Successful Careers of Culturally Intelligent Workers in Multinational Organizations: the Mediating Role of Perceived Organizational Support

Abdoukhadre Diao[*] and Dong Soo Park[**]

In today's highly globalized society, employees in cross-cultural work settings should have "cultural intelligence" to be successful in the workplace This study explores the relationship between cultural intelligence (CQ) and career success (CS); investigates the effect of perceived organizational support (POS) on CS among global workers; and examines the mediating role of POS in the relationship by using data from 400 employees at a U.S. military base in Daegu, South Korea. We conducted a hierarchical regression analysis to examine the respondents' CS. The results indicate that CQ and POS had considerable influence on opportunities for career development and promotion in the cross-cultural work setting. POS had a significant mediating effect on the relationship between CQ and CS. The results have important implications for policies on human resource management.

Keywords: Cultural Intelligence, Career Success, Perceived Organizational Support, Multinational Organization

1. Introduction

In today's globalized society, multinational organizations need to foster a culture that is effective, integrated, and synergistic to help their employees reach common goals.

Thomas and Inkson (2004) suggested that cultural intelligence (CQ) can help employees to become more effective in decision making, communication, and negotiations in across cultures by enabling them to lead and motivate others who are culturally different and to better manage their international careers.

Organizational rationality and careers are linked together in different ways. For many people, the word "career" refers to activities and upward movements associated with promotion. Promotion within an organization provides evidence of the formal recognition of one's performance and ability and entails rewards such as a raise, more challenging work, responsibility, status, and autonomy. Employees view promotion as evidence of their proven performance in their pursuit of career success (CS) (Kim, 2005).

Organizations play an important role in the career development of employees. There are several ways in which organizations display career development practices. From an individual perspective, employees identify their skills, values, and interests and search for career alternatives that fit their career goals and plans (Baruch & Rosenstein, 1992).

[*] Doctoral student, Dept. of Business Admin, Graduate School, Yeungnam University, South Korea,

[**] Corresponding Author, Professor, Dept. of Business Admin, Yeungnam University, South Korea, dspark@ynu.ac.kr

In this regard, the present study examines the ways in which employees in cross-cultural work environments can achieve positive career outcomes through their CQ and perceived organizational support (POS).

2. Literature Review

2.1 Cultural Intelligence (CQ)

Cultural Intelligence (CQ) refers to a person's capability to adapt effectively in cross-cultural contexts, not just within cultures (Earley & Ang, 2003; Ng & Earley, 2006). However, this does not imply that someone who is culturally intelligent is able to learn the ways in which people should act and behave in a new culture. It is not sufficient for CQ to be appropriate and accurate for understanding different cultures; desirable CQ requires the individual's motivation and capability to respond appropriately (Earley & Ang, 2003). More specifically, CQ addresses a set of skills, from basic to advanced, that allow an individual to become effective at eventually transferring social skills from one cultural context to another (Brislin et al., 2006). An individual with high CQ is expected to adapt to a new cross-cultural context faster and more effectively.

Further, Earley and Ang (2003) constructed CQ as a four-factor model composed of the meta-cognitive, cognitive, motivational, and behavioral dimensions, which has been widely used in recent CQ research (e.g., Ang et al., 2007; Brislin et al., 2006). The meta-cognitive factor refers to the mental capability to acquire and understand cultural knowledge; the cognitive factor refers to general knowledge and knowledge structures with respect to cultures; the motivational factor refers to the individual's capability to direct energy toward learning about and functioning in intercultural situations; and the behavioral factor refers to the individual's capability to exhibit appropriate verbal and non-verbal actions in culturally diverse interactions. These four dimensions of CQ are qualitatively different facets of the overall capability to function and manage effectively in intercultural settings and together form the overall construct of CQ.

2.2 Careers

Careers reflect individuals' development path indicating their work experience and jobs (Baruch & Rosenstein, 1992; Defillippi & Arthur, 1994; Waterman, & Collard, 1994). The accumulation of real or perceived achievements associated with their work experience is referred to as CS (Judge et al., 1999).

Previous studies of careers (Judge et al., 1995; Nabi, 1999) have typically conceptualized CS to be composed of both extrinsic and intrinsic outcomes and thus measured this construct by using objective indicators as well as subjective reactions. Extrinsic outcomes of CS (objective CS) reflect visible outcomes such as pay and promotion and are thus more observable than intrinsic outcomes of CS (subjective CS), which depend on the individual's appraisal of his or her own success (Judge et al., 1995). Objective CS takes a third-person perspective, whereas subjective CS refers to the individual's own internal perspective of success. CS is one's sense of accomplishment and satisfaction with one's career (Judge et al., 1995).
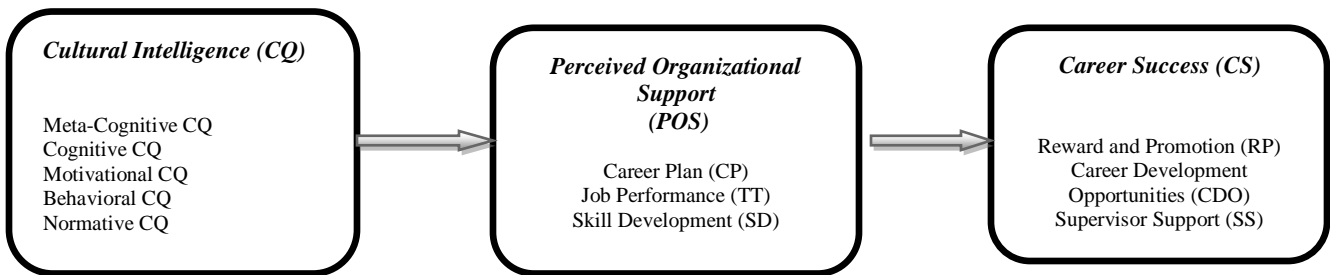
2.3 Perceived Organizational Support (POS)

Perceived Organizational Support (POS) refers to employees' global belief that the firm cares about their personal well-being and values their contribution to the organization (Eisenberger, Huntington, Hutchison & Sowa, 1986). The social exchange principles define POS as the display of helping behaviors (Eisenberger et al., 2002).

POS is not a unitary concept but incorporates a hierarchy of perspectives that include not only work-based factors such as job support but also those factors that broadly reflect life support and general feelings of well-being, such as caring benefits and value fit. POS consists of three dimensions: job support, value fit, and caring benefits.
Thus, employees contribute to organizational effectiveness by taking into account their skills, experience, motivation, and rank, and some play a more important role than others.

Based on the literature review, we propose a set of hypotheses displayed as this study's research model (Figure 1).

Figure 1: A simplified theoretical framework

Cultural Intelligence (CQ)	Perceived Organizational Support (POS)	Career Success (CS)
Meta-Cognitive CQ Cognitive CQ Motivational CQ Behavioral CQ Normative CQ	Career Plan (CP) Job Performance (TT) Skill Development (SD)	Reward and Promotion (RP) Career Development Opportunities (CDO) Supervisor Support (SS)

2.4 Effects of CQ on Career Success

A career is a sequence of work-related positions occupied by a person during his or her lifetime. It embraces attitudes and behaviors that are part of ongoing work-related tasks and experiences.

Career development involves making decisions on the occupation and engaging in activities to attain career goals. The central idea behind the career development process is time. The shape and direction of a person's career over time are influenced by many factors, including the economy, the availability of jobs, skill acquisition, personal characteristics, family status, and job history.

Hellriegel and Slocum. (2007) considered the following five aspects of careers: the nature of career development, self-evaluation, individual examination, the development process, and cultural factors.

Cultural factors play an important role in careers by influencing the direction of one's career in some countries. However, one's social status and educational background

have considerable influence on one's career paths in some societies. However, CQ as a capability that allows individuals to understand and act appropriately across a wide range of cultures (Thomas, 2006). CQ is known to be a "culture-free construct that applies across specific cultural circumstances" (Ng & Earley, 2006).

Ang et al. (2007) extended the theoretical refinement of CQ when they demonstrated that CQ can function effectively in culturally diverse settings by developing and testing their research model positing differential relationships between the four CQ dimensions (meta-cognitive, cognitive, motivational, and behavioral) of CQ and three intercultural effectiveness outcomes (cultural judgment and decision making, cultural adaptation, and task performance in culturally diverse settings). So, they argued that motivational and behavioral CQ can predict cultural adaptation and that meta-cognitive and behavioral CQ can predict task performance.

Cognitive facet which refers to the processing aspects of intelligence is useful for conceptualizing. It is through self-concept theory which is one's mental representation of one's personality, social identity, and social roles.

Previous studies of motivational CQ have demonstrated that it can predict the adjustment of global professionals beyond the realistic jobs and living conditions. This aspect of CQ involves one's interest in learning and functioning in cross-cultural situations (Ang et al., 2004). Motivational CQ includes three primary motivators: enhancement, or wanting to feel good about oneself; growth, or wanting to challenge and improve oneself; and continuality, or the desire for continuity and predictability in one's life (Earley et al., 2006).

This component directs and motivates an individual's adaptation to a new cultural setting, and it can be divided into enhancement, efficacy, and consistency (Earley & Ang, 2003; Ng & Earley, 2006). Kanfer and Heggestad (1997) argued that this motivational capacity can "provide a genetic control of affect, cognition and behavior that facilitate goal accomplishment."

Behavioral CQ includes one's ability to exhibit appropriate verbal and non-verbal behaviors when interacting with others from a different cultural and individual background (Ang et al., 2006; Ng & Earley, 2006; Thomas, 2006). Thus, CQ should influence global workers' career satisfaction through cognitive, behavioral, and motivational factors. In other words, CQ may work differently under different cultures and strategies in globalized organizations and help talented workers to focus on culturally relevant archetypes to develop and enhance their international careers. Referring to the relevant studies on CQ effects in international career development success and strategic adaptive job environment, we propose the following hypothesis:
Hypothesis 1: *CQ has significant effects on the CS of workers in cross-cultural workplaces.*

2.5 Effect of POS on CS

POS indicates the extent to which employees believe that their organization values their

contributions and cares about their well-being (Eisenberger, Huntington & Sowa, 1986). POS is generally thought to reflect the organization's contribution to the positive reciprocity dynamic with employees because employees tend to perform better in return for POS (Rhoades & Eisenberger, 2002). We can take a social exchange view to explain the reciprocal effect of commitment on the relationship between the employee and the employer.

Riggle, Edmondson, and Hansen (2009) examined POS and provided four aspects of variables for employee outcomes: organizational commitment, job satisfaction, performance, and turnover intentions.

Organizations help shape career opportunities by defining criteria for CS and promotion, among others. The process of occupational selection and socialization induces employees to actively shape themselves to fit the demands of their workplace (Metcalfe, 2000). Careers are influenced by even broader forces, including the labor market, new forms of working conditions, and environments in which organizations operate.
Previous studies employing meta-analysis techniques have suggested a close relationship between job satisfaction and POS.

Given the positive effect of POS on employee commitment and job satisfaction (Rhoades & Eisenberger, 2002), POS may be related to career satisfaction. Rhoades and Eisenberger (2002) suggested that POS is positively related to opportunities for greater recognition, increased pay, and promotion. In the workplace, POS may emanate either from the immediate supervisor or from other senior managers. Supportive supervisors induce individuals' willingness to engage in development activities (Noe, 1996) and are critical to subordinate performance and CS. In some organizations, social support provided by the supervisor may take the form of career guidance and information, learning opportunities, and challenging work assignments that promote CS (Greenhaus et al., 1990). For example, Dreher and Ash (1990) found that mentorship is related to both objective and subjective measures of CS.

Kirchmeyer (1998) found that supervisor support is a significant predictor of perceived CS for both male and female employees, and Greenhaus et al. (1990) found that supervisor support has a significant relationship with employees' career satisfaction. Other researchers found that mentorship and supportive work relationships are related to career advancement as well as perceived CS (Turban & Dougherty, 1994). Wallace (2001) found that mentoring for female lawyers increased their career satisfaction. Previous studies have demonstrated that organizational support and person-job fit can predict subjective CS in the form of career satisfaction.

Barnett et al. (2007) examined the relationship between organizational support for career development and employees' career satisfaction, and based on an extended model of social cognitive career theory and the integrative model of proactive behaviors, they proposed that career management behaviors can mediate the relationship between organizational support and CS/career satisfaction and that between the proactive personality and career satisfaction.

The positive relationship between POS and career satisfaction implies that an examination of the indicators of CS may lead to a better understanding of employees' needs and the factors influencing their job behavior. Based on previous studies of the effects of POS in the context of cross-cultural work settings, we propose the following hypothesis:

Hypothesis 2: *POS has significant effects on the CS of workers in cross-cultural workplaces.*

2.6 The Mediating Role of POS in the Relationship between CQ and CS

According to cross-cultural work theory, adaptation to a new environment is fundamental to subsequent outcomes for career satisfaction. Consistent with the nature of intelligence, CQ indicates one's ability to improve through one's experience with different cultures. Developmental experiences involving cross-cultural interactions (e.g., overseas work assignments and overseas study) may increase one's CQ over time (Ng & Earley, 2006).

As important for employee satisfaction and loyalty, Organizational support can raise questions concerning both interpersonal and organizational (Connell, Ferres & Travaglione, 2003). How an organization shows concern over the needs and interests of employees is based on two important theories: POS (the exchange between the employee and the organization) and leader-member exchange (the exchange between the employee and the supervisor) (Krause, 2004).

Economic exchange theory (e.g., Rousseau & Parks, 1993) argues that employees are willing to exchange their work performance for pay, whereas social exchange theory posits that employees are willing to exchange their work performance for additional factors that are less tangible (e.g., feeling valued and supported). Previous studies have validated social exchange theory (Blau, 1964) and organizational support theory (Eisenberger et al., 2001), specifically the norm of reciprocity (Gouldner, 1960) in the employer-employee relationship, by investigating the possible mediating role of felt obligation in the POS- work outcome relationship.

Previous studies have provided a better understanding of the mediating process by which POS influences employee attitudes and behaviors and demonstrated why organizations need to implement supportive organizational practices to improve affective organizational commitment and reduce turnover intentions (Tansky & Cohen, 2001; Allen at al., 2003). In general, employees with promotional opportunities tend to connect their career opportunities and interests to seek self-fulfillment with the organization (Alderfer, 1972).

However, as indicated by Kraimer et al. (2001), career satisfaction is sometimes influenced by environmental factors, personality traits, and human capital. Meyer and Smith (2000) and Whitener (2001) indicated that POS is an important mediator and determined that HRM practices play an indirect role in enhancing affective commitment.

These studies suggest that organizational support initiatives promoting the benefits associated with career management behaviors and encouraging employees to participate in such behaviors may successfully facilitate career satisfaction among culturally intelligent employees. Based on previous studies, we propose the following hypothesis:

Hypothesis 3: *In cross-cultural job environments, POS mediates the relationship between CQ and CS.*

3. Data and Methods

Attempting to gain more precision in our research, we accepted a 90% confidence level to get around +/-2.0—2.5% margin of error which dictated us to collect data from 400 workers at a U.S. military base in the Daegu-Gyeongbuk region in South Korea, where Korean and American employees worked together, by using two types of surveys (an English survey for 200 Americans and a Korean survey for 200 Koreans). We obtained 304 valid responses (a 76% response rate): 191 from Koreans (a 95% response rate) and 111 from Americans (a 55.5% response rate) with a +/-2.3% margin of error. Table 1 shows the characteristics of the sample.

3.1 Measures

3.1.1 CQ

For measuring this variable in this present study, we employed the 20-item CQ measure of Ang et al. (2004), which is the only available assessment tool for measuring CQ (Ward et al., 2009). This inventory contains four items for meta-cognitive CQ, six for cognitive CQ, five for motivational CQ, and five for behavioral CQ. Examples include "*I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds*" (meta-cognitive CQ), "*I know the legal and economic systems of other cultures*" (cognitive CQ), "*I enjoy interacting with people from different cultures*" (motivational CQ), and "*I use pause and silence differently to suit different cross-cultural situations*" (behavioral CQ). The response format is a seven-point Likert-type scale (1 = strongly disagree; 7 = strongly agree).

3.1.2 CS

The five-item scale developed by Greenhaus et al. (1990) were used to evaluate employees' career satisfaction through their income, advancement, skill development goals, and general satisfaction with career progress. For example, one item is "I am satisfied with the success I have achieved in my career." According to Greenhaus et al. (1990), the scale's internal consistency is 0.88. In the present study, we used a seven-point Likert-type scale (1 = strongly disagree; 7 = strongly agree) and determined that Cronbach's alpha was 0.91.

3.1.3 POS

We asked the respondents to indicate their perception of their contributions and well-being by using the nine-item scale developed by Greenhaus et al. (1990) to determine the level career support they received from their immediate supervisor (e.g., "My supervisor takes time to learn about my career goals and aspirations"). For the responses, we used a seven-point Likert-type scale (1 = strongly disagree; 7 = strongly agree).

3.1.4 Socially Desirable Response Set

We used a very short form of the SDRS (socially desirable response set) measure developed by Hays, Hayashi, and Stewart (1989), which includes five items for objectively evaluating whether the self-report by respondents are reliable and honest enough for a meaningful statistical analysis. In the present study, we examined the SDRS items in the survey. Of the five items, three were reverse-scored. We made a slight modification to the original seven-point Likert-type scale so that it could be aligned with the other scales used in this study. The scores ranged from 1 to 7 (extremely negative to extremely positive).

3.1.5 Other Control Variables

As studies have suggested that various variables (e.g., gender, education, and work experience) influence CS (e.g. Aryee et al., 1996; Judge et al., 1995). Thus, to control for potential effects of demographic variables, we measured the respondents' nationality, gender, social status, employment type, age, educational level, job experience, job title, job type, and cross-cultural experience.

4. Analysis and Results

4.1 Descriptive Statistics, Reliability Coefficients and Correlations

The results of the correlation analysis indicate that all the dimensions of CQ and CS were significantly correlated with POS ($p < .01$). The Pearson correlation coefficients for POS and other variables ranged from .394 (reflecting the correlation between CQ and POS) to .898 (reflecting the correlation between POS and CS). Although these results provide partial support for the hypotheses, we conducted further regression analysis on the results of our research model in order to determine the degree of influences and relationships in Table 2.

4.2 Hypothesis Testing

We conducted a hierarchical regression analysis with the SPSS program to test Hypothesis 1 (a positive relationship between CQ and CS). We included the control variables "nationality," "gender," "major," "grade," and "income" in the regression model (Block 1) and included the above dimensions of CQ in Block 2 of the regression model to observe their effects on CS. Further, we conducted a hierarchical regression analysis

to examine the relationship between CQ and CS. Table 3 shows the results.

In terms of the effect of CQ on CS, both models were significant at $p < .001$: Model 1 (F = 2.376) and Model 2 (F = 15.591). The R^2 change (.400) can be interpreted by the result shown in Block 2, that is, the effect of CQ on CS. The two dimensions of CQ— MCQ ($\beta = .314$, $p < .001$) and NCQ ($\beta = .233$, $p < .01$)—were positively related to CS.

We conducted a hierarchical regression analysis (in the same way as for Hypothesis 1) to test Hypothesis 2 (a positive relationship between POS and CS). We controlled for the independent variable (CQ), the dependent variable (CS), and the demographic variables in Block 1 to determine the effect of POS on CS; POS was the mediating variable in our research model. Table 4 shows the results: RP ($\beta = .530$, $p < .001$); CDO ($\beta = .225$, $p < .05$); and SS ($\beta = .458$, $p < .01$). The full model was statistically significant: $R^2 = .596$, $F (11, 037) = 26.046$, $p < .001$. However, POS had a significant positive effect on CS.

Following Baron and Kenny (1986), we conducted a regression analysis to test Hypothesis 3 (POS mediates the relationship between CQ and CS). As shown in Table 5, the R^2 values for Models 1, 2, and 3 were .086 ($p < .01$), .550 ($p < .001$), and .598 ($p < .05$), respectively. Referring to the conditions suggested by Baron and Kenny (1986), we observed (a positive relationship between the independent variable CQ and the dependent variable CS) which indicated by Hypothesis 1; a positive relationship between the mediator variable POS and the dependent variable CS indicated in Hypothesis 2; and then the direct relationship between the independent variable CQ and the dependent variable CS which determinate by ($F_1 = 17.967$) significantly inferior to the independent variable CQ including the mediator variable POS ($F_2 = 35.258$).

These results provide evidence of the partial mediating role of POS in the relationship between CQ and CS.

5. Discussion

The increasing emphasis on international career management has highlighted important global differences in the workforce, which may influence labor markets, employment policies, and management practices (Ferris, Hochwarter, Buckley, Harrell-Cook & Frink, 1999). Thus, career research should move beyond descriptive case studies (Schuler & Florkowski, 1996) and examine the "cross-cultural generalizability" of findings for building richer theories (Ferris et al., 1999).

Emotional behavior has become an important issue in human resources as social capital. However, managers in globalized organizations should take into account employees' emotions to facilitate CQ development.

Motivation and human capital may change over time or according to different work situations, but personality traits are enduring individual predispositions that either directly influence career outcomes or lead individuals to behave in certain ways or search for experiences associated with career outcomes (Tokar, Fischer, & Subich,

1998). A good fit between the employee and the work environment should lead to higher satisfaction and job performance (Kristof, 1996). Employees with education and international work experience are likely to show higher meta-cognitive CQ, and education obtained abroad can lead to higher cognitive, motivational, and behavioral CQ.

The results of this study provide support for social cognitive theory (Bandura, 2002): employees with higher cognitive CQ are likely to make efforts, persist in their efforts, and perform better. Individuals with high motivational CQ are likely to experience higher levels of work adjustment as a key indicator as well as a determinant of expatriate success.

Further, cultural values of bicultural workers in multinational organizations may influence both role expectations and role perceptions. Judge et al. (1995) suggested that personality traits may be related to CS through its relationship with human capital and motivation.

In particular, global employees who are successful in cross-cultural environments are likely to show high CQ and enjoy positive POS in the form of increased opportunities for recognition, pay, and promotion. The responsibility for career management lies with both the employee and the organization. According to this notion of "joint responsibility," both parties are supposed to share various obligations in managing employee careers, that is, neither should have the sole responsibility. Greenhaus et al. (1990) found supervisor support to be significantly related to employees' career satisfaction.

In the present study, bicultural workers experiencing a cross-cultural situation for the first time were more likely to be influenced by the culture shock when interacting with people from another culture and to have difficulty pursuing their goals. These results, which suggest that social support is a potent factor and can help global workers to achieve CS, are consistent with the findings of previous studies (Wallace, 2001; Nabi, 2001; Barnett et al., 2007). A logical explanation for this result is that employees receiving social support are more likely to experience POS, which in turn can enhance their opportunities for career advancement.

In addition, the results provide evidence of the mediating effect of POS on the relationship between CS and CQ, which is consistent with the findings of previous studies (Tansky & Cohen, 2001; Allen et al., 2003). These results suggest that organizations can enhance the CS of employees in cross-cultural environments by supporting their career development.

5.1 Limitations and Future Research

This study has some limitations. First, because of the nature of military organizations, the respondents might have been concerned about providing some information related to national security issues, and thus, they might have been defensive in their responses to the questions (i.e., answering more positively than their real opinion). Second, the items in the questionnaire might have been skewed toward the neutral point, which might have made the respondents impatient, inducing them to provide neutral answers.

Third, there may be some errors related to this study's measurements. The translation of the questionnaire from English (for American respondents) to Korean (for Korean respondents) might have been weak because the wording in the original questionnaire might not have been as clear as it could have been. Fourth, to maintain an acceptable level of reliability for the scales, we combined the American and Korean respondents for the analysis, which might have led to some differences and biases in terms of the translation of the items for the two culturally distinct groups.

For successful international management outcomes, both POS and CS have to be employed for the better integration of global workers. Although a number of studies have focused on these factors, few have provided notable findings. Further, no study has examined the effect of CQ on international CS, employee's career management let alone between organizational commitment and the self-management of career planning. Further, the present study provides some important results, which future research should verify by highlighting various contexts. For example, future research should examine these factors by using data from various countries on different types of workers with diverse cultural backgrounds, particularly those working in multinational firms or nonbusiness organizations. Because this study provides a preliminary comparison of different levels of CQ, POS, and CS between American and Korean workers, future research should compare these two employee groups by addressing some dominant cultural factors such as power distance, masculinity/femininity, and uncertainty avoidance, among others.

6. Conclusion

This study demonstrates the remarkable role played by POS in mediating the relationship between CQ and CS in global workplaces. The results indicate that through cognitive, motivational, and behavioral factors, high CQ has considerable influence on CS. Further, employees of multinational organizations providing positive POS are less likely to have difficulty adapting to different cultures and more likely to realize CS. This study's results are consistent with existing theories and previous findings, and thus, future research should be done by considering various social aspects of CS.

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Appendix

Table 1*: *Demographic variables

Demographics	Types	Frequency	Percentage (%)	Valid Percentage (%)
Gender	Male (1)	213	70.1	70.1
	Female (2)	91	29.9	29.9
Nationality	Korean (1)	191	62.8	63.0
	American (2)	111	36.5	36.6
	Other (3)	1	.3	.3
	Missing	1	.3	
Status	Military personnel (1)	77	25.3	25.6
	Civilian (2)	220	72.4	73.1
	Other (3)	4	1.3	1.3
	Missing	3	1.0	
Employment Type	Regular (1)	279	91.8	93.0
	Temporary (2)	13	4.3	4.3
	Other (3)	8	2.6	2.7
	Missing	4	1.3	
Age	Below 25 (1)	68	22.4	22.4
	Between 25~35 (2)	37	12.2	12.2
	Between 36 ~40 (3)	36	11.8	11.9
	Between 41 ~45 (4)	52	17.1	17.2
	Between 46 ~50 (5)	110	36.2	36.2
	51 and older (6)	1	.3	.3
Education Level	Grade to middle school (1)	2	.7	.7
	High school (2)	73	24.0	24.0
	Community college (3)	99	32.6	32.6
	University (4)	107	35.2	35.2
	Graduate school (A master's degree) (5)	21	6.9	6.9
	A doctoral degree or equivalent (6)	2	.7	.7
Job Experience	3 years or less (1)	31	10.2	10.3
	4~7years (2)	40	13.2	13.2
	8~11 years (3)	38	12.5	12.6
	12~15years (4)	29	9.5	9.6
	16~20 years (5)	65	21.4	21.5
	More than 20 years (6)	99	32.6	32.8
	Missing	2	.7	
Job Title	Agent (1)	131	43.1	48.5
	Section Chief (2)	27	8.9	10.0
	Branch Chief (3)	18	5.9	6.7
	Deputy Division Chief (4)	18	5.9	6.7
	Division Chief (5)	17	5.6	6.3
	General Manager (6)	11	3.6	4.1
	Other (7)	48	15.8	17.8
	Missing	34	11.2	
Cross-Cultural Experience	2 times or fewer (1)	17	5.6	5.6
	3~4 times (2)	45	14.8	14.9
	5~6 times(3)	48	15.8	15.8
	7~8 times(4)	26	8.6	8.6
	9~10 times (5)	166	54.6	54.8
	Other (6)	1	.3	.3
	Missing	1	.3	
Job Type	Management (1)	154	50.7	51.2
	Technical (2)	124	40.8	41.2
	Other (3)	23	7.6	7.6
	Missing	3	1.0	
Total		304	100.0	100.0

Table 2: *Means, Standard Deviations, and Correlation Coefficients for Variables (N = 304)*

Variables	Mean	S.D	1	2	3	4	5	6	7	8
1. McCQ	4.9021	1.28975								
2. CCQ	3.6173	1.34992	.394**							
3. MCQ	4.5428	1.28593	.568**	.490**						
4. BCQ	4.5737	1.18454	.595**	.375**	.680**					
5. NCQ	5.3539	1.32684	.640**	.171**	.577**	.644**				
6. CP	4.2610	1.48080	.363**	.298**	.417**	.376**	.368**			
7. JP	4.6952	1.48896	.326**	.363*	.397**	.343**	.426**	.819**		
8. SD	4.5154	1.55446	.285**	.217**	.357**	.315**	.381**	.792**	.898**	
9. CS	4.6849	1.26899	.527**	.315**	.590**	.533**	.589**	.527**	.475**	.442**

*** $p < .001$, ** $p < .01$, * $p < .05$, + $p < .10$.

Table 3: *Results of the Hierarchical Regression Analysis of the Relationship Between CQ and CS (N = 304)*

Variables	Model 1		Model 2	
	Beta	**Sig.**	**Beta**	**Sig.**
Gender	.105	.116	.025	.619
Nationality	-.012	.886	-.003	.968
Status	-.132	.158	-.080	.266
Employment type	-.031	.628	.009	.856
Age	.169	.118	.072	.381
Educational level	.105	.119	.071	.168
Job experience	-.031	.757	.057	.470
Job title	.033	.633	.032	.545
Cross-Cultural Experiences	.200**	.002	-.005	.927
Job type	.016	.811	-.074	.146
McCQ			.127	.067
CCQ			.013	.823
MCQ			.314**	.000
BCQ			.104	.164
NCQ			.233**	.003
R^2	.086		.486	
ΔR^2 (sig.)	.086**(.001)		.400***(.000)	
F (sig.)	2.376***(.011)		15.591***(.000)	

Note: correlation denotes significance at the 1% and 5% levels.

*** $p < .001$, ** $p < .01$, * $p < .05$, + $p < .10$.

Table 4: *Results of the Hierarchical Regression Analysis of the Effects of POS on CS (N = 304)*

Variables	Model 1		Model 2	
	Beta	**Sig.**	**Beta**	**Sig.**
Gender	.000	.994	-.030	.561
Nationality	-.160*	.028	-.200**	.002
Status	-.078	.332	.002	.973
Employment type	-.033	.562	.036	.479
Age	.096	.295	.031	.710
Educational level	.017	.771	.033	.519
Job experience	-.090	.307	-.029	.716
Job title	-.037	.529	-.032	.542
Cross-Cultural Experiences	.047	.414	-.034	.519
Job type	-.060	.298	-.084	.101
McCQ	-.136+	.081	-.128+	.063
CCQ	.002	.971	-.041	.473
MCQ	.287**	.001	.042	.608
BCQ	.166*	.048	.121	.108
NCQ	.269**	.002	-.016	.848
RP			.530***	.000
CDO			.225*	.045
SS			.458**	003
R^2	.430		.596	
ΔR^2 (sig.)	.430***(.000)		.254*** (.000)	
F (sig.)	11.037** (.000)		26.046*** (.000)	

Table 5: *Results of the Hierarchical Regression Analysis of Mediating Effects of POS on the Relationship between CQ and CS (N =304)*

Variables	Model 1		Model 2		Model 3	
	Beta	Sig.	Beta	Sig.	Beta	Sig
Gender	.105	.114	.044	.367	.043	.387
Nationality	-.012	.886	-.007	.915	-.004	.949
Status	-.132	.158	-.067	.320	-.076	.269
Employment type	-.031	.627	.015	.759	.020	.699
Age	.169	.118	.017	.831	.031	.701
Educational level	.105	.119	.070	.149	.088	.071
Job experience	-.031	.757	.122	.107	.105	.174
Job title	.033	.633	.038	.441	.025	.622
Cross-Cultural Experiences	.200**	.002	.004	.942	-.016	.755
Job type	-.016	.811	-.070	.146	-.097	.046
McCQ			.104	.116	.167	.393
CCQ			-.009	.874	-.226	.195
MCQ			.267***	.000	.267	.276
BCQ			.064	.363	.049	.843
NCQ			.206	.007	.452*	.028
CP			.359***	.000	.242	.645
JP			-.164	.170	.580	.393
SD			.070	.521	-.272	.671
McCQ x CP					.783	.259
CCQ x CP					.638	.205
MCQ x CP					-.011**	.001
BCQ x CP					.595	.325
NCQ x CP					.259	.735
McCQ x JP					2.183	.050
CCQ x JP					-.009	.992
MCQ x JP					3.590**	.001
BCQ x JP					.516	.593
NCQ x JP					-1.820	.126
McCQ x SD					1.397	.155
CCQ x SD					-.249	.707
MCQ x SD					-1.813*	.035
BCQ x SD					-.093	.918
NCQ x SD					1.114	.295
R^2	.086		.550		.598	
ΔR^2 (sig.)	.086(.001)		.464(.000)		.048(.032)	
F (sig.)	2.376(.011)		16.559(.000)		10.323(.000)	

*** $p < .001$, ** $p < .01$, * $p < .05$, $^{+}$ $p < .10$.