Degree in Information Technology at Angelicum College, Philippines in 2005

Master's Degree in Technology Management at Assumption University, Bangkok, Thailand in 2013

EXPERIENCES Lecturer, Assumption University of Thailand 2013-present
Lecturer at Assumption Commercial College 2006-2012