

Master's Thesis in
Strategic Human Resources Leadership

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Team Cultural Intelligence:

An Investigation of the Antecedents of Team Cultural Intelligence and
its Effects on the Innovative Work Behaviour of Teams

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Abstract

The under researched concept of team cultural intelligence (CQ) shifted progressively into the focus of business managers and researchers against the background of globalization while essential literature gaps still remain. This research aimed to fill some of these literature gaps with regard to predictors of team CQ and its effects on the team innovative work behaviour (IWB) by conducting a quantitative study with a deductive approach. The results showed that inclusive leadership, climate for innovation and individual CQ are all significant predictors of team CQ and are positively related to this construct. Furthermore, climate for innovation and team CQ have ultimately a positive impact on the team IWB. However, in particular striking was the finding that neither language proficiency nor international working experience have any effect on individual or team CQ. All in all, important scientific and managerial implications can be derived from these findings regarding the training and recruiting processes of cross-cultural teams as well as future research opportunities.

Key Words

Team Cultural Intelligence - Team Innovative Work Behaviour - Individual Cultural Intelligence - Inclusive Leadership - Team Climate for Innovation - Cross-Cultural Teams

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1. INTRODUCTION

The notion of cultural intelligence (CQ) on individual and team level as well as the generation of in-depth knowledge about these concepts shifted progressively into the focus of researchers and business managers against the background of globalization. Over the last years the world became increasingly connected which led to more encounters between employees from different cultural and ethnic backgrounds within the workplace (Spitzberg & Changnon in Bartel-Radic & Giannelloni, 2017, p. 632). While presenting many opportunities, this development simultaneously forces companies to face new challenges since many of these cross-cultural confrontations end unsuccessfully (ibid.). Members of cross-cultural teams often experience communication difficulties due to language barriers and discrimination which can result in acculturative stress (Crockett et al., 2007). If their collaboration were successful, workforces characterized by diversity would be able to achieve higher levels of productivity as well as innovation and ultimately, generate a sustained competitive advantage for organizations (Jyoti & Kour, 2017). Thus, organizations are highly dependent on the success of cross-cultural teams since they are forced to innovate due to the volatile and frequently changing environment in which they are operating (Rohrbeck et al., 2009).

While many researchers studied the CQ of individuals defined as the “capability to function and manage effectively in culturally diverse settings” (Ang et al., 2007, p. 336) in order to better understand and generate managerial implications for the improvement of cross-cultural teamwork, the aggregated CQ of teams is still under researched. An increasing number of researchers suggest that studies with regard to CQ should be extended above the individual level so that new research opportunities such as the concept of team CQ can be seized (Fang et al., 2018; Ang et al., 2015; Gelfand et al., 2008; Ng et al., 2012). The term team CQ describes “the ability of a team to effectively process information and behave responsively in a cross-cultural environment” (Bücker & Korzilius, 2018, p. 3) and is built upon five dimensions: team cultural metacognition, coexistence, meaningful participation, openness to diversity with regard to information, value as well as visibility and openness to linguistic diversity. The authors Bücker and Korzilius (2018) suggested that the development of team CQ depends on the individual CQ of the team members and the team leader as well as the diversity of the team. However, there are still substantial literature gaps regarding the antecedents of team CQ since the authors could not support the majority of their hypotheses.

This research aims to contribute to the knowledge acquisition about team CQ and to fill these literature gaps by creating a better understanding of what the predictors of team CQ are

as well as whether team CQ is positively related to the team innovative work behaviour (IWB). Besides, the results of this study potentially provide important contributions towards the notion of team CQ as more than an “average score of team members’ individual CQ scores” (Fang et al., 2018, p. 166). It is assumed within this research that the relationship between the individual CQ of team members and team CQ is moderated by language proficiency and international working experience since these personal attributes enable individuals to interact more effectively and adapt better within diverse cultural settings (Jyoti & Kour, 2017). Besides, it is proposed that inclusive leadership is another important antecedent for team CQ and that their relationship is mediated by team climate for innovation (Randel et al., 2018; Agreli et al., 2017). These assumptions lead to the following research question: *To what extent will the cultural intelligence of individuals as well as an inclusive leadership style predict the team cultural intelligence of cross-cultural teams and ultimately, affect their team innovative work behaviour?* Furthermore, this research aims to answer the following two sub questions:

1. Do personal attributes such as the international working experience and the language proficiency of individuals have a moderating effect on the relationship between individual CQ and team CQ?
2. To what extent will climate for innovation mediate the relationship between inclusive leadership and team CQ?

The outcomes of this study are expected to support organizations to make use of the full potential of cross-cultural teams and provide relevant managerial implications. Moreover, if the proposed hypotheses are supported, companies will be able to support employees to achieve higher levels of IWB and thus, overcome challenges due to globalization. In order to test these hypotheses, a quantitative perspective with a deductive approach was chosen. The research design intends to conduct a web-based survey by means of a questionnaire (see Appendix A) among cross-cultural teams within companies from different industries and countries.

After introducing the research goal, the independent and dependent variables included in this research will be explained and hypotheses will be proposed within the second chapter, followed by a description of the main methods used throughout this research in chapter three. The fourth chapter presents the results of the factor analysis, multiple regression analysis as well as the structural equation modelling which will be discussed and traced back to the theoretical background in chapter five. Finally, this report provides managerial and scientific implications, is concluded and reflected upon in chapter six.

2. THEORETICAL BACKGROUND

2.1 Independent Variables

Independent variables are the “presumed cause of any change in the dependent variable” (Hair et al., 2014, p. 2) while this research focuses on individual CQ and inclusive leadership as independent variables.

Individual CQ

The most common conceptualization of individual CQ was developed by Ang et al. (2007) who defined CQ as “an individual’s capability to function and manage effectively in culturally diverse settings” (Ang et al., 2007, p. 336; Solomon & Steyn, 2017). This conceptualization includes four dimensions: cognitive, metacognitive, motivational and behavioural CQ. The cognitive CQ of individuals describes the capability to acquire knowledge about other cultures including basic facts about their legislation, economy or social norms. While cognitive CQ describes simple mental processes, metacognitive CQ deals with high-order mental processes. Individuals with high metacognitive CQ are not only able to acquire basic knowledge but also to understand the culture, values and beliefs of other individuals with different backgrounds. The third dimension motivational CQ of individuals describes the capability to focus and “direct attention and energy toward learning about and functioning in situations characterized by cultural differences” (Ang et al., 2007, p. 338). Finally, behavioural CQ is less focused on mental processes and deals instead more with the interaction of individuals from different backgrounds. Individuals with high behavioural CQ have the capability to act appropriate in diverse cultural settings (Ang et al., 2007).

In contrary to Ang et al. (2007), Thomas (2006) defines CQ as “the ability to interact effectively with people who are culturally different” (Thomas et al., 2006, p. 80). While there are many similarities within Thomas’ and Ang’s understanding of individual CQ, Thomas et al. developed in 2015 a new conceptualization which includes three instead of four dimensions and thus, allows the development of a shorter scale in order to measure individual CQ. Cultural knowledge is the first dimension of this scale and describes the possession of content-specific and declarative knowledge which enables individuals to understand different cultures. The second dimension cultural skills includes “skills associated with learning from social experience, appreciating critical difference in culture and background between oneself and others, relating successfully with culturally different others, and being able to adapt behaviour appropriate to the particular cultural situation” (Thomas et al., 2015, p. 1102). Finally, the third

dimension is cultural metacognition which describes the same ability as the second dimension of Ang et al. (2007).

All in all, both papers of Thomas et al. (2015) and Ang et al. (2007) are very common and frequently referred to within the literature (Solomon & Steyn, 2017). However, Thomas et al. (2015) excluded motivational CQ from their scale by arguing that “motivation is concerned with the willingness to behave in a particular way, while cultural intelligence is the ability to interact effectively” (pp. 2-3). This argument may arouse doubts with regard to the conclusiveness of the scale by Ang et al. (2007) and is the decisive reason to base the measurement scale of individual CQ within this research not on the most common conceptualization but on Thomas et al. (2015).

Inclusive Leadership

According to Brewer’s Optimal Distinctiveness Theory (ODT), all individuals, regardless of their cultural or ethnic background, have the contradicting “human needs for validation and similarity to others (on the one hand) and a countervailing need for uniqueness and individuation (on the other)” (Brewer, 1991). In order to satisfy these needs, individuals need to perceive feelings of belongingness to a certain group while being valued for their uniqueness. “[T]he degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness” (Shore et al., 2011) is called inclusion. Following this definition, an inclusive leadership style can be described as deeds and words that demonstrate an invitation for participation and simultaneously appreciation for someone’s contribution (Nembhard & Edmondson, 2006). According to Carmeli et al. (2010), inclusive leadership is composed of three dimensions, namely openness, availability and accessibility. The first dimension describes the attribute of a team leader to be open towards new ideas with regard to desirable goals and possibilities to achieve these goals while the second and third dimension describe the attribute to be available and present for consultation as well as accessible for discussions (Carmeli et al., 2010).

If team leaders provide members of cross-cultural teams with the experience of feeling included by adopting an inclusive leadership style, they will be able to empower and strengthen the identity of employees which results in higher levels of creativity and job performance as well as lower numbers of turnover (Randel et al., 2018). Therefore, it is an important factor within the teamwork of cross-cultural teams.

2.2 Moderating and Mediating Variables

While a moderating effect can be defined as an “effect in which a third independent variable (the moderator variable) causes the relationship between a dependent/independent variable pair to change” (Hair et al., 2014, p. 154), a mediating effect occurs “when the relationship between a predictor variable and an outcome variable can be completely explained by their relationships with a third variable” (Field, 2018, p. 1025). This research focuses on international working experience as well as language proficiency as moderators and climate for innovation as well as team CQ as mediators.

International Working Experience and Language Proficiency

The international working experience of individuals as well as their language proficiency is an essential factor for the success of interactions between people from different cultural and ethnic backgrounds. International experience can be defined as “direct observation or participation in culturally related events or the state of being affected by such observation or participation” (Takeuchi & Chen, 2013, p. 250) and individuals which possess these experiences are more confident as well as interact more effectively with people outside their culture (Jyoti & Kour, 2017). Furthermore, individuals are able to acquire various new skills during these experiences such as “intercultural communication, relocation and cognitive skills” (Takeuchi et al., 2005, p. 87) while in particular intercultural communication is an important factor within this research and during the teamwork of cross-cultural teams in general.

In addition, being proficient in a common language also facilitates communication among team members and the exchange of ideas, information and knowledge (Fleischmann et al., 2017; Johanson & Vahlne, 2009; Welch & Welch, 2008). Furthermore, proficiency in language enables team members to understand cultural norms and values of other members which is strongly related to the third dimension of CQ, namely cultural metacognition and to create a hybrid culture as well as collective actions within the team (Fleischmann et al., 2017; Thomas et al., 2015). However, language defined as “a set of symbols that are shared by a community to communicate meaning and experience” (Jyoti & Kour, 2017, p. 309) does not only include verbal but also non-verbal communication such as body language. Even though non-verbal communication is an important part of language, it is potentially not applicable to virtual teams in case team members communicate for example via telephone. Therefore, the focus of this research lays exclusively on verbal communication.

Climate for Innovation

Team climate for innovation “reflects the extent to which attempts to generate and implement new ideas are expected, supported and rewarded in the team” (Xu et al., 2019, p. 852) and is according to Scott and Bruce (1994) composed of two dimensions which are the support for innovation and the resource supply. While the first dimension describes the degree in how far individuals are supported by their environment to be innovative, the second dimension is the degree to which the environment provides individuals with resources so that they are able to be innovative (Scott & Bruce, 1994). In general, the climate within teams is an important factor to consider when researching team outcomes such as the team IWB since it has a significant impact on the performance of team members (González-Romá et al., 2009).

However, the Attraction-Selection-model states that “environments are function of persons behaving in them” (Schneider, 1987, p. 438). Following this model, the climate within cross-cultural teams which forms an important part of the environment depends strongly on the behaviour of all individuals concerned such as team members and the team leader. The two dimensions of Scott and Bruce (1994) however seem to consider more external factors such as support as well as resources provided by the organization, team leader or colleagues instead of the behaviour and engagement of the team members itself. In comparison to the conceptualization by Anderson and West (1998), the motivation and perspective of the team members on their own behaviour is missing. The authors Anderson and West (1998) developed a scale including the five dimensions of vision, participation safety, support for innovation, task orientation and interaction frequently while in particular the second dimension contains several items such as “we have a ‘we are in it together’ attitude” (Anderson & West, 1998, p. 246) which asks respondents to evaluate their own behaviour and effort.

Items which consider the perspective of team members on their own behaviour and ask for their motivation and engagement to be innovative such as the item SI12r (see Appendix A) can only be found on a closer look within the scale by Scott & Bruce (1994). This may arouse doubts with regard to the conclusiveness of the two dimensions of this scales since it is questionable in how far the item SI12r fits in the dimension support for innovation. Therefore, the factor structure of this scale in particular will be further examined during the factor analysis.

Team CQ

Team CQ describes the “ability of a team to effectively process information and behave responsively in a cross-cultural environment” (Bücker & Korzilius, 2018) whereby teams are

defined as at least two individuals that interact in an adaptive, interdependent and dynamic manner in order to accomplish a common goal (McGrath, 1984; Salas et al., 2005; Kozlowski & Ilgen, 2006). Bücken and Korzilius (2018) suggest that team CQ has five dimensions: team cultural metacognition, coexistence, meaningful participation, openness to diversity with regard to information, value as well as visibility and openness to linguistic diversity. These dimensions will be further elaborated in the following paragraphs.

Coexistence and meaningful participation

Culture affects how team members interpret and understand their roles and responsibilities within cross-cultural teams as well as the common goal of the teamwork (Gibson & Zellmehrburn, 2001). Thus, team members with different cultural and ethnic backgrounds need to find consensus about fundamental values in order to function effectively (Janssens & Brett, 2006). The benefits of value consensus are among others a better cooperation and coordination among team members, more stability within the team, less conflicts, a stronger group identification and ultimately improved performance as well as goal achievement (Adair et al., 2013). Team shared values can be defined as “a core set of motivational values that are activated and guide their work specifically in the team setting” (Adair et al., 2013, p. 944). This implies that the cultural values of individuals remain the same while the team shared values are only active during the teamwork (Adair et al., 2013).

Janssens and Brett (2006) described a similar phenomenon as the development of team shared values and called it the fusion model. The fusion model deals with the development of a team culture by achieving coexistence and meaningful participation of all team members (ibid.). In order to develop such a shared culture, three steps can be undertaken: First, one cultural value or norm can be replaced by another. Second, a new cultural value or norm can be introduced. Third, cultural values and norms can be mixed. If the team then successfully develops a shared team culture, fusion teamwork will have a positive impact on the creativity of teams because it engages all team members to participate, share ideas and think divergent (Crotty & Brett, 2012).

Team cultural metacognition

The metacognitive CQ of individuals reflects the capability to understand the culture, values and beliefs of other individuals and to use this understanding and knowledge during the interaction with them in order to be conscious, aware and respectful about their differences (Ang et al., 2007). Bücken and Korzilius (2018) extended this concept from the individual to

the team level so that “team cultural metacognition refers to team consciousness and awareness during social interactions” (Bücker & Korzilius, 2018, p. 7). High levels of cultural metacognition facilitate the process of team fusion which is essential for the effective collaboration within cross-cultural teams since it describes the “co-existence and meaningful participation [of team members] which respect cultural diversity, encourage divergent thinking, and promote team members’ participation” (Crotty & Brett, 2012, p. 212).

Openness to diversity

Lauring and Selmer (2013) suggest that “individuals [...] that are open to diversity respect the views of those who are different and include all group members in workplace activities, regardless of their demographic characteristics” (Lauring & Selmer, 2013, p. 126). The authors distinguish thereby between four forms of openness to diversity: Individuals are open to linguistic diversity when they accept the differences between each other regarding language such as different vocabulary or accents. Openness to visible diversity describes a characteristic of individuals which respect and accept the differences among people which are visible for everyone such as ethnicity for example (Lauring & Selmer, 2012). On the contrary, value diversity is not visible for everyone. Individuals which are open to value diversity respect and accept people regardless of their beliefs and inner values. The fourth form is openness to informational diversity. This form of diversity describes the differences in possession of knowledge (Lauring & Selmer, 2013).

2.3 Dependent Variable

Dependent variables are the “presumed effect of, or response to, a change in the independent variable(s)” (Hair et al., 2014, p. 2). In the following paragraph, team IWB as dependent variable will be presented.

Team Innovative Work Behaviour

IWB is a “behaviour that aims to achieve the initiation and intentional introduction (within a work role, group or organization) of new and useful ideas, processes, products or procedures” (De Jong & Den Hartog, 2010, p. 24). Several authors agreed about the fact that the concept of IWB differs from creativity which focuses exclusively on the generation of new ideas since it includes next to the creation also the improvement as well as optimization and finally, the implementation of new ideas (De Jong & Den Hartog, 2010; Janssen, 2000; Scott & Bruce, 1994). Following this notion, the authors De Jong and Den Hartog (2010) developed a scale to

measure the IWB of individuals and suggested that this concept is composed of four dimensions: idea generation, idea exploration, idea championing and idea implementation. However, the authors could not find support for their assumption that IWB is a four-dimensional construct. Instead the results of the factor analysis indicated that the concept contains only one factor.

Generally speaking, the IWB of individuals can support employees to complete tasks and achieve simple innovation. However, in order to accomplish more complex tasks and innovations the cooperation of several employees in form of teamwork is required (Kanter, 1988). Bücken and Korzilius (2018) extended the scale developed by De Jong and Den Hartog (2010) from an individual to team level which makes it applicable to the concept of team IWB which will be used throughout this research.

2.4 Conceptual Model

The conceptual model (see Figure 1) was developed based on the definitions introduced in the chapter 2.1, 2.2 and 2.3 as well as the following proposed hypotheses.

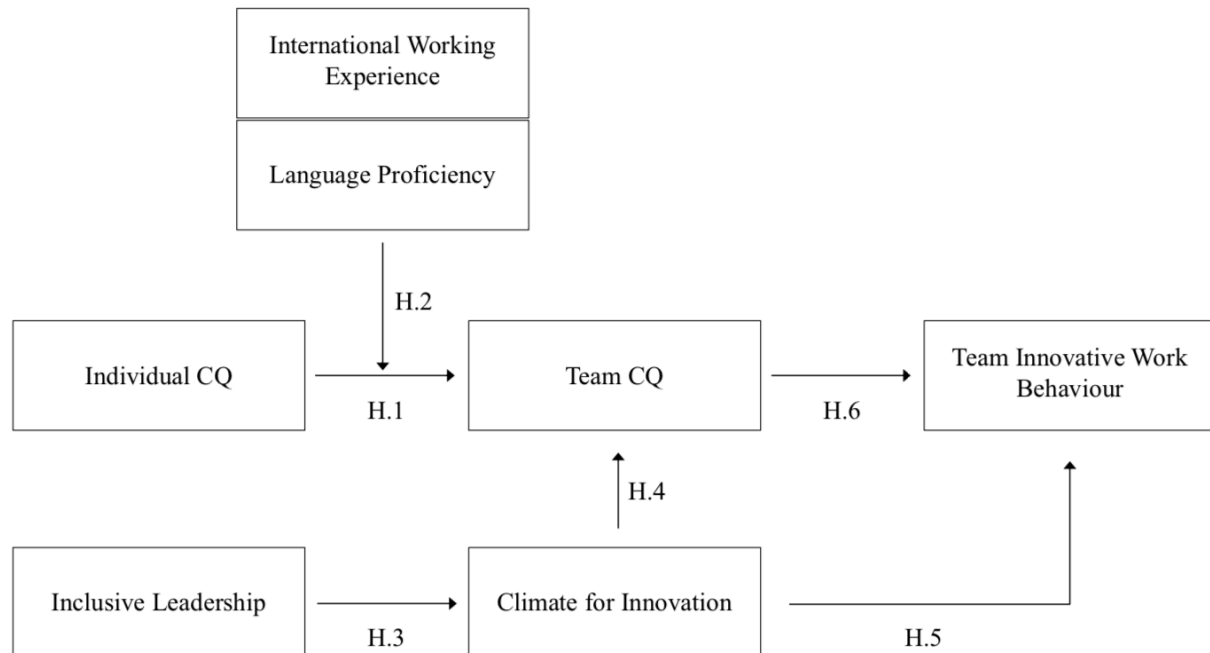


Figure 1. Conceptual Model

Individual CQ, International Working Experience, Language Proficiency and Team CQ

Political theory suggests that diverse teams need to find consensus in values and beliefs in order to function properly as a cross-cultural team (Janssens & Brett, 2006). Furthermore, team

members can only achieve coexistence and meaningful participation which form two of the five dimensions of team CQ, when developing team shared values or a team culture (Janssens & Brett, 2006; Crotty & Brett, 2012). Thus, the level of team CQ within cross-cultural teams depends on the ability of a team to develop these shared values and beliefs. Adair et al. (2013) found that one essential factor for this development is the process of interpretation and sense-making within the team which is positively related to the CQ of individuals. This means that individuals who possess high levels of individual CQ, facilitate the development of team shared values since they improve the sense-making and interpretation processes within the team (Adair et al., 2013). Additionally, high levels of individual CQ also improve the sharing of knowledge among team members which is according to Bücken & Korzilius (2018) another important factor of team CQ. This leads to the following first hypothesis:

Hypothesis 1. The individual cultural intelligence of team members is positively related to the aggregated team cultural intelligence.

In order to be able to share information and knowledge, communication is essential for the effective collaboration of cross-cultural teams (Bücken & Korzilius, 2018). During international working experiences, individuals are able to acquire and deepen their communication and cognitive skills (Takeuchi et al., 2005). Thus, one can assume that the CQ of individuals with regard to cognitive skills such as culture knowledge and culture skills will be further developed during these experiences and consequently, strengthen the relationship between individual CQ and team CQ. Additionally, international experiences do not just facilitate the development of intercultural communication but also the adjustment to culture specific communication styles (Takeuchi et al., 2005). Therefore, individuals who possess international working experiences are expected to be able to communicate more easily with people from different cultural and ethnic backgrounds. The same effect is expected from the proficiency in language since it also facilitates communication and the exchange of knowledge (Fleischmann et al., 2017; Johanson & Vahlne, 2009; Welch & Welch, 2008). This leads to the second hypothesis:

Hypotheses 2. The international work experience as well as the language proficiency of team members have a moderating effect and strengthen the relationship between individual cultural intelligence and team cultural intelligence.

Inclusive Leadership, Climate for Innovation, Team CQ and Team IWB

If team leaders are able to stimulate the needs for both belongingness and uniqueness of individuals by adopting an inclusive leadership style, the team members are expected to show

higher levels of proactive behaviour and more initiative at work (Randel et al., 2018). According to the Attraction-Selection-Attrition model, this change in behaviour will affect the work environment such as climate since “environments are function of persons behaving in them” (Schneider, 1987, p. 438). Xu et al. (2019) confirmed this assumption during their research. The authors found that proactive behaviour of team members is positively related to the climate for innovation within teams. This leads to the third hypothesis:

Hypothesis 3. Team Leaders that adopt an inclusive leadership style will positively affect the climate for innovation within cross cultural teams.

Furthermore, Agreli et al. (2017) found that a climate for innovation within teams has a positive impact on the communication and the mutual support among team members. Communication is essential on the one hand, for the effective collaboration of cross-cultural teams since it enables the sharing of knowledge and the coordination of different perspectives and on the other hand, for the development of team shared values (Bücker & Korzilius, 2018; Adair et al., 2013). Communication allows unconnected norms and values to be merged and become related (Latané, 1996). Thus, team climate for innovation is expected to have ultimately a positive impact on team CQ due to its positive effect on communication. This leads to the fourth hypothesis:

Hypothesis 4. The climate for innovation within cross-cultural teams is positively related to team cultural intelligence.

Furthermore, team climate for innovation encourages the creativity of teams and results in higher levels of team creativity (Newman et al., 2019; Pei, 2017). Besides, creativity is an essential aspect of team IWB since it facilitates the generation of “new and useful ideas, processes, products or procedures” (De Jong & Den Hartog, 2010, p. 24). This leads to the fifth hypothesis:

Hypothesis 5. The climate for innovation within cross-cultural teams is positively related to the team innovative work behaviour.

Team CQ & Team IWB

If team members are able to integrate and combine knowledge, they will potentially become more creative and generate new ideas which is an important part of team IWB (Chen, 2006; De Jong & Den Hartog, 2010). Also, Crotty and Brett (2012) found that teams which develop a shared team culture through fusing their individual cultures will be more creative because it is

more likely that all team members participate and share ideas. Furthermore, the effective interaction between the members of cross-cultural teams can result in unique combinations of knowledge which facilitates innovation processes and products (Bücker & Korzilius, 2018; Hülshager et al., 2009). All in all, this leads to the final hypothesis:

Hypothesis 6. Team cultural intelligence is positively related to the team innovative work behaviour.

3. METHODOLOGY

3.1 Data Sample

In the following table, the individual, team and company characteristics of all respondents are displayed with regard to gender, age, nationality, team role, degree of diversity, department and industry (see Table 1). In total, 102 respondents completed the questionnaire while one of them did not answer all control variables. It is striking that more than two third of the respondents were male. However, the other control variables seem to have an adequate distribution.

	N	%
Individual Characteristics (N = 101)		
<i>Gender</i>		
Female	31	30.4%
Male	70	68.6%
<i>Age</i>		
18 - 24	4	4.0%
25 - 34	29	28.7%
35 - 44	25	24.8%
45 - 56	32	31.7%
> 56	11	10.9%
	Mean: 41.88	Standard Deviation: 11.22
		Range: 18 - 61
<i>Nationality</i>		
Dutch	28	27.7%
Romanian	17	16.8%
British	13	12.9%
Belgian	7	6.9%
French	5	5.0%
German	5	5.0%
Lithuanian	5	5.0%
Italian	4	4.0%
Others (incl. 17)	17	16.8%
<i>Team Role</i>		
Principal	12	11.9%
Project Leader	10	9.9%
Team Member	63	62.4%
Others	16	15.8%

Team Characteristics (N = 102)			
<i>Diversity</i>	Not Diverse	8	7.8%
	Somewhat Diverse	27	26.5%
	Quite Diverse	35	34.3%
	Very diverse	32	31.4%
<i>Department</i>	Marketing & Sales	29	28.4%
	Research & Development	26	25.5%
	Finance & Accounting	6	5.9%
	HRM	3	2.9%
	Others	38	37.3%
Company Characteristics (N = 102)			
<i>Industry</i>	IT	33	32.4%
	Retail	25	24.5%
	Technology	16	15.7%
	Financial Services	11	10.8%
	Education	6	5.9%
	Public Services	5	4.9%
	Infrastructure	3	2.9%
	Utilities (Energy)	3	2.9%

Table 1. Sample Size Characteristics

Furthermore, according to Hair et al. (2014) the ratio between observations to variables should be ideally 10:1 for a factor analysis and 15-20:1 for a multiple regression analysis in order to receive generalizable results. Thus, 90 respondents were necessary to fulfil this recommendation considering the six instead of seven variables included in the conceptual model since the moderators will be tested separately. Additionally, Boucard et al. (2007) found that a sample size of 100 is necessary in order to reach reliable and valid results during the structural equation modelling. Following these indicators, the sample size of 102 is adequate.

3.2 Measurement Scales

Individual CQ

The individual CQ of all respondents is going to be measured according to the SFCQ scale introduced by Thomas et al. (2015). The scale includes 10 items which are divided into the three dimensions: knowledge, skill and metacognition. Besides, the calculation of the Cronbach's alpha has yielded .85. The Cronbach's alpha is the "measure of reliability that ranges from 0 to 1" (Hair et al., 2014, p. 90) and all values above .7 are acceptable. Thus, the

scale is reliable. Furthermore, during the survey a 5-point Likert scale (1 = not at all, 5 = extremely well) will be used.

International Working Experience

Following the research of Jyoti & Kour (2017), all respondents will be asked how many years they have worked outside their home country in order to assess their international working experience. Additionally, the question how many years the respondents have worked inside their home country within cross-cultural teams will be added to the questionnaire since in contrast to Jyoti & Kour (2017), this study does not focus exclusively on expatriates. Besides, cross-cultural teams are defined within this research as teams in which at least one individual has a different cultural background.

Language Proficiency

Following the research of Fleischmann et al. (2017), all respondents will be asked “How would you evaluate your mastery of the team’s working language?” (Fleischmann et al., 2017, p. 10) and “In your team’s working language, how would you evaluate the language proficiency of your colleagues?” (Fleischmann et al., 2017, p. 10) in order to assess the language proficiency of the whole team. Furthermore, a 5-point scale will be used within the survey.

Inclusive Leadership

The original scale to measure the degree of inclusive leadership was introduced by Carmeli et al. (2010) and reached a Cronbach’s alpha of .94 which makes it a highly reliable scale. It includes 3 dimensions with in total 9 items. The dimensions are openness, availability and accessibility. Besides, the scale is based on a 5-point scale (1 = not at all; 5 = to a large extent).

Climate for innovation

Climate for innovation includes two subscales whereby one has a Cronbach’s alpha of .92 and one of .77. The scale was created by Scott & Bruce (1994) and includes 22 items. However, item 20 and 22 were removed because they assumed that there is a reward system in place which is not applicable to all teams. Beyond that, a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) will be used within the questionnaire.

Team CQ

Building further on Crotty and Brett (2012), Bücken and Korzilius (2018) developed a new scale for team CQ which includes 21 items and scores a Cronbach’s alpha of .91. The scale has

five dimensions which are team cultural metacognition, coexistence, meaningful participation, openness to diversity with regard to information, value as well as visibility and openness to linguistic diversity. Within this survey, a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree) will be used.

Team Innovative Work Behaviour

Finally, the team IWB will be assessed by the means of the scale based on De Jong and Den Hartog (2010) and adjusted by Bückner and Korzilius (2018). The scale includes 10 items and scored a Cronbach's alpha of .92 (Bückner & Korzilius, 2018). Besides, a 7-point Likert scale ranging from never to all the time will be used.

Control Variables

As the outcomes of this research could be influenced by other factors, they will be controlled with regard to gender, age and nationality.

3.3 Data Analysis Strategy

The first step of the data analysis process is to test all items and variables for the four underlying assumptions of every multivariate analysis: normality, linearity, homoscedasticity and absence of correlated error terms (Hair et al., 2014). First, normality assumes a normal distribution of all items and variables which can be assessed through the kurtosis and skewness values (Field, 2018). In order to test for linearity, the regression coefficients of all independent and dependent variables have to be constant which is equivalent to a graphical representation of a straight line (Hair et al., 2014). This can be assessed through a scatterplot matrix. Third, homoscedasticity assumes "that dependent variable(s) exhibit equal levels of variance across the range of predictor variable(s)" (Hair et al., 2014, p. 72). In order to test this assumption, the Levene Statistic will be accessed. Lastly, the error terms should not be related with each other. This can be ensured by collecting data from separated groups (ibid.). Since the data of this research is collected from several teams which are not in contact with each other, this will not be further considered to be an issue.

Factor Analysis

Generally speaking, the aim of a factor analysis is to identify underlying structures among the variables in order to summarize or reduce the data whereby researchers distinguish between exploratory and confirmatory factor analysis. While the exploratory factor analysis allows

researchers to explore the data, confirmatory factor analysis requires them to set constraints a priori (Hair et al., 2014).

Exploratory Factor Analysis

During the analysis, a principal component factor analysis will be conducted in order to summarize the separated items to aggregated dimensions (Hair et al., 2014). The number of factors will be determined by accessing the eigenvalue, scree plot and cumulative percentage of total variance explained (ibid.)

Next to the four underlying assumptions of multivariate analyses, an exploratory factor analysis can only be conducted if an underlying structure among the variables exists. This can be assessed by the Barlett's test sphericity as well as the Kaiser-Meyer-Olkin measure of sample adequacy. While the Barlett's test needs to be significant which means to score a value smaller than .05, the measure of sample adequacy should exceed .5 (Hair et al., 2014).

Finally, in order to interpret the factors, the factor matrix which displays each variable and its loading on each factor will be calculated and an orthogonal factor rotation conducted. The aim of the factor rotation is to improve the meaningfulness as well as interpretability of the data. Afterwards, the underlying structure among the variables can be identified by assessing the highest rotated factor loadings which should score .50 or higher in order to ensure validity (Hair et al., 2014). Furthermore, a reliability analysis will be conducted in order to test whether the results are not only valid but also reliable.

Confirmatory Factor Analysis

The confirmatory factor analysis differs from the exploratory factor analysis on one key point, namely that the number of factors as well as the assumptions with regard to which items load on which factor have to be set a priori (Hair et al., 2014). This information will be extracted from on the one hand, literature and on the other hand, the results of exploratory factor analysis within this research. This procedure allows to compare the model fit of the original scale from the literature and the results of the conducted exploratory factor analysis in case they differ substantially.

The results of the confirmatory factor analysis will be interpreted based on the standardized loading estimates which represent the strength of the loadings and should be ideally .70 or higher and significant (Hair et al., 2014). However, a significant value above .50 is also acceptable and still indicates convergent validity (ibid.). Furthermore, in order to test for

construct validity, the fit indices root mean square error of approximations (RMSEA) and comparative fit index (CFI) will be accessed. While the RMSEA should be smaller than .08, the CFI should exceed the value of .90 (Vui Shau, 2017). Additionally, the Cronbach's Alpha will be calculated by means of a reliability analysis in order to ensure reliability (ibid.).

Finally, the model fit will be accessed. For this purpose, the chi squared, degree of freedom (df) as well as standardized root mean square residual (RMR) will be tested (Iacobucci, 2010). While the RMR should reach a value close to .09 or lower, the chi squared/df should be smaller than 5.0 (Iacobucci, 2010; Vui Shau, 2017). Based on the results of the exploratory as well as confirmatory factor analysis, it will be decided whether items have to be deleted in order to increase reliability and model fit.

Multiple Regression Analysis

The research design of the multiple regression analysis needs to consider two main issues to ensure statistical power and generalizability which are the sample size and a metric measurement level of all variables (Hair et al., 2014). Variables which do not fulfil the requirement for a metric measurement level can be replaced by dummy variables which allow the researcher to further include them in the multiple regression analysis (ibid.) Furthermore, the four underlying assumptions linearity, homoscedasticity, normality and absence of correlated error terms need to be fulfilled (ibid.).

In order to interpret the results of the analysis, the regression coefficients as well as the standardized beta coefficients will be evaluated. While the regression coefficients enable researchers to make assumptions about the strength and direction of the relationship, the standardized beta coefficients represent the impact of changes of the independent variables on the dependent variable and therefore, the relative importance (Hair et al., 2014).

Furthermore, by evaluating the tolerance values of the variables, the multicollinearity and its effects can be assessed. If the data indicates high levels of multicollinearity, it may not be reliable since the variables are highly interrelated. The score of the tolerance value should be above 0.2 (Hair et al., 2014). Finally, in order to ensure transferability and generalizability of the results, the adjusted, normal R squared and F value will be accessed (ibid.).

Structural Equation Modelling

Structural equation modelling can be seen as a combination of factor analysis and multiple regression analysis in which relationships between the variables are estimated and a model that

can explain all dependence relationships is defined (Hair et al., 2014). It allows to test the whole conceptual model at once which is not possible during the multiple regression analysis due to its complexity.

Generally speaking, structural equation modelling includes several steps. The first, second and third step require the definition of individual constructs, the development of a measurement model based on recent theory and finally, the planning of a research design (Hair et al., 2014). These steps are already completed.

The next step is the evaluation of the results of the structural equation modelling. In order to interpret them, the standardized regression weights will be accessed and their significance values. Similar to the standardized beta coefficients, these weights give information about the impact of changes of the independent variables on the dependent variables (Hair et al., 2014). In order to ensure validity, reliability as well as model fit, the same measures as during the confirmatory factor analysis except from the Cronbach's Alpha will be accessed.

Reliability and Validity

Reliability and validity are both important measures in order to assess the measurement error of the research. While reliability is the "degree to which the observed variable measures the true value and is error free" (Hair et al., 2014, p. 8), validity can be defined as the "degree to which a measure accurately represents what it is supposed to" (Hair et al., 2014, p. 7).

The reliability of the data included in the exploratory as well as confirmatory factor analysis is tested by assessing the Cronbach's alpha of each measurement scale whereby not only the score of the original scale is considered but also a new value for the Cronbach's alpha will be calculated during the analysis (Hair et al., 2014).

Furthermore, the validity of this research can be assessed by means of convergent, construct and nomological validity. While nomological validity should be given within this research since all hypothesis have a theoretical foundation, the convergent and discriminant validity will be tested by accessing several measures as explained above and ensuring factor loadings of higher than .5 (Hair et al., 2014).

3.4 Ethical Considerations

According to Bryman and Bell (2011), there are four ethical principles in business research. First, authors need to guarantee the respondents that they will not be harmed as a result of their participation. In order to avoid any harm, this survey is conducted anonymously and all names or any further information which refer to a specific respondent are removed. This ensures that none of the respondents can be recognized.

Second, all participants need to give their consent and third, researchers should not invade the privacy of any participants (Bryman & Bell, 2011). The only source of data collection for this research is a voluntarily web-based survey. Thus, there will be no data collection without the consent of participants because they are not forced to answer the questionnaire and the respondents can decide how much information they want to share so that there is no invasion in their privacy.

Finally, researchers should be honest with the objective of their research (Bryman & Bell, 2011). Every one of the participants who is interested in the research topic can receive further information and a copy of the final document. Besides, at the beginning of the survey there was an information in which the research objective was explained. Thus, there will be no deception.

4. RESULTS

In the following chapter, the results of the data analysis will be presented. The access to the case processing summary and boxplots showed that the data contains no striking outliers and is complete which enabled the analysis to be continued without removing any data. In the next step, all items which were included in the exploratory as well as in the confirmatory factor analysis were checked for the underlying assumptions of every multivariate analyses which are normality, homoscedasticity and linearity (Hair et al., 2014).

First, none of the skewness or kurtosis values of the items exceeded the critical value of +/- 2.58 which indicates that all items are normally distributed and consequently, fulfil the assumption for normality (Hair et al., 2014; see Appendix B.1). Second, the Levene Statistic showed that three items, namely LD2, RS4r and AC1 were significant which indicates that the variances between males and females are significant different and therefore, the items do not fulfil the assumption of homoscedasticity (see Appendix B.2). This has to be considered within the limitations of this research. However, the statistical assumptions are not as important as the

conceptual assumptions within an exploratory factor analysis and thus, the items can still be used for the analysis (Hair et al., 2014). Lastly, the scatter plots of all items showed no non-linear patterns. Thus, all items fulfil the assumption of linearity.

Exploratory and Confirmatory Factor Analysis

Individual CQ

The KMO score of .770 and the significant Bartlett’s Test confirmed that an adequate sample size for this analysis as well as the desirable level of multicollinearity was reached. Furthermore, the exploratory factor analysis also confirmed that the construct of individual CQ contains three factors based on an Eigenvalue above 1 and a cumulative variance explained above 60%. When accessing the rotated component matrix all items seemed to load on the expected factors. However, two cross-loadings of the item S4 and M1 could be identified (see Appendix B.3). Therefore, a reliability analysis of the original dimensions was used in order to test if the items S4 and M1 should be removed but the results of the analysis suggested instead that the Cronbach’s Alpha for the dimension of skill could only be increased by removing item S5. The reliability of the other dimensions was sufficient with a Cronbach’s Alpha above .7 and could not be increased by removing any items.

In the next step, a confirmatory factor analysis was conducted. The results of this analysis showed that the loading of item S5 was significant but with a standardized regression weight of .330 relatively weak (see Appendix B.3). Furthermore, the confirmatory factor analysis did not indicate a necessity to remove item S4 or M1 since both items had a significant and strong loading on their dimension. By conducting a second confirmatory factor analysis without item S5 the model fit of the construct could be increased. Considering these results and the opportunity to increase the Cronbach’s Alpha of the dimension skill from .686 to .706, the item S5 was removed from any further analysis.

Fit Indices						
χ^2	<i>df</i>	χ^2/df	p	SRMR	CFI	RMSEA
41.10	24	1.71✓	.016✓	.37	.936✓	.084

Table 2. Model Fit of the Construct Individual CQ without Item S5

Finally, most of the fit indices (three out of five) were adequate (see Table 2). Additionally, the score of .084 for the RMSEA exceeded the required value by .004 which is only a small deviation. Therefore, the results seem to be reliable and valid. Furthermore, the chi squared indicated an adequate model fit.

Inclusive Leadership

The results of the exploratory factor analysis showed that the Bartlett's Test was significant and the KMO scored .877 which is far above the critical value of .5. However, they also suggested that the construct of inclusive leadership contains 2 instead of 3 dimensions and several cross-loadings could be identified, namely for the items O3, AV4, AC1 and AC2 (see Appendix B.4). These results differ strongly from the original scale. Therefore, the reliability of the original dimensions was tested by means of a reliability analysis. The Cronbach's Alpha of all dimensions were satisfying within the range of .799 and .901 and could not be increased by removing any items.

During the confirmatory factor analysis, all items loaded significant and strong on the expected factors (see Appendix B.4). Therefore, no items were removed from the construct. However, since the exploratory factor analysis indicated 2 instead of 3 factors, the construct will only be used as a whole throughout any further analysis.

Fit Indices						
χ^2	<i>df</i>	χ^2/df	p	SRMR	CFI	RMSEA
80.06	24	3.34✓	<0.001✓	.37	.918✓	.152

Table 3. Model Fit of the Construct Inclusive Leadership

Similar to the construct individual CQ, the significant chi squared as well as the CFI indicate a good model fit and valid results. However, the SRMR as well as RMSEA did not reach a desirable level.

Climate for Innovation

Consistent with the constructs before, the Bartlett's Test for climate for innovation was significant and the KMO score above .7. However, similar to the construct inclusive leadership the exploratory factor analysis did not suggest the same number of factors as the original scale did. Following the Eigenvalue above 1 and the cumulative variance explained above 60%, the construct climate for innovation contains 5 instead of 2 factors. By comparing the two-dimensional scale with the five dimensions proposed by the exploratory factor analysis, it seems to be reasonable that the construct is five-dimensional and the items which load on the same factor are related (see Table 4). However, the first dimension seems to be less conclusive than the others since it is difficult to develop an appropriate title.

Proposed Title: Team Environment	
SI5r	Around the team, a person can get in a lot of trouble by being different.
SI6	This team can be described as flexible and continually adapting to change.
SI7r	A person can't do things that are too different in this team without provoking anger.
SI8r	The best way to get along in this team is to think the way the rest of the group does.
SI9r	People around the team are expected to deal with problems in the same way.
SI11r	The team leader usually gets credit for others' ideas.
Proposed Title: Available Resources	
RS1	Assistance in developing new ideas is readily available.
RS2	There are adequate resources devoted to innovation in this team.
RS3	There is adequate time available to pursue creative ideas here.
Proposed Title: Creative Team Behaviour	
SI1	Creativity is encouraged in the team.
SI2	Our ability to function creatively is respected by the team leader.
SI3	Around the team, people are allowed to try to solve the same problems in different ways.
SI10	This team is open and responsive to change.
RS6	This team gives me free time to pursue creative ideas during the workday.
Proposed Title: Lack of Innovation	
SI4r	The main function of members in this team is to follow orders which come down through channels.
SI12r	In this team, we tend to stick to tried and true ways.
SI13r	This team seems to be more concerned with the status quo than with change.
Proposed Title: Missing Resources	
RS4r	Lack of funding to investigate creative ideas is a problem in this team.
RS5r	Personnel shortages inhibit innovation in this team.

Table 4. Five Dimensions of Climate for Innovation

Furthermore, by accessing the rotated component matrix, one cross-loading of the item SI14 could be identified (see Appendix B.5). The results of the reliability analysis additionally showed that the reliability of both dimensions (factor 2 and factor 4) could be increased by removing the item SI14. Therefore, the item is not included in Table 4.

In the next step, the confirmatory factor analysis was conducted two times. The first time with the two dimensional and all 20 items and the second time with the five dimensional scale and only 19 items. The model fit increased significantly through the usage of five dimensions since all fit indices reached an adequate level which indicates that the results are

valid and have a good model fit (see Table 5). Besides, the item SI14 was the only item that did not significantly loaded on the expected factor. Therefore, throughout the following analysis the item SI14 was removed. Furthermore, due to the ambiguity with regard to the dimensions of the construct, team climate for innovation will only be used as a whole.

	Fit Indices						
	χ^2	<i>df</i>	χ^2/df	p	SRMR	CFI	RMSEA
Two-dimensional							
Scale	319.28	169	1.89✓	<0.001✓	.083	.749	.094
Five-dimensional							
Scale	177.23	142	1.25✓	.024✓	.058✓	.937✓	.050✓

Table 5. Model Fit of the Construct Climate for Innovation

Team CQ

In the first step, the KMO score and the Bartlett's Test of the construct of team CQ were accessed in order to test if the exploratory factor analysis is an appropriate analysis. Both tests reached adequate results since the Bartlett's Test was significant and the KMO scored .847. Furthermore, the exploratory factor analysis confirmed that the construct contains 5 factors. These results are aligned with the original scale. However, cross-loadings of the items MP2, VVID4 and LD1 could be identified and several items did not load on the expected factors (see Appendix B.6). Therefore, a reliability analysis was conducted which suggested that the original dimensions were sufficiently reliable except from the fifth one, namely openness to linguistic diversity. By removing the item LD4r the reliability of this dimensions could be increased significantly from .572 to .708.

During the confirmatory factor analysis, the results of the items MP2, VVID4 and LD1 were not striking since all items loaded significant and strong on the expected factor (see Appendix B.6). Only the loading of the item LD4r was relatively weak with a standardized regression weight of .281. During a second confirmatory factor analysis, it was tested if the model fit of the construct improves by removing the item LD4r. However, the model fit remained mainly on similar levels. Considering all results, the item LD4r was removed from any further analysis because it would increase the reliability of the last dimension and due to his weak loading has no significant impact on the model fit of the whole construct. The items MP2, VVID4 and LD1 were not removed because of the strong results of the confirmatory factor analysis. Furthermore, due to the deviation between the results of the exploratory factor

analysis and the original scale with regard to factor loadings, the construct will only be used as a whole throughout the following analysis.

Fit Indices						
χ^2	<i>df</i>	χ^2/df	p	SRMR	CFI	RMSEA
362.18	160	2.26✓	<0.001✓	.113	.810	.112

Table 6. Model Fit of the Construct Team CQ

Finally, the chi squared and factor loadings indicate a good model fit of the construct as well as validity of the results. However, the CFI, SRMR and RMSEA did not reach an adequate level which has to be considered within the limitations of this study.

Team IWB

Lastly, the construct team IWB was tested by means of exploratory and confirmatory factor analysis. The Bartlett's Test of this construct was significant and the KMO scored with a value of .941 very high. Additionally, the exploratory factor analysis confirmed that the construct only contains one factor and all items loaded on this one factor (see Appendix B.7). Furthermore, the reliability analysis calculated a Cronbach's Alpha of .946 for this one-dimensional scale which indicates that the scale is very reliable.

Similar to the results of the exploratory factor analysis, the results of the confirmatory factor analysis confirmed that all factors loaded strongly and significant on the expected factor (see Appendix B.7). Therefore, no further steps are needed.

Fit Indices						
χ^2	<i>df</i>	χ^2/df	p	SRMR	CFI	RMSEA
61.15	35	1.75✓	.004✓	.063✓	.968✓	.086

Table 7. Model Fit of the Construct Team IWB

Finally, almost all fit indices reached an adequate level and the RMSEA exceeded the value of .08 only by .006. Therefore, the results are valid and reliable.

Multiple Regression Analysis

The first step of the multiple regression analysis is to test if the aggregated variables also fulfil the underlying assumptions of every multivariate analysis. First, the skewness and kurtosis levels of all variables did not exceed the critical value of +/- 2.58 and therefore, all variables fulfil the assumption for normality (see Appendix C.1). Second, the Levene Statistic which

indicates if there is a significant difference between the variances of the female and male sub-population was in all cases non-significant except from the variable inclusive leadership (see Appendix C.2). Therefore, six out of the seven variables fulfil the assumption for homoscedasticity. This has to be considered within the limitations. Finally, when accessing the scatterplot matrix, no non-linear relationships could be identified and thus, the assumption for linearity is fulfilled by all variables.

	M	SD	1	2	3	4	5	6
1 Team CQ	5.55	.66						
2 Team IWB	4.14	1.08	,544**					
3 Climate	3.68	.47	,434**	,453**				
4 Experience	15.16	9.21	-,123	-,207*	-,054			
5 Language	3.52	.76	,161	,025	,242*	-,013		
6 Ind. CQ	3.63	.51	,326**	,231*	,062	,154	,169	
7 Leadership	4.43	.59	,511**	,394**	,482**	-,022	,094	,270**

Table 8. Correlation Matrix (** = $p < 0.01$; * = $p < 0.05$)

The proposed hypotheses were tested separately throughout the multiple regression analysis except for the first and second hypotheses due to the moderating effect. Furthermore, the control variables gender, age and nationality were included in the analysis while dummy variables had to be created for the third control variable. Therefore, the Dutch nationality was chosen as the reference category.

Hypotheses 1 and 2. The first model which only included the control variables and team CQ as dependent variable indicated that nationality influences the team CQ of cross-cultural teams (see Appendix C.3). Both the British and Lithuanian nationality have a significant and positive effect on the CQ of teams in relation to the Dutch nationality. However, the adjusted R^2 of this model is relatively low since it only explains .2% of the variance of the dependent variable. By adding the independent variable individual CQ, the score of F, R^2 and adjusted R^2 could be increased (see Appendix C.3). Additionally, the standardized beta coefficient of individual CQ is significant and positive which means that individual CQ is positively related to team CQ and

therefore, the first hypothesis of this research is supported. Furthermore, nationality still has an impact on the team CQ but only the Lithuanian nationality is significant.

In order to test the moderating effect of experience, an interaction term was created as well as a moderation analysis by means of the macro process conducted. By adding the interaction term as well as the variable experience to the second model, the score of F, R^2 and adjusted R^2 increased again (see Appendix C.3). This indicates that the new model explains more of the variance of the dependent variable, namely 15.9% instead of 10.4% and therefore, is an improvement. However, the interaction term had no significant effect on team CQ. Only the standardized beta coefficient of individual CQ and experience were significant whereby individual CQ was positively related and experience negatively related to team CQ. Additionally, the moderation analysis by means of the process macro showed no significant relation between neither the interaction term nor experience and team CQ (see Appendix C.3.1). These results are partially conflicting with the multiple regression analysis.

By adding the interaction term of language and the variable language to the second model, the score for F, R^2 and adjusted R^2 decreased instead of increased which indicates a degradation of the model (see Appendix C.3.1). Furthermore, none of the variables had a significant effect on team CQ. The moderation analysis by means of the macro process reached the same results. Consequently, the second hypothesis is not supported by the data.

Hypothesis 3. The results of the first model showed that nationality has an impact on the climate for innovation among cross-cultural teams since the Romanian and Lithuanian nationality in relation to the Dutch nationality were significant and positive (see Appendix C.4). By adding the independent variable inclusive leadership to the model, the score for F, R^2 and adjusted R^2 improved significantly (see Appendix C.4). The standardized beta coefficient of inclusive leadership was significant and positive which means that the variable positively affects the climate for innovation and consequently, the third hypothesis of this research is also supported. However, it is striking that in the second model the Romanian and Lithuanian nationalities are not significant anymore but the Belgian.

Hypothesis 4. The base model of this analysis is the same as for Hypothesis 1 since only the control variables and team CQ as dependent variable are included. By adding climate for innovation instead of individual CQ, the scores for F, R^2 and adjusted R^2 also increased significantly (see Appendix C.4). Additionally, the standardized beta coefficient of climate for

innovation is positive and significant which indicates that also the fourth hypothesis is supported. In the second model, none of the control have a significant impact on team CQ.

As an additional step, a mediating analysis by means of the macro process was conducted in order to test whether climate for innovation mediates the relationship between inclusive leadership and team CQ (see Appendix C.4.1). The results of the bootstrapping analysis showed that climate for innovation partially mediates the relationship but also that there is still a direct effect between inclusive leadership and team CQ. The mediating model scored an R^2 of .2587 and a significant F of 34.5578. The adjusted R^2 could unfortunately not be calculated.

Hypothesis 5. The base model showed that team IWB is similar to team CQ and climate for innovation influenced by nationality since the Romanian, British and Lithuanian dummy variable had a significant effect (see Appendix C.5). By adding the variable climate for innovation to the base model, the scores for F, R^2 and adjusted R^2 could be increased while the standardized beta coefficient for the variable was positive and significant. Therefore, the fifth hypothesis is also supported by the data. The model 2.1 can explain 22.4% of the variance of team IWB.

Hypothesis 6. By adding team CQ instead of climate for innovation to the base model, the scores of the model information could be increased even more (see Appendix C.5). The model explains 31.4% of the variance, while team CQ is positively related to team IWB. Consequently, the sixth hypothesis of the conceptual model is also supported.

All in all, five of the six hypotheses (H1, H3, H4, H5 and H6) included in the conceptual model were supported by the multiple regression analysis. Furthermore, the tolerance values of all predictors within the multiple regression analysis were below .2 which indicates that multicollinearity is not an issue within this research (Hair et al., 2014). However, it has to be considered that the conceptual model could only be tested separately due to its complexity. In order to validate these results, the structural equation modelling follows.

Structural Equation Modelling

Generally speaking, the structural equation modelling reached the same result as the multiple regression analysis which is that five of the six hypotheses are supported. In total three different models were tested by means of AMOS.

First, the variable experience as well as its interaction term were included in the model for the structural equation modelling. The results showed that the standardized regression weights were all significant except for the relations between experience and team CQ as well as between the interaction term and team CQ (see Appendix D.1). This indicates that all hypotheses are supported except for the second one.

Second, the variable experience and its interaction term were exchanged for language and the belonging interaction term. However, this change resulted into non-significant standardized regression weights for individual CQ, language and the interaction term between language and individual CQ.

Finally, the third model did neither include experience nor language (see Figure 2). The standardized regression weights were all positive and significant while the highest standardized regression weight described the effect of inclusive leadership on climate for innovation (see Appendix D.3).

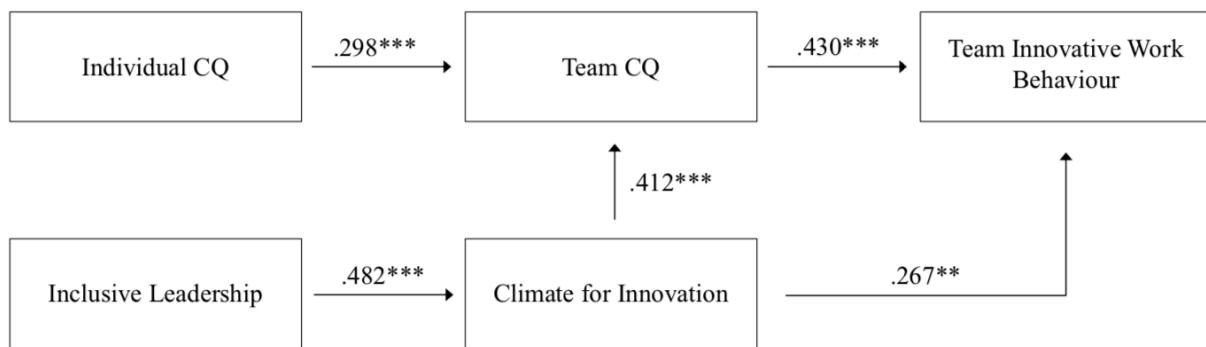


Figure 2. Model based on the Structural Equation Modelling

Finally, almost all fit indices of the second and third model reached a desirable level which indicates a good model fit (see Table 9). The only exception is the RMSEA which exceeded the adequate level of .08 (Vui Shau, 2017). The first model exceeded the critical values of both SRMR and RMSEA.

	Fit Indices						
	χ^2	<i>df</i>	χ^2/df	p	SRMR	CFI	RMSEA
Model 1	21.14	8	2.64✓	.007✓	.315	.948✓	.128
Model 2	25.01	8	3.13✓	.002✓	.041✓	.960✓	.145
Model 3	12.97	4	3.24✓	.011✓	.034✓	.922✓	.149

Table 9. Model Fit

Dimensions of Individual CQ

Furthermore, the relations between the different dimensions of individual CQ and the construct team CQ were analyzed (see Appendix D.4). This was possible due to the good results of individual CQ during the factor analysis. For this purpose, the structural equation modelling was conducted another three times, each time with another dimension of individual CQ included.

			Std. Regression			
			Estimate	SE	Weight	p
Team CQ	←	Knowledge	.093	.080	.104	.244
Team CQ	←	Skill	.365	.111	.285	***
Team CQ	←	Metacognition	.312	.083	.317	***

Table 10. Comparison of the Standardized Regression Weights

The results showed that only the dimensions of skill and metacognition were positively and significantly related to team CQ (see Table 10). The dimension knowledge had no significant standardized regression weight. The correlation matrix between the three dimensions and team CQ also showed no significant correlation between knowledge and team CQ which confirms the results of the structural equation modelling (see Appendix D.5).

Fit Indices							
	χ^2	df	χ^2/df	p	SRMR	CFI	RMSEA
Model 1	18.39	4	4.60✓	.001✓	.046✓	.855	.190
Model 2	14.89	4	3.72✓	.005✓	.039✓	.900✓	.165
Model 3	12.35	4	3.09✓	.015✓	.034✓	.926✓	.145

Table 11. Model Fit

Finally, the model fit was accessed. The first model including the dimension of knowledge indicated a slightly worse model fit than the second and third model did since only three of five fit indices reached a desirable level (see Table 11). The only fit indices which did not reach an adequate level for all three models was the RMSEA since the all scores exceeded the critical value of .08.

Impact of the Corona Crisis

The questionnaire additionally included two questions regarding the corona crisis. Table 12 shows the answers of all respondents.

Do you think you would have answered the questions differently before the corona crisis?	
Definitely	1.0%
Very probably	2.0%
Probably	5.9%
Possible	6.9%
Probably not	38.6%
Definitely not	45.5%
To what extent does the corona crisis have an impact on your innovative work behavior?	
To a great extent	11.9%
Somewhat	49.5%
Very little	31.7%
Not at all	6.9%

Table 12. Frequencies of Answers with regard to the Corona Crisis

All in all, it seems like the corona crisis did not have a big impact on how the respondents answered the questions since 84.1% answered that they would have probably or definitely not answered the questions differently. However, almost all respondents answered that the corona crisis has an impact on their innovative work behavior while only 6.9% answered not at all.

5. DISCUSSION

This research aimed to fill essential literature gaps with regard to predictors of team CQ and its ultimate effect on the IWB of cross-cultural teams as well as to contribute to the notion of team CQ as a construct which is related to individual CQ but not identical. For this purpose, a quantitative research including a web-based questionnaire was conducted. The results of this study showed that individual CQ, inclusive leadership and climate for innovation were all positively related to team CQ and consequently, are direct predictors of this construct. Furthermore, there is no moderating effect between individual CQ and team CQ, but climate for innovation partially mediates the relationship between inclusive leadership and team CQ since there is an indirect and a direct effect. Finally, the team CQ of cross-cultural teams as well as the climate for innovation is positively related to the IWB of these teams.

Following these results, five out of six hypotheses were supported. Only the second hypothesis which assumed that language proficiency as well as international working experience would strengthen the relationship between individual CQ and team CQ was not

supported. The correlation matrix (see Table 8) indicates similar findings since it also shows no significant correlations between neither language proficiency nor international working experience and individual or team CQ. These findings are striking since the literature clearly indicated that international working experience as well as language would facilitate the communication between employees from different ethnic and cultural backgrounds which should have an impact on their collaboration (Takeuchi et al., 2005; Fleischmann et al., 2017).

The literature provides no explanations for these findings. However, one could assume that international working experiences are not universal but only support employees to adjust more easily and communicate more effectively with colleagues from a culture they are familiar with. For example, Takeuchi et al. (2005) found that employees with international working experiences can more easily adjust to culture specific communication styles. However, this could mean that employees who spend a long time in South America could easily adopt South American communication styles, but it would be as hard for them to adopt Asian communication styles as for someone without international working experiences. Therefore, the communication skills which they gained during international working experiences would be culture specific and not universal. Unfortunately, this assumption cannot be tested in the course of this research due to the fact that no information about the countries in which the respondents gained international working experiences was collected.

Furthermore, the proficiency in language also seemed to have no significant impact on the effective collaboration of cross-cultural teams and their processing of knowledge within this research whereby one reason for these results could be the focus on verbal communication. One could assume that it is possible for cross-cultural teams to communicate without adequately speaking a common language, only by means of non-verbal communication. This would imply that language is less of a communication barrier than expected. This assumption is supported by researchers such as Burgoon et al. (2010) which compared several studies about the amount of non-verbal communication which is used during interactions among individuals and derived at an estimate of around 66%. This means that around two-third of the communication between individuals is happening by picking up non-verbal clues instead of using a common language (Webster & Wong, 2008; Burgoon et al., 2010). Following these results, perhaps the more adequate predictor for a successful collaboration of cross-cultural teams would be non-verbal instead of verbal communication.

Another striking finding is the fact that not all dimensions of individual CQ scale developed by Thomas et al. (2015) are related to team CQ. The structural equation modelling

showed that only the dimensions skill and metacognition are positively related to the construct, while the third dimension knowledge was not significant. One reason for this finding could be the items of the third dimension. Both items are dealing with the possession of knowledge regarding specific cultures while the second item K2 even specifically asked for knowledge gained during personal experiences (see Appendix A; Thomas et al., 2015). As discussed above international experiences as well as skills and knowledge which individuals acquire during these experiences have no effect on team CQ. Therefore, it is consistent that also the dimension knowledge due to its similarity to the variable experience is not significantly related to the construct team CQ.

Lastly, it was first not expected that inclusive leadership would be directly related to team CQ. However, these findings seem to be very logical since Crotty and Brett (2012) stated that fusion teamwork which is an essential part of team CQ is about the participation of all team members and the sharing of ideas. This philosophy is exactly what inclusive leadership tries to achieve because following its definition it invites every employee to participate and contribute (Nembhard & Edmondson, 2006). Therefore, it makes perfectly sense that an inclusive leadership style encourages employees to participate and therefore, improves the process of team fusion as well as the “ability of a team to effectively process information and behave responsively in a cross-cultural environment” (Bücker & Korzilius, 2018).

The remaining findings with regard to relations between independent and dependent variables were all expected and supported by the literature. Besides, the multiple regression analysis showed that the control variables age and gender do not have a significant impact on the results. However, during almost every multiple regression analysis at least one dummy variable of nationality in relation to the Dutch nationality had a significant effect on the dependent variable. This indicates that the composition of a team with regard to nationality could have a significant impact on the conceptual model. The literature indicates similar findings since cultural diversity of teams has potentially very versatile effects such as on performance, satisfaction and creativity (Stahl et al., 2010; Nederveen Piterse et al., 2013). Therefore, the composition of cross-cultural teams is an important factor to control for.

The second goal of this research next to testing the conceptual model was to contribute to the notion of team CQ as an own construct. By using the team CQ scale developed by Bücker and Korzilius (2018) instead of aggregating the individual CQ levels of all team members this research achieved a methodological improvement and distinct itself from other studies such as the research by Adair et al. (2013) which aggregated mean scores (Chan, 1998). Bücker and

Korzilius (2018) argued that by shifting the measurement from individual to team level, researchers are able to capture interactions and dynamics among team members. These seem to have a big impact on the development of team CQ since variables which include team dynamics and interactions such as climate for innovation have a significantly stronger effect on team CQ than variables which focus on the individual such as individual CQ. This is another important finding for the composition of teams as well as for the training of cross-cultural teams since it is not enough to form a team in which all individuals possess high levels of individual CQ as long as there exists a bad team dynamic and the individual are not able to work properly together.

Finally, the respondents were asked to give information about the impact of the corona crisis on their work. However, it seems to be conflicting that on the one hand, the majority answers that they would have not answered the questions differently before the corona crisis while on the other hand, they also state that the corona crisis had an impact on their innovative work behaviour. This change in behaviour should normally be reflected in the questions. In retrospect, it is difficult to explain these results. Furthermore, one respondent argued that it would have been interesting to ask whether the innovative work behaviour was positively or negatively affected by the corona crisis. This is a valid point and should be considered in future research.

6. CONCLUSION

The aim of this research was to answer the following research question: *To what extent will the cultural intelligence of individuals as well as an inclusive leadership style predict the team cultural intelligence of cross-cultural teams and ultimately, affect their team innovative work behaviour?* By means of the results of the data analysis, this research found that next to individual CQ and inclusive leadership also climate for innovation is a predictor of team CQ. Furthermore, it was proven that team CQ and climate for innovation have a positive effect on the team IWB. Consequently, this study has reached its research goals since the research questions could be answered and the research contributed to the notion of team CQ as an own construct. Furthermore, important scientific and managerial implications can be concluded from these findings which will be further elaborated upon in the following paragraphs.

6.1 Scientific Implications

First, it would be interesting for future research to conduct studies about the effects of team CQ on other performance outcomes next to IWB. Even though companies are highly dependent on

innovation due to the frequently changing environment in which they are operating, there are also many other important performance outcomes which could be further elaborated upon in the future (Rohrbeck et al., 2009).

Furthermore, the research about team CQ is mainly focused on quantitative approaches. Another possibility would be to conduct a qualitative research about how team CQ is developed. Qualitative research allows the researcher to understand the context in which decisions are made and actions take place. This enables the researchers to gain a deeper understanding of a phenomenon (Myers, 2013). In particular the factor of non-verbal communication could be further investigated in the course of a qualitative research since researchers can explore more detailed how cross-cultural teams communicate and how this impacts the development of team CQ.

Lastly, the number of respondents did only allow individual measurements within this research. It would be interesting for future research to aggregate the individual respondents to team responses. There exist several models within the literature to measure higher level constructs such as team levels (Chan, 1998). This research opportunity should be seized.

6.2 Practical Implications

As discussed in chapter five, team dynamics and interactions are very important and decisive for the development of team CQ. This should be considered during the training of members of cross-cultural teams. Therefore, the focus of trainings should not exclusively lay on individual abilities such as language training, but on team building measurements and the improvement of communication in particular the understanding of non-verbal communication among employees with different ethnic and cultural backgrounds. It is important that these trainings take place on team level and thus, enable a better collaboration and communication among all team members.

Furthermore, individual trainings for the improvement of individual CQ and inclusive leadership styles would be in particular effective if the learning material would go beyond basic facts about different cultures and therefore, provide a better understanding of values as well as norms and their origin. This suggestion is based on the finding that the dimension knowledge of individual CQ has no effect on team CQ and therefore, is less relevant in order to increase ultimately the innovative work behaviour of cross-cultural teams.

Lastly, the results provide an important implication for the composition of teams which would be applicable to recruiting processes. It is not as important for new employees or applicants to have gained a lot of international working experience in the past or to be proficient in the working language. However, it is far more important to interact effectively in the team and to be able to work properly together with the new team. Therefore, team members should be included in the recruiting process and work together with the applicants on an exemplary group task in order to observe team dynamics and interactions before the hiring process.

6.3 Limitations

The first limitation of this research is its limited sample size which could influence the statistical power and generalizability of the results of this research (Hair et al., 2014). Boucard et al. (2007) found that with a decreasing number of respondents, the reliability as well as the validity of structural equation modelling decreases significantly. Even though the study exceeded the desirable number of 100 respondents for the confirmatory factor analysis and structural equation modelling the RMSEA which indicates construct validity exceeded the score of .08 in almost all cases and consequently, was not adequate (ibid.). This could be a result of the limited respondent number. Furthermore, the Levene Statistic of inclusive leadership was significant which makes it questionable if the variable can be used for a multivariate analysis. If the sample size would have been bigger, this result would be less meaningful (Field, 2018).

Second, all measurement scales except from inclusive leadership and partially language proficiency are self-rated. However, individuals tend to consciously or unconsciously adopt impression management in order to avoid embarrassment and influence the personal perception of others (Goffman, 2010). Therefore, one could assume that respondents may not answer all questions completely honest in order to display themselves or the team better than they actually are.

Finally, this research focuses primarily on cultural diversity. However, in particular the formation of fault lines could also occur due to diversity with regard to gender, age, religion or social status (Lau & Murnighan, 1998). Thus, the focus on exclusively cultural diversity may be too simplified and is lacking the notion of cross-sectionality. This issue could also influence other outcomes of this research. That is the reason why gender and age are included as control variables.

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APPENDIX

A. Questionnaire

Item	Description	Source
Team CQ		
<i>Team cultural metacognition</i>		
TCM1	The team is conscious of the cultural knowledge it uses when interacting with people with different cultural backgrounds	BK
TCM2	The team adjusts its cultural knowledge as it interacts with people from a cultural that is unfamiliar to the team	BK
TCM3	The team is conscious of the cultural knowledge it applies to cross-cultural interactions	BK
TCM4	The team checks the accuracy of the cultural knowledge it uses when interacting with people from different cultures	BK
<i>Coexistence</i>		
CE1	The team uses a combination of norms or practices from different members' cultures	BK
CE2	The team tolerates members following their own cultural norms and practices	BK
CE3	The team accepts that members from different cultures have different ways of expressing themselves	BK
CE4	The team uses some norms and practices from some members and some from others	BK
<i>Meaningful participation</i>		
MP1	Team members participate in the team discussions openly and freely	BK
MP2	Each team member participates in decision-making	BK
MP3	All team members are encouraged to participate in team discussions	BK
<i>Openness to diversity in value, visibility and information</i>		
VVID1	In my team, members enjoy doing jobs with people of different ethnicity, gender and / or age.	BK
VVID2	In my team, members make an extra effort to listen to people of different ethnicity, gender, and/or age	BK

VVID3	In my team, members make an extra effort to listen to people who hold different work values and/or motivations	
VVID4	In my team, members are keen to learn from people who have different work values and / or motivations.	BK
VVID5	In my team, members enjoy doing jobs with people from different professional background and / or work experiences.	BK
VVID6	In my team, members make an extra effort to listen to people from different professional backgrounds and / or work experiences.	BK

Openness to linguistic diversity

LD1	The team enjoys doing jobs with people despite language barriers	BK
LD2	The team makes an extra effort to listen to people speaking different languages	BK
LD3	The team is keen to learn from people even when communication is slowed down by language barriers	BK
LD4	The team is less willing to communicate when faced with people speaking a different language	BK

Team Innovative Work Behavior

Idea exploration

TIWB1	How often does the team pay attention to issues that are not part of their daily work?	BK/JH*
TIWB2	How often does the team wonder how things can be improved?	BK/JH*

Idea generation

TIWB3	How often does the team search out new working methods, techniques, or instruments?	BK/JH*
TIWB4	How often does the team generate original solutions for problems?	BK/JH*
TIWB5	How often does the team find new approaches to execute tasks?	BK/JH*

Idea championing

TIWB6	How often does the team make important organizational members enthusiastic for innovative ideas?	BK/JH*
TIWB7	How often does the team attempt to convince people to support an innovative idea?	BK/JH*

Idea implementation

TIWB8	How often does the team systematically introduce innovative ideas into work practices?	BK/JH*
TIWB9	How often does the team contribute to the implementation of new ideas?	BK/JH*

TIWB10 How often does the team put effort into the development of new things?

BK/JH*

Individual CQ

Knowledge

- | | | |
|----|--|---|
| K1 | I know the ways in which cultures around the world are different. | T |
| K2 | I can give examples of cultural differences from my personal experience, regarding, and so on. | T |
-

Skill

- | | | |
|----|--|---|
| S1 | I enjoy talking with people from different cultures. | T |
| S2 | I have the ability to accurately understand the feelings of people from other cultures. | T |
| S3 | I sometimes try to understand people from another culture by imagining how something looks from their perspective. | T |
| S4 | I can change my behavior to suit different cultural situations and people. | T |
| S5 | I accept delays without becoming upset when in different cultural situations and with culturally different people. | T |
-

Metacognition

- | | | |
|----|--|---|
| M1 | I am aware of the cultural knowledge I use when interacting with someone from another culture. | T |
| M2 | I think a lot about the influence that culture has on my behavior and that of others who are culturally different. | T |
| M3 | I am aware that I need to plan my course of action when in different cultural situations and with culturally different people. | T |
-

Inclusive Leadership

Openness

- | | | |
|----|--|----|
| O1 | The team leader is open to hearing new ideas. | C* |
| O2 | The team leader is attentive to new opportunities to improve work processes. | C* |
| O3 | The team leader is open to discuss the desired goals and new ways to achieve them. | C* |
-

Availability

- | | | |
|-----|--|----|
| AV1 | The team leader is available for consultation on problems. | C* |
|-----|--|----|

AV2	The team leader is an ongoing “presence” in this team – someone who is readily available.	C*
AV3	The team leader is available for professional questions I would like to consult with him / her.	C*
AV4	The team leader is ready to listen to my requests.	C*

Accessibility

AC1	The team leader encourages me to access him/her on emerging issues.	C*
AC2	The team leader is accessible for discussing emerging problems.	C*

Team Climate for Innovation

Support for innovation

SI1	Creativity is encouraged in the team.	SB*
SI2	Our ability to function creatively is respected by the team leader.	SB*
SI3	Around the team, people are allowed to try to solve the same problems in different ways.	SB*
SI4r	The main function of members in this team is to follow orders which come down through channels.	SB*
SI5r	Around the team, a person can get in a lot of trouble by being different.	SB*
SI6	This team can be described as flexible and continually adapting to change.	SB*
SI7r	A person can't do things that are too different in this team without provoking anger.	SB*
SI8r	The best way to get along in this team is to think the way the rest of the group does.	SB*
SI9r	People around the team are expected to deal with problems in the same way.	SB*
SI10	This team is open and responsive to change.	SB*
SI11r	The team leader usually gets credit for others' ideas.	SB*
SI12r	In this team, we tend to stick to tried and true ways.	SB*
SI13r	This team seems to be more concerned with the status quo than with change.	SB*
SI14	This team publicly recognizes those who are innovative.	SB*

Resource supply

RS1	Assistance in developing new ideas is readily available.	SB
RS2	There are adequate resources devoted to innovation in this team.	SB*
RS3	There is adequate time available to pursue creative ideas here.	SB
RS4r	Lack of funding to investigate creative ideas is a problem in this team.	SB*
RS5r	Personnel shortages inhibit innovation in this team.	SB*
RS6	This team gives me free time to pursue creative ideas during the workday.	SB*

Team Potency

TP1	This team has confidence in itself.	GV
TP2	This team believes it can become unusually good at producing high-quality work.	GV
TP3	This team expects to be known as a high-performing team.	GV
TP4	This team feels it can solve any problem it encounters.	GV
TP5	This team believes it can be very productive	GV

Team Size

TS1	The core team I am working in consists of ... team members.	-
TS2	The team I am working in, including both the core team members and the temporary team members, consists of ... team members.	-

Team Tenure*Additive team tenure*

ATT1	What is the average amount of time the team members have spent together as a team?	S*
------	--	----

Collective team tenure

CTT1	When was the last time a new team member joined the team?	BO*
------	---	-----

Team Cultural Diversity		
TD1	How would you describe the cultural diversity of the team?	BK*
International Working Experience		
IWE1	How many years did you work outside your home country?	JK*
IWE2	How many years did you work inside your home country with people from different cultural backgrounds?	-
Language Proficiency		
LP1	How would you evaluate your mastery of the team's working language?	F
LP2	In your team's working language, how would you evaluate the language proficiency of your colleagues?	F
Control Variables		
CV1	Age	-
CV2	Gender	-
CV3	Department	-
CV4	Nationality	-
CV5	Team Role	-

Table 13. Sources: BK = Bücken & Korzilius (2018); BO= Boerner et al. (2011); C = Carmeli et al. (2010); F = Fleischmann et al. (2017); GV = Gevers et al. (2020); JH = De Jong & Den Hartog (2010); JK = Jyoti & Kour (2017); S = Stachowski et al.(2009); SB = Scott & Bruce (1994); T = Thomas et al. (2015)

Legend:

*Items marked with a star are adjusted from the original scale.

r = reversed

The questionnaire was developed in collaboration with Iris Liebrand (s1031102).

B. Output of the Exploratory and Confirmatory Factor Analysis

B.1 Descriptive Statistics incl. Skewness and Kurtosis (Item Level)

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TCM1	5.71	.940	-1.129	.239	2.271	.474
TCM2	5.45	1.087	-1.029	.239	1.054	.474
TCM3	5.48	1.060	-.965	.239	1.315	.474
TCM4	4.90	1.173	-.519	.239	-.211	.474
CE1	4.89	1.258	-.432	.239	-.149	.474
CE2	5.72	1.238	-1.005	.239	.260	.474
CE3	6.03	1.057	-1.290	.239	1.837	.474
CE4	4.86	1.227	-.356	.239	.324	.474
MP1	6.20	.784	-.740	.239	.113	.474
MP2	5.27	1.415	-.950	.239	.341	.474
MP3	6.19	.841	-.875	.239	.738	.474
VVID1	5.98	1.005	-.916	.239	.358	.474
VVID2	5.27	1.145	-.438	.239	-.183	.474
VVID3	5.19	1.123	-.419	.239	.024	.474
VVID4	5.49	1.022	-.484	.239	-.199	.474
VVID5	5.74	.889	-.398	.239	-.072	.474
VVID6	5.34	1.076	-.628	.239	.162	.474
LD1	5.91	.935	-.564	.239	-.160	.474
LD2	5.67	1.163	-.972	.239	.958	.474
LD3	5.74	.933	-.564	.239	-.126	.474
LD4	2.75	1.632	.991	.239	.034	.474
LD4r	5.2451	1.63160	-.991	.239	.034	.474
TIWB1	3.68	1.299	.875	.239	.524	.474
TIWB2	4.79	1.221	-.194	.239	-.298	.474
TIWB3	4.27	1.291	.091	.239	-.344	.474
TIWB4	4.08	1.280	.342	.239	-.059	.474
TIWB5	4.00	1.266	.418	.239	-.273	.474
TIWB6	3.83	1.328	.313	.239	-.472	.474
TIWB7	4.03	1.316	.397	.239	-.458	.474
TIWB8	3.94	1.413	.213	.239	-.856	.474
TIWB9	4.37	1.356	-.028	.239	-.392	.474
TIWB10	4.39	1.436	.139	.239	-.865	.474
SI1	4.06	.794	-.712	.239	1.009	.474
SI2	4.25	.667	-.528	.239	.190	.474
SI3	3.86	.809	-.659	.239	.285	.474
SI4	2.47	.982	.404	.239	-.128	.474
SI4r	3.5294	.98208	-.404	.239	-.128	.474
SI5	1.74	.878	1.354	.239	1.857	.474
SI5r	4.2647	.87796	-1.354	.239	1.857	.474

SI6	4.06	.657	-.488	.239	.865	.474
SI7	1.96	.974	.997	.239	.706	.474
SI7r	4.0392	.97414	-.997	.239	.706	.474
SI8	2.00	.890	.774	.239	.459	.474
SI8r	4.0000	.88999	-.774	.239	.459	.474
SI9	2.28	.905	.382	.239	-.176	.474
SI9r	3.7157	.90518	-.382	.239	-.176	.474
SI10	4.06	.627	-.288	.239	.511	.474
SI11	2.22	1.105	.638	.239	-.411	.474
SI11r	3.7843	1.10469	-.638	.239	-.411	.474
SI12	2.97	.917	-.256	.239	-.441	.474
SI12r	3.0294	.91690	.256	.239	-.441	.474
SI13	2.28	.905	.464	.239	.281	.474
SI13r	3.7157	.90518	-.464	.239	.281	.474
SI14	3.70	.755	-.132	.239	-.267	.474
RS1	3.54	.840	-.789	.239	1.120	.474
RS2	3.10	1.010	-.023	.239	-.516	.474
RS3	3.05	.969	-.166	.239	-.649	.474
RS4	2.68	.935	.175	.239	-.113	.474
RS4r	3.3235	.93514	-.175	.239	-.113	.474
RS5	2.71	.950	.201	.239	-.307	.474
RS5r	3.2941	.95012	-.201	.239	-.307	.474
RS6	3.20	1.034	.350	.239	-.366	.474
K1	3.36	.818	-.321	.239	.362	.474
K2	3.52	.817	-.564	.239	.715	.474
S1	4.10	.653	-.100	.239	-.625	.474
S2	3.56	.725	-.050	.239	-.218	.474
S3	3.75	.696	-.887	.239	1.039	.474
S4	3.79	.749	-.363	.239	.044	.474
S5	3.44	.851	-.501	.239	.227	.474
M1	3.64	.768	-.475	.239	.692	.474
M2	3.26	.943	-.268	.239	-.406	.474
M3	3.66	.814	-.185	.239	-.401	.474
O1	4.48	.685	-.963	.239	-.291	.474
O2	4.46	.685	-.894	.239	-.390	.474
O3	4.48	.700	-1.343	.239	1.758	.474
AV1	4.47	.685	-.928	.239	-.342	.474
AV2	4.29	.839	-1.219	.239	1.104	.474
AV3	4.36	.728	-.841	.239	-.044	.474
AV4	4.45	.740	-1.101	.239	.276	.474
AC1	4.37	.843	-1.306	.239	1.058	.474
AC2	4.50	.714	-1.415	.239	1.733	.474

Table 14. Descriptive Statistics of Items

B.2 Levene Statistic based on Median (Item Level)

	Levene Statistic	df1	df2	Sig.		Levene Statistic	df1	df2	Sig.
TCM1	.000	1	99	.993	SI7r	2.404	1	99	.124
TCM2	.194	1	99	.661	SI8	.638	1	99	.426
TCM3	.617	1	99	.434	SI8r	.638	1	99	.426
TCM4	.381	1	99	.538	SI9	.079	1	99	.779
CE1	.000	1	99	.983	SI9r	.079	1	99	.779
CE2	.088	1	99	.767	SI10	.499	1	99	.482
CE3	.592	1	99	.443	SI11	.304	1	99	.582
CE4	.145	1	99	.704	SI11r	.304	1	99	.582
MP1	.052	1	99	.820	SI12	2.913	1	99	.091
MP2	.768	1	99	.383	SI12r	2.913	1	99	.091
MP3	.010	1	99	.921	SI13	.366	1	99	.546
VVID1	1.053	1	99	.307	SI13r	.366	1	99	.546
VVID2	1.008	1	99	.318	SI14	1.358	1	99	.247
VVID3	.041	1	99	.840	RS1	.000	1	99	.993
VVID4	.575	1	99	.450	RS2	.093	1	99	.761
VVID5	.101	1	99	.751	RS3	1.705	1	99	.195
VVID6	.025	1	99	.874	RS4	7.581	1	99	.007
LD1	1.810	1	99	.182	RS4r	7.581	1	99	.007
LD2	12.196	1	99	.001	RS5	.586	1	99	.446
LD3	1.561	1	99	.214	RS5r	.586	1	99	.446
LD4	3.015	1	99	.086	RS6	.342	1	99	.560
LD4r	3.015	1	99	.086	K1	.497	1	99	.483
TIWB1	.025	1	99	.875	K2	.252	1	99	.617
TIWB2	.061	1	99	.806	S1	1.169	1	99	.282
TIWB3	2.120	1	99	.149	S2	.959	1	99	.330
TIWB4	.002	1	99	.969	S3	.809	1	99	.371
TIWB5	.004	1	99	.953	S4	.238	1	99	.627
TIWB6	.338	1	99	.562	S5	.058	1	99	.810
TIWB7	.044	1	99	.833	M1	.028	1	99	.868
TIWB8	.021	1	99	.885	M2	2.357	1	99	.128
TIWB9	1.562	1	99	.214	M3	1.702	1	99	.195
TIWB10	.649	1	99	.422	O1	1.378	1	99	.243
SI1	.108	1	99	.743	O2	3.134	1	99	.080
SI2	1.282	1	99	.260	O3	1.490	1	99	.225
SI3	.619	1	99	.433	AV1	1.811	1	99	.181
SI4	3.582	1	99	.061	AV2	.033	1	99	.856
SI4r	3.582	1	99	.061	AV3	.074	1	99	.787
SI5	.002	1	99	.964	AV4	1.849	1	99	.177
SI5r	.002	1	99	.964	AC1	6.480	1	99	.012
SI6	.684	1	99	.410	AC2	1.551	1	99	.216
SI7	2.404	1	99	.124					

Table 15. Levene Statistic of Items

B.3 Exploratory and Confirmatory Factor Analysis of Individual CQ

Rotated Component Matrix			Regression Weights: (Group number 1 – Default model)			
	1	2	3	Estimates	Standardized Estimates	p
K1	.751			K1 (Knowledge)	1.000	.801
K2	.849			K2 (Knowledge)	1.011	.810 ***
S1	.529			S1 (Skill)	1.000	.600
S2	.625			S2 (Skill)	1.235	.667 ***
S3			.674	S3 (Skill)	1.120	.630 ***
S4	.475		.442	S4 (Skill)	1.080	.565 ***
S5			.803			
M1		.451	.434	M1 (Metacognition)	1.000	.669
M2		.852		M2 (Metacognition)	1.367	.745 ***
M3		.839		M3 (Metacognition)	1.069	.675 ***

Table 16. Results of the Factor Analysis of Individual CQ (***) = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

B.4 Exploratory and Confirmatory Factor Analysis of Inclusive Leadership

Rotated Component Matrix			Regression Weights: (Group number 1 – Default model)			
	1	2		Estimates	Standardized Estimates	p
O1		.838	O1 (Openness)	1.000	.805	
O2		.907	O2 (Openness)	1.129	.910 ***	
O3	.418	.774	O3 (Openness)	1.080	.852 ***	
AV1	.806		AV1 (Availability)	1.000	.855	
AV2	.901		AV2 (Availability)	1.171	.818 ***	
AV3	.848		AV3 (Availability)	1.058	.851 ***	
AV4	.637	.591	AV4 (Availability)	1.038	.823 ***	
AC1	.445	.625	AC1 (Accessibility)	1.000	.771	
AC2	.632	.525	AC2 (Accessibility)	.960	.874 ***	

Table 17. Results of the Factor Analysis of Inclusive Leadership (***) = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

B.5 Exploratory and Confirmatory Factor Analysis of Climate for Innovation

Rotated Component Matrix					Regression Weights: (Group number 1 – Default model)				
	1	2	3	4	5		Estimates	S. Estimates	p
SI1			.661			SI5r (TD)	1.000	.763	
SI2			.678			SI6 (TD)	.322	.328	.002
SI3			.708			SI7r (TD)	.896	.616	***
SI4r				.562		SI8r (TD)	1.072	.807	***
SI5r	.618					SI9r (TD)	.935	.692	***
SI6	.596					SI11r (TD)	.820	.497	***
SI7r	.646					RS1 (AR)	1.000	.768	
SI8r	.712					RS2 (AR)	1.261	.806	***
SI9r	.639					RS3 (AR)	1.130	.753	***
SI10			.459			SI1 (E)	1.000	.765	
SI11r	.567					SI2 (E)	.861	.784	***
SI12r				.759		SI3 (E)	.556	.417	***
SI13r				.525		SI10 (E)	.896	.551	***
SI14		.609		.520					
RS1	.773					RS6 (E)	.896	.526	***
RS2	.796					SI4r (LI)	1.000	.542	
RS3	.660					SI12r (LI)	1.020	.592	***
RS4r				.690		SI13r (LI)	1.144	.672	***
RS5r				.689		RS4r (MR)	1.000	.549	
RS6			.593			RS5r (MR)	1.138	.615	.001

Table 18. Results of the Factor Analysis of Climate for Innovation (*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

TD = Team Dynamics; AR = Available Resources; E = Encouragement; LI = Lack of Innovation; MR = Missing Resources

B.6 Exploratory and Confirmatory Factor Analysis of Team CQ

Rotated Component Matrix						Regression Weights: (Group number 1 – Default model)			
	1	2	3	4	5		Estimates	S. Estimates	p
TCM1	.705					TCM1 (M)	1.000	.856	
TCM2	.782					TCM2 (M)	1.127	.834	***
TCM3	.806					TCM3 (M)	1.098	.833	***
TCM4	.791					TCM4 (M)	.988	.677	***
CE1	.604					CE1 (C)	1.000	.597	
CE2					.831	CE2 (C)	1.115	.677	***
CE3					.774	CE3 (C)	1.239	.880	***
CE4				.753		CE4 (C)	.630	.386	***
MP1			.553			MP1 (P)	1.000	.739	
MP2	.433		.462		-.433	MP2 (P)	1.512	.619	***
MP3			.646			MP3 (P)	1.163	.801	***
VVID1			.499			VVID1 (O)	1.000	.722	
VVID2		.855				VVID2 (O)	1.077	.682	***
VVID3		.844				VVID3 (O)	1.100	.710	***
VVID4	.515		.447			VVID4 (O)	1.141	.809	***
VVID5				.404		VVID5 (O)	.897	.731	***
VVID6		.596				VVID6 (O)	1.008	.679	***
LD1			.404	.558		LD1 (OLD)	1.000	.771	
LD2		.695				LD2 (OLD)	.865	.536	***
LD3				.694		LD3 (OLD)	.920	.710	***
LD4			.758						

Table 19. Results of the Factor Analysis of Team CQ (*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

M = Team Cultural Metacognition; *C* = Coexistence; *P* = Meaningful Participation; *O* = Openness to Diversity in Value, Visibility and Information, *OLD* = Openness to Linguistic Diversity

B.7 Exploratory and Confirmatory Factor Analysis of Team IWB

Component Matrix		Regression Weights: (Group number 1 – Default model)			
	1		Estimates	Standardized Estimates	p
TIWB1	.570	TIWB1 (TeamIWB)	1.000	.522	
TIWB2	.786	TIWB2 (TeamIWB)	1.357	.753	***
TIWB3	.854	TIWB3 (TeamIWB)	1.592	.836	***
TIWB4	.848	TIWB4 (TeamIWB)	1.582	.838	***
TIWB5	.902	TIWB5 (TeamIWB)	1.675	.896	***
TIWB6	.836	TIWB6 (TeamIWB)	1.584	.808	***
TIWB7	.804	TIWB7 (TeamIWB)	1.507	.776	***
TIWB8	.909	TIWB8 (TeamIWB)	1.884	.904	***
TIWB9	.836	TIWB9 (TeamIWB)	1.632	.816	***
TIWB10	.849	TIWB10 (TeamIWB)	1.761	.831	***

Table 20. Results of the Factor Analysis of Team IWB (*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

C. Output of the Multiple Regression Analysis

C.1 Descriptive Statistics incl. Skewness and Kurtosis (Variable Level)

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
TeamCQ	5.5510	.66224	-.332	.239	.233	.474
TeamIWB	4.1392	1.08410	.451	.239	-.185	.474
Climate	3.6770	.46842	-.067	.239	.105	.474
Experience	15.1569	9.20584	.740	.239	.504	.474
Language	3.5245	.75576	.284	.239	-.473	.474
IndividualCQ	3.6275	.51089	.045	.239	.392	.474
Leadership	4.4303	.58558	-.955	.239	.205	.474

Table 21. Descriptive Statistics of Variables

C.2 Levene Statistic based on Median (Variable Level)

	Levene Sta.	df1	df2	Sig.		Levene Sta.	df1	df2	Sig.
TeamCQ	.001	1	99	.982	Language	1.428	1	99	.170
TeamIWB	.218	1	99	.641	Individual CQ	.108	1	99	.743
Climate	.684	1	99	.410	Leadership	4.201	1	99	.043
Experience	3.616	1	99	.060					

Table 22. Levene Statistic of Variables

C.3 Multiple Regression Analysis – Testing Hypotheses 1 and 2

Team CQ									
	Model 1			Model 2			Model 3.1		
	B	SE b	Beta	B	SE b	Beta	B	SE b	Beta
Control Variables									
Gender	.022	.159	.015	.058	.151	.041	.057	.147	.040
Age	-.002	.008	-.035	-.002	.007	-.034	.007	.008	.115
Dummy Variable: Nationality (Dutch: Reference Category)									
Romanian	.304	.221	.172	.279	.209	.158	.245	.203	.139
British	.452	.227	.229*	.341	.218	.173	.381	.212	.193
Belgian	.072	.283	.028	.209	.271	.080	.236	.263	.091
French	.467	.322	.153	.480	.305	.158	.578	.298	.190
German	.423	.324	.139	.394	.307	.129	.359	.298	.118
Lithuanian	.753	.343	.247*	.721	.325	.237*	.724	.316	.238*
Italian	.349	.358	.103	.186	.343	.055	.215	.332	.063
Other	.178	.207	.101	.009	.202	.005	-.075	.199	-.042
Exploratory Variables									
Ind. CQ				.446	.133	.343**	.845	.240	.650**
Experience							-.019	.009	-.261*
Interaction									
Ind. CQ x Experience							-.022	.013	-.297
Model Information									
F			1.024			2.054*			2.458**
F Change						+ 1.03			+ .404
R ²			.102			.202			.269
R ² Change						+ 0.1			+ .067
R ² Adjusted			.002			.104			.159
R ² Adjusted Change						+ .102			+ .055

Table 23. Results of the Multiple Regression Analysis [Hypothesis 1 & 2]

(*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

Model 3.2			
	B	SE b	Beta
Control Variables			
Gender	.071	.153	.049
Age	-.002	.007	-.026
Dummy Variable: Nationality (Dutch: Reference Category)			
Romanian	.313	.212	.177
British	.284	.225	.114
Belgian	.238	.280	.092
French	.454	.313	.149
German	.399	.308	.131
Lithuanian	.731	.332	.240*
Italian	.232	.347	.069
Other	-.006	.205	-.003
Exploratory Variables			
Ind. CQ	.260	.618	.200
Language	.099	.091	.112
Interaction			
Ind. CQ x Language	.045	.158	.135
Model Information			
F			1.822
F Change			-.232
R ²			.214
R ² Change			+ .012
R ² Adjusted			.097
R ² Adjusted Change			-.007

Table 23. Results of the Multiple Regression Analysis [Hypothesis 1 & 2]

(*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

C.3.1 Process Procedure for SPSS

Moderation Model incl. Experience

	Team CQ		
	B	SE b	p
Ind. CQ	.7283**	.2343	.0025
Experience	.0555	.0501	.2706
Interaction: Ind. CQ x Experience	-.0186	.0135	.1724

Table 24. Results of the Moderation Analysis incl. Experience (** = $p < 0.01$; * = $p < 0.05$)

Model Summary			
R	R ²	F	p
.3883	.1508	5.7399**	.0012

Table 25. Model Summary of the Moderation Model incl. Experience (** = $p < 0.01$; * = $p < 0.05$)

Moderation Model incl. Language

	Team CQ		
	B	SE b	p
Ind. CQ	.4306	.5756	.4562
Language	.1281	.2352	.8145
Interaction: Ind. CQ x Language	-.0092	.1477	.9505

Table 26. Results of the Moderation Analysis incl. Language (** = $p < 0.01$; * = $p < 0.05$)

Model Summary			
R	R ²	F	p
.3391	.1150	4.2006**	.0077

Table 27. Model Summary of the Moderation Model incl. Language (** = $p < 0.01$; * = $p < 0.05$)

C.4 Multiple Regression Analysis – Testing Hypothesis 3 and 4

Climate for Innovation						
	Model 1			Model 2		
	B	SE b	Beta	B	SE b	Beta
Control Variables						
Gender	-.045	.108	-.045	.029	.095	.029
Age	.006	.005	.148	.003	.005	.075
Dummy Variable: Nationality (Dutch: Reference Category)						
Romanian	.377	.150	.304*	.197	.135	.159
British	.113	.154	.082	.009	.136	.006
Belgian	-.288	.192	-.158	-.422	.169	-.231*
French	.062	.219	.029	-.069	.192	-.032
German	.227	.220	.106	-.046	.198	-.022
Lithuanian	.516	.233	.241*	.318	.206	.149
Italian	.282	.243	.118	.168	.213	.071
Other	-.046	.141	-.037	-.234	.127	-.188
Exploratory Variables						
Inclusive Leadership				.399	.073	.497***
Model Information						
F			1.705			4.722***
F Change						+ 3.017
R ²			.159			.369
R ² Change						+ .21
R ² Adjusted			.066			.290
R ² Adjusted Change						+ .224

Table 28. Results of the Multiple Regression Analysis [Hypothesis 3]

(*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

Team CQ						
	Model 1			Model 2		
	B	SE b	Beta	B	SE b	Beta
Control Variables						
Gender	.022	.159	.015	.048	.147	.034
Age	-.002	.008	-.035	-.006	.007	-.096
Dummy Variable: Nationality (Dutch: Reference Category)						
Romanian	.304	.221	.172	.085	.211	.048
British	.452	.227	.229*	.386	.210	.195
Belgian	.072	.283	.028	.240	.264	.092
French	.467	.322	.153	.430	.298	.141
German	.423	.324	.139	.290	.301	.095
Lithuanian	.753	.343	.247*	.452	.325	.148
Italian	.349	.358	.103	.185	.333	.055
Other	.178	.207	.101	.205	.191	.116
Exploratory Variables						
Climate for Innovation				.583	.143	.409***
Model Information						
F			1.024			2.599**
F Change						+ 1.575
R ²			.102			.243
R ² Change						+ .141
R ² Adjusted			.002			.150
R ² Adjusted Change						+ .148

Table 29. Results of the Multiple Regression Analysis [Hypothesis 4]

(*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

C.4.1 Process Procedure for SPSS

Mediation Model

Climate for Innovation				
	B	SE b	Beta	p
Inclusive Leadership	.3782	.0711	.4717***	.0000

Table 30. Results of the Mediation Analysis Part I (***) = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

Model Summary				
R	R ²	F	p	
.4717	.2225	28.3331***	.0000	

Table 31. Model Summary of Part I (***) = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

Team CQ				
	B	SE b	Beta	p
Inclusive Leadership	.4488	.1090	.3931***	.0001
Climate for Innovation	.3488	.1360	.2450*	.0118

Table 32. Results of the Mediation Analysis Part II (***) = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

Model Summary				
R	R ²	F	p	
.5526	.3054	21.5445***	.0000	

Table 33. Model Summary of Part II (***) = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

Team CQ				
	B	SE b	Beta	p
Inclusive Leadership	.5807	.0988	.5087***	.0000

Table 34. Results of the Mediation Analysis Part III (***) = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

Model Summary				
R	R ²	F	p	
.5087	.2587	34.5578***	.0000	

Table 35. Model Summary of Part III (***) = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

	Effect	BootLLCI	BootULCI
Total Effect of Inclusive Leadership on Team CQ			
	.5807	.3847	.7767
Direct Effect of Inclusive Leadership on Team CQ			
	.4488	.2325	.6651
Indirect Effect(s) of Inclusive Leadership on Team CQ			
Climate	.1319	.0066	.2881
Partially Standardized Indirect Effect(s) of Inclusive Leadership on Team CQ			
Climate	.1986	.0099	.4309
Completely Standardized Indirect Effect(s) of Inclusive Leadership on Team CQ			
Climate	.1156	.0056	.2519

Table 36. Bootstrapping Analysis

C.5 Multiple Regression Analysis – Testing Hypothesis 5 and 6

Team IWB									
	Model 1			Model 2.1			Model 2.2		
	B	SE b	Beta	B	SE b	Beta	B	SE b	Beta
Control Variables									
Gender	.092	.247	.039	.131	.229	.056	.075	.215	.032
Age	-.004	.012	-.040	-.009	.011	-.096	-.002	.010	-.023
Dummy Variable: Nationality (Dutch: Reference Category)									
Romanian	.836	.342	.290*	.507	.328	.176	.602	.301	.209*
British	.746	.352	.232*	.647	.328	.201	.399	.314	.124
Belgian	-.102	.438	-.024	.150	.412	.035	-.157	.382	-.037
French	.211	.499	.043	.157	.464	.032	-.148	.441	-.030
German	.433	.501	.087	.234	.468	.047	.108	.442	.022
Lithuanian	1.719	.532	.346**	1.268	.507	.255*	1.139	.476	.229*
Italian	.957	.555	.173	.711	.519	.129	.688	.487	.125
Other	.586	.321	.204	.627	.298	.218*	.449	.281	.156
Exploratory Variables									
Climate for Innovation				.875	.223	.377***			
Team CQ							.769	.143	.472***
Model Information									
F			2.108*			3.619***			5.165***
F Change						+ 1.511			+ 3.057
R ²			.190			.309			.390
R ² Change						+ 0.119			+ .2
R ² Adjusted			.100			.224			.314
R ² Adjusted Change						+ .124			+ .0214

Table 37. Results of the Multiple Regression Analysis [Hypothesis 5 & 6]

(*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

D. Structural Equation Modelling

D.1 Conceptual Model incl. Experience

			Std. Regression			
			Estimate	SE	Weight	p
Team CQ	←	Ind. CQ	.685	.207	.526	***
Team CQ	←	Experience	-.010	.006	-.139	.095
Team CQ	←	Interaction	-.018	.012	-.240	.131
Climate for Innovation	←	Incl. Leadership	.386	.070	.482	***
Team CQ	←	Climate for Innovation	.572	.117	.402	***
Team IWB	←	Climate for Innovation	.620	.207	.267	.003
Team IWB	←	Team CQ	.700	.145	.429	***

Table 38. Results of the Structural Equation Modelling incl. Experience (*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

D.2 Conceptual Model incl. Language

			Std. Regression			
			Estimate	SE	Weight	p
Team CQ	←	Ind. CQ	.095	.508	.073	.851
Team CQ	←	Language	.007	.075	.008	.924
Team CQ	←	Interaction	.077	.130	.228	.556
Climate for Innovation	←	Incl. Leadership	.386	.070	.482	***
Team CQ	←	Climate for Innovation	.594	.120	.416	***
Team IWB	←	Climate for Innovation	.620	.208	.267	.003
Team IWB	←	Team CQ	.700	.145	.430	***

Table 39. Results of the Structural Equation Modelling incl. Language (*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

D.3 Conceptual Model excl. Experience and Language

				Std. Regression			
Hypothesis				Estimate	SE	Weight	p
1	Team CQ	←	Ind. CQ	.389	.111	.298	***
3	Climate for Innovation	←	Incl. Leadership	.386	.070	.482	***
4	Team CQ	←	Climate for Innovation	.587	.121	.412	***
5	Team IWB	←	Climate for Innovation	.620	.207	.267	.003
6	Team IWB	←	Team CQ	.700	.145	.430	***

Table 40. Results of the Structural Equation Modelling excl. Experience and Language (*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

D.4 Conceptual Model incl. Dimensions of Individual CQ

Knowledge

				Std. Regression			
				Estimate	SE	Weight	p
Team CQ	←	Knowledge		.093	.080	.104	.244
Climate for Innovation	←	Incl. Leadership		.378	.071	.472	***
Team CQ	←	Climate for Innovation		.628	.128	.438	***
Team IWB	←	Climate for Innovation		.606	.209	.260	.004
Team IWB	←	Team CQ		.700	.146	.431	***

Table 41. Results of the Structural Equation Modelling incl. Knowledge (*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

Skill

			Std. Regression			
			Estimate	SE	Weight	p
Team CQ	←	Skill	.365	.111	.285	***
Climate for Innovation	←	Incl. Leadership	.378	.071	.472	***
Team CQ	←	Climate for Innovation	.566	.123	.398	***
Team IWB	←	Climate for Innovation	.606	.207	.261	.003
Team IWB	←	Team CQ	.700	.146	.429	***

Table 42. Results of the Structural Equation Modelling incl. Skill (*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

Metacognition

			Std. Regression			
			Estimate	SE	Weight	p
Team CQ	←	Metacognition	.312	.083	.317	***
Climate for Innovation	←	Incl. Leadership	.378	.071	.472	***
Team CQ	←	Climate for Innovation	.583	.121	.406	***
Team IWB	←	Climate for Innovation	.606	.210	.260	.004
Team IWB	←	Team CQ	.700	.146	.431	***

Table 43. Results of the Structural Equation Modelling incl. Metacognition (*** = $p < 0.001$; ** = $p < 0.01$; * = $p < 0.05$)

D.5 Correlation Matrix

	1	2	3
1 Team CQ			
2 Knowledge	.060		
3 Skill	.330**	.524**	
4 Metacognition	.347**	.475**	.517**

Table 44. Correlation Matrix (** = $p < 0.01$; * = $p < 0.05$)

Research Integrity Form - Master thesis

Name:	Student number:
Sabrina Adam	s1042101
RU e-mail address:	Master specialisation:
Sabrina.Adam@student.ru.nl	Strategic Human Resources Leadership

Thesis title: Team Cultural Intelligence: An Investigation of the Antecedents of Team Cultural Intelligence and its Effects on the Innovative Work Behaviour of Teams
Brief description of the study: In order to test whether inclusive leadership, climate for innovation and individual cultural intelligence are predictors of team cultural intelligence as well as whether team cultural intelligence affects the team innovative work behaviour, a quantitative study with deductive approach was conducted.

It is my responsibility to follow the university's code of academic integrity and any relevant academic or professional guidelines in the conduct of my study. This includes:

- providing original work or proper use of references;
- providing appropriate information to all involved in my study;
- requesting informed consent from participants;
- transparency in the way data is processed and represented;
- ensuring confidentiality in the storage and use of data;

If there is any significant change in the question, design or conduct over the course of the research, I will complete another Research Integrity Form.

Breaches of the code of conduct with respect to academic integrity (as described / referred to in the thesis handbook) should and will be forwarded to the examination board. Acting contrary to the code of conduct can result in declaring the thesis invalid

Student's Signature: S. Adam Date: 14.06.2020

To be signed by supervisor

I have instructed the student about ethical issues related to their specific study. I hereby declare that I will challenge him / her on ethical aspects through their investigation and to act on any violations that I may encounter.

Supervisor's Signature: _____ Date: _____

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Student number: S1042101

Student name : Sabrina Adem

Thesis title : Team Cultural Intelligence

An Investigation of the Antecedents of Team Cultural Intelligence
and its Effects on the Innovative Work Behaviour of Teams

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Date: 14.06.2020