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Managing across cultures with Cultural Intelligence Quotient (CQ)

Study of Finnish business
leaders experience
in India

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Tiivistelmä Globalisoitunut yritysmaailma tarvitsee yritysjohtajia, joilla on kulttuurillisia kykyjä toimia tehokkaasti yli erilaisten kulttuurirajojen. Tartuttuaan tähän kulttuurillisten kykyjen tarpeeseen useat kirjoittajat ovat esittäneet erilaisia kulttuuriteorioita ja malleja. Viime aikoina suurinta huomiota kulttuurillisiin kykyihin liittyvistä teorioista on saanut teoria kulttuuriällystä (Cultural Intelligence, CQ), joka koostuu neljästä eri ulottuvuudesta: motivoivasta, tiedollisesta, metakognitiivisesta ja käyttäytymiseen liittyvästä kulttuuriällystä. Eräs pääoletuksista kulttuuriällyn teoriassa on se, että erittäin kulttuuriällykkäät ihmiset kykenevät toimimaan tehokkaasti missä tahansa kulttuurikontekstissa. Syvällisen kirjallisuuskatsauksen pohjalta voidaan kuitenkin todeta, että kulttuuriällyn teoriaa ei juurikaan ole käytetty yksittäiseen maahan kohdistuvissa tutkimuksissa. Tämän väitöstutkimuksen tarkoituksena on selvittää, missä määrin ja millä tavalla kulttuuriälly edesauttaa suomalaisten yritysjohtajien toimintaa hyvin radikaalisti erilaisessa kulttuuriympäristössä, Intiassa. Tutkimusstrategiana on fenomenologinen lähestymistapa ja tutkimuksen aineisto on kerätty kahdella tavalla: kyselylomakkeella 20-kohtaisella kulttuuriällyn mittarilla ja 22 osittain jäsennetyllä haastattelulla. Tuloksista käy ilmi, että kulttuurillinen etäisyys maiden välillä on suuri ja todistaa, että yksilöt tarvitsevat kulttuurillisia kykyjä työskentelyyn intialaisessa toimintaympäristössä. Empiirisen aineiston pohjalta tutkimus laajentaa aikaisempaa kulttuuriällyn teoriaa ja esittää siihen kahta uutta ulottuvuutta: kokemukseen perustuvan ja verkostoon perustuvan kulttuuriällyn. Keskeiset löydökset viittaavat siihen, että yksilöt eivät voi menestyä toisessa kulttuurissa, ellei heillä ole kykyä kokea kulttuuriin liittyviä asioita ja ymmärtää kokemaansa sekä kykyä rakentaa paikallista suhdeverkostoa.		
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<p>Abstract</p> <p>The globalised business world requires business leaders to possess cultural capabilities to function effectively across different cultures. To assess this cultural capability, various cultural theories and models have been proposed by a number of authors. One of the more prominent current cultural capability theories is that of Cultural Intelligence (CQ). This consists of four measured 'dimensions', these are Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ. From an in-depth literature review, it was observed that little research exists in terms of applying CQ theory in a single country environment. Thus, this dissertation seeks to understand to what extent and in what ways CQ facilitates Finnish leaders in leading businesses in a radically different cultural environment - in this case India. The study used a phenomenology approach as a research strategy and the data were collected using two sources, i.e. a 20 item scale CQ questionnaire and 22 semi-structured interviews.</p> <p>It is apparent from the results, that the cultural distance between both the countries is wide and underlines the need of cultural ability in order for individuals to work in Indian business environment. By drawing on the empirical data, the thesis extends CQ theory and proposes two new dimensions: Experiential CQ and Network CQ. Key findings indicate that individuals cannot be successful in another culture without having the ability to experience cultural things and make sense of them (Experiential CQ) as well as being capable of building local relationships (Network CQ).</p>		
<p>Keywords Leadership, Cultural Intelligence, India, Leadership in India, Finland, Finnish leadership.</p>		

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1 INTRODUCTION

“A nation’s culture resides in the hearts and in the soul of its people” – Mahatma Gandhi

Culture is one of the most important concept that differentiate people from one another nationally, internationally, ethnically, religiously and also by numerous other aspects. It is the “difference” between the cultures of the countries that makes the world an interesting place. The world without culture is something unimaginable, as culture is firmly underpinned in people’s life. The most common definition for culture was given by Dutch anthropologist Geert Hofstede (2011:3) as a “collective programming of the mind that distinguishes the members of one group or category of people from others”. Likewise, there are several definitions existing on defining culture as culture is one big thing that has refined people all over the world from nomadic life to civilized life. Culture has influenced and has been the backbone of civilizations that has existed in this world. Culture constitutes multiple layers of people with their belief and behavior embedded in it. Culture comprises of several aspects such as, learning values, partaking of rituals, modeling against heroes, understanding symbols and worshipping gods etc., (Jones 2007:2). Culture transmits the basic assumptions, beliefs and values which are historically derived from one generation to another and the transmission continues all the time (Sinha & Kumar 2004:89). Though culture has been significant factor in shaping the lives throughout human history, it has never been unified or may never be unified across the globe into single culture. It is hard to imagine a world that has the similar culture across the globe, that would make human life boring and uninteresting.

In the recent times, the technological advancement in IT, internet and social networking websites are becoming increasingly common and give a view that cultures are shrinking or getting closer to each other. However, it is still unclear how far this change has happened, is happening and will continue to happen. Moreover, it is also arguable how different cultures use the technological advancement that is happening in the globalized world. Even though technology has certain comforts to connect with the people across the globe easily, still cultural differences are prevalent. The unique notion of cultures from all over the world, is that it is hard to quantify or to qualify which certain culture is the best culture. What is considered as the best thing to do in one culture, may be the worst thing to do in another culture and vice versa. It may also raise a question as to why can’t we just try to unify or teach our culture to another culture and influence them to follow it. However, it is impossible to unify the cultures across

the globe that can be accepted and followed by all the countries in the World. Though each the country may have got some influence from other cultures through invasion, colonialism, media, and internet etc. Still the core values and beliefs of the people are something that may remain the same. Therefore, the culture of each nation is different and that makes that particular national culture unique. The national culture of a country is shaped by various factors from the origin of that country to the present day social changes. Consequently, national culture plays a critical role in each and every aspect of lives of individuals. However, national culture constitutes different factors that shape the people of their respective countries. The following table will give an overview to some of the major influencing factors that influence a nation's cultural environment.

Table 1. Factors influencing a nation's cultural environment

Family Peers Friends Celebrities	Educational system. Schools, universities. Occupation	History. Colonialism Post- colonialism Geographical divisions	Technology, IT media, social media, movies, mass media, clothing	Attitude, personality, leisure activities, sports
Factors influencing a nations cultural environment				
Customs, belief, rituals, values, ideology, festivals and languages	Role of gender, Ethnic groups, Tribal groups Religion, LGBT,	Art, literature, music, fashion, architecture dance, cuisine, hospitality	Globalization. Cultural influence from other nations	Social structure, legal system, political structure, legal system. Business culture

It is evident from the above mentioned table, that the cultural values of a nation have significant influence in the day-to-day life of people and as well the social, economic, political and business environments. Additionally, national cultures also have influence on management and organizational behavior in that particular country, as people inherit and carry their own culture, often reflected in the business environment (Francesco & Gold 1998:18). The organizations operating in an international business environment may have set of standard policies and rules, but it is obvious that those policies are followed differently within their own organization across different countries, again due to the influence of national culture. For example, Trompenaars & Turner (1998:3) state that people experience phenomena such as authority, bureaucracy, creativity, good fellowship, verification and accountability in different ways in different parts of the world due to national cultural influence. Therefore, it is apparent that people behave contrarily in different parts of the globe. Moreover, it is evident that national culture affects the business environment and business

organizations as business must interface with people, either as customers, employees, suppliers or stakeholders from different parts of the world (Jones 2007:2).

Due to influence of culture, the leadership style and management methods also varies as there is interdependent relationship between leadership styles and cultural underpinnings that cannot be underestimated (Jogulu 2010:706; Taleghani, Salmani & Taatian 2010:92). The leadership style in each country is influenced by the mediation effect of the national culture and values (Byrne & Bradley 2006:168). Therefore, the personality, behavior and relationship capabilities of leaders are shaped by the cultural values of the society in which the leaders grew up. One of the crucial factors about the influence of culture on leadership style, is the decision making process. The decision making areas of leaders or managers, such as corporate strategy, organizational change and personnel policy are influenced by national culture (Kazi 2009:3). Cultures determine the kind of decision making that has to be taken.

Furthermore, in the recent decades the global business environment has become more complex with the world having undergone tremendous change. Across the globe, large numbers of people from diverse cultural backgrounds are striving to reach top management positions in the multinational corporations. Also, the manufacturing and outsourcing of services from the western countries has moved to emerging or developing countries. Therefore, there is a greater need for the business leaders from multinationals to understand different cultures and leadership styles. Because the leadership style is considered as a good model in one nation, may be considered as a bad model in another nation. For example, the leadership style based on an individualistic culture may emphasize individual goals and hedonism, which may be seem to be odd in collectivistic culture that emphasizes group goals and altruism (Beyer 1999; House et al. 2004). The leadership style adopted by the leaders in their home culture may be not applicable completely within the climate of complexity, interdependence, and indetermination that characterizes new and 'virtual' modes of organizing and whose working practices are increasingly decentralized or weakly coupled (Wood 2005: 4). Though there are no good and bad leadership styles, it is still important for the business leaders who are from different cultural backgrounds, to understand different cultures and how those cultures view leaders and their styles.

By understanding the culture to which the followers belong, leaders can understand the underlying assumptions, beliefs, and values of their followers, and thereby develop greater awareness about the followers (Singh & Krishnan

2007:219). However, ethnocentrism and prejudice are two elements that can be hindrance for the business leaders in the global business environment. For instance, ethnocentrism can have detrimental impact on the relationship between the co-workers, clients, subordinates and other stakeholders in the global business environment. This might result in diminishing the success of the leaders in the culture which is other than their own (Caliguri & Tarique 2012:2). Similarly, prejudice which is based on self-orientation can suppress the thoughts of the leaders with preconceived judgments in the global business environment (Kumar, Anjum & Sinha 2011:153). Therefore, when leaders are prejudiced, it can suppress their thoughts in observing or knowing the positive side of people from other cultures. Therefore, ethnocentrism and prejudice can hold back the leaders from appreciating other cultures which can create clashes and tension due to the lack of understanding other cultures.

In this era of globalized, business world business leaders are required to acclimatize their behavior compliantly in response to the changing cultural demands (Rockstuhl et al., 2010:8). Furthermore, those business leaders who are involved in dealing with global business, require greater cooperation with people from diverse cultures and background (Caliguri & Tarique 2012:2). Therefore, in order to be culturally sensitive, establish cooperation, exhibit the correct leadership style, to avoid prejudice and ethnocentrism, business leaders require cultural capabilities that will enable them to understand the nuances of the international business environment. Cultural capabilities are highly essential for business leaders to work in the global business environment, as it will enable them to establish relationships with stakeholders of the society, networking, negotiation, managing people, distributors, suppliers etc., in the international business environment. However, it may raise a question in our mind, as to why do leaders need extra qualities when they are already successful in their home country. Well not necessarily all the business leaders who are successful in their home country, can be successful elsewhere in the world. Moreover, in the realm of the international business environment, the leadership capabilities acquired from the experience of one culture or country may not be sufficient to be a good leader in several countries. Consequently, to be effective in dealing with people from various cultures, business leaders need a set of capabilities that will enable them to understand the difference between their own cultures and as well as to differentiate cultural differences that exist between different nations of the world. Also in the international business atmosphere, organizations are looking for a new breed of individuals, leaders or employees who are able to work efficiently with people from different cultures. Therefore, business leaders who work in international business or dealing with other cultures for business purposes, need capabilities to understand the business, political, geopolitical, social, economic

and cultural environments of different countries. For this reason, cultural capabilities are considered to be highly essential for the business leaders who are working in the cross-border and global business operations (Rockstuhl et al. 2010:8). To address to the needs of dealing with people from diverse cultures, various cultural capability theories and models exist. In the recent times one of the most prominent cultural capability theories is Cultural Intelligence Quotient (CQ).

“Cultural Intelligence Quotient (CQ) refers to an individual’s capabilities to function and manage effectively in culturally diverse settings” (Earley & Ang 2003). “CQ is a construct that assess multiple aspects of intercultural competence based on a theoretically grounded, comprehensive and coherent framework” (Ang, Dyne & Tan 2011). CQ capability allows the individual to understand a wide range of cultures which can facilitate leaders to adapt in various cultural settings (Earley & Ang 2003; Thomas 2006; Ng & Earley 2006; Ng, Dyne & Ang 2009:514). Based on this multiple loci intelligence, Ang & Earley (2003) developed a four factor model of Cultural Intelligence Quotient (CQ), consisting of, Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ. The theory of CQ, is quite new and relatively little research has been undertaken so far. Therefore, this study will investigate the identified research gap from the review of the existing studies. Moreover, this study will expand and develop the existing knowledge of CQ theory, which makes this study appealing.

1.1 Research Gap

The review of existing studies on CQ identifies the current status of what has been done so far and what can be further investigated. For instance the previous research on CQ has been focused on investigating the origin of CQ (Crowne 2008), the role of CQ in developing the capabilities of Global leaders (Janssen’s & Cappellen 2008), importance of CQ in leadership effectiveness (Rocksthul, Seiler, Ang, Dyne & Annen 2011) the role of CQ in international business ventures, such as offshoring (Ang & Inkpen 2008), the relation between the CQ with Big Five personality (Ang, Dyne & Koh 2006) and the development of firm level capabilities (Triandis 2006) etc. Likewise, previous studies on CQ have been concentrated on key areas such as the differentiating CQ with other measures of intelligence such as EQ, outcomes of CQ, and applicability of CQ as an individual and firm level capability etc. The detailed discussion about the previous literature will be discussed in detail in the forthcoming literature review section.

The existing studies on CQ has been largely focused on a just few broad areas. From an in-depth review of CQ literatures the key research gap identified is that there has been little research undertaken in determining the experiences of individuals, and leaders in particular, with different levels of CQ capabilities and in the context of a single country environment. This is essential to know, because CQ of a person is assessed by using very generic measures. Furthermore, cross-cultural behaviour capability are not characteristics that an individual is born with. Each of us develops cross-cultural abilities over time and with experience. An individual may develop better cross-cultural abilities in one country and cultural context than another due to a number of reasons. These could be personal interests, personality, cultural distance, earlier experience, personal ties, etc. Having said that, it is important to understand whether CQ can be really a generic theory assessed with generic measurements or whether it is contextual and more valid in one situation or for one personality type than for another.

In addition, there appears little or no empirical study that has investigated how the business leaders or individuals from individualistic cultures utilize CQ capabilities in the context of a collectivistic cultural environment and vice versa. Furthermore, previous studies have not explored how business leaders and different members of organizations utilize their CQ capabilities (such as motivational CQ, cognitive CQ, metacognitive CQ and behavioral CQ) in a very culturally pluralistic environment (Earley & Ang 2003). Finally, the existing empirical studies on CQ are based on the 20 item CQ generic scale. This does not allow revealing contextually of the CQ theory and provides only rounded means. Therefore, CQ research needs an in-depth qualitative study that could challenge CQ theory with the possibility of revealing new factors between CQ capabilities and actual individual performance.

The CQ theory claims that individuals with high level of CQ capabilities have higher level of intercultural interactions in any culturally diverse situation (Ng, Dyne & Ang 2009:245). Furthermore, according to Earley & Ang (2003), Thomas (2006); Ng & Earley (2006); Ng, Dyne & Ang (2009:514) CQ capability allows the individual to understand a wide range of cultures. In a sense, CQ theory claims that individuals who score high on four capabilities (motivational, cognitive, metacognitive and behavioral) can perform better in any intercultural situation (Ng & Earley 2006; Ng, Dyne & Ang 2009). Furthermore, CQ theory also positions itself as a culture free construct which can be applied in any cultural situation (Dyne, Ang & Nielsen 2007:345). In this context, this study is dedicated to investigate the rationale behind the claim that individuals with high CQ have better intercultural interaction. In a sense do the leaders with high CQ really perform better and in what ways they recognize the cultural differences

intercultural situation?. Likewise, does CQ capabilities are applicable in culturally pluralistic environment such as India. Besides, it is also equally important how the individuals with different CQ capabilities view the challenges and evaluate them between his or her own country with the foreign country.

There are several valid reasons why this study has chosen Finnish leadership in India. First, India and Finland are totally contrasting cultures. Second, Finnish organizational structure is based on horizontal or flat structure whereas Indian organizations are based on hierarchy. Third, Finnish society is based on individualism and Indian society is based on collectivism (Hofstede et al. 2010). Fourth, Finnish leadership style is based on autonomy and Indian leadership is based on paternalism. Moreover, there are many differences between Finland and India in terms of languages, religion, political structure, economic development, educational level, infrastructure and traditions. Therefore, the cultural distance between both the countries reflect the divergence in terms of values, attitudes, and behavior that affects the people and organizations (from Finland and India) acting and interacting in a cross-cultural space (Drogendijk & Zander 2010: 206). Apart from the above mentioned reasons, it is also worthwhile to discuss the significance of cultural capabilities for Finnish business leaders in an Indian environment. Leading Business in India is a complex phenomenon due to significant cultural, regional, linguistic, and religious variations across the country. The various aspects of Indian culture such as national, religious, and regional cultures have strong influence in the day to day life of people and also in the business environment. Therefore, in order to function effectively in an Indian environment Finnish business leader's require cultural sensitivity as the influence of culture is highly commanding in India.

The leadership style in India or Indian leadership style have evolved as distinctive style from the western style and it has helped Indian companies to stimulate extraordinary business growth even though challenging business environment conditions prevail (Capelli et al. 2010: 22). Additionally, leading business in India greatly differs from the western leadership style such in systems and in control. Hence, leadership in a strong culture like India is inherently tied up with cultural intelligence. Managing personnel, recruiting talents, formulating the right strategy, understanding the customers, adapting suitable leadership style and communicating respect are the most consistent reasons that cultural intelligence is crucial for Finnish business leaders in an Indian environment (Livermore 2010:18). Moreover, in the culturally pluralistic Indian business environment, CQ is the essential capability for effective leadership (Earley & Ang 2003). In a culturally pluralistic culture like India it is very important for the

Finnish business leaders to possess CQ capabilities in order to deal with ambiguity when leading Indian business operations.

Therefore, from an in-depth review of existing literatures, it was found that there is little or no empirical research undertaken in investigating the applicability or utilization of the CQ model by business leaders in a single country environment. Also, there appeared little or no research conducted to investigate to what extent and in what way CQ facilitates business leaders in a single country environment using the qualitative method. Several other research gaps were identified during the review of literature on CQ, these will be explained in the forthcoming section.

1.2. Research Question and objectives

The purpose of this study is to explore the nuances of CQ theory and its applicability in a single country environment. At the same time the study is determined to discover how the CQ theory enable individuals with different CQ capabilities to operate in an Indian environment. In this connection the central research question of this study will be:

- To what extent and in what ways CQ facilitates the Finnish leaders in leading people in Indian environment?

In order to explore the central research question theoretically and empirically the following objectives were set:

- To find out the cultural differences, identified by Finnish leaders with different CQ levels, of the Indian business environment
- To find out the challenges, identified by the Finnish business leaders with different CQ levels, that are required in the context of Indian environment
- To find out the capabilities identified by Finnish leaders with different CQ levels, in Indian environment
- To find out how the Finnish business leaders with different CQ levels, view factors such as motivation, cultural knowledge, preparation and behavior.

The study used two sources of data, a 20 item scale CQ questionnaire and semi-structured interview, in order to investigate the central research question of the study mentioned above. This study offers several contributions to Management Science. For instance, the principal contribution of the study will be to the theory

of CQ. Likewise, the study also offers methodological and contextual contributions, and managerial implications. These will be presented in conclusion.

1.3 Expected Contributions

This study will offer the theoretical contribution, methodological contribution, contextual contribution and practical implications.

Theoretical contribution – First, this study contributes to the theory by bringing out how leaders with different CQ levels identify and in what ways they cope with the cultural differences and exhibit culturally appropriate behavior between their home cultures and the host culture. Second, this study will also contribute to the theory, by finding out the capabilities that are required for the host environment and identified by the respondents of this study. Third, this study will offer new insight on how the four CQ capabilities are used by leaders with high and low CQ and what kinds of benefits (if any) are gained by them. This all might lead to the development of the additional measures and abilities of CQ, but most importantly, it will shed light on the contextuality of CQ theory and its relevance in a particular environment, circumstances, or for particular personalities.

Methodological contribution –The field of CQ is predominantly dominated by the quantitative method, with very few studies having been dedicated to qualitative studies. Therefore, this study will be one of the few studies that will be dedicated in combining both the methods and investigate the proximity of CQ theory, in India through Finnish business leaders.

Contextual contribution - This study is one of the few studies which will test the theory in the context of a culturally pluralistic environment such as India. Besides, this study will also expand its contextual contribution by investigating how the leaders from an individualistic culture such as Finland, use their CQ capabilities in context of collectivistic culture such as India.

Practical contribution - This study will offer a number of practical implications for current and future Finnish leaders operating in India. It will analyze the challenges that are faced by the Finnish business leaders in an Indian business environment and the ways to overcome them. Additionally, this study will also find out the capabilities that are required to be a successful in Indian environment. Then, the study will offer benefits or shortcomings of developing and using CQ capabilities by the business leaders. Overall, the study is intended

to offer a number of insights that will be beneficial for Finnish business leaders and the business organizations.

The detailed discussion on the contributions mentioned above, will be presented in the final conclusion chapter.

1.4 Structure of the Dissertation

This *first chapter* of this dissertation will give an introduction to the study which will be followed by research gap, research question and objectives and the structure of the dissertation. The introduction will present an overview of the study which presents about CQ theory and the context that has been taken to investigate the research phenomenon. The research gap will give an overview to the key research gaps that have been found from the deep analysis of existing research on CQ. The following part after the research gap, will present the central research question of the study. In order to find the answer for the main question, four research objectives were set and will also be presented in this part. The final part of this chapter will present the structure of this dissertation and will discuss about how the dissertation is organized from beginning to end.

The *second chapter* will present the theoretical key concepts and the literature review. As this study has chosen India as the context, it is vital to have an understanding about India. The discussion about India, will explain the complexity of the Indian cultural environment and gives an understanding why India was chosen as the context. Therefore, this chapter starts by giving an overview to the Indian cultural and business environment. The next part will compare Finnish and Indian culture through cultural dimensions. As this dissertation is focused on investigating Finnish business leaders experience in India, it is crucial to have an in-depth knowledge about Finnish and Indian cultures. Therefore, this chapter will present the cultural dimensions proposed by Hofstede and GLOBE used to discuss in detail, about Finnish and Indian cultures. Likewise, the GLOBE preferred leadership style is to explain the differences between the leadership preferences of Finland and India. After presenting the cultural differences, this chapter will present CQ theory. The detailed discussion of CQ dimensions such as Motivational, Cognitive, Metacognitive and Behavioral CQ is presented in this chapter. Finally, the previous research on CQ theory is discussed as well.

The *third chapter* will be dedicated to methodology section. This chapter starts with the research philosophy and explains the philosophical stand point of this dissertation, this is followed by the research approach of the study. In addition,

this chapter will explain about the research strategy and the research method employed. Also, this chapter will explain the different sources of data used in this study. First, the source one data, using the CQ 20 item scale questionnaire will be presented. Second, the source two data, using semi-structured interviews, will be explained in detail. The questionnaire development, interview procedure, list of interviewees, segregation of interviewee transcripts, coding procedure and analysis of data will be explained in detail in this chapter.

In the *fourth chapter* the empirical analysis and results will be discussed. This chapter will start by discussing the findings from the analysis of source one data 20 item CQ scale questionnaire which was collected from the interviewees before beginning of each interview. The findings from the 20 item scale, serves as the foundation of this study, as it is utilized to segregate the interview transcripts based on the scores of the interviewees. The interview transcripts are segregated into two groups based on the individual CQ scores of the interviewees. The interview transcripts of both the groups will be analysed in detail to reveal the complete findings. The final part of this chapter, will present the comparison of findings from both of the groups of data presented earlier.

The *fifth chapter* will be dedicated to discussion of the research objectives that were set in order to find the answer for the central research question. First the differences that were identified by the Finnish business leaders in the Indian business environment are presented. Followed by, the cultural differences between Finnish and Indian cultures that was found from the analysis of the interview transcripts. The following part will discuss the challenges identified by the Finnish business leaders in the Indian business environment. Likewise, the skills that was identified by the interviewees, crucial when working in the Indian, will be discussed. The final part of this chapter, will discuss how interviewees view factors such as motivation, cultural knowledge, preparation and behavior.

The *sixth chapter* will present the answer to the central research question which is to find out to what extent and in what ways CQ facilitates Finnish business leaders in India. The chapter starts with presenting the findings from the 20 item scale CQ questionnaire and reveals the key findings from the detailed analysis of this scale. Likewise, the key findings from the qualitative analysis and its correlation with the CQ theory will be presented. Most importantly this chapter will explain how the findings support the existing knowledge about the four capabilities of CQ. In addition, this chapter will also discuss the new capabilities that are identified which will pave the way to the expansion of CQ theory.

The *seventh chapter* will present the theoretical contribution, methodological contribution, contextual contribution and practical implications. This chapter

explains the four important theoretical contributions that expand the theory, by offering additional dimensions. Likewise, the next part explains how the use of qualitative method in this study has contributed to the method. The next part explains the important contextual contributions that the study offers. The managerial implications that this study presents, are also discussed in detail in this chapter, by giving recommendations for company managers from the findings of this study. The final part of this chapter, explains about limitations of this study as well as the suggestions for further research.

The seventh chapter is followed by references and appendices.

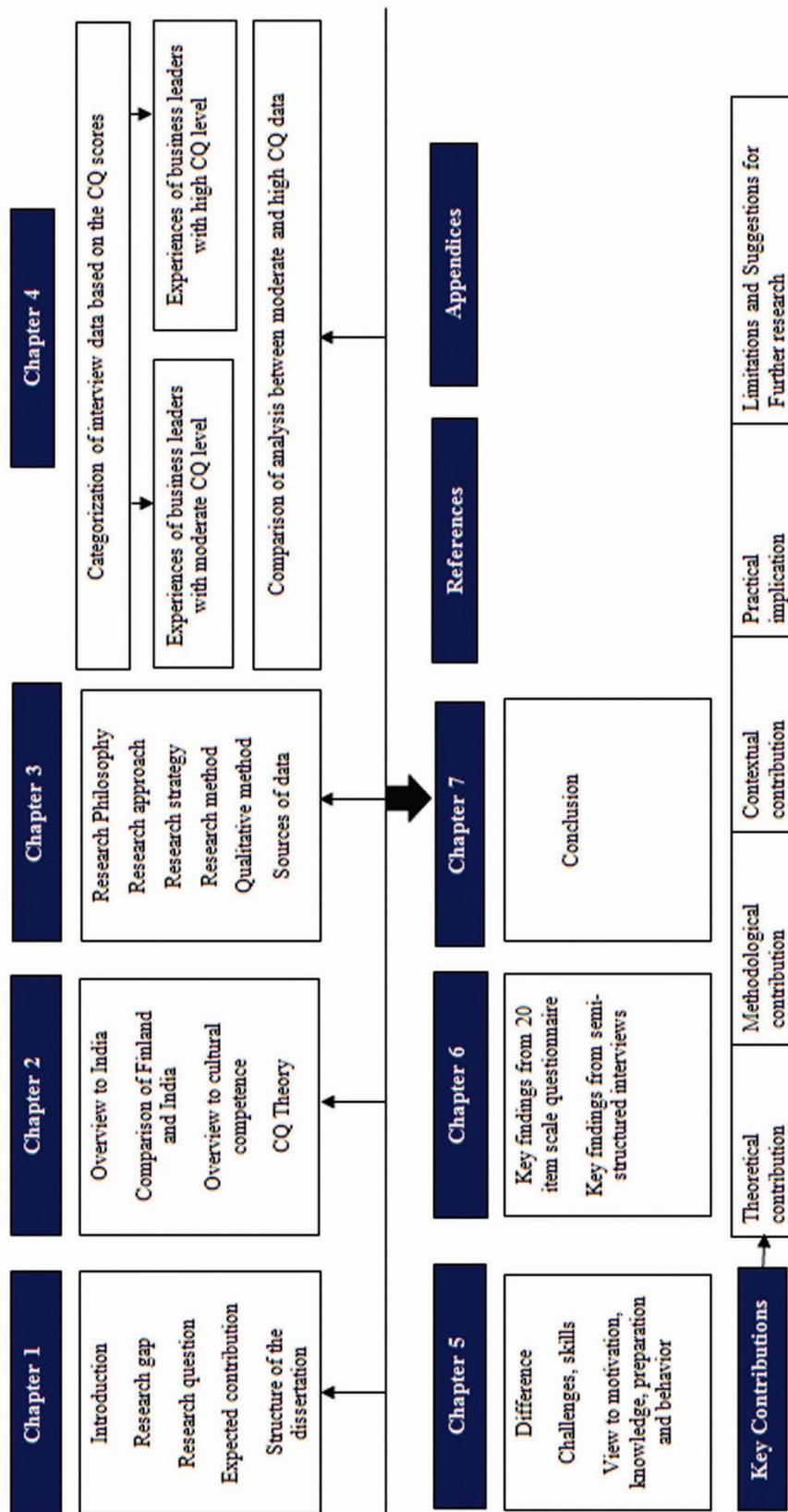


Figure 1. Structure of the dissertation

2 LITERATURE REVIEW

This chapter is presented in five parts. The first part will give an overview to the Indian cultural environment in order to justify why India has been chosen as the country of context for the investigation. The second part will provide an overview to Indian and Finnish cultures, through cultural dimensions proposed by Hofstede and GLOBE study. The third part will provide an overview to cultural competence. The fourth part will provide an overview to CQ theory. The fifth part will present the earlier studies on CQ.

2.1 Overview to India

India is one of the fastest growing economies in the world, whose traditions can be traced back thousands of years. India has been naturally divided by geographical barriers, and by ethnic and linguistic differences into a number of fairly large states. These states were naturally divided and taken as political units and forms of government so devised as to make the political stability and interrelationship (Venkateswara 1932:279). The culture of India has been highly influenced by several factors, such as religion, colonialism, invasion, immigration and modernization etc. This has transformed India into what it is today a culturally pluralistic environment. Therefore, the cultural values, beliefs and conditions are contradictory from state to state and region to region (Sebastian, Parameswaran & Yahya 2006:1). Rather than thinking India as one single culture, it is wiser to think of it as an association of various regions and subcultures. To understand it simple, it is easier to look at it, based on the geographical divisions. The geographical division of India can be considered as zones, which include various states that are relatively similar in their culture and ethnicity, but still have different histories and background. The following table will give an overview of the geographical division and the ethnicity of India.

Table 2. Geographical divisions and ethnicity of India

North Zone	Central Zone	North Eastern Zone
Haryana Himachal Pradesh Jammu Kashmir Punjab Rajasthan Delhi Chandigarh	Chhattisgarh Uttarakhand Uttar pradesh Madhya pradesh	Assam Arunachal Pradesh Manipur Mizoram Meghalaya Sikkim Nagaland Tripur
INDO -ARYANS		MANGOLOIDS
Eastern Zone	Western Zone	Southern Zone
Bihar Jharkhand Orissa West Bengal	Goa Gujarat Maharashtra Daman and Diu Dadra and Nagar Haveli	Tamil Nadu Andra Pradesh Telengana Kerala Karnataka Pondicherry
		DRAVIDIANS

From the above table, it is evident that the geographical diversity of India is significant with the above mentioned geographical divisions of region and state are totally different from others with respect to languages, traditions, costumes, food, customs and values. In addition to religion, the caste system has also influenced the attitude of behaviour of people within these states. Due to these geographical divisions and the different cultural environment, it has also resulted in a different psychological environment within India (Cartwright & Cooper 1993; 5). This different psychological environment, has influenced people to behave in certain ways in certain states. The behaviour, attitude, appearance, colour of people are variant from zone to zone, region to region and state to state. Likewise, it is also evident from the table that each of the zones mentioned is dominated by culturally similar ethnic people. For instance, Dravidians are the people who predominantly live in the states of south India and Southern zone and Indo-Aryans are the people who belong to the states that are in the North Zone, Central Zone, Eastern Zone and Western Zone, whilst Mangoloids are the people who live in the states of the North Eastern Zone. In addition, to these major ethnic groups there are several ethnic groups coexisting across India, such as Australoid, Europoid, Caucasian and Negroid. At the micro level, ethnic groups are classified as Bengalis, Punjabis, Guajarati's etc., which are based on the languages of the above mentioned states and zones. However, in spite of all

these variations in ethnicity, the Indian people are generally categorized as Indo-Aryans, Dravidians and Mangoloids.

In all of the zones mentioned in the table above, the ancient traditions, customs, values and beliefs still have a strong influence. Astrology plays still a dominant role in deciding various factors of life of the people and as well as the important decisions in politics, and business. Even in these modern times, many Indian business elites believe in astrological predictions for choosing compatible business partners, choosing an auspicious time to start business, launching new products and laying the foundation for new business establishments. Nevertheless, these traditions are not unified all over India, they differ to a greater extent from zone to zone and state to state. Besides, the Indian family system have a huge influence in the personal life of Indians including family owned firms. Due to the influence of family, many Indian family owned firms, employ their relatives in key position, as people outside the family are not to be trusted. The ancient traditions of Indian culture are strongly influenced by religion, as it is also the home to four major religions, including: Hinduism, Buddhism, Jainism and Sikhism. As per the Indian government portal (2015) and the 2001 census, out of the total population, Hindus constituted the majority with 80.5%, Muslims came second at 13.4%, followed by Christians, Sikhs, Buddhists, Jains, and others. These religions have very strong influence in Indian culture and this differs regionally. However, Hinduism and its beliefs still remain predominant all over India and has created several regional, local sub-cultures over the nation. Therefore, it is quite hard to group India as one single culture, as it contains numerous layers of embedded cultural factors within it. From ancient times, India has been divided by caste, religion, region, and ethnicity and also by various other forms. Despite these numerous differences, Indian people are united with a common cultural heritage and have consciousness of unity, described as “Unity in Diversity”. Though India has modernized in recent decades, one can still say these cultural differences do have significant influences in lives of people and their behaviour. The below mentioned table gives a short overview of the factors that influencing Indian cultural environment.

Table 3. Factors influencing Indian cultural pluralistic environment

Family	Education	History	Modern	Other
Joint family, Nuclear family Relatives, peers friends,	National, State and other educational systems. Literatures and epics	Ancient history Mughal and British rule, Regional history, Post-colonial reforms	Western cultural influence, media, social media Technology and IT	Movies, Sports Occupation, food Celebrities, politics, leaders, bureaucracy legal system
Factors influencing Indian cultural environment				
Geography	Religion	People	Languages	Traditions
28 states and 7 union territories North, South, West, East Climate	Hinduism, Islam, Christianity, Sikhism Jainism and other religions	Caste systems Ethnic groups Nonresident Indians (NRI) Gender role	More than 300 languages 22 recognized languages Influence of English	Ancient Vedas, customs, belief, rituals, music, dance, hospitality, festivals, Regional, local and national. Traditions

All the factors in table above have significant influence in Indian culture and the way people live. These factors also differ from state to state and region to region. In a sense, it can also be said that all these factors have strong influence in the Indian business environment as well. In the recent years India has been influenced by unique mix of both western and traditional culture, influencing both the society and in the business environment. However, Indians still value strong relationships in business. Indian organizational structure is biased towards relationship oriented systems where interpersonal links are focused more than processes and procedures (Arora 2005:30). For this reason, personal contacts and trust are very important in India in all circumstances. Often the term relationship or network is coined as personal contacts. The Indian business environment is based on relationships and business networks. For example, there are various stakeholders who are crucial in the Indian business environment for building relationships and networks. This is mentioned in the forthcoming table.

Table 4. List of stakeholders who are crucial in Indian business environment

Management (Indian Subsidiary) Top-level management Middle-level management Subsidiary Management	Suppliers Product suppliers Services partners Importers Consultants	Employees Permanent Fixed-term employees Interns Employee unions	Customers Indian customers of different states, religion, race and ethnic groups.	Shareholders Equity shareholders Non-Equity shareholders Equity firms		
Internal stakeholders						
(Stakeholders relation crucial for Leadership in India)						
External stakeholders						
Political Government Foreign Govt Political parties	Economical Financial institutions Banks Investment banks Business networks Consultants	Societal Community Religious parties Individuals Activists Trade union	Technological Energy IT Infrastructure Media Social media	Environmental NGOs Environmental certification institute Research institute	Academic Management scientists Researchers Universities	Legal Law firms Lawyers Court

In the above mentioned table the stakeholder network is crucial in Indian business environment. One would argue that it may not be essential to know the people in various levels as they have people to take care each of the functions. Of course, it is also understandable about the viability for any business leader to meet each of these people personally to build a network. Nevertheless, the relationship and trust with the stakeholders mentioned in the above table can be built by creating a positive image to achieve personal bonding with the stakeholders. For example, the leaders of the most successful Indian corporations do engage themselves with various social issues, preemptively investing in community services and infrastructure. These social and philanthropic activities have created a positive image and improved the reputation of Indian leaders and their organizations. Moreover, corporate social responsibility, national wellbeing, investment in social goals and human capital are essential for the competitiveness of companies in India (Cappelli et al. 2010). Therefore, the Indian business environment is based on relationships, and are considered as the foremost factor for a successful business.

Apart from the relationship factor of the Indian business environment, understanding the landscape of Indian organizations are also essential. Indian firms are mostly family-owned sole proprietorships, ranging from large Indian corporations to the small firms. The family remains paramount in importance within Indian business (Salyards 2000:331). Based on this, Indian organization can be categorized as traditional family owned firms, public companies, Indian SMEs and Indian subsidiaries of foreign firms. The corporate environment in

India is often viewed as being old fashioned, due to the existence of a large number of family owned businesses, often also culturally resistance in adopting modern management practices. Traditional values such as respect for seniority and work goals like job security, still dominate the consciousness of Indian corporate culture. Like most other Asian countries, India is a high power distance culture. In the workplaces this implies that the senior manager is a benevolent autocrat, the organization is hierarchically structured, lower level managers avoid decision making and are reluctant to take responsibility and follow closely the instructions of their superiors (Burns 1998:3). The hierarchical system in the Indian business environment has transferred the socio-religious hierarchical structures such as the caste system that has been dominating India for centuries (Sebastian, Parameswaran & Yahya 2006:23).

The corporate environment in India has wide range of differences across India in the way they function. For instance, large Indian companies are considered to be professional due to the influence of western organizational practices and with the success of Indian organizational practices. Medium-sized organizations are a hybrid mix of the traditional stereotype and a bid to catch up with the new ways of doing things. The small organizations run like a family, where the eldest member of the family runs and leads the business within a system of authority and all members have set roles and conforming to these rules is beneficial to all. However, in the recent decades the growth of technological firms, have influenced Indian organizations, such as IT and ITES firms to operate primarily on western egalitarian pattern (Arora 2005:20). Moreover, due to the change in the global business landscape, Indian companies are also adapting global business standards to fit into the group of global business organizations. Though many of the firms in India are influenced by western management principles and global values, still cultural complexities have huge impact in the way how people behave, understand, communicate and perform in these organizations. Therefore, the impact of culture on Indian business cannot be neglected as it is strongly tied within the everyday social life of people and reflected in business.

At a micro level the Indian business environment is also diverse and has different degrees of modernization in different states. For instance, the Indian states have different labor laws, property laws, and people of different cultural and educational backgrounds coexist across India. In spite of the rapid economic growth and modernization, strong cultures like India are not meant to change as it is so strongly embedded with various aspects of its past traditions and customs. Though the Indian workforce is fluent in speaking English (predominantly in the cities) and influenced by western ideologies, the impact of Indian traditions and practices dominate their behavior in the business environment. Moreover, in the

recent years India has gained momentum among western multinationals and more business organizations across the globe are increasingly expanding their businesses in India. But there is a growing concern among the organizations with regards to managing their employees in India. The western or American leadership style are seeming to be alienating the western multinationals to integrate themselves with the Indian business environment. Leading businesses in India is a complex phenomenon not only for the western business leaders but can also be complex for Indian business leaders due to the pluralistic Indian cultural environment.

Leadership in India is quite different from that in the world. In India, the leaders in organizations are much more like a family and they take care of their employees much like a father does in the family. Moreover, the leaders are also considered as roles models and expected to inspire and motivate their employees to achieve the common goal of their organization. Indian leadership practices are very much influenced by their collectivistic culture. The various aspects of Indian culture such as organizational, national, religious, and regional cultures have strong influence in the day-to-day life of people and also the organizational environment. In a culturally pluralistic environment like India, business leaders from the western world face complex social coordination problems due to the lack of knowledge and understanding of Indian cultural pluralism. (Rockstuhl et al. 2010: 2). Moreover, leading business in India greatly differs from western leadership style such as in systems and control. The most important aspect of leading business in India, is in the personality and charisma of the leaders who closely follow the systems (Rangnekar 2004). This leadership style has evolved distinctively from the western style and it has helped to stimulate extraordinary business growth in spite of challenging business environment and conditions (Capelli et al. 2010:22). Therefore, it is important to understand the environment in order to adapt to the most appropriate leadership style desirable in an Indian organizational environment. In a nutshell, to function effectively in the culturally pluralistic Indian environment, understanding the nuances of cultural values, traditions etc., are not avoidable.

It is evident, India is a highly complex and pluralistic country with significant differences. However, in order to understand how Indian culture is different from Finland, it is imperative to compare Indian culture with Finnish culture through cultural dimensions. Therefore, the next part will analyze the difference between India and Finland through the cultural dimensions proposed by Hofstede and the GLOBE study.

2.2 Comparison of Indian and Finnish cultures through dimensions

The cultures of Finland and India are highly dissimilar as they widely differ in terms of culture, geography, politics, economy, languages etc. Comparison between India and Finland itself can lead to confrontations, as there is huge dissimilarity between the various aspects of Finland and India. India and Finland have unique cultures, people from both of these countries do behave differently. Finnish culture can be considered as homogenous, when compared with the Indian one. In this kind of dissimilar cultural environment, the perceptions, attitude and behaviour of Finnish business leaders in India may be different from the perceptions and behaviour of Indian followers and other stakeholders and vice versa. Therefore, it is relevant to compare both Finnish and Indian cultures as it will facilitate comparison between the two different totally contrasting countries. Therefore, it is vital to understand the differences between Finland and India through cultural dimensions as proposed by Hofstede and the GLOBE study.

Though numerous people have contributed to differentiating culture, the cultural dimensions proposed by Geert Hofstede were the first of their kind that opened up the imagination and aid in differentiating national cultures. Hofstede's cultural dimensions are one of the first studies which opened up the discussion in comparing the organizational cultures of different nations. In addition to Hofstede's cultural dimensions, the GLOBE study is one of the more recent studies on cultural dimensions and leadership effectiveness. GLOBE stands for Global Leadership and Organizational Behavioral Effectiveness. GLOBE was conceived by Robert J. House in 1991. The GLOBE study, published the cultural dimensions and leadership effectiveness of 62 countries. GLOBE conceptualized the culture of 62 countries in terms of nine cultural attributes which are referred to as dimensions. The GLOBE study is the most recent study which offers an analysis in differentiating the relation between the social values, social practices and leadership effectiveness of 62 societies or countries in the World (Schlosser, 2006; Terlutter, Diehl & Mueller 2006). Moreover, the GLOBE study includes new dimensions omitted by Hofstede and gives an overview about the preferred leadership of people from different parts of the World.

The typologies proposed by Hofstede and GLOBE may not completely reveal all the aspects of Indian and Finnish culture, as there are so many subcultures, languages, customs, traditions and other cultural factors embedded in them. However, these dimensions enable us to understand both cultures generally through the scores and the ranking of these dimensions. Discussing the

differences between Finnish and Indian culture through cultural dimensions will facilitate and aid in understanding how both cultures differ in terms of several aspects. Moreover, understanding the cultural differences and similarities between Finland and India through Hofstede and the GLOBE study, will improve the bi-cultural interaction between Indian and Finnish business leaders (Fougere 2004:19). Moreover, an in-depth understanding of Finnish and Indian cultures is essential for the individuals, business leaders and multinational organizations involved in conducting business from both cultures. As a result, it is essential to recognize how Finland and India differ in their values and practices through the cultural typologies proposed by Hofstede and the GLOBE study.

Therefore, comparing Indian and Finnish organizational cultures through the Hofstede and GLOBE study will offer a novel insight in understanding the commonalities and distinctions between Finnish and Indian organizational culture and preferred leadership styles. The first section of this study will present Indian and Finnish culture using Hofstede's cultural dimensions. The second part of the study will discuss Indian and Finnish culture using the GLOBE study. The third section of this paper will discuss Indian and Finnish leadership style through the GLOBE study. The fourth section of the study will discuss the major findings of the study and the final section of the study will present the conclusion of the study.

2.2.1 Hofstede Cultural Dimensions

Hofstede's cultural dimensions aid in considering the in-depth cultural differences between Finland and India. Hofstede's cultural dimensions were predominantly based on the data from the IBM employees and conducted on 88,000 respondents in 20 languages from 66 countries (Hofstede 2011; Terlutter, Diehl & Mueller 2006). Hofstede proposed at first four dimensions such as power distance, individualism vs. collectivism, masculinity vs. femininity and uncertainty avoidance. Later on Hofstede introduced the fifth dimension, which is long-term orientation and a sixth dimension, which is indulgence vs. restraint. Hofstede's cultural dimensions are the most cited cultural typology and will be highly valuable in unveiling the dynamics of Indian and Finnish culture (Jones 2007:2).

(1) *Power Distance (PDI)*: Power distance is the degree to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally (Hofstede, Hofstede & Minkov 2010; Hofstede 2011). (2) *Individualism (IDV) vs. collectivism*: Individualism refers to the society or culture in which the interest of individuals prevails over the

interests of the group (Hofstede, Hofstede & Minkov 2010). “The individualism emphasis on individual goals, individual rights, autonomy, self-reliance, achievement orientation, and competitiveness” (Hofstede 2011). Collectivism on the other hand, emphasizes collective goals, collective rights, interdependence, affiliation with the larger collective, cooperation, and harmony” (Kulkarni et al. 2010:95).

(3) *Masculinity (MAS), vs. Femininity*: This dimension deals with the distribution of emotional roles between the genders within a culture (Hofstede, Hofstede & Minkov 2010). The gender roles are separated in masculine cultures, emphasizing men to be assertive, tough and focused on material success and additional masculine cultures values, of competitiveness, assertiveness, materialism, ambition and power (Hofstede, Hofstede & Minkov 2010). In feminine cultures, both women and men are supposed to be equal, modest, tender and concerned with quality of life (Hofstede, Hofstede & Minkov 2010; Hofstede 2011). Feminine culture places more value on relationship, where men and women have the same values emphasizing modesty and caring (Hofstede, 2011:12).

(4) *Uncertainty avoidance index (UAI)*: This dimension deals with the society's tolerance for uncertainty and ambiguity. UAI can be defined as the extent of which the members of the society or culture feel threatened by ambiguous or unpredictable situations (Hofstede, Hofstede & Minkov 2010; Hofstede 2011). The UAI cultures programs its members to feel either comfortable or uncomfortable in an ambiguous situation (Hofstede, 2011:10).

(5) *Long term orientation (LTO), vs. Short term orientation*: First called “Confucian dynamism”, it describes society's time horizon (Hofstede, Hofstede & Minkov 2010; Hofstede 2011). Long term orientation societies, award more significance to the future and fosters pragmatic values oriented towards rewards, including persistence, saving and capacity for adaptation (Hofstede 2011). Short term orientation societies, are concerned with the fostering of virtues related to the past and present-in particular, respect for tradition, preservation of face and fulfilling social obligations (Hofstede, Hofstede & Minkov 2010; Hofstede 2011).

(6) *Indulgence, vs. Restraint (IVR)*: “Indulgence stands for a society that allows relatively free gratification of basic and natural human desires related to enjoying life and having fun” (Hofstede 2011). “Restraint stands for a society that controls gratification of needs and regulates it by means of strict social norms” (Hofstede 2011:15). The following table will give an overview to the cultural dimensions scores and ranks of India and Finland.

Table 5. Comparison of cultural dimension scores on India and Finland

CULTURAL DIMENSIONS	INDIA	RANK	FINLAND	RANK
Power distance index (PDI)	77	17-18	33	68
Individualism vs. Collectivism (IDV)	48	33	63	22
Masculinity vs. Femininity (MAS)	56	28-29	26	68
Uncertainty avoidance index (UAI)	40	66	59	50-51
Long term vs. Short term orientation (LTO)	51	40-41	38	51-54
Indulgence vs. Restraint (IVR)	26	73	57	27-29

(Source: Hofstede, Hofstede & Minkov 2010)

2.2.2 GLOBE Dimension

GLOBE stands for Global Leadership and Organizational Behavior Effectiveness. “The GLOBE study used the results of previous empirical studies, other factors such as common language, geography, religion and historical accounts” (House et al. 2004). Using the data collected on cultural values and beliefs from 62 countries and discriminant analysis (a technique which statistically test the extent to which GLOBE’s classification is supported by the data) to confirm the clusters. The GLOBE study developed a strong support for the existence of their proposal of 10 cultural clusters (Elkjaer et al. 2009). Cultural similarity is greatest among societies that constitute a cluster and cultural differences increases the farther clusters are apart (House et al. 2004). The GLOBE’s ten clusters are Nordic Europe, Anglo, Germanic Europe, Latin Europe, Eastern Europe, Confucian Asia, South Asia, Arab and Sub-Saharan Africa (House et al. 2004). In the GLOBE study, Finland belongs to Nordic Europe cluster, which also includes other Nordic nations such Denmark and Sweden. The Nordic countries tend to be modest, punctual, honest and high minded (Smiley, 1991 in Gupta, Hanges & Dorfman 2002:14). On the other hand, India belongs to South Asian cluster that also include other countries such as Philippines, Indonesia, Malaysia, Thailand and Iran (House et al. 2004). The South Asian countries value collective goals, futuristic orientation and rule-based structures (Gupta, Hanges, & Dorfman, 2002:14).

The GLOBE’s nine cultural dimensions are power distance, uncertainty avoidance, humane orientation, institutional collectivism, in-group collectivism, assertiveness, gender egalitarianism, future orientation and performance orientation (House et al. 2004). In this conceptualization, GLOBE measures both cultural practice (the way things are) and values (the way things should be) at the

organizational and social level of analysis (House et al. 2004). The GLOBE study is most recent study which offers an alternative perspective to the existing cultural dimensions of Hofstede and Schwartz, as it clearly distinguishes the social practice and values separately (Terlutter, Diel & Mueller 2006:434). In addition, the GLOBE (2007) study also analyzed the preferred leadership styles of the 62 countries.

(1) *Uncertainty avoidance* refers to the extent which a society, organization, or group relies on social norms, rules and procedures to alleviate unpredictability of future events (Javidan et al. 2006:70). This dimension emphasizes people's attitudes in seeking orderliness, consistency and structure (Javidan et al. 2005:62). The societies that score high on uncertainty avoidance rely on formalized policies and procedures, establishing and following rules, verifying communications in writing. The societies that score low rely on informal interactions and informal norms rather than formalized policies, procedures and rules (House et al. 2004). According to this dimension higher scores indicate greater uncertainty avoidance (House et al. 2004).

(2) *Humane orientation* refers to the degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring and kind to other (Javidan et al. 2006:70). The GLOBE study (2010), states that societies that have high humane orientation, value: altruism, benevolence, kindness, love and generosity (House et al. 2004). Whereas, the societies that have low humane orientation, value: pleasure, comfort, and self-enjoyment (House et al. 2004).

(3) *Institutional collectivism* refers to the degree to which, organizational and societal institutions practices encourage and rewards collective distribution of resources and collective action (Javidan et al. 2006:70). This dimension emphasizes an individual's encouragement by the society to be integrated into broader entities with harmony and cooperation as paramount principles at the expense of autonomy and individual freedom (Javidan et al. 2005:62).

(4) *In-Group collectivism* refers to the degree to which individuals express pride, loyalty and cohesiveness in their organizations or families (Javidan et al. 2006:70). The societies that are high in group collectivism, have individuals who are integrated into strong cohesive groups. The societies that are low in this dimensions, have individuals who look after themselves or their immediate families (House et al. 2004). According to this dimension, higher scores indicates greater collectivism.

(5) *Assertiveness* refers to the degree to which individuals are assertive, confrontational, and aggressive in their relationships with others (Javidan et al.

2006:70). According to the GLOBE study, societies which score higher on assertiveness, value assertive, dominant, and tough behavior for everybody in society (House et al. 2004). These societies value competition and value success and progress (House et al. 2004). Conversely, those societies that score lower on assertiveness, tend to view assertiveness as socially unacceptable and value modesty and tenderness (House et al. 2004).

(6) *Gender egalitarianism* refers to the gender equality (Javidan et al. 2006:70). According to this dimension, the lower scores indicates greater male domination and the lower dimension indicate gender equality (House et al. 2004).

(7) *Future orientation* refers to the degree to which an individual engages in future-oriented behavior, such as delayed gratification, planning, and investing in the future (Javidan et al. 2006:70). Those societies that score high on future orientation, tend to achieve economic success whereas, the societies lower on future orientation tend to have lower economic success (House et al. 2004).

(8) *Power distance* is the degree to which members of an organization or society expect and agree that power and privilege should be stratified and concentrated at higher levels of an organization (Javidan et al. 2006:70). According to the GLOBE study, in a high power distance culture, power is seen as providing social order, relational harmony and role stability. Whereas, in a low power distance culture, power is seen as a source of corruption, coercion, and dominance (House et al. 2004:536).

(9) *Performance orientation* refers to how the collective, encourages and rewards group members for performance improvement and excellence (Javidan et al. 2006:70). Moreover, it also reflects the extent that a community encourages and rewards innovation, high standards, and performance improvement (Javidan 2004:239). However, according to the GLOBE study, societies that score higher on performance orientation, emphasize results more than people (House et al. 2004). Moreover, these societies value assertiveness, competitiveness and materialism (House et al. 2004). Whereas, those societies that score lower on performance orientation, emphasize loyalty and belongingness, and these societies also value harmony with the environment rather than control (House et al. 2004).

Table 6. Comparison of society practice scores on India and Finland

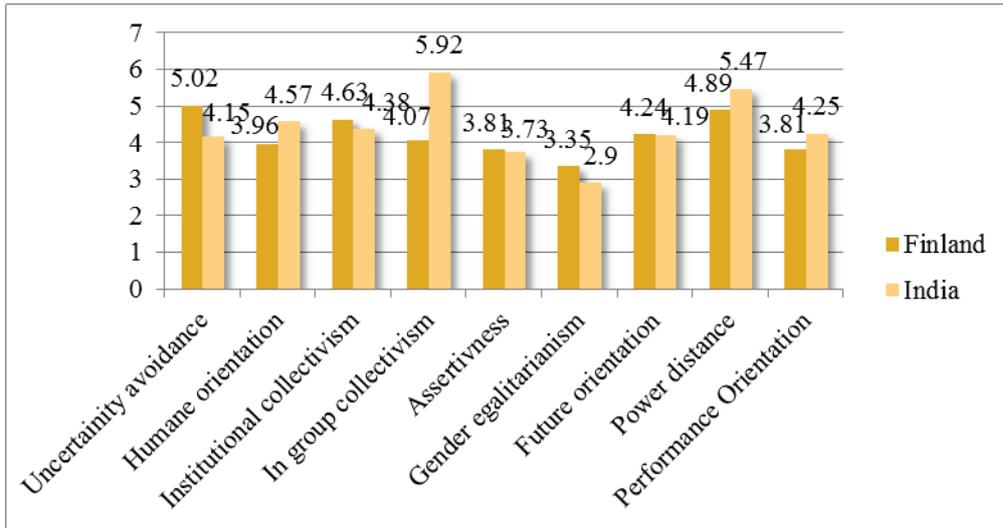
GLOBE Cultural dimension	Society practice (As is) Finland	Rank Finland	Society practice (As is) India	Rank India
Uncertainty avoidance	5.02	8	4.15	29
Humane orientation	3.96	35	4.57	9
Institutional collectivism	4.63	10	4.38	25
In group collectivism	4.07	54	5.92	4
Assertiveness	3.81	47	3.73	53
Gender egalitarianism	3.35	31	2.90	55
Future orientation	4.24	14	4.19	15
Power distance	4.89	47	5.47	16
Performance orientation	3.81	46	4.25	23

(Source: House et al. 2004; Chhokar, Brodbeck & House 2007)

Table 7. Comparison of social value scores on India and Finland

GLOBE Cultural dimension	Society value (Should be) Finland	Rank Finland	Society value (Should be) India	Rank India
Uncertainty avoidance	3.85	53	4.73	29
Humane orientation	5.81	2	5.28	44
Institutional collectivism	4.11	55	4.71	32
In group collectivism	5.42	47	5.32	50
Assertiveness	3.68	35	4.76	7
Gender egalitarianism	4.24	45	4.51	36
Future orientation	5.07	51	5.60	29
Power distance	2.19	60	2.64	38
Performance orientation	6.11	20	6.05	26

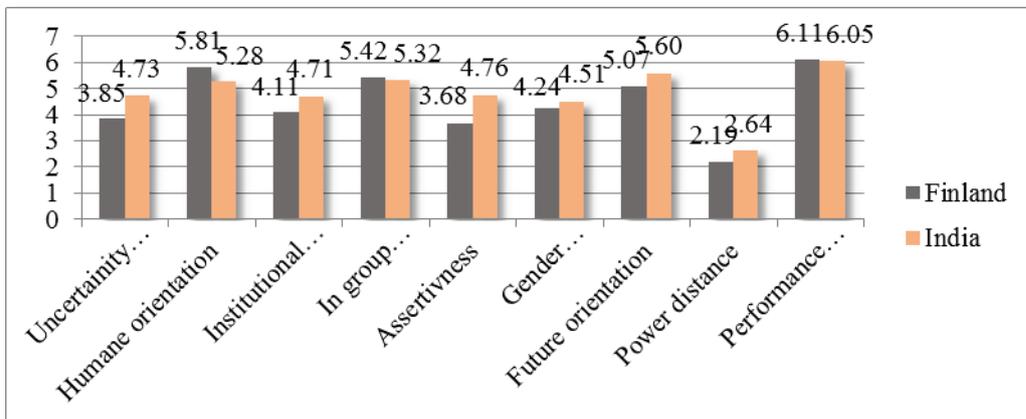
(Source: GLOBE, House et al. 2004; Chhokar, Brodbeck & House 2007)



(Source: House et al. 2004; Chhokar, Brodbeck & House 2007)

Figure 2. Comparison of society practice scores on India and Finland

The social practice scores of Finland, show that the top high-scoring dimensions are: uncertainty avoidance (5.02), power distance (4.89) and institutional collectivism (4.63). The social practice scores of India, reveal that the top scoring dimensions are: in-group collectivism (5.92), power distance (5.47) and humane orientation (4.57).



(Source: House et al. 2004; Chhokar, Brodbeck & House 2007)

Figure 3. Comparison of society values scores on India and Finland

The social value dimensions of Finland, reveal that the top ranking dimensions are: performance orientation (6.11), humane orientation (5.81) and in group collectivism (5.42). The social value dimensions of India, reveal that the top ranking dimensions are: performance orientation (6.05), future orientation (5.60) and in group collectivism (5.32).

2.2.3 GLOBE Leadership styles

The GLOBE study also presented research on the preferred leadership styles, as viewed by the people of the countries that have been researched. According to GLOBE, people from different cultural groups share a high level of agreement on their beliefs about effective leadership and that significant statistical differences exist among cultural groups in their beliefs about leadership (House et al. 2004). This shared belief may be described as a culturally endorsed implicit theory of leadership (CLT) (House et al. 2004). The GLOBE study analyzed the responses of 17,300 middle managers and identified 112 leadership characteristics (House et al. 2004). The analysis of the study generated 21 leadership scales which were statistically and conceptually reduced to six scales, with the resulted leadership styles such as performance-oriented style, team-oriented style, participative style, humane style, autonomous style and self-protective style (House et al. 2004). The following table shows the preferred leadership style in Finnish and Indian cultures according to the GLOBE study.

(1) *Charismatic / value based leadership style* reflects the ability to inspire and motivate and achieve high performance from their followers on the basis of firmly held core beliefs (Javidan et al. 2006:73). Charismatic leadership style creates a passion amongst the followers to perform better as they are motivated by the core values of the leader whom they follow (House et al. 2004). This dimension includes six leadership sub-scales such as visionary, inspirational, self-sacrifice, integrity, decisive, and performance oriented (House et al. 2004).

(2) *Team-oriented style* refers to effective team building to achieve the goals of the organization (Javidan et al. 2006:73). Team building style instills pride, loyalty, and collaboration among organizational members; and highly values team cohesiveness and a common purpose or goals (House et al. 2004). The GLOBE CLT dimension includes five primary leadership scales such as collaborative team orientation, team integrator, diplomatic, malevolent and administratively competent (House et al. 2004).

(3) *Participative style* reflects to the style and includes the managers and employees involve in formulating and implementing decisions (Javidan et al. 2006:73). Participative style encourages input from others in decision-making and implementation and emphasizes delegation and equality. This includes two primary leadership subscales such as autocratic and non-participative (House et al. 2004). (4) *Humane oriented style* is about supportive and considerate leaders to the managers and employees with generosity and compassion (Javidan et al. 2006:73). Humane style, stresses being supportive, compassionate, generous and

concerned with the well-being of others. This also includes two leadership subscales such as modesty and humane oriented (House et al. 2004).

(5) *Autonomous style* is characterized by an independent, individualistic, and self-centric approach to leadership and includes one primary leadership scale that is labeled as autonomous (Javidan et al. 2006:73).

(6) *Self-protective style* emphasizes procedural, status-conscious, and face-saving behaviors and focuses on the safety and security of the individual and group (Javidan et al. 2006:73). This leadership dimension, includes five primary leadership subscales such as self-centered, status conscious, conflict inducer, face saver and procedural (House et al. 2004).

Table 8. Comparison of preferred leadership styles in India and Finland

LEADERSHIP STYLES	FINLAND	INDIA
Charismatic / value based	5.94	5.85
Team oriented style	5.85	5.72
Participative style	5.91	4.99
Humane oriented style	4.30	5.26
Autonomous style	4.08	3.85
Self-protective style	2.55	3.77

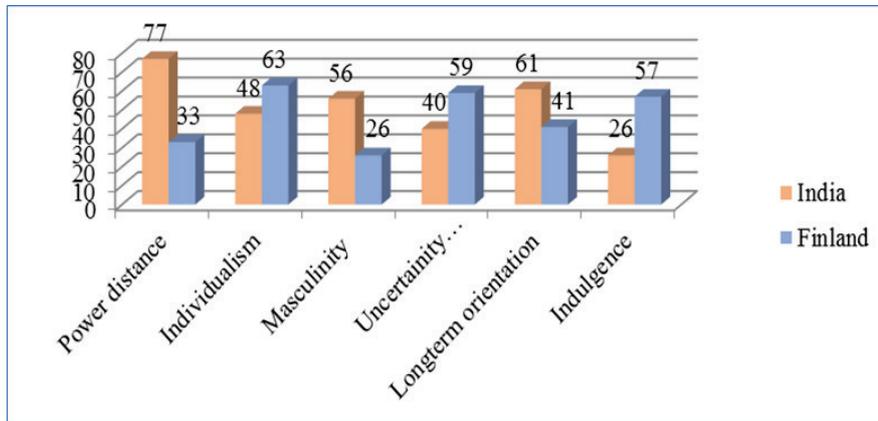
(Source: House et al. 2004; Chhokar, Brodbeck & House 2007)

2.2.4 Comparison and Discussion

Hofstede

The scores or ranks using Hofstede et al. (2010) dimensions on India, shows that out of the six dimensions, India scores high on power distance. This is followed by other dimensions, such as, long term orientation, masculinity, collectivism, uncertainty avoidance and indulgence. Finland scores high on individualism, followed by uncertainty avoidance, indulgence, long term orientation, power distance and masculinity (Hofstede 2010). From the comparison, it is obvious of the wide gap in the cultural differences between Finland and India. Hofstede's (2010) six cultural dimensions may not be the perfect indicator in giving the exact information about both the cultures. However, these dimensions will provide a basic understanding on the national cultures between both the countries. Moreover, analyzing the cultural dimensions is an endeavor to understand the Finnish and Indian culture as a large group at the general level. The results of these cultural dimensions may be contradictory at individual level, as individual personalities from both the cultures may have different values and

behavior. The below graph aids in explaining the comparison of Indian and Finnish cultural dimensions.

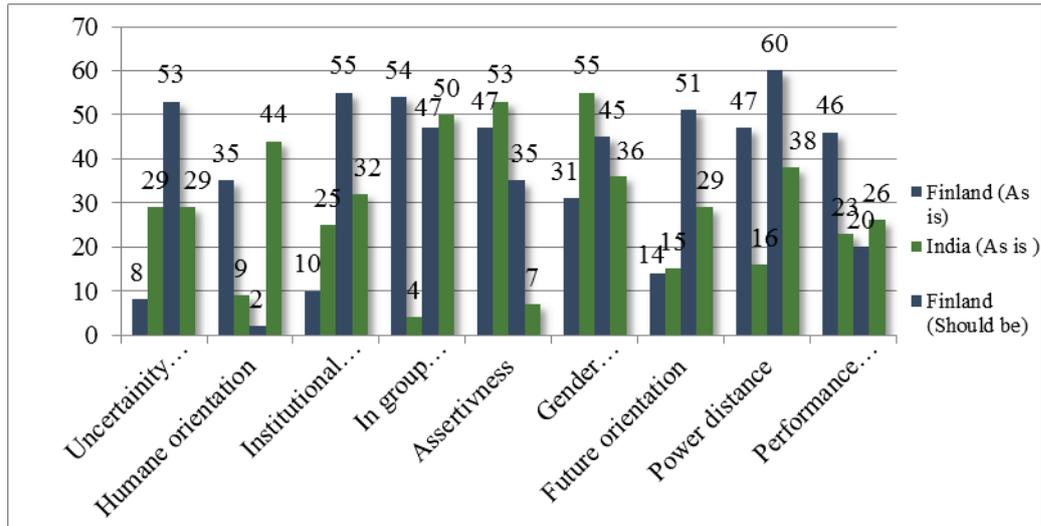


(Source: Hofstede, Hofstede & Minkov 2010)

Figure 4. Comparison of cultural dimension scores on India and Finland

GLOBE

The top three ranks of Indian social practice using the GLOBE cultural dimensions are: group collectivism (4), humane orientation (9) and future orientation (14). The top three ranks of Finnish social practice cultural dimensions are: uncertainty avoidance (8), institutional collectivism (10) and future orientation (14). The top three ranks of Indian social values are assertiveness (7), performance orientation (26), uncertainty avoidance (29) and future orientation (29). The top ranking Finnish social values are humane orientation (2), performance orientation (20) and assertiveness (35) (House et al. 2004). The below mentioned graph, aids in the comparison of Indian and Finnish cultural dimensions.



(Source: House et al. 2004; Chhokar, Brodbeck & House 2007)

Figure 5. Comparison of society practice and society values scores on India and Finland

Hofstede and GLOBE

The findings of the study of Hofstede and the GLOBE study reveal that there is big difference in hierarchy between Finnish and Indian culture. The Hofstede score on power distance (PDI) for India is 77 and Finland is 33 and the different between both the cultures is 44, which is a major difference. Therefore, it is assumed that power distance is greater in Indian culture when compared with Finnish culture. The low power distance of Finland is also visible both in Hofstede and the GLOBE study. As per the GLOBE study, social practice India scores 5.47 and Finland scores 4.89 with difference of 0.58. The high power distance in India is visible in both Hofstede and GLOBE study. The Hofstede score on individualism vs. collectivism (IDV) dimension is that Finland scores 63 on individualism and India scores 48. In this dimension and the difference between both the cultures is 15. Hofstede scores confirm Finland is more individualistic than India. In the GLOBE study India scores 5.92, whereas Finland scores 4.07. The difference between both the cultures is that 1.85. It is evident from these scores, that the GLOBE study also confirms that Indian social practices score high in group collectivism when compared with Finnish culture. Therefore, there is a huge difference in handling power relationships in both the cultures.

In the masculinity vs. femininity (MAS) dimension, India scores 56 and Finland scores 26, with the difference between both cultures as 30. This confirms that India is high masculine culture when compared with Finland. In correlation with

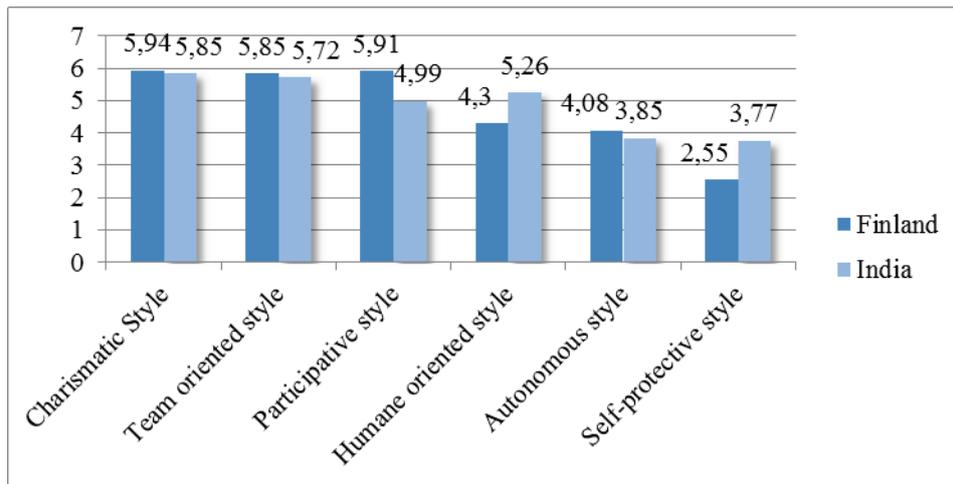
MAS dimension, the GLOBE score on society practice of gender egalitarian scores for Finland is 3.35 and India is 2.9, with the difference being 0.45. The Hofstede score on uncertainty avoidance index (UAI) for Finland is 59 and India is 40 and the difference between both the cultures is 19. The GLOBE social practice scores of uncertainty for Finland is 5.02 and India is 4.15 with the difference between both the cultures as being 0.87. The Hofstede (2010) score on long term vs short term orientation (LTO) for India is 51 and for Finland this is 38, with the difference between both the cultures as being 13. The Hofstede (2010) score confirms that Indian culture is more long-term oriented than the Finnish one. However, the GLOBE score on society practice on future orientation of Finland is 4.24 and India is 4.19 and the difference is 0.05. The results of GLOBE (2004) shows Finland is a more future oriented society than India but by only a little difference. This can be interpreted as both Finland and India being future oriented societies.

The Hofstede (2010) score on indulgence vs. restraint (IVR) for Finland is 57 and India is 26 and the difference between both the cultures is 31. This confirms Finland as being an indulgence society and India is one of restraint. The GLOBE score on society practice of institutional collectivism for Finland is 4.63 and India is 4.38 and the difference is 0.25. The GLOBE (2010) score on society practice of performance orientation, is higher in India with 4.25 and Finland is lower with 3.81. The difference between both the cultures is 0.44 and confirms that performance is higher in India than in Finland. The GLOBE score on society practice of assertiveness is higher in Finland with 3.81 and India is 3.73 with the difference between both the cultures as being 0.08. The GLOBE scores confirm that both Finland and India are assertive societies.

GLOBE Leadership styles

In the GLOBE study, India belongs to South Asian cluster that prefers charismatic or value based leadership style (5.85) the most. The second preferred leadership style is a team oriented style (5.72) and humane oriented style (5.26) is viewed higher and comes as the third preferred leadership style. Participative leadership style (4.99) comes in at fourth position, this is followed by autonomous style (3.85) and self-protective style (3.77) as being the fifth and sixth preferred leadership style among the Indians (House et al. 2004). The scores of all preferred leadership style in India are lesser when compared with the scores of South Asian cluster. Whereas, Finland comes under the Nordic cluster in the GLOBE study which prefers charismatic or value based leadership, as the most preferred leadership style. Charismatic leadership style is higher in Finland (5.94) when compared with the average (5.93) of Nordic cluster.

Participative style comes as the next or second most preferred leadership style in Finland. The scores of participative leadership style are higher in Finland (5.91) when compared with the average (5.75) of Nordic cluster. Team oriented style is the third most preferred leadership style in Finland. Humane oriented style, autonomous style and self-protective style are preferred fourth, fifth and sixth respectively (House et al. 2004). The below mentioned graph displays the leadership preference among Finnish and Indian employees.



(Source: House et al. 2004; Chhokar, Brodbeck & House 2007)

Figure 6. Comparison of preferred leadership styles in India and Finland

The preference for leadership among the Finnish and Indian employees have both similarities and differences. The similarity is that both India and Finland score high on charismatic leadership style. Though both Finland and India are very different culturally, the preference for charismatic leaders is high in both the cultures. This shows that irrespective of cultures, the employees prefer leaders who can inspire and motivate the employees to achieve performance from them. Finland scores 5.94 for preference of charismatic style and India scores 5.85. The difference between both the cultures is 0.09 and shows that there is more similarity in the preference between both cultures, even though there is no complete similarity between both the cultures. Another similarity between both India and Finland, is that the preference for team oriented style is high for both Finnish and Indian employees. Finland scores 5.85 and India scores 5.72 and the difference between the preference amongst the employees of both the cultures is 0.13. Therefore, the preference is very close in both the cultures.

However, the preference of other leadership styles in both the cultures is vast. For example, the preference for participative leadership style, according to the GLOBE, study is higher in Finland, compared with India. Finland scores 5.91 and

India scores 4.99 and the difference between both cultures is 0.92. Participative leadership is preferred more amongst Finnish employees; this may be due to power distance. Finland is a small power distance culture the use of power should be legitimate and is subject to criteria of good and evil (Hofstede 2011:9). Therefore, the inequality between the leaders and employees are less and the employees are encouraged and motivated to take part in the decision making process. Whereas, in India, the power distance is large and the legitimacy of power is irrelevant as power is the basic fact of the society (Hofstede 2011:9). Therefore, inequality exists between the power relationship of employees and the leaders, with employees not encouraged to participate or to be consulted in the decision making. The difference in preference for humane oriented style is highest amongst the Indian employees compared to the Finnish employees. India scores 5.26 and Finland scores 4.3 and the difference is 0.96. This also confirms the huge difference between both cultures. The Indian culture believes in the notion of “Karma”, which means individuals are responsible for their own actions. It means if people do good, it comes back and if they do badly, it comes as well. This simply denotes what goes around comes around. Due to the influence of this belief, this may also be one of the reasons that India scores high on the humane oriented style. On the other hand, such belief may not exist in Finnish culture and may also be one of the reasons for low preference in humane oriented leadership style among the Finnish employees.

The difference in preference for autonomous style is slightly higher amongst the Finnish employees than the Indian employees. Finland scores 4.08 and India scores 3.85 with the difference being 0.23. The reason for preference for autonomous style among the Finnish employees may also be due to the individualistic culture. In the individualistic culture like Finland, the individuals are expected to take care themselves and the individuals are “I” conscious (Hofstede 2011:11). Whereas, in the collectivistic culture like India, individuals are expected to look after their siblings and the individuals are “we” conscious (Hofstede 2011:11). Therefore, people expect their leaders to be paternalistic which also reflects their low preference for an autonomous style. The comparison of preferred leadership style, also reveals that there is a huge difference between the preference of self-protective style amongst Finnish and Indian employees. India scores (3.77) and the Finland scores (2.55), this reveals that the high power distance and the collectivistic culture is replicated in a self-protective leadership style. As Finland has a small power distance and an individualistic culture, the need for face saving behavior and status consciousness, are lower. Therefore, a self-protective leadership style is not the most preferred one among Finnish employees.

2.2.5 Conclusion

The in-depth review of Finnish and Indian culture through the Hofstede and the GLOBE study shows that significant differences and similarities exist between both the cultures. The review reveals that there is massive difference in terms of power distance, gender egalitarianism, individualism, uncertainty avoidance and future orientation. At the same time, there are also similarities in terms of leadership style such as charismatic and team oriented style. However, it is still questionable whether the similarities on this cultural dimension have same meaning in both the cultures. Moreover, generalizing Finnish culture through the cultural dimensions proposed by Hofstede and the GLOBE study is more rational as Finland is more homogenous in nature and has a population of approximately 5.4 million. However, generalizing for India is less rational, due to its huge population (approximately 1.27 billion people), cultural pluralism and diversity. Moreover, Indian cultural values, beliefs and conditions are contradictory from state to state and region to region (Sebastian, Parameswaran & Yahya 2006:1). Therefore, generalizing Indian culture can lead to inaccuracies due to its history and geography etc. The analysis of Indian and Finnish cultures justifies the need of cross-cultural competence to understand the difference between both the cultures and to function successfully in the respective environments.

The in-depth analysis of India and Finland cultural dimensions are a requirement in understanding the contrast between both the cultures. In this scenario, it is imperative for Finnish business leaders to possess cultural competence in order to function effectively in India. The upcoming chapter will present cultural competence and Cultural Intelligence (CQ) theory.

2.3 Introduction to Cultural competence

This chapter will present cultural competence and its significance, this will be followed by detailed overview to Cultural Intelligence Quotient (CQ).

The global business environment is becoming highly complex due to the dominance of culture. Culture dictates, people's behavior, choices, communication, management, and leadership etc., therefore, the significance of culture cannot be underestimated. Culture influences the attitude of people in a positive as well as in a negative manner. Culture across the globe is not unified, as it differs to great extent across the globe and can as well be widely different in the same country. Therefore, it is nearly impossible for anyone to have all the knowledge about each and every culture in this world. However, in the realm of international business environments, it is imperative for business leaders to be

aware of cultural differences across different countries in order to function effectively. In order to be aware of the cultural differences, business leaders require competency to recognize how culture differs across different countries. However, not all individuals are born with inherent qualities that enable them to work with people from diverse cultural backgrounds. In order to deal with people from different cultures, business leaders require high-levels of cultural competence, this will facilitate them to be successful in the international business environment. "Cultural competence is cultural literacy which is the ability to read the signs and symbols of our own culture as well as those arising from other cultural traditions" (Wilenius 2006:45). Likewise, cultural competence can be termed as the capability to deeply understand diverse cultures in order to behave appropriately in particular cultural contexts without prejudice.

Cultural competence provides a wide range of advantages for business leaders, for instance, it energizes leadership behavior to understand how cultures differ in their values, and how such differences impact behavior (Crowne 2008). Furthermore, cultural capabilities enable leaders to identify and understand the sub-cultures, cultural heterogeneity, management style and in so doing adopt the correct leadership style across different countries. Culture competence becomes important in understanding different aspects of business, management and in particular leadership. For instance, leadership is essentially a social phenomenon and by understanding the culture to which the followers belong, leaders can understand the underlying assumptions, beliefs, and values of their followers, and thereby develop greater awareness about the followers (Singh & Krishnan 2007:219). The manner in which leadership is perceived and exhibited, differs greatly across different countries. However, through the correct cultural competence, one can acquire a greater amount of knowledge and gain skills to employ the appropriate leadership style.

Likewise, cultural competence enables business leaders to differentiate the difference that exists in terms of management style, organizational culture, and business culture and between their own culture and that of the host culture. Cultural competence strengthens business leaders interest in establishing a relationship with stakeholders of society, networking, negotiation, managing people, distributors, suppliers etc., in the international business environment. Moreover, business leaders also need capabilities to appreciate and treat people from other cultures equally. Therefore, business leaders require cultural competence that will allow them to differentiate cultural differences that exist between different nations of the world.

In the area of business studies, cultural competence is a vast area of study and is dominated by various traditional theories and models with a wide range of perspectives. There are several theories and models on cultural competences including: Global Mindset Inventory (Javidan & L. Walker 2013), Intercultural Development Inventory (Hammer, Bennet & Wisemen 2003), Socio-cultural Adaptation Scale (Ward & Kennedy 1999), Intercultural adjustment potential scale (Matsumoto et al. 2007), Intercultural Sensitivity Inventory (Bhawuk & Brislin 1992) etc. Likewise, many more cultural competency theories exist and are being developed. When looking at all these existing theories, it raises a question why so many theories have been developed in recent years. However, when looking at the global business environment, it is understandable such theories are essential, as in recent decades, businesses are becoming increasingly global and new kinds of industries also have evolved. Furthermore, companies are also moving their manufacturing and outsourcing to emerging economies often these have not been included in academic research. Likewise, in the recent year's business have become more complex and the world has undergone tremendous change, where businesses are becoming increasingly culturally inter-related across different countries and also new forms of industries are rapidly growing. In addition, manufacturing and outsourcing of services from the western countries has moved to emerging or developing countries. Therefore, it is evident that such theories on cultural competence are gaining momentum in recent years. However, it is questionable whether all the theories that exist are applicable in all different cultural contexts. The theories and models formulated and based on one cultural assumption, may not be applicable in all the cultures, as the models may be based on their own cultural ideologies.

The cultural capability model that is considered as a good model in one context, may be considered as a bad model in another context. Though no good or bad models exist, it is still important to understand the effectiveness of a particular model in a specific context. Investigating the effectiveness of a theory or a model in a specific culture, is crucial in understanding the underlying assumptions of that theory in that particular culture. The effectiveness of a theory can be determined in using the theory on individuals within a particular culture. Therefore, it is imperative to investigate the theory in a certain context. Though there are several cultural capabilities or competence theories in existence, as discussed above, this study has chosen the CQ theory to investigate how it facilitates Finnish business leaders in the context of the Indian business environment. In continuation to the above discussion on cultural competence, the following section will give a detailed overview to Cultural Intelligence Quotient (CQ) theory.

2.4 Cultural Intelligence Quotient Overview

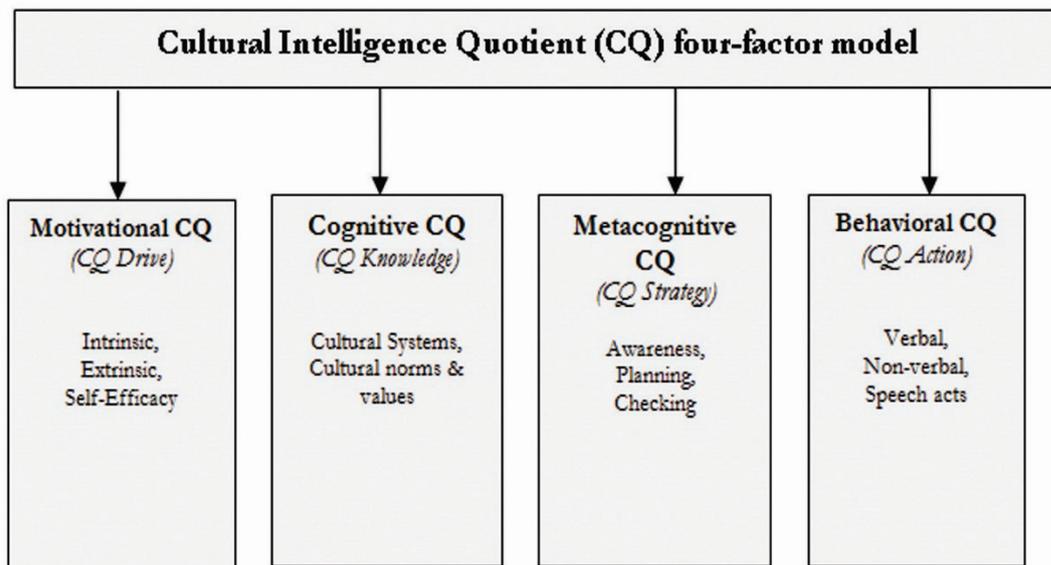
The business leaders, expatriates and other individuals who work in international business or in dealing with other cultures for business purpose, need capabilities to understand the business, political, geopolitical, social, economic and cultural environments of different countries. Moreover, these individuals also need capabilities to appreciate and treat people from other cultures equally. However, the capability to interact socially with people from diverse cultures is not the skill that is obvious to all individuals (Crowne 2006: 127). To be effective in dealing with people from various cultures, individuals need a set of capabilities that will enable them to understand the difference between their own culture and the culture of the people whom they deal with. In an international business environment, organizations are looking for a new breed of individuals, leaders or employees who are able to work efficiently with people from different cultures. To address this need to deal with people from other cultures, Cultural Intelligence Quotient (CQ) is an important capability (Early & Ang 2003). “Cultural Intelligence Quotient (CQ) refers to an individual’s capabilities to function and manage effectively in culturally diverse settings” (Early & Ang 2003). CQ is the set of capabilities that enables an individual to function effectively in new cultural settings, that is different from their own (Early & Ang 2003; Ang & Inkpen 2008: 341).

“CQ is a construct that assess multiple aspects of intercultural competence based on a theoretically grounded, comprehensive and coherent framework” (Ang, Dyne & Tan 2011). CQ capability allows individuals to understand a wide range of cultures and can facilitate leaders to adapt in various cultural settings (Early & Ang 2003; Thomas 2006; Ng & Early 2006; Ng, Dyne & Ang 2009:514). Individuals with high CQ, are more capable of recognizing discretionary contributions that would be viewed positively in a particular cultural context (Dyne, Ang & Nielson 2007).

Though there are multiple forms of intelligence such IQ, EQ etc., specialized in measuring several forms of intelligence, they are not proficient enough to measure the cultural capabilities of the individuals. Consequently, in addressing the issues related to measurement of the cultural competence of individuals, Cultural Intelligence Quotient (CQ) was formulated by Ang & Early in 2003. Ang & Early (2003) developed CQ based on Strenberg & Dettermens (1986) integrative theoretical framework on multiple loci of intelligences. They proposed a set of capabilities comprising of mental, motivational, and behavioral components that focus specifically on resolving cross-cultural problems (Ng, Dyne & Ang 2009). Strenberg & Dettermens (1986) integrated the myriad views

on intelligence and proposed four complementary ways, such as, metacognitive intelligence, cognitive intelligence, motivational intelligence and behavioral intelligence (Ng, Dyne & Ang 2012:32; Ang & Inkpen 2008:341). Based on this multiple loci of intelligence, Ang & Early (2003) developed four factor model of Cultural Intelligence Quotient (CQ) this consisted of, Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ. According to Ng, Dyne & Ang (2012: 33) and Ng, Dyne & Ang (2009:101) “Motivational CQ refers to the capability to direct energy and attention toward learning about and functioning in situations characterized by cultural differences. Cognitive CQ refers to the knowledge of norms, practices and conventions in different cultures acquired from educational and personal experiences (Early & Ang 2003). Metacognitive CQ refers to the awareness and control of cognitions used to acquire and understand information (Ng, Dyne & Ang 2012: 33; Ng, Dyne & Ang 2009:101). Behavioral CQ refers to the capability to exhibit appropriate verbal and non-verbal actions when interacting with people from different cultures” (Ng, Dyne & Ang 2012: 33; Ng, Dyne & Ang 2009:101).

In addition to Early & Ang (2003) and for the purpose of giving insights on CQ to practitioners, business leaders and the students, Livermore (2010) proposed or labeled four dimensions of cultural intelligence: CQ drive (motivational), CQ Knowledge (cognitive), CQ Strategy (metacognitive) and CQ Action (behavioral). The following diagram describes CQ framework and its dimensions and is followed by the explanation of the CQ dimensions.



(Source: Dyne, Ang & Livermore 2008)

Figure 7. Cultural Intelligence Quotient (CQ) Theory

Motivational CQ

Motivational CQ refers to the capability of individuals to direct attention, interest, energy and drive towards learning and operating in a diverse cultural environment and adapting to cross-cultural and multicultural situations (Dyne, Ang & Livermore 2010; Rockstuhl et al. 2011). The individual is required to have a basic sense of motivation to learn and function in a cross-cultural environment. The motivation to approach people from different cultures does not happen by cross-cultural training or by reading stereotypical assumptions from the internet. Instead it happens by approaching it with genial motivation. Therefore, the motivation to direct the energy of an individual towards another culture is facilitated by motivational CQ. Motivational CQ empowers the individual to show interest, confidence and drive to adapt to a cultural environment that is unfamiliar to the individual (Dyne, Ang & Koh 2008). The primary motivators such as enhancement, growth and continuity are the factors that are included in motivational CQ (Earley 2006). Individuals with high CQ capabilities are motivated to adapt and function in the cultural environment that is different from their own (Livermore 2010). Motivational CQ constitutes of three sub-dimensions: *intrinsic motivation* resultant from the enjoyment of diverse cultural situations, *extrinsic motivation* gained from diverse cultural experiences and *self-efficacy* which is the level of confidence to encounter cross-cultural situations (Livermore 2010). Motivational CQ is the foremost factor, because without motivation CQ it is not easier to demonstrate the other three factors of CQ (Ang & Inkpen 2008:344; Dyne, Ang & Livermore 2010).

Cognitive CQ

Cognitive CQ represents the knowledge structure of individuals about the universal elements that constitute the cultural environment and includes cultural institutions, norms, practices and conventions in different cultural settings (Dyne et al. 2012:301). Cognitive CQ denotes knowledge of norms, practices, values and conventions that has been acquired by individual personal experiences (Ng, Dyne & Ang 2006; Dyne, Ang & Livermore 2010). Cognitive CQ consists of two sub-dimensions: *cultural systems* which is the how society organizes itself to meet its members', and *cultural norms and values* explaining the varying way of issues such as time, authority and relationship. (Ang & Inkpen 2008: 344). Moreover, apart from the information gained from experience and education that involves specific norms, practices and conventions. Cognitive CQ also includes universal facets of culture as well as culture-specific differences (Ang et al. 2004). The cognitive factor of CQ is the critical component, as knowledge about culture is crucial for an individual's performance and decision making during cross-cultural situations (Dyne, Ang & Koh 2008). Appreciating and understanding a

society's culture can shape an individual's pattern of social interaction within a culture (Ang & Inkpen 2008:344). Individuals with cognitive CQ are able to comprehend the differences between both their own and that of the host culture (Dyne, Ang & Nielsen 2007). Individuals gain high cognitive CQ when they are exposed to several cognitive factors within a culture which affects an individual's way of thinking and behavior (Livermore 2010 & Crowne 2008). Cognitive CQ is an essential element in order to understand several aspects of foreign cultures cultural norms, practices, behavioral aspects etc.

Metacognitive CQ

Metacognitive CQ explains how an individual can formulate strategy in a cross-cultural situation using their cross-cultural experience. Metacognitive CQ promotes active thinking of individuals and triggers critical thinking about habits, assumptions, and culturally bound thinking when cultural backgrounds are different. Moreover, it allows individuals to evaluate and revise their mental maps, and thereby the accuracy of their understanding (Dyne, Ang & Koh 2008). Metacognitive CQ creates awareness to control the cognitions to acquire and understand information about other culture (Ng, Dyne & Ang 2009). The metacognitive CQ consists of three elements such as planning, awareness and checking (Dyne, Ang & Livermore 2008). Metacognitive CQ sub dimensions - *planning* to face the cross-cultural encounters, *awareness* of self and others, and *checking* whether the plans are appropriate (Dyne et al. 2012; Livermore 2010). Metacognitive CQ enables individuals to adjust their mental maps during the cross-cultural or multicultural encounters whilst checking personal cultural assumptions, checking assumptions made on others and checking interpretation after the cross-cultural interactions (Dyne et al. 2012:299; Dyne, Ang & Nielsen 2007:350). Individuals with high Metacognitive CQ, are consciously aware of the cultural preferences and norms of different societies prior to and during the interactions (Ang & Dyne 2008). "Metacognitive CQ is considered as the decisive element of the CQ model as it promotes active thinking about people and situations in diverse cultural settings, triggering an active challenge to the rigid reliance on culturally bound thinking and assumptions and drives individuals to adapt and revise strategies so that they are more culturally appropriate and more likely to achieve desired outcomes in cross-cultural encounters" (Ang, Dyne & Tan 2011). Metacognitive CQ has been emphasized as the critical component for the following reasons. First, it promotes active thinking of the individuals when cultural backgrounds differ. Second, it triggers critical thinking of the individuals about the host country's cultural habits, assumptions, and culturally bound thinking. Third, it allows individuals to evaluate and revise their own mental

maps, consequently increasing their accuracy in cross-cultural settings (Dyne, Ang & Koh 2006).

Behavioral CQ

Behavioral CQ is the action level capability of individuals involved in intercultural interaction (Ng, Dyne & Ang 2009:514). “Behavioral CQ reflects an individual’s adaptation to different cultural settings and the capability to deal effectively with people with whom the individual does not share a common cultural background and understanding” (Early & Ang 2003: 12). Behavioral CQ measures an individual’s behavior in diverse cross-cultural situations (Dyne Ang & Nielsen 2007). In order to build strong business network, as well as for other people related activities, Behavioral CQ is a critical component because behavior is often the most visible characteristics of social interactions (Dyne, Ang & Koh 2008). Behavioral CQ plays a major role in the CQ framework, as individuals initiate and maintain face-to-face interactions they do not have access to each other’s latent thoughts, feelings, or motivation. People tend to respond to others by what they see and hear from the other person’s vocal, facial and other outward expressions. Besides, behavioral expressions are especially salient when working with people from another culture. Therefore, by adopting appropriate behavior, individuals are able to create greater affinity with their counterparts from other cultures. Behavioral CQ is a critical component of the CQ framework since behavior is often the most visible characteristics of social interactions (Dyne, Ang & Koh 2006; Livermore 2010). The sub-dimensions of behavioral CQ such as *verbal, non-verbal behavior* and *speech acts*, bring a flexible repertoire of behavioral responses that are appropriate in a variety of situations that arise in different cultural environments (Dyne, Ang & Nielsen 2007). A high level of behavioral CQ, enhances the ability of individuals to exhibit the correct verbal, non-verbal and speech acts appropriate for different situations, environments, different locations in a particular culture. Individuals with high behavioral CQ can draw on the other three dimensions of CQ to translate and enhanced motivation, understanding, and planning (Livermore 2011: Dyne, Ang & Koh 2006). Whereas, low level of Behavioral CQ, may result in misunderstanding and wrong judgment with the people from other cultures. Behavioral CQ also enables the individual to build strong ties with various stakeholders, because behavior is often the most visible characteristics of social interaction (Dyne, Ang & Koh, 2006).

Summary

CQ is termed as a culture free construct which provides insights to perform effectively in any culturally diverse social and workgroups (Dyne, Ang & Nielsen

2007:345). CQ capabilities can be helpful for the individuals in any country, culture, cross-cultural situations and environment. CQ is based on a theoretically grounded, comprehensive and coherent framework (Dyne, Ang & Nielsen 2007: 345). According to Ng, Dyne & Ang 2009:245 “CQ has been developed from a theoretical concept to a measurable construct with strong psychometric properties and constructs validity evidence, from theoretical expositions of its practical significance to empirical evidence of its predictive validity, and from an academic construct to a practical framework for multicultural and global education and development”. The CQ capabilities include skills that facilitate individuals to observe and respond spontaneously during cross-cultural interaction.

The individuals who are exposed to several cultural factors may have high CQ capabilities (Crowne 2008). In addition, high CQ individuals, will apply their motivational, cognitive, metacognitive and behavioral capabilities in cross-cultural situations (Ng, Dyne & Ang 2009:245). On the other hand, low CQ individuals may face complex social coordination problems due to the lack of knowledge and perceive about the nuances of cultures (Rockstuhl et al. 2010:2). Individuals with higher CQ capabilities, are viewed as the smart acquaintance by the observers. In an international business environment, those individuals who have higher CQ capabilities, are believed to be appropriate to work with on international work assignments (Kim & Dyne 2012:278). Therefore, CQ is a significant capability for individuals working in the international environment.

2.5 Earlier Studies Concerning CQ

CQ has been positioned as the significant capability and is important for those individuals who deal with people from diverse cultures. The existing studies on CQ have brought out various facets on the applicability of CQ as a construct that enables an individual to function successfully across various cultural settings (Early & Ang 2003). CQ has emerged as the conceptual construct to empirically well-grounded research. The understanding of the previous research will enable the identification of what has been done so far, what is missing and what can be done further. Therefore, this chapter will present the key studies that have been instrumental in unveiling the characteristics of CQ as a key capability for individuals involved in cross-cultural interaction. The development and validation of the 20 item scale for measuring CQ has been instrumental in CQ research (Ng, Dyne, & Ang 2012:35). The development of the CQ scale has led to a number of significant studies in demonstrating the psychometric properties of

CQ across different samples, different timings, countries and methods (Ng, Dyne, & Ang 2012:35). The 20 item scale questionnaire showed the way to combine CQ with several other constructs which has resulted in number of significant studies which will be discussed below.

CQ and EQ

The previous research on CQ has positioned CQ as distinctive and yet unique capability from other intelligence measure such as Emotional Intelligence Quotient (EQ). EQ refers general ability to perceive and regulate emotions and CQ refers individual capability to function effectively in cross-cultural situations (Ng, Dyne & Ang 2012). The study done by Alon & Higgins (2005) points out that EQ is important for leadership success in domestic settings whereas, CQ is important for global business environment success. In the similar vein, the empirical results of the study undertaken by Rockstuhl et al. (2011) confirms that EQ and CQ are complementary to each other, as EQ predicts general leadership effectiveness in domestic settings and cannot be applicable in global settings as the skills and emotions might differ from culture to culture. Whereas, CQ is considered as the predictor for cross-border leadership effectiveness. In differentiating the characteristics of EQ and CQ. Lin, Chen & Song (2012) in their study identified EQ positively moderates the influence of CQ on cross-cultural adjustment. Intelligence measures such as EQ may not be completely applicable in a global setting, however CQ fulfills the gap by serving as a tool that helps to show EQ in different cultural settings.

Antecedents of CQ

One of the key areas in CQ research is examining the antecedents of the CQ or what leads to development of CQ by an individual. The existing research on CQ reveals that openness to experience (Ang, Dyne & Koh 2006), expatriation and repatriation (Crowne 2006), international assignments (Ng, Dyne & Ang 2009), prior intercultural contacts (Kim & Dyne 2012) and (Ng, Dyne & Ang 2009), short term and frequent cross-cultural interactions, using communication tools such as email, video conferencing and teleconferencing for cross-cultural interactions (Janssens & Cappellen 2008), education and employment abroad (Crowne, 2006), suspending judgments, learning to integrate information, training, looking for multiple cues (Triandis 2006), and traveling abroad (Crowne, 2006) are the factors that has been stated as the significant antecedents of the CQ. Besides, majority of the empirical studies has been undertaken on testing the CQ capabilities of CQ instrument, however, it remains unclear how the participants make sense of their own CQ capabilities. The experience of individuals using the CQ capabilities (such as Motivational CQ, Cognitive CQ,

Metacognitive CQ and Behavioral CQ) is unexplored in the context of single country environment. Moreover, the existing studies on CQ have used the student population and professionals working in the international organizations, hospitality industry and employees from multinational corporations etc.

Applicability of CQ at individual and firm level

The applicability of CQ in the context of cross-cultural environment at individual level and firm level has also one of the focus areas of CQ research. Applying CQ capabilities by the individuals brings significant benefits and facilitates greater cognitive and neurological flexibility for the individuals in response to changing demands across cultural contexts (Rockstuhl et al. 2010: 10). To manage the people from diverse background effectively leaders needs CQ capabilities (such as motivational CQ, cognitive CQ, metacognitive CQ and behavioral CQ) to understand the mindset of people from different cultures. Therefore, previous CQ research has widely positioned CQ as an important capability for the global leaders (Ng, Dyne & Ang 2009; Rockstuhl et al. 2010). Apart from being global leadership capability CQ is also applicable for variety of situations such as international assignments, cross-border leadership effectiveness, expatriation, for improving international leadership potential, studying abroad, working abroad, facilitating adjustment in cross-cultural settings (Templer, Tay & Chandrasekar 2006), choosing compatible organizations for individuals (Triandis 2006), cross border assignments (Kodwani 2012), working on offshoring and global delivery models (Ang & Inkpen 2008), executive selection (Ng, Dyne & Ang 2009), improve job satisfaction, improving performance, are the factors where the application of CQ is crucial at individual level. Moreover, applicability of CQ also extends to the organizations as it is considered as the firm level capability for organizations that involve in international ventures such as off-shoring and project management (Ang & Inkpen 2008). The existing studies on CQ has tested the validity and reliability of the instrument by testing the individuals which includes students and working professionals from the countries such as Singapore, USA, Belgium, Switzerland, Germany, Croatia, China, India.

Besides, positioning CQ as the individual capability the previous research on CQ has also emphasized CQ as an organizational / firm level capability to succeed in diverse global business environment. According to Triandis (2006) CQ is an important for the individuals of organization to suspend judgment, learning to integrate information, training and looking for multiple cues in culturally diverse business environment. Ang & Inkpen (2008) states that the firms that invest in developing the intercultural capabilities are most likely to success in

international ventures. Moreover, Ang & Inkpen (2008) points out the firm level CQ capabilities such as managerial CQ which is a valuable resource for top management teams, competitive CQ refers to competitive risks that has to be identified and structural CQ which is the structural norms that governs the inter-organizational interface. Besides, Karma & Vedina (2009) in their study points out CQ as an essential tool for the organizations to recruit individuals based on the traits of CQ capabilities, to link different levels of workforce diversity in the organizations and to improve performance. The study done by Gregory, Prifling & Beck (2009) points out that the development CQ factors (such as cognitive CQ, motivational CQ and behavioral CQ) among the members of organization will gradually lead to formation of negotiated culture. Based on this inference measuring the CQ capabilities of employees representing single organization has also been one of the research gap that has been identified. Investigating the firm level CQ capabilities of organizations will be helpful in assessing the resource based view of the firm. Investigating the CQ capabilities of different members of organization such as engineers, research and development professional, sales and marketing professionals, human resource professionals, finance professional from the multinational enterprises will also help to find out the firm level CQ capabilities.

Outcomes of CQ

The outcomes of the CQ have also been one of the key areas in CQ research that has been significant in familiarizing CQ as a multidimensional construct. The existing studies on CQ has identifies cross-cultural judgment and decision making, self-confidence to adjust in new work, life and social demands in foreign assignments (Templer, Tay & Chadrasekar 2006), communication effectiveness, predicting the expectations of expectations of work and life in the new cultural environment (Ng, Dyne & Ang 2012; Templer, Tay & Chandrasekar 2006), adaptive performance, organizational performance, contextual performance, team performance (Ng & Earley 2006), formation of negotiated culture (Gregory, Prifling & Beck 2009), identifying value based diversity (Karma & Vedina 2009), predictor for individuals performance in cross-cultural situations (Chen, Lin & Sawangpattanakul 2011), intercultural task performance (Sahin, Gurbuz, & Koksal 2013) as the outcomes of the CQ.

The review of the existing studies on CQ help us to categorize previous CQ research in to areas such as distinction between CQ and EQ, antecedents of the CQ, the applicability of the CQ as individual's and firm level capability, and the outcomes of the CQ. The following table will give an overview to the previous research done on CQ.

Table 9. Previous studies on CQ

Authors	Focus	Method	Key findings
Earley & Mozakowski (2004)	Cultural Intelligence as a best practice. Sources of CQ	Conceptual paper	The study points out the head, body and heart as three sources of cultural intelligence which correspond to Cognitive CQ, Physical CQ and emotional/motivational CQ respectively. The head is referred to learning the meanings of the customs and believes of foreign cultures. The body is showing appropriate physical behavior and gestures to people from foreign cultures. The heart means that individuals should believe in their own efficacy and capabilities in unfamiliar cultural environments.
Alon & Higgins (2005)	Global leadership success through emotional and cultural intelligence	Conceptual paper	Emotional intelligence (EQ) and cultural intelligence (CQ) is identified as the important constructs for the development of successful global leadership. The intelligence such as emotional intelligence, analytical intelligence, motivation, leadership behavior and organizational cultural intelligence are crucial for domestic leadership success which may not be the essential predictor for global leadership success. However, CQ is identified as the important capability for the success in global business environment along with other intelligence and leadership capabilities. In order to be cross-culturally skillful the individuals and companies should go through the stages of motivation, awareness and action/ reaction. Individuals who fail to develop EQ and CQ will suffer in cross-cultural environments.
Crowne (2006)	Examining the antecedents of CQ What leads to higher level of CQ and what leads to higher levels each facets of CQ?	Quantitative study The internet survey was completed by 140 participants from USA.	The findings of the study show that the individuals who have traveled foreign countries showed higher level of CQ than the ones who haven't been abroad. Likewise, the number of countries visited abroad have significant impact on the CQ levels of individuals According to the findings multinational organizations should consider hiring individuals with previous international study and work experience for expatriation and international assignments. Also the study finds that continued expatriation and repatriation of workers increase the CQ level of workers.
Templer, Tay & Chandrasekar (2006)	The role of motivational CQ, realistic job preview, realistic living conditions preview in cross-cultural adjustment	Quantitative study Questionnaire completed by 157 global professionals from Singapore	The findings of the study states global professionals demonstrate the validity, generalizability and applicability of CQ concept. Motivational CQ is vital factor for facilitating adjustment in cross-cultural settings. Global professionals with motivation, who experience diverse cultures adjusted to work, life and demands in new cultural environments.
Ang, Dyne & Koh (2006)	Relationships between the big five personality and CQ factors.	Quantitative study Questionnaire completed by undergraduate business student from a private university in Singapore. 1,465 business students completed CQ questionnaire and 338 students' complete personality inventory.	The findings of the study show that Conscientiousness was related to metacognitive CQ. The high agreeableness and emotional stability was related to behavioral CQ The results show extroversion is related positively to cognitive CQ, motivational CQ and behavioral CQ. Likewise, openness to experience is related to all the four factors of CQ.
Triandis (2006)	Cultural intelligence in	Conceptual study	The study reveals suspending judgments, learning to integrate information, training,

	organizations		<p>looking for multiple cues are important to increase the cultural intelligence of the individuals in organizations.</p> <p>The study states culturally intelligent individuals should choose the organizations that are compatible for the individual capabilities. Likewise, culturally intelligent persons should consider personality attributes such as idiosyncrasy and allocentrism beyond the ethnicity of the person and suspend the judgment until information is available.</p>
Ang & Inkpen (2008)	The importance of firm level cultural intelligence in the context of international business ventures such as offshoring.	Conceptual study	<p>The findings of the study states three key areas such as managerial CQ, competitive CQ and structural CQ as the resource based firm level CQ.</p> <p>According to the study <i>managerial CQ</i> emphasizes CQ as a valuable resource for the top management teams (TMT) and the project managers involved in offshoring projects. The <i>competitive CQ</i> refers to the competitive risks that are associated with the off-shoring projects which should be identified and be managed. The <i>structural CQ</i> refers to the importance of developing culturally intelligent structural norms which governs the inter-organizational interface.</p> <p>The study points out that the firms that invest in developing the intercultural capabilities are most likely to success in international ventures.</p>
Crowne (2008)	What leads to cultural intelligence?	Quantitative study 140 usable surveys completed by comprised on US citizens employed, students and non U.S. citizens.	<p>The findings show that the cultural exposure to Employment and education leads to high level of CQ and other forms of exposure such as vacation abroad does not increase CQ level.</p> <p>The individuals who went abroad to study and work have high level of metacognitive CQ, cognitive and behavioral CQ. The participants who visited abroad for vacation have high motivational CQ.</p> <p>The education abroad generate high level of cognitive, motivational and behavioral CQ. Likewise, the individuals who have visited more number of countries for work and studies have high CQ levels.</p> <p>The study states the participants who visited number of countries abroad for vacation or other purpose did not have an impact on total CQ level.</p>
Janssens.M & Cappellen.T (2008)	Exploring the concept of CQ in the case of global managers.	Qualitative study In-depth Interview with 38 global managers from Belgium	<p>The findings show short term and frequent cross-cultural interactions have significant implications for the cognitive, metacognitive and behavioral CQ.</p> <p>The use of variety of communication tools such as email, video conferencing and teleconferencing play a critical role in enhancing behavioral CQ.</p> <p>The study shows global Managers interaction across multiple cultures extends motivational, metacognitive and behavioral CQ. Additionally, the global leader's cross-cultural interaction requires the capabilities of CQ dimensions.</p>
Ng,Dyne & Ang (2009)	How do global leaders learn from their international assignments to become better global leaders? What attributes of global leaders enhance their learning while on international work	Conceptual study by integrating experiential learning theory (ELT) (Kolbs, 1984) and cultural intelligence (CQ) (Ang & Early, 2003)	<p>The findings show CQ as an important set of learning capabilities which facilitates the four stages of ELT cycle (such as concrete experience, reflective observation, abstract conceptualization and active experimentation) for global leader's development during the international assignments.</p> <p>The findings show the level of CQ influences experiential learning during the international assignment which leads to success and failure of global leaders. Likewise, it also states global leaders should engage in all the four stages of experiential learning to develop their</p>

	assignments?			<p>CQ capabilities during international assignments.</p> <p>By undergoing all stages of ELT individuals will develop self-efficacy, adopt ethnorelative attitudes, show flexible leadership styles and develop accurate mental modes when leading across diverse cultures.</p>
Rocksthul, Seiler, Ang, Dyne & Annen (2011)	The role of CQ on cross-border leadership effectiveness in a globalized World.	Quantitative study 126 military leaders and their peers from Swiss military academy at ETH Zurich		<p>The findings of the study emphasize the importance of CQ for leadership effectiveness in cross-border military assignments. Likewise, EQ and CQ are complementary as EQ predicts general leadership effectiveness and CQ predicts cross-border leadership effectiveness.</p> <p>The study predicts the future research avenue by combining the dynamic interaction between globalization and global leaders. General leadership effectiveness cannot be generalized as global leader skillsets</p> <p>According to the study in the domestic settings organizations should consider developing within-cultural capabilities of leaders such as emotional intelligence EQ and in the international settings organizations should consider developing the cultural capabilities of leaders such as CQ.</p>
Gregory, Prifling & Beck (2009)	The role of cultural intelligence for the emergence of negotiated culture in IT offshore outsourcing projects	Qualitative single case study 31 interviews conducted among the employees of German international bank (client) and Indian IT service provider (vendor)		<p>The development of CQ factors such as cognitive CQ, motivational CQ and behavioral CQ will gradually lead to formation of a negotiated culture.</p> <p>The study claims the original model of CQ (Early & Ang, 2003) does not clearly indicate the relation between the facets of CQ such as cognitive CQ, motivational CQ and behavioral CQ.</p> <p>The evidence from the study claims the facets of CQ such as motivational CQ and cognitive CQ are the antecedents of behavioral CQ.</p>
Karma & Vedina (2009)	Cultural intelligence as a tool to link different levels of workforce diversity and performance in organizations.	Conceptual study		<p>The whole organization can be benefitted if the organization recruits based on the traits of CQ capabilities.</p> <p>Applying CQ by the members of the organization will be helpful to identify value based diversity and its advantages which will help to understand one another better.</p> <p>Openness to experiences which is positively related to all CQ dimensions enables employees to adapt and accept differences. The values learned by the employees from certain culture due to their open mindedness should be either endorsed or discouraged in organizations by the help of cultivating according organizational culture.</p> <p>The study emphasizes creating test for CQ which will enable to measure individual, organizational level CQ and also doe developing CQ.</p>
Vedadi, Kheiri & Abbassalizadeh (2010)	The relation between cultural intelligence and achievement	Quantitative study Responses collected from 78 middle and top level managers from the oil and gas Industry in Iran.		<p>The results of the study show that the leaders with high CQ have more achievement need than others. Also according to the study CQ is the determining factor for successful leadership in the culturally diverse context and multicultural environments when compared with other intelligences such as IQ and EQ.</p>
Balogh, Gaal & Szabo (2011)	Relationship between organizational culture and cultural intelligence	Quantitative study by integrating CQ scale and organizational culture framework (Cameron & Quinn, 1999) Questionnaire collected from 1242 full time university students from Hungary		<p>The findings show that the students with high CQ level prefers to work with adhocracy organizational culture which is flexible, innovative and dynamic.</p> <p>The students with low CQ prefers to work with hierarchical organizational culture which prefers control by formal rules and regulations.</p>

Chen, Lin & Sawangpattanakul (2011)	The relationship between cultural intelligence and performance with the mediating effect of culture shock.	Quantitative study Samples collected from 382 Philippine laborers working in Taiwan's manufacturing industries.	The results of the study indicate that cultural intelligence is positively related to performance and negatively related to cultural shock. Likewise, CQ can serve as a predictor for performance of individuals in cross-cultural situation. Individuals with higher CQ level will suffer less cultural shock. The managers and organizations should encourage their employees to interact and learn about diverse cultures. The one of the findings of the study shows that some of the Philippine worker who has greater language proficiency of the host country has more cultural shock and decrease in performance.
Kim & Dyne (2011)	Cultural intelligence and leadership potential	Quantitative Study by integrating distinctiveness theory and contact theory. Two samples of working adults Sample 1 consists of 441 working adults Sample 2 consists of 181 employees and their observers.	The findings of the study show prior intercultural contact positively correlates with self and observer rating CQ. CQ is positively related to international leadership potential. The results of the study support prior intercultural contacts was strongly related to CQ for the majority than the minorities in the organizations based on distinctiveness theory. As per the study the organizations should consider leaders with intercultural contact and CQ when selecting the leaders for working in diverse cultural settings.
Ramalu, Rose, Uli & Kumar (2012)	Relationship between cultural intelligence and expatriate performance in global assignment: The mediating role of cross-cultural adjustment in between the relationship of CQ and expatriate performance.	Quantitative study Online questionnaires collected from 332 expatriates working in Malaysia.	CQ predicts cross-cultural adjustment among the expatriates in Malaysia and in turn cross cultural adjustment predicts job performance among the expatriates in Malaysia. The individuals with high CQ tend to adjust better in new cultural environment will perform better in their job. The successful transition during the interaction with the people from new cultures will enable the individual's energy and focus for performing better in the host environment.
Kodwani (2012)	Exploring the relationship between the sub-dimensions of CQ engagement.	Quantitative study Data collected from 470 managerial level employees who worked as expatriates on international assignments from India.	The findings of the study show that there is significant difference between the CQ level of male and female managerial employees. The female employees show high level of emotional, motivational, cognitive and behavioral CQ than male employees. The difference between male and female employees is nil in terms of engagement. The female employees show high level of verbal and non-verbal behaviors during cross-cultural interactions. The findings show that there is a positive relationship between exist between the dimensions of CQ such emotional/motivational, behavioral and cognitive CQ and engagement.
MacNab & Worthley (2012)	Testing the theoretical relations between individual's characteristics with cultural intelligence development.	Quantitative study Data collected from 370 managers and management students representing 30 nationalities in USA and Australia	The results of the study suggest that general self-efficacy is an important trait in relation to CQ education and development efforts. The wide range of individual work and management experience can establish CQ development efforts.
Ismail, Reza &	Analyzing the relationship	Quantitative study by combining CQ	Findings of the study show that CQ is the basic factor in transformational leadership. CQ

<p>Mahdi (2012)</p>	<p>between cultural intelligence and transformational leadership</p>	<p>and transformational parts. Responses collected from 152 managers from trade office in Iran.</p>	<p>and transformational leadership have positive relationship. In the culturally diverse and multicultural teams it is effective to use transformational leadership. In the multicultural organizations cultural intelligence guarantee organizational success for the managers.</p>
<p>Lin, Chen & Song (2012)</p>	<p>Examining the effects of cultural intelligence and emotional intelligence on individual's adjustment in a culturally different environment.</p>	<p>Quantitative study Paper based survey completed by 295 international students studying in Taiwan.</p>	<p>The results of the study confirm the consistency of past studies on the positive effects of CQ dimensions such as motivational, cognitive, and behavioral CQ on cross-cultural adjustment. However, the new results of the study also show that metacognitive CQ can predict cross-cultural adjustment. The results of the study show that emotional intelligence positively moderate the influence of CQ on cross-cultural adjustment which means the higher the emotional intelligence and stronger the effects of CQ on cross-cultural adjustment.</p>
<p>Malek & Budhwar (2013)</p>	<p>The relationship between cultural intelligence, expatriate adjustment and performance</p>	<p>Quantitative study Questionnaire completed by 134 expatriates working with MNCs in Malaysia who have been in the country for more than six months</p>	<p>By being culturally intelligent the expatriates could minimize the uncertainty and anxiety that is created in a culturally different environment. The expatriate's successful intercultural interaction with the local employees from the host country environment can be helpful to perform in his / her non-technical responsibilities such as fostering good relationship with the coworkers in host environment and interaction can also improve the performance.</p>
<p>Sahin, Gurbuz, Koksal & Ercan (2013)</p>	<p>Measuring cultural intelligence in the Turkish context.</p>	<p>Quantitative study Questionnaire completed by 450 undergraduate students in Turkey Second sample questionnaire completed by 264 respondents who work in the hospitality industry in Turkey</p>	<p>The findings of the study support for distinctiveness and divergent validity of cultural intelligence construct when compared with big five personality and EI construct. The findings of the study suggest that cultural intelligence increased explained variance in intercultural task performance over and above the effects of demographic characteristics and emotional intelligence. The result of the study shows that cultural intelligence did not correlate strongly with GPA scores.</p>

The review of the presented literatures facilitated to identify the key research gaps that has been discussed in the first chapter under the research gap section. The next chapter will be dedicated to present the methodology of the study.

3 METHODOLOGY

This chapter is intended to present and explain in detail the methodological aspect of the study. First this chapter will present the research philosophy. Second, this chapter will present the research approach. The third part will discuss the research strategy and will be followed by the research method. The next part will discuss in detail the different sources of data employed in this study.

3.1 Research Philosophy

The philosophical stance of this study is based on the positivism. According to Eriksson & Kovalainen (2008:18) "Positivism is the knowledge of the World obtained through applying scientific methods to experiences and to the empirical World". Positivism enables the researcher to study research phenomena in depth and to expand knowledge by identifying relevant facts (Baden & Major 2013:19) The positivist is one who seeks for the absolute truth and who expect the correct explanation of the phenomena that are being studied. The positivist sees the world as facts and figures and seek to clarify by determining the absolute truth which is not interpreted instead seeking it in a raw form. The ontology view point of the positivists is to study the reality in the real World without disturbing the reality. The epistemological viewpoint is to study the nature of knowledge, its sources and as well its limits. The positivist consider the facts shared by the interviewees as knowledge that can be is considered as 'truth'. For this reason positivism is appropriate for this study, as the main objective is to investigate to what extent and in what ways CQ theory enables individuals in particular settings.

The study dedicates itself to investigate the truth about the theory that has been previously claimed, shared and tested. A positivist researcher will try to seek the truth without being biased and who expects things to be same when the research is measured by other researchers as well. A positivist will try to relate their research in order to match with other researcher's findings. Therefore, throughout this study the researcher would like to compare the findings of this study with the previous research findings on CQ theory. The positivist interest is to study things from the reality at the same time, it has to be useful for the benefit of the overall society. For the positivist only one truth exists which will be same whoever investigates the phenomena. Also as a positivist, the researcher is

focused on objectivism and only observe things and take things without participating or disturbing the reality.

3.2 Research Approach

The research of this study is based on deductive approach. The main purpose of using a deductive approach is to reach the logical conclusion of the phenomena being investigated (Crossman 2015). The deductive approach is also called the top-down approach as the focus of this approach is to deduct the applicability of the theory in order to confirm or confront (Crossman 2015). For instance, this study is aimed at investigating to what extent and in what ways the CQ (Cultural Intelligence Quotient) theory facilitates Finnish business leaders in the context of an Indian cultural and business environment. In a way, the main objective of the study is to verify CQ theory and its capacity and how it correlates with the deductive method. As well as testing the theory, this study is also intended to verify the findings confirmed by several other scholars on this theory. Therefore, the deductive approach enables this study to verify or to defy the claims made by other scholars. The deductive approach enables the researcher to test a theory, with a set of specific data in a systematic manner and to test the theory in order to derive a meaningful conclusion that is closer to reality. As per the deductive approach, there is no independent reality, if there is a reality it should be the same for everybody which correlates with positivism.

3.3 Research Strategy

As a research strategy in the qualitative method, this study employs phenomenological approach. Phenomenology has its roots from the works of Edmund Husserl who developed the “phenomenology” for using in philosophy and in Human science (Lester 1999; Groenewald 2004). Phenomenology is termed as “study of experience from the perspective of the individuals and based on a paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation” (Lester 1999:1). Phenomenology helps to unveil rich data in detail through the human experience. “Phenomenology is a rigorous, critical, systematic method of qualitative investigation, whose purpose is to describe the phenomena, or the appearance of things as a lived experience” (Streubert & Carpenter 2011: 73). According to Penner & McClement (2008:93) “Lived experiences involve the immediate consciousness of life’s events prior to reflection and without interpretation, and are influenced by those things that are internal or external to them”. Likewise, “it

is the lived experience that gives meaning to each individual's perception of a particular phenomenon and thus presents to the individual what is true or real in his or her life" (Giorgi 1997 in Penner & McClement 2008 :93). The main advantage of phenomenological approach is that it enables the researcher to collect the data from the respondents who have gone through the experience of the phenomena being investigated (Gelling 2011).

According to Husserl in Sinha (1963) Phenomenology is genuine positivism. Positivism considers information collected directly from the source as a real truth. It is, the real and only truthful description of phenomenon is, for instance, what the interviewee have expressed. Sinha (1963) claims phenomenology refers back to evidence, i.e. "seeing" and not sensuous interpretation. Thus, it is believed that, for instance, interviewees who explain their views on a certain phenomenon are providing rational statements about the reality and the phenomenon they experienced.

The main objective of this dissertation is to find out how CQ theory facilitates business leaders in a single country context. In this scenario, through a phenomenology approach, this study investigates the phenomena of how business leaders utilize CQ theory within a particular context, i.e., by looking at Finnish business leaders who apply CQ theory while working in India. This study utilizes qualitative enquiry to collect information about the phenomena in question.

3.4 Research Method

This study will use qualitative inquiry as a research method. A qualitative study is a field of inquiry that enable the observer to make sense of the world in its real settings with the set of interpretive techniques, material practices and a naturalistic approach to view of the world (Denzin & Lincoln 2000:3). A qualitative method may use in-depth conversations or interviews with the interviewees in order for the researcher to gain access to the wide range of information that cannot be retrieved otherwise. Moreover, a qualitative method produces knowledge from the natural settings about a phenomenon under scrutiny that are modest (Erkisson & Kovalainen 2010). Also, through qualitative inquiry, the interviewer can also know the behavior, attitude and personal values of the interviewees and in so doing, also aid in the analyses of the information gained from several perspectives.

This study is intended to investigate how CQ capabilities facilitates Finnish business leaders in the context of the Indian business environment. Furthermore,

this study also intends to understand the experience, challenges and nuances of Finnish business leaders in the Indian environment. In this context, it is essential to obtain the experience of the Finnish leaders in an Indian business environment from their own written or spoken words and observable behavior (Bogdan & Taylor 1975: 4-5). The experience of Finnish leaders may be hard to quantify as the experience may differ from person to person, therefore, a qualitative method is the best possible way to explore how CQ facilitate the Finnish business leaders in Indian environment through their experiences.

The significance of this study is to employ a qualitative approach of CQ unique among existing studies on CQ and as discussed earlier. Moreover, there are several reasons for choosing a qualitative method for this study. First, this study needs flexibility and more rich and detailed results, cannot easily be obtained in quantitative study (Cooper & Schindler 2008: 160). By utilizing a qualitative approach, the data collection can be undertaken with flexibility in the real time setting of the interview. In addition, a qualitative method helps to pose questions that can be unexpected by the interviewee and extract the in-depth experiences from the interviewees. Moreover, with a qualitative inquiry, the interviewer is able to pose open-ended questions to the interviewee with the responses recorded as a natural conversation.

Second, this study needs a range of interpretive techniques that will be helpful to describe, decode and translate the obtained data which is attainable with qualitative method (Cooper & Schindler 2008: 160). As the data obtained from the Finnish business leaders are in a descriptive form, this requires sophisticated techniques to unveil the truth in the form of interpretation. By interpreting the data, one can understand the phenomena investigated with a deeper level from various angles.

Third, this study requires a qualitative approach as it focuses on a single phenomenon and it brings personal value to the study (Ghauri, Gronhaug & Kristianlund 1995: 83). However, “a qualitative method required careful consideration of the phenomenon under study as well, since the researcher’s own assumptions and behavior may be impacting by the inquiry” (Watt 2007:82). Moreover, not all phenomena can be studied through a quantitative method, therefore a qualitative method gives leverage to study the phenomenon in detail which is evident from this study as well. For instance, this study is concentrated on examining the phenomenon of how CQ facilitates Finnish business leaders in an Indian environment. To study the phenomenon, this study examines the experience of Finnish business leaders, this cannot be quantified by numbers and can only be accomplished through a descriptive study.

Fourth, by using a qualitative method this study will offer broader perspectives from Finnish business leaders on using CQ in an Indian environment from their original perspective. A qualitative method enables the researcher to explore concepts whose essence is lost in other research approaches. Likewise, a qualitative method will also provide a great opportunity to know the Finnish business leaders personally (Bogdan & Taylor 1975:4-5). By having personal interaction with the Finnish business leaders, a good rapport can be developed which will ensure harmony in order to have relaxed interview.

Fifth, the qualitative method serves as an instrument to describe as well as understand the human experience. From this study, this is apparent as it is intended to describe and understand the experience of Finnish business leaders in India (Myers 2000). Furthermore, Myers (2000) claims that “the major strength of the qualitative approach is the depth to which explorations are conducted and descriptions are written, usually resulting in sufficient details for the reader to grasp the idiosyncrasies of the situation”. Therefore, in the context of this study a qualitative method enables the readers to gain knowledge of Finnish business leaders’ mode of behavior, way of thought and raw emotions that are aligned to the Indian environment.

Sixth-qualitative inquiry brings flexibility in the interview process, as it is an interactive process between the interviewer and interview. For instance, the interviews can be conducted with the Finnish business leaders in variety of locations and also timings and can also be fixed according to the convenience of them. By being flexible, interviewees are motivated to respond to the questions in detail. However, the responses of the Finnish business leaders depend to what depth the researcher ask the questions and involve the interviewer during the interview process. Also during the interview, the interviewer is able to see the mental cues of the interviewee based on that interviewer can adjust his or her own behavior to make the interviewee comfortable.

The previous studies undertaken in investigating CQ theory has been heavily concentrated on quantitative methods. As CQ theory is relatively new, it requires several methods to investigate its applicability across different contexts. Although the CQ quantitative scale has been verified, it is not clear how the theory itself is applied in different contexts. Therefore, one of the reasons this study has chosen a qualitative method, is that as this study is focused on investigating the theory in the context of the Indian environment.

Furthermore, qualitative research helps the researcher to understand how people make sense of their lives, experiences and their structure of the World” (Atieno 2009). Also a qualitative inquiry makes the possibility for interviewer to become

deeply involved in a particular research setting and understand the experiences of the interviewees as closest as possible. The information gathered through the qualitative inquiry is unstructured and can be interpreted from a wide range of perspectives. Furthermore, qualitative method helps to find out how, why, who, what, etc., from the interviewees, which cannot be captured from other methods such as a quantitative method. For instance, Eriksson & Kovalainen (2010: 5) claims “qualitative methods provide better understanding of issues that have remained unclear in quantitative method”. In the qualitative inquiry the interviewer is able to repeat the questions several times and also explain the questions in detail so that the accuracy of the information collected can be more ensured. For instance, qualitative inquiry helps to uncover the complex phenomena in a detailed manner which may not be easier in a quantitative method.

3.5 Sources of data

According to Myers (2009) qualitative inquiry involves several sources for data collection, ranging from observation, fieldwork, interviews, questionnaires, documents, diaries, videos, speech acts, social media etc., (Myers 2009). Therefore, this study employs two sources of data to investigate the phenomenon. The first source of data was collecting the CQ scores of interviewees to determine the level of CQ and other important CQ theory qualities of the interviewees. The second source of data was collected through semi-structured interviews to gather the personal experience of Finnish business leaders in the Indian business environment.

In this context, the aim of using a CQ questionnaire as source one data, was to find out the personal CQ level of interviewees as well as their background such as age, gender, international experience etc., and in so doing get a greater understanding of the interviewee profiles and have greater in-depth understanding how different and similar their profiles are (giving clarity in terms of literal and theoretical replication). It can be said that the main use of CQ scale questionnaire is to: a) collect deeper information about the interviewees and their background, b) segregate data according to the level of the CQ interviewees have, and c) to have established guidelines while comparing interviewees and their insights.

At the same time, source two data was collected through semi-structured interviews in order to unveil the in-depth experience of Finnish business leaders and better understand how CQ theory works or is applicable with leaders in a one

country context. Likewise, source two data was to find out how interviewees with different CQ levels apply CQ theory in practice in a single country context, e.g., how they identify the differences, challenges in an Indian environment and skills that are crucial to work in an Indian environment. Besides, the final objective of this study is to find out how interviewees with different CQ level view factors such as motivation, cultural knowledge, preparation and behavior. Therefore, source two data is collected through semi-structured interviews.

Literal replication was ensured with the interviewees, by identifying the similarities between the interviewees (Yin 2009). The following similarities was identified with the interviewees. First, all of the interviewees are from Finland and who hold Finnish citizenship. Second, all the interviewees work with Finnish organizations. Third, all of the interviewees shared similar cultural identity as they all speak either Finnish or Swedish as their mother tongue. Fourth, all of the interviewees have worked in Finland as well as internationally. Fifth, all of the interviewees have worked in India and have experience in dealing with Indians.

Likewise, theoretical replication was also ensured by identifying the following differences among the interviewees (Yin 2009). First, the interviewees represent different industries. Second, the interviewees are from different sized of companies ranging from smaller organization to huge multinational corporations. Third, the interviewees perform different roles within their respective organizations. Fourth, the interviewees represent different generations with different age groups. Fifth, the interviewees have different study experiences domestically as well as internationally. Sixth, the number of languages spoken among the interviewees also widely different. Seventh, the number of countries visited among the interviewees also were hugely different.

As discussed, this study employed two sources of data capture: a CQ questionnaire and semi-structured interviews. These will be discussed in detail next.

3.6 Source 1 data: CQ 20 item scale questionnaire

The study used a CQ 20 item scale questionnaire as the first source of data. However, the use of this questionnaire has been limited in its application in this study. The reason for using the CQ questionnaire is to find out the CQ level or score of the interviewees and will be used to segregate the interview data based on the CQ scores. The 20 item scale CQ questionnaire was developed by Ang et al. (2007) (Ang et al. 2007; Bucker, Furrer & Lin 2015). The 20 item scale questionnaire measures four capabilities of CQ such as Motivational CQ,

Cognitive CQ, Metacognitive CQ and Behavioral CQ. The four factors of CQ and the sub-dimensions, measures qualitatively different aspects of the overall capability to function and manage in effectively culturally diverse situations (Livermore, Dyne, Ng & Ang 2012). CQ is also based on theoretically grounded, comprehensive and coherent framework (Dyne, Ang & Nielsen 2007). Consequently, measuring the CQ capabilities reveal cultural capabilities of each leader to segregate them based on their scores as being either high and low CQ individuals. The segregation of the interviewee transcript, based on the CQ scores of each interviewee, will serve as the basis of this research study.

CQ 20 item scale questionnaire

The CQ scale consists of four factors such as Metacognitive CQ, Cognitive CQ, Motivational CQ and Behavioral CQ. The Metacognitive factor consists of four questions from MC1 to MC4. The Cognitive factor consists of six questions from COG1 to COG6. The Motivational factor consists of 5 questions from MOT1 to MOT5. The Behavioral factor consists of five questions from BEH1 to BEH5. In total there are twenty questions together in all the factors. Each of the factors consists of scales from 1 to 7 such as scale 1= strongly disagree, 2=disagree, 3=somewhat disagree, 4=neither agree or disagree, 5=somewhat agree, 6=agree,7=strongly agree. The above mentioned 20 item scale questionnaire was developed by Soon & Ang (2005). There was no change or alteration to the 20 item questionnaire. To understand the socio-economic background of the interviewee, several questions were added in addition to 20 item scale questionnaire. For instance, facts such as age, gender, studies, nationality, experience of traveling and living abroad, field of study, work experience, international work experience, international study experience, experience of cross-cultural training, number of languages spoken, number of countries visited, relation with people from other cultures and self-assessing the cross-cultural experience.

The construct of Cultural Intelligence Quotient (CQ) was developed by Ang & Early in 2003, based on Strenberg & Dettermens (1986) integrative theoretical framework on multiple loci of intelligences and proposed a set of capabilities comprising of mental, motivational, and behavioral components that focus specifically on resolving cross-cultural problems (Ng, Dyne & Ang 2009). Strenberg & Dettermens (1986) integrated the myriad of views on intelligence to propose four complementary ways such as metacognitive intelligence, cognitive intelligence, motivational intelligence and behavioral intelligence (Ng, Dyne & Ang 2012:32; Ang & Inkpen 2008:341). Based on this multiple loci intelligence Ang & Early (2003) developed four factor model of Cultural Intelligence Quotient

(CQ) which constitute of Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ. The detailed explanation about CQ theory and the four dimensions of CQ are discussed in detail at chapter 2.4.

In the advancement of CQ model, the development of 20 item scale has been one of the important contribution for the CQ research. According to Ng, Dyne & Ang (2009) CQ 20 item scale has evolved in to measurable construct after going through several changes by testing the scale in several ways. For instance, initially the item pool of CQ was developed with 53 questions with 13 questions for each dimensions which was then narrowed down to 40 questions 10 for each dimensions. Later on the 40 item scale was used to collect data to validate the CQ scale. After investigating five studies in order to validate the CQ scale, the questions with small standard deviations, items with high residuals and low item to total correlations, were deleted, resulting in finalizing 20 item scale CQ questionnaire (Dyne, Ang, Koh (2008); Ng, Dyne & Ang (2009)).

The 20 item scale consists of four questions assessing Motivational CQ, six questions assessing Cognitive CQ, five items for Metacognitive CQ and five more for Behavioral CQ. In total these 20 questions were dedicated to find out the four capabilities of individuals leading to an assessment of overall CQ capabilities. Ng, Dyne & Ang (2009) claims that in order to test further the validity of 20 item CQ scale, four different studies were conducted in order to investigate generalizability across different samples, method, time and countries. For measuring generalizability across samples, 447 undergraduate students in Singapore were analyzed. Also to find out the generalizability across time, 204 respondents from Singapore, a cross-validation sample, was collected after four months from the respondents from the previous study. Also to find out the generalizability across countries, a sample of 337 undergraduate students from USA completed apart from Singapore samples. Furthermore, to find out the generalizability across methods, the authors developed an observer version of CQ, tested along with self-evaluation CQ and examined the relationship between these two ratings systems based on a sample of 142 managers from USA. The studies demonstrated strong psychometric properties as a result of testing the generalizability of CQ scale across different samples and different countries (Dyne, Ang & Koh 2008; Ng, Dyne & Ang 2009).

During the collection of samples from the respondents, the authors also distributed a second questionnaire to measure Cognitive ability, Emotional Intelligence Quotient (EQ), Cross-cultural judgment and decision making (CJDM) and International adjustment and mental wellbeing. By using this data, the discriminant validity of CQ factors and its relation with Cognitive ability,

Emotional Intelligence Quotient (EQ), Cross-cultural judgement and decision making (CJDM) and International adjustment and mental wellbeing was tested (Dyne, Ang & Koh 2008; Ng, Dyne & Ang 2009). Likewise, to test the incremental validity of CQ, the demographic characteristics, cognitive ability, interactional adjustment, mental wellbeing and EQ in predicting CJDM was also tested over CQ (Dyne, Ang & Koh 2008). Furthermore, the study has undergone a series of validation processes, with samples from a wide range of countries, number of samples sixes, different categories of respondents, methods, etc., which proves the scale can be used across different countries and is generalizable.

Data Analysis

The individual CQ scores of each interviewee was calculated as follows. First the metacognitive scores of the interview is calculated by adding the scales of each question from metacognitive factor selected by the interviewees and by dividing the added total score of the scales by the total number of questions in metacognitive scenario. For instance, in the metacognitive factor, there are four questions such as ME1, ME2, ME3 and ME4 and the scales for these questions selected by the interview is added together and divided by the number of questions which is four. Second, the scales of cognitive factor such as COG1, COG2, COG3, COG4, COG5 and COG6 is added together and divided by total number of questions which is 6. Third, in the motivational factor there are five questions such as MOT1, MOT2, MOT3, MOT4, and MOT5 is added together and divided by total number of questions which is 5. Fourth, in the behavioral factor there are five questions such as BEH1, BEH2, BEH3, BEH4 and BEH5 is added together and divided by the total number of questions which is 5. The total scores of each factor such as ME-CQ, CO-CQ, MO-CQ and BE-CQ is added together and divided by total number of factors which is four. Through the above mentioned calculation the CQ scores of interviewee was calculated. Likewise, the calculation was made for all the 22 interviewees who were interviewed and who completed the CQ questionnaire before the interview. Apart from the calculation of individual CQ score, the CQ percentage of the individuals was also calculated by multiplying the CQ score with hundred and divided by total number of scale which is seven ($CQ \text{ score} * 100 / 7$). Based on the scores and percentage the interviewee transcript was segregated. The CQ scores was categorized in to four groups such as low CQ, satisfactory CQ, moderate CQ and high CQ.

Apart from the calculation of CQ scores, the socio-economic background of the interviewees was also calculated. The socio-economic factor such age mentioned by the interviewee in years was added together and divided by the total number of interviewees, which is 22. Likewise, the factors such as work experience (in

years), international work experience (in years), international study experience (in years), number of languages spoken and number of countries visited was summed up to find out the average of the socio-economic background of the interviewees in numbers. The above mentioned demographic characteristics and background of the interviewees can be found in the appendices section.

3.7 Source 2: Semi structured interview

The second source of this study is collected through semi-structured interview with the participants.

Semi-structure interview question development

The question for this study has been developed into open-ended questions. By using open-ended questions, the interviewees are able to share their thoughts in a free flow. Likewise, open-ended questions help the respondents to respond spontaneously contributing to the betterment of the inquiry. The questions were designed according to the objectives of the study. Each of the questions has been framed in such a way that they fit into the theme, background and context of the study. For instance, the first part of the questionnaire starts with general discussion to get to know the interviewee by posing questions related the educational and professional background.

The open-ended questions are divided in to themes. For instance, the first objective of this study is to find out the difference that are identified by the Finnish business leaders with different CQ level between Finnish and Indian cultures. Therefore, in order to correspond to the first objective of the study questions were formulated. Likewise, the second objective of the study was to find out the challenges in an Indian business environment, identified by the Finnish business leaders with different CQ level. The next part of the questionnaire was dedicated to find what skills are considered to be crucial in an

Indian environment by the Finnish business leaders with different CQ levels. Therefore, keeping these first three objectives in mind, the open-ended questions were developed carefully. The final objective of this study is to find out the view of Finnish business leaders towards factors such as motivation, cultural knowledge, preparation and behavior. Even though the four factors mentioned in the fourth objective, resembles the CQ capabilities such as Motivation CQ, Cognitive CQ, Metacognitive CQ, and Behavioral CQ, the objective was not to find out those capabilities from the Finnish business leaders. Instead, the questions from each of these factors were dedicated to find out what is the general opinion of Finnish business leaders, on factors such as motivation, cultural knowledge, preparation and behavior. Therefore, the questions were exclusively formulated in order to find out the answer for the fourth objective and to correspond the context of the Indian environment in general. Therefore, the qualitative open ended questions used does not have any direct relation to the CQ 20 item scale questionnaire, as the goal of the open-ended qualitative questions was merely to find out only the experience of Finnish business leaders with different CQ level in an Indian environment.

Data Collection

The data collection involved the collection of two sets of primary data. The primary data was collected using two sources. The source one data was collected using the 20 item scale CQ questionnaire. More information about this questionnaire is explained in source one data CQ 20 item scale questionnaire section in the above mentioned paragraphs. The source two data, was collected using the semi-structured interviews. Before the data collection, the open-ended questions were developed.

The reason for selecting a semi-structured interview format, was that it gives a broader perspective and rich data from the interviewees to thereby bestow interesting analysis and findings. Moreover, a semi-structured interview will enable the interviewer to probe new questions to the participants. The semi-structured interview was done using the face-to-face interviewing as it encouraged personalised interaction and meaningful dialogue between the interviewer and interviewee.

Validity

In order to ensure the quality of research the common tests of social sciences such as validity and reliability is used in this study. For instance, according to Neuman (2006: 188) “validity suggests truthfulness and it refers to how well an idea fits with actual reality. In simple terms, validity addresses the question of

how well the social reality being measured through research, matches with the constructs the researcher uses to understand it". Taking validity into consideration, several measures were taken in selecting the samples or interviewees. For instance, this study targeted a list of interviewees who are predominantly from a business background because the main aim of this study is to investigate how well the CQ theory facilitates the Finnish business leaders in the context of an Indian environment.

There are several valid reasons why this study has chosen to investigate the Finnish leaders and their experience in India. First, India and Finland are totally contrasting cultures, located in different corners of different continents in the globe. Therefore, significant differences exist in terms of culture, people, customs and traditions. Second, many differences exist between Finland and India in terms of languages, religion, political structure, economic development, educational level, infrastructure and environment. Third, the work cultures of both the countries are influenced by its culture therefore, there is wider difference in terms of organizational structure for instance in hierarchy. Finnish organizations are based on a flat hierarchy where everybody is treated equally. Whereas Indian organizational culture there is unequal hierarchy, that results in a wider difference in terms of the manager and subordinates. Third, there are also differences in terms leadership style, management style, communication pattern etc. India is considered to be highly diverse country and widely heterogeneous, with significant difference in terms of culture, language, religion etc. Whereas Finland, is far more homogenous with fewer differences when compared with India. However, generalizing the results may not be possible as there is huge variations which are mentioned above.

Throughout this study, the new revelations can expand the CQ theory in the following ways. First this study is one of the few studies that is intended to investigate the qualitative view of CQ theory. In a sense, the previous studies have been mostly based on investigating the CQ capabilities of the individuals using the readily available 20 item scale CQ questionnaire. Whereas, this study combines the 20 item scale along with the semi-structured interviewees in order investigate the main objective of the study. Second, the findings of the study can expand the outcomes of the theory and at the same time, also facilitate to expand the theory to next level. Likewise, the expected findings of the study can bring new revelations in terms of advancement of theoretical, methodological, and contextual theory. The study is intended to find out the differences between the low and high CQ interviewees and their experiences in India. Therefore, the study set the objectives such as how the interviewees who have different CQ level, view the differences and challenges in India and what kind of skills are identified by

them. In addition, one of the objectives was also to find out how Finnish business leaders with different CQ level view factors such as motivation, cultural knowledge, preparation and behavior and how this correlates with the four capabilities such as Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ. At the same time, the findings of the study can also be used to gain a profound knowledge about the experiences of Finnish business leaders in an Indian environment that also support the validity of this study.

By selecting the right interviewee who fit into the context of Finland and India, there are several benefits. For example, finding new avenues in research that has not reached before and at the same time possibilities to generalize the population etc. Also, as the context of India and Finland has not been researched enough, this study expects some novel findings which can add new knowledge to the existing theory. The previous studies carried out on CQ has been widely focused on quantitative aspects, which included the samples of students, middle level managers etc. Whereas, the current study is more concentrated towards Finnish business leaders from a varied background and investigating their experiences in the Indian environment qualitatively. Therefore, in order to target the correct interviewee, a strict range of criteria were set.

In the above said background, the following were the criteria that was set to target the right interviewees. (A) Interviewees should be native Finnish in origin and whose mother tongue as Finnish or Swedish (B) the interviewees should be working for the Finnish organizations (C) The interviewees should have worked or working with Indian business operations (D) The interviewees should have travelled to India.

Likewise, the CQ theory positions itself as a culture free construct, that is applicable irrespective of the cultures (Dyne, Ang & Nielsen 2007:345). However, the applicability in the context of a specific environment has been rarely, if not totally uninvestigated so far. Similarly, the earlier findings of the CQ theory has revealed that the level of CQ is influenced by international work and study experience (Crowne 2008). In addition, according to Dyne, Ang & Nielson (2007), CQ has significant implications for the individuals and organizations because globalization and diversity require employees in entry level, middle management and executive roles to interact with people from a variety of backgrounds. Therefore, it was determined to choose the interviewees who represents diverse job titles, different industries, different level of study and work experiences, international experience and different levels of experience in dealing with the Indian business environment. In addition to the aforementioned

criteria, the background, position, etc., were also evaluated to select the right interviewees.

The list of interviewees predominantly includes Finnish business leaders who are in executive role. However, to collect rich data from the experiences of Finnish business leaders the study expanded its definition of Finnish business leaders in executive role by considering Finnish business leaders in different roles such as CEO, vice president, cross-cultural consultant, management consultant, sales managers, sales directors, middle level managers, entry level executives, internationalization consultants, expatriates etc. The reason for setting the criteria in finding the right interviewees is to match the interviewees who can fit within the theme of the study and at the same who can relate themselves to the CQ theory.

The interviewees who have been targeted were expected to be similar in certain ways at the same time different in certain ways as well. For instance, the targeted interviewees include male and female, different age groups, generation, experience, work experience, study experience, international experience etc. At the same time, the interviewees targeted should also fit within the criteria that was set (explained in previous paragraph) in order to be equal in terms of their relevance and in relation to the theme of the study. Therefore, the study targeted interviewees with enough differences and similarities.

List of Interviewees

After finalizing the criteria for selecting the interviewees, the complete list of the Finnish companies from all sort of size (MNC, SME, Export firm) was made through the searching internet, using social media and using LinkedIn. Therefore, through company websites and LinkedIn, the names and contact details of the interviewees were acquired. Also the names of potential interviewees and their contacts were obtained through the interviewees' personal network of contacts. After the list was finalized, the potential interviewees were contacted through phone and via email. The interviewees represent different companies and perform different tasks with different designations within their respective companies.

The appointment was duly made with the interviewees. A selection pilot study was conducted to find out the interest and responses of the interviewees. The pilot interview was conducted with couple of interviewees to determine the pros and cons of the interview process and to rectify the errors and challenges in the interview process.

The following table is the list of interviewees and explain the details about each of the interviewees. In order to maintain confidentiality, pseudonyms were given for the interviewees, positions and industry.

Table 10. List of Interviewees

S.No	Name	Gender	Position	Industry	Studies
1.	Inter-01	Male	Area sales manager	Manufacturing	Master degree
2.	Inter-02	Female	CEO	Consulting	Master degree
3.	Inter-03	Male	CEO	Consulting	Master degree
4.	Inter-04	Male	CEO	Consulting	Bachelor Degree
5.	Inter-05	Male	Managing Director	Consulting	Master degree
6.	Inter-06	Male	Business Development Manager	Manufacturing	Bachelor Degree
7.	Inter-07	Male	Director	Manufacturing	Master Degree
8.	Inter-08	Male	General Manager	Manufacturing	Bachelor Degree
9.	Inter-09	Male	General Manager	Manufacturing	Master Degree
10.	Inter-10	Male	General Manager	Manufacturing	Bachelor Degree
11.	Inter-11	Male	Vice president	Manufacturing	Bachelor Degree
12.	Inter-12	Male	Managing Director	Manufacturing	Licentiate Degree
13.	Inter-13	Male	Director	Consulting	Master degree
14.	Inter-14	Female	Consultant	Consulting	Bachelor Degree
15.	Inter-15	Male	CEO	Consulting	Master degree
16.	Inter-16	Male	CEO	Manufacturing	Master degree
17.	Inter-17	Female	Project Manager	Manufacturing	Bachelor Degree
18.	Inter-18	Male	Vice President	Consulting	Master degree
19.	Inter-19	Female	Managing director	Consulting	Master degree
20.	Inter-20	Male	CEO	Consulting	Master degree
21.	Inter-21	Male	CEO	Manufacturing	Master Degree
22.	Inter-22	Male	CEO	Manufacturing	Bachelor Degree

The primary data including the CQ 20 item scale questionnaire and interview were collected from all the above mentioned interviewees. First, the interviewees were given 20 item scale CQ questionnaire to fill before the beginning of the semi-structured interview. All of the interviewees agreed and participated in the completing the CQ self-assessment questionnaire before the interview. This

questionnaire was used only for the purpose of categorizing the interviewees based on their scores. The detailed information about the 20 item scale CQ questionnaire and the findings have been discussed in the previous chapter. After the questionnaire were completed the interviewer conducted the interview with the interviewee.

Reliability

Reliability refers to repeatability of the results in an identical condition by proving it (Neuman 2006:188). Therefore, the reliability of this study is ensured as the interview was conducted with different participants by the same interviewer in different occasions and circumstances in order to be consistent in the findings. Furthermore, this study conducted all the interviews via face-to-face interviews enabling the researcher to get to know the interviewees personally. In addition to reliability all the above mentioned interviewees were contacted well in advance before the interview. The interviewees were requested to choose their flexible date, time and location. The interviewer made sure that interviewees did not feel uncomfortable in any situation that might be reflected in the interview. Therefore, the interviewer offered flexibility with the interviewees and their convenience. The interviews were conducted in Finnish cities such as Vaasa, Kauhava, Helsinki, Turku, and Kotka. The interviews were conducted at the interviewee's company and in restaurants and at the University of Vaasa.

All of the interviewees were conducted in English, as the interviewer and interviewees are from different countries and culture and there is no equality in terms of linguistic competences as the interviewer is not proficient with the interviewees' native language and vice versa. Moreover, the interviewer expected that as all of the interviewees were working in an international environment using English as the common language and this would not be a problem, neither to the interviewer nor to the interviewees. All of the interviewees were proficient in English and were able to understand the interviewer clearly. The interviews were conducted between April to October 2014. The interviews lasted from minimum 40 minutes to maximum 90 minutes and on average lasted for 45 minutes. The interviewer asked permission to the interviewees in order to record the interview through devices such as audio recorder, mobile phone and computer. The interviews were recorded through all the three devices mentioned, in order to get the best quality audio format of the interview. Also during the interview, notes was taken in order to mark the key points.

As the interviewer and interviewees are from different cultures using the common language English, that is not the native to the either of them, this can lead to misunderstandings. Therefore, before the interview the interviewees were

given a brief introduction about the theme of the research and to be aware in detail of what is being discussed. During the interview, in certain circumstances, the interviewer repeated the terminologies and explained the questions in detail, in order to make sure the interviewees understand clearly as to what is in the mind of the interviewer. Also the interviewer requested the interviewees to repeat the answers. For instance, the interviewees were requested in the following way in order to initiate the discussion *“Could you tell me about your professional and educational background? Does your background include any international experience such as study abroad, work abroad or dealing / interacting with people from abroad?. How long have you been working abroad and how was your experience while working abroad?”*. Besides, the discussion with the interviewees continued by posing the open-ended questions that correlates with the objective of the study as following. *According to your opinion how does the Indian employee and colleagues keep their work goals when compared to Finnish employees?* Likewise, several other questions were asked to the interviewees in order to explore the main objective of this study. The complete details about the questionnaire can be found in appendices section of this report.

During the interview, the interviewer tried to avoid personal biases. For instance, as the interviewer is from India, the country central to the research, the interviewer asked the interviewees to feel free to criticize and comment freely about their experiences and displeasures. The interviewer made clear to the interviewees that the interviewer expected nothing less than the truth. Furthermore, to avoid interviewer bias, the interviewer did not try to influence the interviewee by offering ideas or comments that would affect the opinion of the interviewee. The interviewer focused wholly on questioning the interviewee in order get accurate and authentic information from the interviewees. Also as the interviewees may share sensitive information, they expect their names to confidential. Therefore, the interviewees were assured about the confidentiality of the information provided and also anonymity of the people interviewed and their affiliations. Also the interviewees were promised to be provided a copy of the dissertation after completion. The secondary data collection of this study was completed through online sources, company reports, social media, journals etc.

Data transcription and Coding

In order to ensure a high level quality of data transcription, the interview audio files were outsourced to professional data transcription company. After receiving the transcription files, it was grouped under four categories of CQ level, satisfactory CQ level, moderate CQ level and high CQ level. However, during the analysis it was found that none of the interviewees come under the low and

satisfactory CQ level category. Therefore, the interviewees were categorized as being either moderate or high CQ. The data transcription was followed by coding of data. First the data files were read carefully in order to understand the depth of the data shared by the interviewees. At the same time, through careful reading of data, the researcher was able to form an opinion on the nature of the data. The manual coding of data took place one-by-one from each interview transcript.

The interview files were grouped in to two broad categories, such as moderate and high CQ interviewees. First the moderate CQ interviewee transcripts was coded which was followed by the coding of high CQ interviewees data transcript. The data that was not relevant or did not fit the theme of the study, was eliminated due to scope of the study. After the coding, the coded information were collected in a single file as per the interviewee. For instance, when coding the first interview transcripts, all the coded information were collected in a single file that had all the coded data from interviewee one. The next step in the coding process was separating them into scenarios. Then all the scenarios were separated into themes, category and dimension. The following coding table is an example on coding process.

Table 11. Sample of Coding table

Manual coding	Themes	Category	Dimension
Decision making does not work the same way in Finland and India It is important to understand who holds the power and decision making in an Indian organization Dealing directly with the decision maker in the client company is important	Differences in decision making Identifying the real decision maker	In equality in Decision making	Decision making
Decision making does not work the same way in Finland and India It is important to understand who holds the power and make decision making in Indian organization Comparison of decision making between Sweden and India Decision making in India	Comparison of decision making Finding the real decision maker	Decision making in near culture	Decision making
Lack of transparency is obstacle in Indian work environment Giving detailed instruction is important Small details are not given importance by Indians Giving detailed information is required more in India than in Finland Telling what has to be heard rather the reality Unheard reality and truth leads to frustration	Lack of transparency Detailed information has to be given Hiding the information during the communication	Challenges in communication	Challenge
The traditional culture is a challenge Challenge – caste system, way of doing things, how parliament is organized, rigid and top-down kind of thinking restricts the fulfilling the potential of India	Influence of tradition and attitude is a challenge	Traditional culture challenges	Challenge
Getting acquainted with the person from India by understanding the basics such as the origin of person and his own culture and relating the person with his culture Knowing the history through interaction with the host Enquiring about the hobbies and family is a way to build relationship Finding the common interest of the people during the cross-cultural interaction is way to communicate effectively and build relationship	Importance of Building relationship with Indians Getting acquainted by building rapport Finding the common interest	Capabilities to relationship	Relationship capabilities
Indians are mixed with different religion at workplace Diversity of religion in India Religion influence the people the way how they treat others Doing meditation Combining the wisdom of religion and executing the work is the motivation Skills to identify Difference between religions Studying about religions	Diversity of religion Influence of religion Combining religion and wisdom to work	Diversity of Religion	Religion

Data analysis

The data analysis of the qualitative data was undertaken in the following manner. The following diagram will give an idea about analysis.

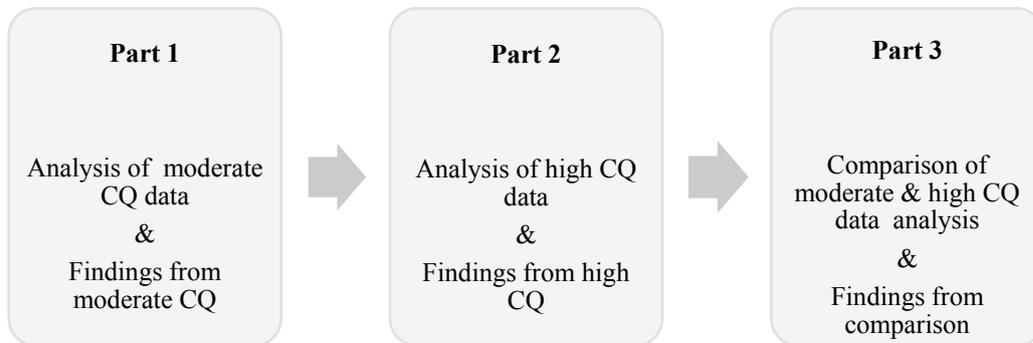


Figure 8. Overview to analysis

As mentioned in the diagram above the data analysis followed as a step-by-step process. First the analysis of moderate CQ data, was followed by the high CQ data and then the comparison of the analysis of low and high CQ data. Second, filtration of data took place in order to exclude the data that does not match with the theme of the analysis. After finalizing, the required data for the analysis took place. For instance, the aim of the study was to investigate to what extent and in what ways CQ facilitates Finnish leaders in leading people in an Indian business environment. In order to explore the central research question the objectives were set. The first objective was to find out the cultural differences identified by Finnish leaders with different CQ levels. The second objective was to find out the challenges identified by the interviewees with different CQ levels. The third objective was to find out the capabilities identified by the Finnish business leaders, with different CQ levels that are required in the context of an Indian environment. The fourth objective is to find out how factors such as motivation, cultural knowledge, preparation and behavior is viewed by interviewees with different CQ levels. Therefore, with the objectives set to answer the central research question, the coded data were grouped under each objective. For example, four themes such as differences, challenges, skills and factors were set first. Each of the themes corresponds to the respective objectives.

First the moderate CQ data which was coded, was taken for analysis. As the coded data was already grouped under the four themes mentioned, the analysis took place based on that. The analysis focused finding out the responses from the interviewees on each of the themes mentioned. Secondly the analysis of high CQ interviewee data were analyzed. The analysis of the high CQ interviewee data were based on the themes coded and had been grouped already. The third part

was the comparative analysis of the findings from low and high CQ data and presented in the first two parts.

The next page will give a pictorial overview of the methodology of the study. Following the next page, in the upcoming chapter four, First, the findings from source one data 20 item scale CQ questionnaire will be presented. Second, the findings from the analysis source two data semi-structured interviews will be discussed in detail.

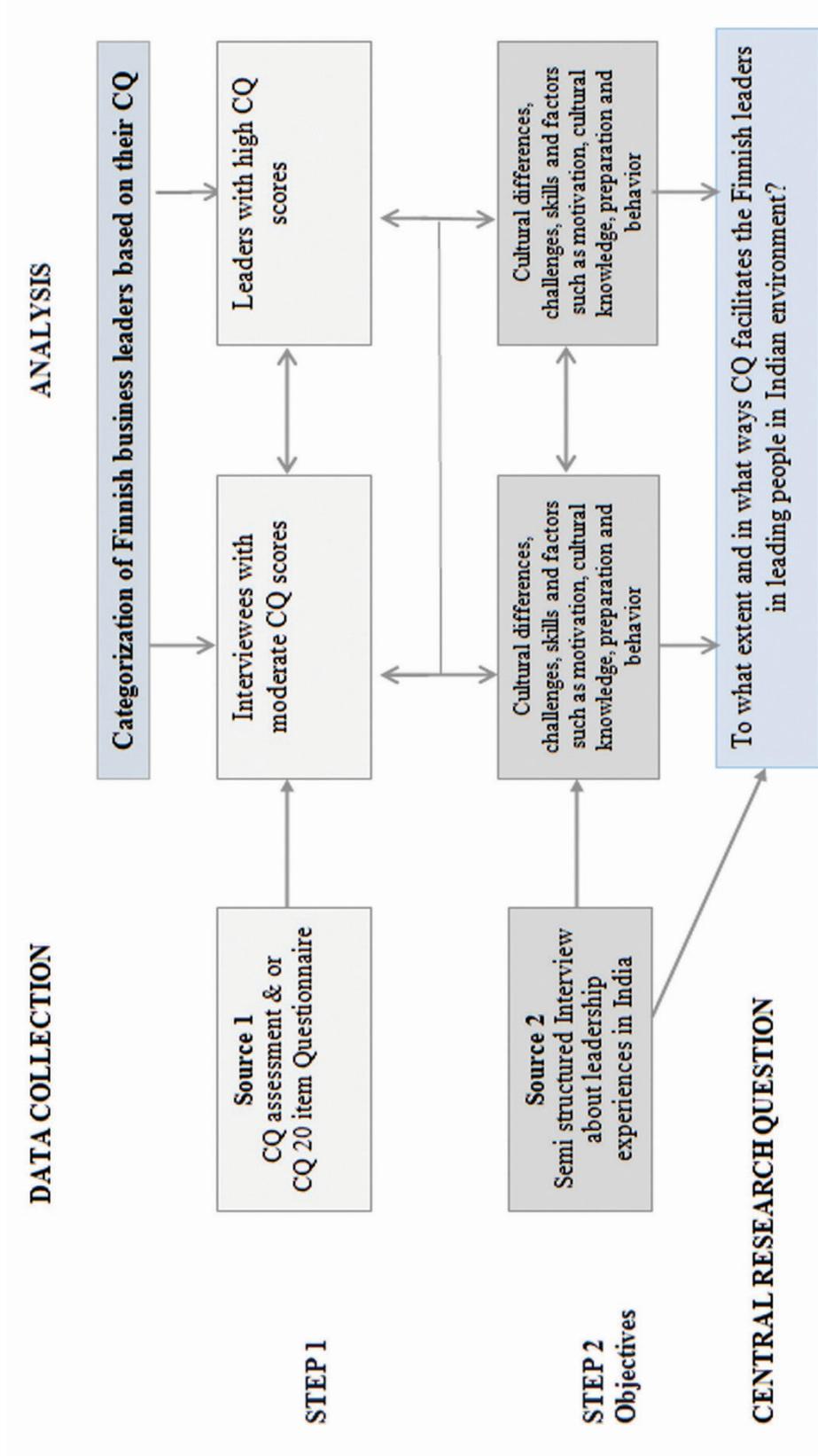


Figure 9. Overview to methodology of the study

4 FINDINGS

The findings and results of the study will be presented in this chapter and presented in four parts. Part one will discuss the findings from the source one data, the CQ self-assessment of the interviewees collected using the 20 item scale CQ questionnaire. Part two of the study will discuss source two data semi-structured interview. In part two first, the findings of moderate CQ interviewees will be presented in detail. Second part will be dedicated to presenting the findings from the high CQ interviewees data. Third, will present the comparative analysis of findings from moderate and high CQ interviewees. The following diagram will give an overview to the findings of this study.

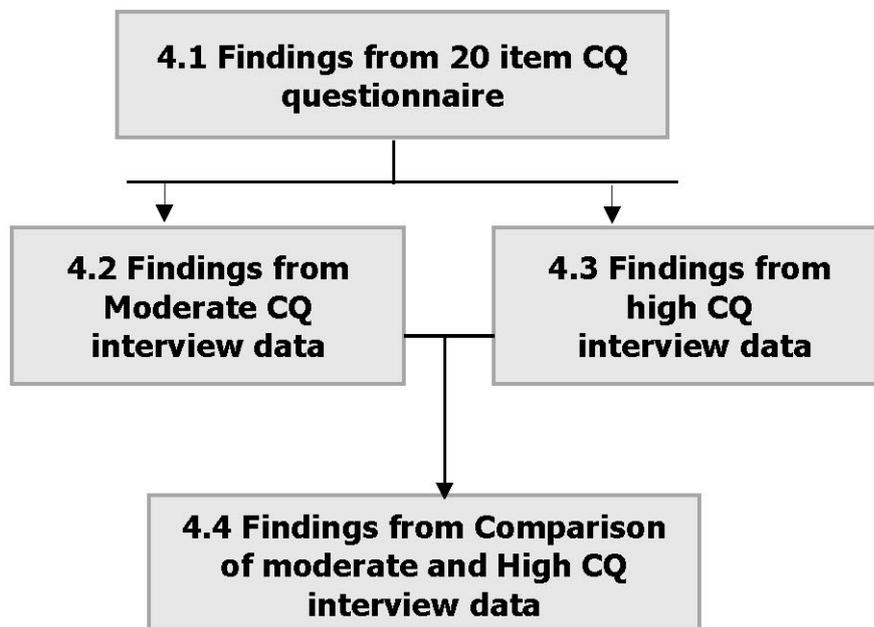


Figure 10. Overview to findings of the study

4.1 Source 1 data - CQ Self-Assessment Questionnaire Analysis

This section is concerned with presenting the data analysis of the 20 item scale CQ questionnaire. The CQ questionnaire was developed by Dyne, Ang & Koh (2009). The CQ questionnaire includes questions to measure the CQ capabilities of individuals such as Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ. The questionnaire includes five questions to measure Motivational CQ, six questions to measure Cognitive CQ, four questions to

measure Metacognitive CQ and five questions to measure Behavioral CQ. Therefore, in total 20 questions were dedicated to measure the CQ capabilities of the interviewees. Each of the questions had seven responses: 1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=neither agree or disagree, 5=somewhat agree, 6=agree, and 7=strongly agree. The interviewees were asked to select the response that best describes them.

In total 22 interviewees were interviewed and all of the interviewees were given 20 item scale questionnaire. All of the interviewees interviewed fill the 20 item scale questionnaire. The questionnaire was filled by the interviewees before the face-to-face interview session.

The scores of each questionnaire was calculated. The responses of each question from the respective capabilities were added together. In the theme of motivational CQ, five questions are there. So the response from each question from motivational CQ was added together and divided with total number of questions which is five. In the theme of cognitive CQ six questions are there. The response from each question from cognitive CQ was added together and divided with total number of questions which is six. In the theme of metacognitive CQ four questions are there. So the response from each question from metacognitive CQ was added together and divided with total number of questions which is four. In the theme of behavioral CQ five questions are there. So the response from each question from behavioral CQ was added together and divided with total number of questions which is five. Then the total score of each theme is added together and divided by four by which the CQ score of the interviewee is gained. The highest CQ score one can gain is seven and the lowest score will be one. Furthermore, the CQ percentage of each interviewee was also calculated. The total CQ score of each interviewee is multiplied with hundred and divided by seven to get the CQ percentage. The CQ score and percentage is calculated to separate the interviewee transcripts based on the scores.

After calculating the CQ scores the percentage of low and high CQ interviewees are segregated. The categorization of the CQ scores of each interviewee was based on the interview serial number which was given during the interview. Therefore, the data has been categorized with a total scale of 7 and is divided into four categories such as low CQ category, satisfactory CQ level, moderate CQ level and high CQ level. First 0-1.16 (low CQ level), Second, 1.76-3.5 (satisfactory CQ level), 3.6-5.25 (moderate CQ) and 5.26- 7 (high CQ level). The same way to cross check again the CQ scores of the interviewees were categorized based on the percentage of the CQ scores of the interviewees. The percentage of the CQ scores were categorized as first, 0-25% (low CQ level), second 25.1-50% (satisfactory CQ

level), third, 50.1-75% (moderate CQ level) and fourth 75.1-100 % (high CQ level). In the percentage also out of the total 22 sample size there is not even a single interviewee who scored below 50 % in their CQ level. From this we can confirm that all of the interviewees had average level of CQ capabilities. It was once again confirmed that the categorization based on the scale of 0 to 7 points and the percentage from 0 to 100 % were all same. The following tables will present the segregation of interview transcripts based on CQ scores and percentage.

Table 12. Categorization of CQ of based on the total scores

(0- 1.75) Low CQ (0-25%)	(1.76-3.5) Satisfactory CQ (25.1-50%)	(3.6-5.25) Moderate CQ (50.1-75%)	(5.26-7) High CQ (75.1-100%)
-	-	4.92 (1)	6.09 (3)
		5.00 (2)	6.05 (5)
		5.02 (4)	6.11 (7)
		4.72 (6)	5.45 (8)
		5.16 (10)	5.83 (9)
		4.95 (13)	5.60 (11)
		5.09 (16)	5.54 (12)
		4.19 (18)	6.49 (14)
		5.05 (20)	5.46 (15)
		3.86 (21)	5.7 (17)
			5.40 (19)
			6.33 (22)

The scores can be categorized into four scores. From 0 to 1.75 is termed as low CQ and the scores from 1.76 to 3.5 is termed as satisfactory CQ. The scores 3.6 to 5.25 is termed as moderate CQ and 5.26 to 7 is termed as high CQ. It can be seen from the above table that none of the interviewees scored less than half in their respective scores. Out of 22 interviewees, none of the interviewees scored under the category of either low or satisfactory CQ. Therefore, it can be concluded all of the interviewees who interviewed were moderate CQ or high CQ individuals.

Table 13. Categorization of CQ scores based on percentage

0-25% Low CQ percentage	25.1-50% Satisfactory CQ percentage	50.1-75% Moderate CQ percentage	75.1-100% High CQ percentage
-	-	70.28% (1)	87.02 (3)
		71.46% (2)	86.54% (5)
		71.72% (4)	87.32% (7)
		67.53% (6)	77.97% (8)
		73.75% (10)	83.33% (9)
		70.71% (13)	80.11% (11)
		72.73% (16)	79.22% (12)
		59.88% (18)	92.79% (14)
		72.2% (20)	78.03% (15)
		55.23% (21)	81.42% (17)
			77.26% (19)
			90.46% (22)

The percentage can be categorized into four, such as the percentage from 0% to 25% is termed as low CQ percentage and the scores from 25.1% to 50% is termed as satisfactory CQ percentage. The scores 50.1% to 75% is termed as moderate CQ percentage and 75.1% to 100% is termed as high CQ percentage. As it can be seen from the above table, none of the interviewees have scored less than half in their respective percentage. From the above table that in terms of percentage in total 22 sample size there is no interviewee who scored lower than 50 % in their CQ scores. Out of 22 interviewees, none of the interviewees scored under the category of either low or satisfactory CQ percentages. Therefore, it can be concluded that all of the interviewees who interviewed were either moderate CQ or high CQ individuals.

The whole sample of 22 data or interview transcripts were classified under only two categories as none of the interviewees scored less than 3.6. Therefore, the interviewee transcripts are grouped under two categories as either moderate CQ level or high CQ level. The interviewees assessed themselves as the one with moderate CQ (3.6-5.25 out of 7 and 50.1 to 75% out of 100%) and high CQ (5.26-7 out of 7 and 75.1 to 100%). While categorizing the CQ scores, there were 10 interviewees who came under moderate CQ (3.6-5.25 out of 7 and 50.1 to 75% out of 100%) and 12 who came under high CQ (5.26-7 out of 7 and 75.1 to 100%). So the interview transcripts placed according to the CQ scores of the interviewees. As this study is to investigate the experience of Finnish business leaders with different CQ levels from now onwards the study will proceed by investigating the interview transcripts that comes under moderate CQ level (3.6-5.25 out of 7 and 50.1 to 75% out of 100%) and high CQ level (5.26-7 out of 7 and 75.1 to 100%).

The detailed calculation of CQ scores and demographic characteristics of interviewees can be found in the appendices section. Furthermore, the following part will discuss the empirical findings from moderate CQ interview transcripts.

4.2 Source 2 data – Semi-structured interview -Analysis of moderate CQ Data

This chapter will present the empirical findings from the interview data of moderate CQ interviewees. The aim of this dissertation is to find out to what extent and in what ways CQ facilitates Finnish leaders in leading people in an Indian business environment. In order to achieve the aim of this study the objectives which were set such as (1) finding out the cultural differences identified by Finnish leaders with different CQ levels in Indian environment, and (2) find out the challenges faced by the Finnish business leaders with different CQ levels in India business environment. (3) Finding out the capabilities identified by the Finnish business leaders with difference CQ levels that are required in the context of Indian environment. (4) The view to factors such as motivation, cultural knowledge, preparation and behavior by the interviewees with different CQ levels in the Indian environment. In this scenario this chapter will present the findings in order to fore fill the objectives that was set to find out the cultural differences and capabilities identified and the use of factors such as motivation, cultural knowledge, preparation and behavior from the interview data of the moderate CQ level interviewees. From now on India will be called as the host country and Finland will be called as home country.

4.2.1 Differences

The difference between the host and home country has been one of the themes that emerged from the analysis of the data. The interviewees have been asked to differentiate the work environment, work culture and the difference between the colleagues of home and host country. From the analysis of the empirical data several differences regarding the environment, work culture and behavior of people between both the countries will be discussed in the upcoming sections.

4.2.1.1 Hierarchy and leadership

The analysis of data highlighted information related to hierarchy and leadership. Out of ten interviewees from the moderate CQ category, eight interviewees mentioned hierarchy and leadership as one of the big differences in the host

country. The management style in the home country is relaxed to the extent even a younger person in the organization can make a decision. Whereas, in the host country organizations, the management style is rigid to the extent only the senior most person in the organization can take the important decision. The hierarchy in the host country organizations, were comparable to the big multinational corporations, forest and government offices in the home country.

It was also found from the data that the organizational structure in home country environment is flat, therefore the hierarchy is more flat in nature when compared with the host environment which is highly hierarchical. For instance, it was shared by an interviewee that the perception of hierarchy is reflected in the job title mentioned in the business card. An impressive job title on business card is needed to have high level respect and reception at the host business environment, if one comes from a foreign country. One of the important things pointed out, was even though host and home managers at middle level may have same job title, the host country manager have less freedom to take decisions independently when compared with the home country manager. One of the interviewees explained the importance of job title in the host country as follows;

First time when I tried to book a meeting and actually managed to book the meetings and so on, my job title was say, director and I did not get very far with that title to be honest. So I figured what on earth is going on. Well, for example you need to have as impressive as possible title on your business card, because Indians will match that thing, which is quite peculiar from my cultural point of view (Inter-04)

As a manager, there is more freedom in the home country than the host country. In the host country the managers are expected to consult their superior before taking decisions. For instance, the difference was explained as below;

The biggest difference is, of course, in that we have quite much freedom to decide ourselves. And we don't need to -- with our managers, we don't need to go and ask for every single decision. We make the decision. (Inter-06)

Another interviewee also echoed the similar thought that in the host country the manager has to consult with his boss on every occasion. The lack of openness in communication was one of the important aspects that was commented on by the interviewees. The employees in the host country are reluctant in communicating the real situation or problems associated with the work. There is always an attitude to keep the bosses in certain comfort level without communicating the negative aspects of situations instead only saying only the positive things. The attitude of not giving a realistic situation creates suspicion about the host country

people among the home people. The interviewees pointed out that open communication is valued in the home country where problems are discussed in open to the boss and employees explain realistic situations even though there are mistakes and negative things exist about the work, unlike their host country counterparts.

There is a wide gap between different levels of employees in the host working environment. For instance, in the home country the communication between the employees from a lower level to the CEO is considered to be a normal thing which can be compared to bottom up approach. Whereas, in the host country it is more of a top to bottom approach and the gap is wider due to hierarchy. Therefore, the interviewees pointed out that it is very important to find out where people are in the hierarchy to have business negotiations, rather than the ones who are less in hierarchy who do not have power to take decisions. For instance, one of the interviewees described the hierarchy as follows;

In meetings you see a hierarchy there as well. In Finland, the manager does the speaking. In India, the manager delegated the speaking to the subordinate.
(Inter-10)

Also the same interviewee pointed one of the important aspect in the host country which is the acceptance of old people in the host organization. Being old and honest is an advantage in the host country and the old people are respected. The host work environment is favorable for the old people irrespective of their nationality. The experience of the old people is valued very highly in the host environment.

The instructions are always given from the superiors and the subordinates are expected to follow the instructions that were given by their superiors. However, there is also a risk in this approach as when things are coming from top to down, when there are not enough instructions then things are not done as promised. Besides, people from the top do not give complete instructions to the people who are under them. The hierarchy in the host country is influenced by its culture which has its root from caste system for centuries. As the host country is strong in the caste system for centuries it also replicate in Indian workplaces. The interviewee pointed out as follows;

And the problem is they're in hierarchy and the high level persons and the culture what is developed there for centuries because it started the caste system, gave a structure for it. (Inter-13)

The interviewee also pointed out that within the same organization in the host country, each department has its own hierarchy. The interviewee also pointed out that leadership is about creating an environment for employees to utilize their full potential to achieve success. Leadership is about learning with the employees and giving them space to develop their leadership capabilities. Creating an environment for the employees to help them to learn with their leaders and who can be successful leader in the future. Creating close association with the employees as a leader will help them to learn what to do in the big context. Employees are more motivated when the leader has close acquaintance with their subordinates.

Micromanagement has been pointed out as an important thing to know in order to get things done in the right way in the host country. When compared to the home country, the host country nationals have to be given detailed instructions when giving a task. Due to cultural barriers, the host employees do not ask questions regarding the instructions, so it is recommended that the leaders should communicate promptly their message to the subordinates. It was emphasized by an interviewee about the importance of micromanagement as follows;

If you don't understand that they have to be looked after very, very carefully. Then certainly, you'll get some stuff which is not saleable. (Inter-16)

Unlike the home country, implementing systems and control is the key aspect in the host work environment. Having implemented a system in the host country things are organized and accountability is created. The control of the work environment enables one to understand what is happening in the host work environment.

In Scandinavian or home country culture, empowering people is considered to be an important leadership attribute, whereas in the host country directing the people is followed. The comparison of leadership was explained as follows

In Scandinavian culture you want to empower and may be in Indian culture you need to direct and say. (Inter-18)

The same interviewee also pointed out that honesty, appreciation, trust and transparency, respectful, personal integrity as an important attribute for the leader in host country. The action of leaders in getting the organization to work with all the cultures is important thing which will bring appreciation to the leader. Also one of the other attributes for a leader in the host country, is to make the host country employees feel the presence of the boss, even though he or she is

physically not present in the work environment. Besides, it is also important to make the host employees understand that the home country boss cares about them. The action of a leader in the host culture should enable the organization to work in all the cultures is important to get appreciation and build trust among the host and home country people. According to this interviewee mentioned above, teams in India have good intentions as they are highly motivated to work, but the connection is missing with the work. In the host country strong leadership is needed for leading the people unlike the home country in which delegation works.

The understanding of hierarchy, in a sense who holds the power in the host country is an important aspect in the host country business environment. The people who have the same position in Finland and India do not hold the same position and power. Therefore, one has to find the key decision makers in the host country which was said as below by the interviewee;

I think in Finland you can work towards the purchasing and middle management, but in India so they don't have any power at all. So I think that you have to understand that it doesn't work like that. So you have to understand that there are certain people with power in the companies and they have a huge power and can decide everything. And you have to approach that - how to find the people who are deciding. And people will not tell you on the lower level, and they will not tell upwards either what's going on. (Inter-20)

The host country employees are given orders to get the work done, unlike the home country. Therefore, it is important to lead the people in the host country. Moreover, being independent does not work the same way in the host country and was explained as follows;

Here we are more independent. Here people not being independent, then that's more that people just don't take responsibility, that they are a little bit more or less lazy and take the easy way out, don't think. But in India it is more a system, that there you really have to lead it. Otherwise things goes wrong. (Inter-21)

Furthermore, the interviewees also pointed out that if one should understand about the host culture then one should be understood by the people of the host culture. The intentions to do good things and should be communicated to the host people if the intentions fail one should not hesitate to apologize. The virtues such as respect, integrity and transparency is a global thing and should also be considered and applied in the host country as well. Likewise, the interviewees also pointed out that the misperception and bad thinking about the host country

people would lead to developing a negative attitude towards them. The interviewees also pointed out that struggling to identify the situation and the exhibit correct leadership style in the host culture happens when there is lack of in-depth understanding about the host country. Therefore, it was said that one has to adapt a different management style in different parts of the world, as following one management style everywhere can be risky. Understanding the power relation between people and how power is perceived by them, is important knowledge for exhibiting the correct leadership in the host country. People in the host country may have different routes to achieve the goals and objectives of the organization. Therefore, one should take time and have patience to understand the objectives of people in the host country.

4.2.1.2 Communication

The difference related to communication with the host country people was discussed by the majority of the interviewees. Six out of ten interviewees explained several thoughts about the communicational differences between the host and home country people.

Influence of culture in communication

Two of the interviewees mentioned the influence of culture in the communication. For instance, the interviewees brought out the issue that host country people do not say “no” as follows;

Indian people are very polite I think it is sometimes difficult for them to say "no" or "this is not possible" and that kind of things (Inter-02)

Another interviewee brought up the same issue that the host country people do not say “no” due to the cultural barriers.

Something which is very cultural wise, in my opinion, different -- the Indians and the Finnish people -- is that Indian people never say no. They're always excellent. They are always best in the market. They are always "yes." And let's say that includes if you don't know the persons, a lot of lies also. (Inter-16)

In the host country saying “NO’ is considered to be rude as it might offend the listener. Therefore, the host country people use an indirect way of saying ‘no’ in several different ways instead of saying “no” directly.

Influence of distance in communication

The distance makes it difficult to keep the communication happening as agreed. When the person is present physically there is a control over the people who are going to be communicated. In the virtual mode the control may not be effective which was said as follows;

I think it is about distance also, because when I am there I see all the time what is happening and I can say that, okay that's good, but maybe we can try also another thing. And now when I am here I need to give them more time, let's say 1 week. And after 1 week I know this that, okay that's good but maybe but we have waste a little bit time. (Inter-02)

Indirect communication

The host country national tends to have indirect communication during the interaction according to one of the interviewees. It was said that even small things may have a deep underlined meaning in terms of communication and behavior and being a host national it is hard to sense what is going on exactly. The interviews explained this as follows;

It's the small things really, which means that there are so many underlined things happening all the time, what people say, how they behave, how they move or whatever, that unless you are really an Indian, you cannot read actually what is going on (Inter-04)

Sensitive in communication

The use of sensitive topics such as politics during the interaction should be dealt carefully. The political commentary about the host country can lead to confrontation with the host country people and put them in an uncomfortable situation. The host country people will come to a conclusion that the home country person knows only one side of the story. This was explained by one of the interviewee as follows;

One taboo is to start to talk about politics, and even if you as my customer or supplier or whatever, you might criticize your own politic situation as much as you like, but I as a foreigner should never comment on that. (Inter-06)

During verbal communication it was said by the same interviewee to avoid criticizing religion with the host country people as it is sensitive. Before discussing about religion, it is important to study and understand the religion in-depth. Through interaction, the home country people are also able to know

religion and its effects on people's behavior. The interviewee explained the avoidance of sensitive topics in communication as follows;

You can generally be interested about a person's religion and ask how this is working and is not. But don't criticize it because it might be very sensitive and might not be. It is very sensitive and it does not show my professionalism.

(Inter-06)

The use of humor

Humor is one of the thing mentioned by two of the interviewees indicating that humor has to be dealt carefully when it happens with the people who are not familiar. According to this interviewee the host country people use humor very carefully which was said as below;

With Indian people is that when you get to know people, they have a good sense of humor. You can laugh a lot and you can have very good jokes. (Inter-06)

Another interviewee who is a CEO of a home country organization, that also has its subsidiary, shared a thought about the use of humor in the host working environment. The interviewee shared his experience as follows:

When I'm the CEO I have noticed that here you can be joking with people and they understand that it's just a joke. But in India, if you have 100 people or more in front of you and you give some information or speech about things or if you are joking there, necessarily people don't really realize that now he is only joking. So it can go wrong if you are not aware. They take the CEO very seriously. (Inter-21)

The relationship between the leader and subordinate is more paternal when compared with the home country. In the home country there is an equality between the leader and the subordinates unlike the host country. Therefore, communication between the leader and subordinate is more normal and equal. Whereas, in the host country, due to the unequal relation communication is more hierarchical as well. Therefore, the words spoken by the leader are taken very seriously as strong communication is an important aspect of hierarchy.

Language

Misunderstanding happens when a common language is used without how it might impact on the host national. Communication through a common language may also lead to uncomfortable situations where people might consider the home people as being rude. The expression of things using a common language can be

misunderstood, as culture influence the communication pattern which was explained as below by an interviewee;

I know also that in Indian culture it is not easy to say no. You are going around. They are saying no in a very interesting and polite way which I did not understand. You have been here so many years in Finland. I know that you are very straight forward, and of course, when English is not our mother tongue, then it becomes very rude. (Inter-06)

The interviewees also pointed out that the host country national who lived abroad have more neutral accent than the people who haven't traveled abroad. The use of non-verbal communication, such as the use of emails, it is very important to be cautious. When non English speakers communicate via a common language, it has to be done with caution because things can be misinterpreted and misunderstood. The same exact words may have different interpretation in the way it is written. The interviewees also observed that the host country people whom they deal with have good education and English language skills as it is reflected in the email communication. The host people's polite behavior and proficiency in the English language is due to the British influence. The host country people use long emails to communicate the message unlike the home country people. The use of polite language while sending emails is important in the host country.

Smother in communication

The manner of communication by the host country people, has been identified as one of the differences by the interviewees. According to one of the interviewees, the host country people communicate in a smoother way. Also the host country people also consider other people during the meeting, when compared with the home country people. Besides, the host country people maintain relationships by communicating now and then, which was also seen as positive by the interviewee.

I think, people from India are far more smoother in their way of communicating, okay -- and might be languages fail, but I don't think so. I think that they are far more smoother in communicating. (Inter-10)

4.2.1.3 Religion

The influence of religion has been one of the significant factors that emerged from the interview data. Seven out of ten interviewees pointed out the role of religion and its influence in the host country environment and society. The knowledge about religion and its practicalities in host country has been pointed

out as one crucial aspect that one should be aware. For instance, one of the interviewee explained about the religion as follows:

I know this that the religion is very important in India and I have worked together with Christian people there. And I know this that it is important that they know that we are from same religion. (Inter-02)

Religion gives an opportunity to get acquainted with the people from the host country who are from the same religion as the interviewee. The host country people tend to be more associated with the people from the same religion as there is certain commonalities due to the religion. Also the knowledge about religion helps people to understand how the business environment works in the host country. By knowing religion one can develop interaction with the host country people by understanding the rules and in a sense, what are the accepted and not accepted things in that particular environment. However, studying and understanding religion in-depth is essential before discussing with the host country people. In addition, this interviewee also said that it is not good to criticize religion in the host country and it is not considered as professionalism. One interviewee explained that due to the sensitivity of religion, one should not criticize it, as follows;

You can generally be interested about a person's religion and ask how this is working and is not. But don't criticize it because it might be very sensitive and might not be. It is very sensitive and it does not show my professionalism. (Inter-06)

The host country represents several religions and is the home to four of the religions in the world. Hence it is imperative for the home country nationals to be cautious during interaction. In spite of understanding about the main religions in the host country, it is equally important to understand also other minor religions as well. Likewise, the festivals celebrated by the host country people also reflects the significance of religions and its influence on people's behavior.

Diversity in religion

Two of the interviewees pointed out the diversity of religion in the host country. According to an interviewee even though the host country is mixed with different religions, still a positive environment exists. Furthermore, the host country people are comfortable in working with different religious and cultural people. This may not be obvious in such a diverse religious and cultural environment. The interviewee explained as follows;

There are lot of different religions, but if you compare with many other countries, there are hardly no fights within the country. I never felt unsafe in India as such. And so I'm very impressed in that way that people are getting along culture and religion is in that way that they should not. (Inter-06)

The influence of religion in the host country, influence the people and enable them to trust each other, even though people are from different religions as commented on by the interviewee. Also due to the religion, people treat others as worthy individuals according to an interviewee who said as below;

Even in our Indian organization, we have Muslims, we have Hindus, and so forth. So at various backgrounds, but maybe more in the -- in your own religions that brings, you know, you are worthy and you are -- you don't have to earn my trust. I trust you, which I appreciate a lot. (Inter-18)

In the host country work environment, people from different religions work together. Due to the diversity of different religions it is important to study religions and to develop skills to identify differences between different religions. The notion of “karma” (which means what goes around comes around) influences society in many ways. The life of the people tends to be slow due to the influence of religion, but still people are happy in the host country.

Host country without religion?

It was pointed out by one interviewee that the host country would be a completely different society if there was no religion, as quoted below;

I think that if Indians never had a religion in India, it could be a complete different society. (Inter-20)

The world has certainly been influenced by religion, both directly and indirectly. The host country without the religion would have influenced the host country people and its society differently, with cultural norms and behavior of people that could not have been imagined.

4.2.1.4 External Environment

Contrasting Environment

The contrasting environment in the host country is one of the important differences observed by the four out of ten interviewees. The home country people are not used to see in such a contrasting environment. This was commented on by an interviewee, as below;

Cultural difference in India that I have noticed was the big gap between those who are really poor and those who are really rich. For example, on this side of the road there was people living, eating, sleeping, shitting, whatever, here in this --. And on the other side beside you there was a big BMW (Inter-01)

The living conditions of rich and poor people was noticed by a interviewee who explained it as follows;

And then of course, it is big difference in how people are living, and that there are people who are rich, very, very rich, and there are people who are very, very poor. (Inter-06)

The host country, is a country of contrasts, as it has various faces, shapes and colors. Apart from the inequality of people, this interviewee also noticed the difference in environment which is the pollution and was complained by the interviewee as below;

And also a little bit the culture of even your brand new airports, no, Great Façade, but then you look a little behind, what, what the heck is here. (Inter-18)

Traffic

The traffic in the host country was described as quite different from the home country. The traffic in the host country was described as chaotic however, even though the host country traffic seems to look chaotic, there is an order in it according to this interviewee who said as follows;

And when you are go to India, I mean the traffic is horrible, really. But it works. In some strange way all the cars are finding their places. It may look chaotic, but it's a very structured chaos in a way. (Interview 4)

In addition, one of the interviewees, also mentioned that it is okay to be late in the host country, as it a kind of normal. Besides, the host country has a huge population, therefore things take time and was commented on by one interviewee, as follows;

We have to be at 1 o'clock and sometimes we get there at 2 o'clock, but they accept it in India. (Inter-20)

The traffic in the country is chaotic which gives a perception things are not organized and not working as it should. However, even though the traffic is chaotic there is still some kind of organized way of behavior exists. People understand how to handle the situation in the chaotic environment. Besides, the

ambiguity is handled by people in their own way, as everybody understands how things work in that environment. It can be said that there is kind of formal way to understand the informality in the host environment. The interviewee who quoted the traffic also compared the host country work environment with the traffic. The work environment many time seems to be disordered in the eyes of the interviewees from the totally contrasting culture, who are used to see things more organized and felt the differences from his view.

Visible Differences

The first realization about the cultural difference is that, the host country is completely different than the home country. Four interviewees have mentioned the visible differences in the host country that make them realize that the host country is different from their own country. The visible differences are those differences which are observed by the interviewees host country. The interviewee explained his first impression about the host country as follows;

When you go to India -- you see straightaway that it's totally different and you see it with everything. Starting with how people are dressed and -- although you don't see in the office that, especially on the females you see it more, with the sari and so on. (Inter-21)

Besides, the interviewees also notice the difference in how the host country people dressed etc. The host country is big country with a huge population when compared with the home country which is smaller and according to another interviewee who explained as follows;

When you come to India it's like any other Asian country, you know it's completely different than what is in Finland. And I think my reasoning is at least I think that Finland is a very small country. (Inter-20)

4.2.1.5 Work behavior

Work behaviour of host and home country people

The difference in work behaviour of the host country employees was mentioned by four of the interviewees. The host country people discuss more during work, when compared with home country people. The home country people are based on facts who are adherent to a time schedule and are well organized. This was commented on by one of the interviewees.

Finns are like this, then you check the facts and you move forward. And this is how we are built, it's very facts, very focus oriented, time schedule, organized, not taking for consideration how you actually interact with other cultures.

(Inter-04)

The home country people are more loyal towards their employers. This was the opposite in the host country, according to an interviewee. Due to the lack of loyalty there is huge amount of employee attrition in the host country. The host country employees are concerned about developing their own career. Therefore, the employees are seem to be not loyal to the company they work. One of the interviewees explained it as follows;

One thing with India is perhaps that it's a challenge that people are a little bit too eager to think about their own career and so forth. For example, if you have a little bit less workload, you very easily get high attrition (Inter-21)

Difference in keeping work goals

The interviewees were asked the difference between the host and home country people in keeping to work goals. The difference in keeping to work goals was explained by an interviewee, as follows;

With the Finns basically you never really need to doubt. I mean what you see is what you get in a way. I mean we are very straightforward. Unfortunately, many times too open and too honest in a way. But you know it's very -- you can trust on that. If we say you'll get it by noon on Wednesday, we stop the traffic, we don't sleep, we don't eat, and you get it by Wednesday noon. (Inter-04)

It can be seen from the above quotes of the interviewee that the home country people are stricter about keeping their work goals. Home country people are more committed in keeping the deadline promise. Home country people ask questions if they are given a task and make sure what they are supposed to do. Besides, the home country people express their views freely and give their comments on the task that is given to them. Whereas, in the host country if the task were given to the host country people the task is not completed completely instead they are done as bits and pieces. The deadline is not kept and there is always a reason for not keeping the deadlines if they were given.

4.2.1.6 Time

Notion of time

The notion of time in the host environment has been identified as the most common and visible difference by seven out of ten interviewees. The home country people have a strict time schedule between work and leisure. Whereas, in the host country, the notion to time is relaxed. Time is not considered as money in the host country so people tend to have relaxed attitude towards using the time. Punctuality during the meeting is expected by the host country people, however it is not reciprocated which was said by one interviewee as follows;

When we decided that we are going to meet at 9:00 am next morning, so the meeting starts 10:30 or something like that. So that was a -- I knew that there is going to be different time. I expected okay they might be half an hour late but it might be that the whole morning is gone and nobody came or something like that. (Inter-02)

In the host country, when there are several parties involved in a project, in this case sub-suppliers, it is visible that there is a kind of inequality in terms of attitude towards time. In the home country, the notion of time is viewed seriously due to that reason people plan things well in advance. Planning is highly emphasized, appreciated and followed in the home country. In this scenario, an interviewee said that in the host country planning works. However, planning doesn't work in the way it is planned as people postpone things and do it at the last minute. This was said by this interviewee as follows;

Planning works and planning -- if Indians are performing a planning, they are good. (Inter-10)

The opinion about the planning was not shared equally among the other interviewees who commented as follows;

And it's not so well planned. And everybody knows that everybody will be delayed, and that's their assumption, and so it goes. But that's part of business -- (Inter-20)

When planning, is not well planned, things might not go as it expected. One thing that was striking is that the people in the host country environment know that things will not happen as it was planned or expected to happen. In a way, there is some kind of informal understanding existing on the delay of things which is not the same in the host country.

Another interviewee had different opinions about on how the time is kept by the host country people. This interviewee also complained about the host country people that they do not keep the delivery time is not kept right. In a sense, the host country people promise to do certain things at a particular time, however, they are unable to keep up their promises. Also the host country people give an unrealistic time by believing in God. Furthermore, this interviewee said as follows;

In Finland, if you say it is 15th of May, it is 15th of May. But you've to remember that if India it's 15th of May, it could be because of some of reasons of production, 30th of May or 15th of June. It could be because of the monsoons, delayed by one month. (Inter-16)

It was also said by another interviewee, that the host country people do not calculate time instead, they underestimate the time. Also the lack of courage among the host country people to say about the realistic time to complete a job is seen as a challenge. Besides, the host country people also want to keep their foreign bosses on certain comfort level by often giving an unrealistic time schedule. The interviewee explained this further as follows;

Well, what would bother me at times is that not having the guts to say we are not going to finish this in time. (Inter-18)

In the host country business environment people are aware the way the things done and will not be on time. In a way there is a kind of understandings about the concept of time between the host country people. Business happens in the host country based on this understanding. The host country people know things will not happen on time at the same time they also expect that everybody else understands it.

4.2.1.7 Decision Making

Decision making is one of the important themes that emerged from the data. Out of ten interviewees, four interviewees pointed out the decision making style or behavior of the host country people. There is a wide difference between the manner decisions are made in the host and home country business environment. In the home country even a young person can make a decision while compared with the host country. This was explained by an interviewee, as follows;

It can be actually one person, even one very young person that can make the decision by him or herself alone, and this does not happen in India, unless you are a CEO something. (Inter-04)

In the home country employees have their freedom to take decision independently without the interference of anybody. The decision making is done autonomously without consulting with their superiors. There is liberty to take the decision is higher in the home country as people are firm in their decision and stand behind it. In the home country the decision making is done instantly in a way fast decision making is done. When the decision making is done by the employee the superior most likely does not insisting in changing the decision. The interviewee explained it as follows;

The biggest difference is, of course, in that we have quite much freedom to decide ourselves. And we don't need to -- with our managers, we don't need to go and ask for every single decision. (Inter-06)

The decision making process in the host country has to be done in a very different way. The subordinate though does not have influence to make the final decision can be persuaded to influence their superiors in inducing the final decision. The importance of convincing the subordinate to influence his superior was explained as follows;

The speaking is done by the subordinate, but the final decision is done by the manager. The final saying is going to be done by the man in the hierarchy. (Inter-10)

Decision making in the near culture

There is a big difference in the manner how decision making is done between the home country and its neighbor Sweden. Even if the countries are culturally similar there is differences in decision making and it is obvious in the differences in decision making between home and host culture is wider. The difference between the decision making style between home and near culture was mentioned by this interviewee as follows;

You can't go to Sweden, sitting in a meeting and then discuss something and make a decision about it, that you do here. But in Sweden you have to go back, you have to think and you have to discuss and everybody has to be on board, and this and that, and then after that you make the decision. (Inter-21)

Inequality in decision making

The interesting part that emerged during the data analysis was how the decision making differs within the same company in both the host and home country. Two of the interviewees mentioned about inequality in decision making. The headquarters of the company is situated in the home country and its subsidiary is situated in the host country India. Even though the people work for the same organization, same brand in both the countries the decision making takes place according to local environment. The possibilities of decision making by a host country manager and home country manager is different. Even though the employees in the host and home, a Indian and a Finn have same position, the Indian will have less independence to make decisions in India, when compared with Finn in Finland. This was explained, as follows;

When you go to India, you have a big organization in India, you should understand these facts that those people which are in the same position as I am, they don't necessarily have the same possibility to make decisions. (Inter-06)

The middle level managers in the host organization may not have the power to make decisions unlike the middle level manager from the home organization. Therefore, the important thing to know in the host country, is to know who holds the power and decision making. In the host country it is important for the home country people to deal directly with the decision maker. Dealing with the manager who do not have power in the host country does not bring the required outcome. The importance of knowing the key decision maker was explained as by the following interviewee:

But many times also in our organization, they are in a very difficult situation that as we did work Finnish project manager and Indian project manager, and we did perhaps agree, and then this guy did not say that I cannot decide. I must talk to my manager and then with some of my colleagues in India. (Inter-06)

Hierarchy in decision making

In the host organization decision making happens different when compared with the home country. In the host country there is a clear hierarchy in decision making. In the host country organizations employees are expected to consult their superior in each situation. The decision making has to be approved by his manager who may have a view other than the view of the employee in the host organization.

Identifying the real decision maker

Two of the interviewees emphasized the importance of finding the right decision maker in the host business environment. It was said by an interviewee, that it is important to find out who is the decision maker in the host organization rather than dealing with someone who do not have the power to make decisions;

Finding the right persons to whom to talk to. Who is making the decisions and what I -- actually -- I said we are very fact based and we want to put everything on the table so that we know what we are talking about. With Indians, you never know. (Inter-04)

It can be understood that the decision making pattern of the host country people is an important difference. Therefore, understanding the nuances of decision making is crucial for the home country business leaders to function in the host business environment.

4.2.1.8 Diversity of the host country

The diversity of the host country was observed as a difference by three of the interviewees. The diversity is quite wide in the host country in terms of culture, religion, people etc. When diversity is wide in a country with a huge population, it may be hard to generalize. Therefore, understanding the diversity in the host country is crucial according to an interviewee who said the following;

There is no such thing as only one India, there are 200 little India's. So if you know how to do business in New Delhi, you cannot copy paste that knowledge to Bangalore or Chennai (Inter-04)

There was also similar thought from another interviewee who shared his thoughts that the way of doing business between different cities in India can be quite different. In this scenario, it is crucial to know how things happen and how things can be done across different parts of the host country. The diversity in the host country makes it distinct and a significant factor in understanding it. One of the interviewees mentioned that understanding about the differences within the host country is important and commented as follows;

I really realized and I was told also that one thing I need to understand is really that there is no one country called India. Everything is different. (Inter-04)

The role of diverse culture in the host environment has been widely pointed out by all of the interviews and was reflected in the data analyzed.

4.2.1.9 Attitude of people

The attitude of the home country people was highlighted by one of the interviewees. For instance, one interviewee explained that home country people are modest in their attitude and was explained as follows;

Finnish people; we're very modest, we don't appreciate ourselves. But normally, Finnish people are downgrading themselves. But in India, even the guy from the street, when they see a foreigner then they shhhh -- they speak very highly about themselves, about themselves. (Inter-16)

The same interviewee emphasized the value of silence in the home country. The concept of silence has deep value and meaning in the home country and is not the same in the host country.

4.2.1.10 Culture

The culture of the host country has been mentioned as one of the biggest differences by the interviewees. Two of the interviewees, pointed out the importance of culture in the host country, as culture has been a significant factor in deciding how the business should be done in each of the countries in this world. Ignoring the cultural things in the business, can lead to mistakes, on the other hand people also learn about culture in business by doing mistakes. The mistakes give understanding how culture affects behavior of people in business. Culture has to be seriously taken into consideration, in treating people in business and if the person is treated in a wrong way, purposefully, it will not be forgotten by that person. Therefore, it is crucial for those people involved in the international business to consider the cultural aspects in business. Before traveling to any new country for business, reading about the culture of the country visiting is important. It was said by an interviewee that each country has its own culture and way of working. Also the culture cannot be copied and implemented, according to the interviewee who commented as below;

Simply that you have to understand that all countries have their own culture and way of working. And one other thing which is also important that we have to understand that our culture and our way of working might not be the best one, it might not be -- you cannot copy it and implement it and you have to understand there are good things about our culture which also was many times appreciated in India. (Inter-16)

An understanding about the driving forces behind each culture, is an important factor in international business. In terms of host country, interviewees pointed

out several aspects about how culture plays a larger role in the host business environment. The host culture is complex in nature due to the wide differences within it, creating different perceptions even amongst its own citizens. This was explained by one of the interviewees, as follows;

I see that Indian persons themselves have a wide variety of perception of what is their culture and what's possible and what is not possible, what should be done, what not should be done. (Inter-13)

The consideration of host and home people on each other's cultural norms, political environment, power relations, economics etc., is required for successful long-term cooperation. It is understood from the data, that it is difficult task to put together individual components of a particular culture. It is impossible for any person to be well versed in any culture completely and in particular about the host culture due to its complexity. However, overall understanding about the host culture and how the behavior of the people is affected is considered to be important. The majority of the interviewees pointed out visiting, seeing, experiencing and understanding the culture is the important factor in learning about host country. Culture has been mentioned as the strong factor that decides people's behavior in the host environment. The culture that is inherited by an individual cannot change all of a sudden, as it has been deeply rooted in the heart and soul of that individual. As the person grows the cultural citizenship grows with that person as well. Therefore, culture is inherited by a person from the environment and its effects the person in their personal life and as well as in their business life. One's own cultural background effects behavior which has a reason behind it. Likewise, each person come with the package of his own culture and so as the other from other culture whom we interact. It was correctly said by an interviewee, that it is not the person who is doing business instead it is the culture within the person which does the business.

4.2.1.11 Gender role

The role of gender is one of most important aspects emerged from the interview data. Out of ten interviewees two interviewees pointed out gender role issues in which one of the interviewees was a male and another was a female. Traditionally the host country is a masculine culture, where there is a clear segregation between the roles of men and women. According to one female interviewee, in the home country as a woman, one could do anything she wanted. Whereas, in the host country there is a limitation for a female which was shared by this female interviewee, as follows;

In Finland you have used to -- that as a woman you can do anything. So it was a really challenge for me. And also the hierarchy system that I didn't expect that it's so -- and yes, (Inter-02)

It was also said by this female interviewee, that the environment in the host culture might be uncertain, and that this requires a female to be creative. Besides, being a women it is also important to consider cultural behavior to be acceptable in the host country. The situation faced by the interviewee in the host country will not be the same as the home country. Moreover, the female interviewee may not be able to predict the behavior or people in the host country as it is dissimilar and unfamiliar. Therefore, being creative is important in the host country which was explained by the female interviewee, as follows;

I knew that as a woman there is going to be difficulties but it's difficult to know what kind of situation they are there and you need to be creative. (Inter-02)

There was a cultural shock that was identified by the same female interviewee in the host country. The treatment of women in the host country is considered to be rude whereas, in the home country there is equality existing between males and females. There is no separation of duties in the home country between the tasks of males and females.

In the recent years, there is transformation in the role of women in host country. In the recent times women are becoming very important in the host country business environment. Even though the gender roles are changing in the host country, it is important to note that the technical things are handled by the males and the commercial roles are handled by females according to an interviewee. Besides, women are also are working in top management positions across the host country as per the interviewee who said, as follows;

Those companies I met that was a lot of women in high places, that why I was -- I didn't expect that, yes. For example the distributor we have, the sales director is a woman, and these kind of things, even if the owners are guys there. And also some of the customers I've visited there is quite -- especially in the commercial services, women quite high up. (Inter-01)

From the interviewee data, it is clear the role of gender is widely different between the home and host country.

4.2.1.12 British Influence

The influence of British colonialism was also one of the important aspects pointed out by couple of interviewees. The British colonial legacy can be found in several aspects of the people of the host country. For example, one of the interviewees pointed out the influence of British legacy in the educational sector in the host country environment as below;

Indian education is heavily influenced by the U.K. All the British Council and that sort of thing. So that helped a lot when I kind of realized that the roots for - both on the educational sector, but also lot of other things was very. (Inter-04)

The roots of present day education in the host country has its roots from British colonialism. Due to the British legacy English language is widely spoken in the host country. In addition to education, the local rules and regulations are also based on British standards even though the banking, legal and other technical issues have their own flavor as per the country according to one interviewee. The host country administrative system is deeply influenced by the colonialism. The administrative law, rules and regulations are based on the British standard. As the host country is complete contrast in terms of rules and regulations the interviewees observe and feel the difference.

4.2.2 Challenges

The interviewees were asked what kind of challenges are faced by them in the host country business environment. The interviewee identified several challenges faced by them in the host country. Out of ten interviewees, nine of them identified the challenges in the host business environment.

4.2.2.1 Communication

Challenges in communication and behavior

The challenges in terms of communication was pointed out by four of the interviewees. For instance, the lack of open communication makes it difficult to understand the real situation. This was mentioned by one of the interviewee as follows;

One of my favorites is that the saying went like, I only like to keep you on a good comfort level, meaning that, okay, you don't need to know all the bad things going on either. (Inter-10)

When a home country national communicates with his or her own country people there is more open communication and a realistic view of a problem can be expected. Whereas, it is not the same thing when communicating with the people from the host culture. One such challenge in communication with a host country national was explained by the interviewee, as follows;

In India, I get a feeling that everybody are saying that, oh that's not a problem that's not a big problem, it's easy to solve these kind of things. And after a few weeks I still get a feeling that we have huge challenges but nobody wants to discuss about. (Inter-02)

The lack of open communication between the host and home country colleagues can be a disadvantage, when dealing with the clients in the host culture. When the host colleague or subordinate does not communicate the realistic situation of a problem that is faced, then it becomes uncomfortable in front of the client. Besides, when there is no open communication, it gives a perception of a parallel organization in Finland and in India in front of the customer. Lack of open communication between home and host colleagues is utilized by the customer to bargain and get concessions which is explained as follows;

But if somebody is not telling me the truth we cannot make that right move and we are fools in the eyes of the customer. (Inter-06)

It was pointed by many of the interviewees that host country colleagues want to convey only the positive things to their superiors to keep them in a comfort level.

Challenges in virtual communication

The challenges that emerge in virtual communication was highlighted by an interviewee. The challenges in virtual communication between the host and home country nationals emerge due to the distance between both the countries. The distance such as geographical and cultural distance are obvious reasons why things don't happen with virtual communication. However, the challenges remain obvious and this is explained by one of the interviewees, as follows;

When we have a Skype meeting, for example, today at 12 o'clock. And 10 past 12 I get a message that "I'm sorry I am not available right now. So can we take it tomorrow?" (Inter-02)

The challenges arise when the promise is not kept by the host country national while using internet based communication channel such as Skype, and things may not go as it is agreed. In the home country, like Finland, where the use of ICT technologies are more common and proficient whereas in the host country,

there can be so much of uncertainty due to lack of power supply, technical difficulties, etc.

4.2.2.2 Challenge in gender role

The role of women in the host and home culture is different. In the home culture the role of women is higher and is considered to be equal to male. The gender gap is minimal in the home culture, whereas there is a clear gap in the gender role in the host culture. Women have more freedom in the host culture and women tend to be independent in their behavior and this is considered to be normal. Whereas, being independent in the host country, is not that common, and was a challenge for the interviewee who explained, as below;

In Finland you have used to -- that as a woman you can do anything. So it was a really challenge for me. (Inter-02)

The challenges due to gender was also identified by one interviewee. As the host country is considered to be male dominated society, there is a clear segregation in the roles of men and women. There is certain kind of expectation in terms of women and her duties. Even though these rules regarding the role of a women are more expected for the host country women, it also applies to women from other countries as well. Therefore, being a women from the western world might create certain challenges in the host environment. Moreover, being a women in general creates challenges for often women have to prove themselves to be the equal or more capable then men in the host environment.

4.2.2.3 Challenge due to diversity

Integrating people from different cultures in the host work environment is also seen as a challenge by one interviewee. The host work environment is mixed with people from different religions and regions within the host country, who speak different languages and follow different cultural norms. The challenge due to diversity in the host environment are explained below;

And I think that's also a challenge when working with different cultures that you really need to try to understand and accept all different people and different locations. (Inter-21)

It is important for the home country business people, to be aware how the cultural environment differs in host environment. The lack of awareness and

understanding about the diversity in host environment can be a huge challenge for the home country business people.

4.2.2.4 Other challenges

Traditional culture

The traditional culture in the host country was also identified as one of the challenges by one interviewee. The home country traditional culture has many complex structures, which may not be easier for the host country people to know about it. For instance, the following was said by one interviewee;

But the challenge is that it's old culture. in India the challenge is that there is so deep -- it's the caste system, it's the way of doing things, it's how parliament is organized, the corruption, visibility, everything, the very rigid and top-down kind of thinking. (Inter-13)

In the host country, when it is top to down approach, the top does not want the people at the lower level to know the whole thing. In a way, the information is censored by people from the top towards the people in the lower end. This rigid and top-down thinking restricts fulfilling of the duties without understanding the purpose of it in detail.

Finding the right person

Identifying the right person in the host organizations who make the final decision, has also been pointed out as an important challenge.

You cannot achieve anything in India in a short time. So if you think that you can do something very quickly, you will be disappointed. And then you will be - - also because you don't know the background or your partner, you most probably will be screwed. (Inter-16)

Due to experience in dealing within one's own country, one can have some general judgment about what kind of person they are dealing with. Whereas, in the host country environment, the interviewees may not be familiar as people from that environment can be totally different in terms of culture and behavior. Therefore, finding the right person can be a challenge in the host country compared with the home country.

Decision making Challenge

The challenge related to decision making has been pointed out by the interviewee, as below;

Finding the right persons to whom to talk to. Who is making the decisions and what I -- actually -- I said we are very fact based and we want to put everything on the table so that we know what we are talking about. With Indians, you never know. (Inter-04)

The manner in which decisions are made, can widely differ from country to country. For instance, in the home country it is easier to find out the real decision maker. The title of the person means that he or she has the required power according to the designation one is assigned. Whereas, in the host country even a person having a high designation, does not mean that person will have the real power to make decisions, as one may have to consult with their own superior to find out what should be done. Due to high hierarchy, the decision making has to be consulted with their respective superiors. Therefore, finding the actual decision maker can be a challenge.

Attrition is the challenge

Attrition was pointed out as challenge by one interviewee. The host country people are eager to think about their own career as huge competition exists in terms getting to higher position and as well earning a higher salary. However, the attitude of moving forward by changing the company is a definite challenge which was mentioned as;

One thing with India is perhaps that it's a challenge that people are a little bit too eager to think about their own career and so forth. For example, if you have a little bit less workload, you very easily get high attrition. (Inter-21)

In the host country environment, there are a huge amount of opportunities in existence, therefore people may change their jobs frequently for the betterment of their career.

4.2.3 Capabilities Identified

The interviewees were asked what kind of skills and capabilities are required for the host business environment. All of the ten interviewees identified and shared their thoughts on different skills that are crucial in the host country environment.

4.2.3.1 Relationship capabilities

Capabilities to establish relationship

The relationship with the host country people is one aspect that emerged from the interview data. Four out of ten interviewees pointed out the importance of developing and establishing relationships with the people from the host country environment. A positive relationship has been pointed out as a way to develop and explore the business opportunities in the host country. Without having a good relationship with the host country people, businesses cannot be managed, according to the interviewees. For instance, getting acquainted with a person from host country and by understanding the basics, such as the origin of the person and his own culture and relating the person with his culture is one of the ways to develop relationships. Knowing history through interaction with the host country people, is one of the ways to develop the relationship. Likewise, establishing relationships with host country colleagues/partners by having a chit-chat with family, has also been mentioned as one way to develop a relationship. This was commented on by one interviewee, who said as below;

We are normally having a chit-chat about the chat -- talking with family, wife, kid, how it's going and so forth in order to establish some kind of relationship.
(Inter-10)

For home country business leaders who are new to the host environment, it is essential to find a reliable partner. When there is a reliable partner things go smoother. However, to identify the reliable partner and gain trust with that partner, requires capabilities to develop the relationship.

Being a foreign company there is lot of dependency with the local people. In case of the home country it is not required to have such kind of relationship with the home country employees. Whereas, it was stressed by the interviewees that as a foreign company it is important to create trust with the host country employees. Therefore, spending more time with host country colleagues and understanding each other creates good rapport, which was said as below;

I think that we've always tried to have this kind of personal contact with the people, because I think that's very important when you have these kind of foreign companies that you get to learn the people there in the important key positions, because we are very dependent on them in the long run there. (Inter-20)

By being close with the people from the host country a good relationship is established that would be highly beneficial for developing the business. Also

through a good relationship the understanding between each other's culture happens.

Relationship skills with the host country people

The importance of establishing good relationships in the host country is very well pointed out by the three interviewees. Especially when the home organization is not big, then it is important to develop different contacts and networks in the host country. This is not limited to only small organizations; it is also equally important for the bigger organizations as well to develop effective relationships. Many of the businesses from the home country, need high level connections in the host environment to be established. There is a requirement to have strong personal relationships with influential people who have the most power to influence different stakeholders.

Having a cordial relationship with a local person benefits the home country business a lot in the host environment. Being a foreigner, it takes a lot of time to create trust and develop the business in the host environment. Whereas, hiring a local person as the CEO in the host country, things fell into place according to the interviewees. The reason for hiring the local person is to let him think and do on his own way according to the home country norms. The interview pointed out, as follows;

You have to be at very good personal relationships to Indian persons because you can't manage the Indian environment, and if you are working there, for example, establishing company there, your way of doing -- you have relationships for people who you trust and you hire those to be CEO (inter-13)

Local people can give a wide range of information about their own country, differences within their culture, regional differences etc. Therefore, listening and accepting what the local people say, even though not agreeing, is the only way to get through in business which was said, as commented;

But sometimes if we're from Finland, a small country, we have to listen to the local people and we have accept what they say, although we're not agreeing with them, because that's usually their only way to get through in business.

(Inter-20)

Local people are the ones who can give information that are important for the specific context. Therefore, the relationship with the local people was emphasized with the above interviewees.

4.2.3.2 Adaptation Skills

Behavioral adaptability

The behavioral adaptability in the host country was mentioned by three of the interviewees. For instance, this female interviewee said that she has to adapt her behaviour based on the situation as follows;

In Finland I would be more quiet and I could say that okay, now I am a little bit tired. But in India you need to be more social and have discussion about things, and that kind of things you just need to be – (Inter-02)

In the home culture it is acceptable to be straight forward in the communication. Whereas, in the host culture being straight forward may end up losing the relationship with the people. This was commented as follows;

Culture in Finland that we are very straightforward and then you don't gain friends being too straightforward and getting upset and saying bad words to people. (Inter-06)

The communication has to be modified in the host country as people in the host country expect more detailed communication. This interviewee compared the communication and the communicational differences explained the importance of understanding and adapting, as follows;

I need to structure the discussion, again, more open questions instead of yes or no. And well, verify that we have understood, then of course, it's the same way in, let's say, a western culture, but just unfortunately a different manner. (Inter-18)

From all of the interviewees quotes above, it can be assumed that adapting to the host country culture, communication, people etc., is crucial. By having the skills to adapt to different circumstances and environments, people in the host country can create acquaintances with the host country people. Moreover, building trust can also happen, by staying curious and adapting to the host country cultural norms etc. Therefore, behavioral adaptability is one of the crucial skills that is essential in the host county environment.

Quick adaptation capabilities

Two of the interviewees mentioned about quick adaptation capabilities in the host country environment. It was mentioned that in the host country, the home country business people face several uncertain situations. In the home country, the uncertain situations are limited according to one interviewee. In these

situations, it is important for the host people to possess skills to deal with the ambiguity in the host environment. To face this uncertainty, quick reaction and quick adaptation capabilities are considered to be necessary. Besides, due to ambiguous situations, one can get into huge stress and this requires stress handling skills which was emphasized by the interviewee as follows;

Once you understand, there point is quick adaptation and quick reaction capabilities. You have to have the reaction even if you try to avoid with the reactive way of doing, you have to have that level very high. Then you have to have a very good stress level for unexpected changes and constantly changing like things. (Inter-13)

The transparency, honesty, respect for people, sense of appreciation, expression of interest are the universal attributes irrespective of different cultures and countries. However, one has to be prepared to adapt in any country. For instance, the following was brought out by one interviewee;

I've traveled across at least 40 countries, Greenland being the only continent I've never been to and so forth, I was first trying to see how do I need to adapt. Then I said, well, that may be a bit challenging. So I decided that I've to drive my behavior from my values, who I truly am. And if that means I'm honest, I'm transparent, (Inter-18)

According to the above interviewee, good virtues in whom you are and thinking about others, will connect with others. The interview also mentioned about expressing one's values to others by understanding others values. Furthermore, good virtue is considered as important part in building connection with people in the host environment.

4.2.3.3 Cross-cultural skills

The skills to understand the culture of the host country was mentioned by four interviewees. The host country is deeply rooted in its culture therefore it is crucial to understand the culture and its impact on business. Besides, it was also emphasized the skills to understand in-depth about history and important events that took place in the host country. Religion plays a major role in the host society, it is imperative to understand the difference between different faiths that exist. The skills to understand the complexity of religion has been highlighted by this interviewee. Therefore, cross-cultural understanding is needed to understand this complexity. The diverse culture of the host environment, makes it complex in addition to having a wide cultural distance. Therefore, cross-cultural skill is an

important skill which was evident from the quote from this interviewee who said as below;

It's really about the kind of a cross cultural understanding, it's about understanding the country's history, whatever you would know by heart if you would be Indian. (Inter-04)

The in-depth understanding of cultural things and artifacts will enable understanding of the underlying assumption or reasons behind each cultural fact. For this reason, this interviewee emphasized that cultural understanding helps to understand the behavior of the people in the host country. Likewise, the understanding of the host culture and the driving forces behind that culture was emphasized by an interviewee as below:

I think, of course, you have to understand the culture and you have to understand what things are driving there. (Inter-06)

Besides, the culture and behavioral aspects being, sincere and honest is emphasized by an interviewee, as follows;

Know the culture, know the do's and don'ts, be a very, how to say -- of course, cultural-sensitive. But above all, sincere, honest, (Inter-10)

The do's and don'ts of a culture is information that can be very beneficial to avoid confrontations in the host environment. However, sincere and honesty is even more significant, no matter in which country one is going to do business. Being sincere and honest is an essential attribute to win the trust of the people irrespective of the culture. People in the host environment may get acquaintance with the honest and sincere person and one can understand the host culture more efficiently.

4.2.3.4 Experience

The importance of experience in the host country was mentioned by four out of ten interviewees. Learning by experience in the host country has been pointed out by three interviewees. Gaining hands-on experience was highly recommended by majority of interviewees. The opinion is that through experience one can feel and see the real situations in the host country. For instance, one of the interviewees also mentioned the importance of experience as follows;

But I have found out that the problem is that we -- it's difficult to do business in India from Finland. You should really be more there, that's the case. (Inter-01)

The cross-cultural interaction with people in the host culture requires learning about customs and habits of the host culture. Therefore, learning through experience and by not only travelling but also gathering information is also equally important. The personal experience of one interviewee was shared, as below;

I already know quite many things, but just through experience I have, yes. I have listened some persons who have visited there and make business there and I have discussed with them. But I have to say I didn't have so many experiences, so I have just learned. (Inter-02)

Travel experience across different parts of the host country will give an overall understanding about the host business environment. For example, traveling, advance sightseeing, tasting the local food and understanding the host environment makes you understand the part of culture. Personal experience by traveling and living is an important factor in learning about host country. Besides, physical presence, experiencing the interaction with the host country person enables an individual to understand people's behavior. This is explained below:

You need to get the feeling for the persons meaning that, okay, you can only learn about or try to learn how they are behaving by reading about cultures, countries, religion and so forth, and how they are normally conducting business. But it is not until you are sitting in front of them and discussing when you know that how they are going to behave. (Inter-10)

The lack of experience in the host country, can be a huge challenge however living in the host environment enables the person to learn more about the host culture.

4.2.3.5 Paternalistic skills

There is a huge hierarchy in the host work environment and leaders are seen as a father like character, in the family who takes care every member. Therefore, there is a need to exhibit paternalistic skills to take care of the host country employees. For instance, one interviewee mentioned the importance of paternalistic skills as the host country people, stands for their people and protect them, and this was said as follows;

If you gain trust with the Indian people, they take down the moon for you. They know that if something goes wrong, they will not be burst on the -- no one will tell them personally that we made mistake. The manager is taking the responsibility and he stands up for all his people (Inter-06)

Trust is important thing to have a sustainable relationship in the host environment. Trust facilitates people to work together with host people. Therefore, winning the trust of the people in the host environment, is an important skill that can be gained by showing paternalistic behavior.

4.2.3.6 Other skills

Interaction skills and knowledge about how to interact, is one of the skills that was also emphasized by the interviewees. In the home country, people value short conversations whereas, in the host country there is a need to have longer conversations. People in the host country are used to having longer conversations with people whom they meet, as they would like to know the person and his background. In the host country interaction skills play a greater role from getting introduced to negotiation. To have a better interaction skill, social skills and awareness are critical and have been pointed by the interviewees.

It was also mentioned by an interviewee, that the host country work environment is bureaucratic in nature. Therefore, the skills to handle bureaucracy were also highlighted. Furthermore, the importance of analytical skills was also emphasized. The activities that take place in home environment may have to be done completely different in the host country. Also within the host country, there is so a big variation in doing things. Therefore, several skills are important for the business leaders from the home country in order to work in the host business environment.

4.2.4 View of factors such as motivation, cultural knowledge and preparation

This section will present the findings how factors such as motivation, cultural knowledge, preparation and behavior were viewed by the interviewees. First, the motivation of the interviewees in the host country will be discussed. Second, the cultural knowledge required in the host country will be discussed. Third, the preparation techniques or ways used by the interviewees to interact with the host country people will be presented. Fourth, the behavior aspects of interviewees in the host country environment will be discussed.

4.2.4.1 Motivation

Motivation to work in host country

The interviewees were asked what motivated them to work with the host country. All of the interviewees had their own motivation to work in the host country. But the most common motivation identified from the data was the business opportunities in the host country. Moreover, there were also several other motivational factors such as, exploring the culture, working with the poor people, exploring the religion, traveling to different places. These were discussed as follows:

Opportunities in the host country

Five out of ten interviewees were motivated to work with the host country due to the opportunities in the host country. The drive to work in host country arose when there are opportunities that come along with the correct network of people. For instance, the following was quoted by an interviewee regarding his motivation.

In India there's incredible opportunities if you break this to create a new economy, be part of it. (Inter-13)

The motivation of people to work with the host country also depends very much on their job position. When an individual works for a multinational company, the motivation towards working with the host country has different dimensions. Whereas, when an individual is an entrepreneur, it is clear that the motivation is mostly driven by monetary benefits. The following are the words that has been said by one of the interviewee who is an entrepreneur;

I'm not at all motivated not to China or India or any country just because it is India or China or getting to know the culture. I want to make business, and then secondly good to know something about the culture. (Inter-16)

The same interviewee also said that when there is no person from their industry who have been dealing with host country ever before, in a way kind of first mover advantage also been a motivation.

The economic uncertainty in Europe has also lead the home country business people to be interested towards doing business with host country. With the huge population of host country business people are enthusiastic about the opportunities that can be derived. Besides, the volume of business opportunities in host country compared with the local home market has also been the

motivation to work. Monetary and revenue indicators bring motivation towards host the country as is described one of the interviewees as follows;

We are small Finnish company and we need new export markets. And if you work on -- we have already been able to reach our sales to India about €5 million, €6 million per year, which is, for this kind of smaller company, quite important. And that's a new market, so it's adding on to our old sales. So I think that has been very motivating. (Inter-20)

The host country is one of the emerging economies in the world and also has a huge population, creating tremendous opportunities for business. Therefore, it is obvious that the home country interviewees are driven by the opportunities available. Also in a business scenario, it is always the opportunities that motivates people to be interested in working with the foreign countries. This is also evident among the interviewees.

Motivation towards host culture

Two out of ten interviewees said that their motivation to work in the host country was due its culture. It was said by an interviewee, that he accepted work in host country, due to the attraction of working in a completely different culture than the home country. The host country culture, had been a fascination for the interviewee as he had never traveled anywhere so drastically different from western culture. Furthermore, the following was explained by the interviewee as below;

I like Indian culture. I worked mostly with -- before, in my sales experience, I mostly worked with West European countries and with, I mean U.S. companies, U.S., and so when I get some countries in Asia, it was really interesting to go there. (Inter-01)

The people who tend to work with host country, may also drive to work as it is part of their job to work and deal with host country. The initial perception about the host country, is a country with huge population, diverse languages and various religions. If the person has not experienced this kind of environment, this can easily be carried out with prejudice and stereotypical things about the host country. However, when a person looks in-depth and realizes the positive things that can be experienced in such a chaotic and diverse environment, it also increases the interest of the person to travel to that place and experience things as it is. The following was said by this interviewee;

I was not motivated because it was part of my work and in that sense also very interesting. (Inter-06)

Motivation to work with underprivileged people

Though all of the interviewees had a clear business purpose, in terms of dealing with India it was interesting to see that one interviewee had a motivation to work with underprivileged people in India. The interviewee explained about her motivation in the following way;

I am working together with the poorest of poor there. So it's really motivating to see how motivated these people are there. So that's the biggest motivating thing for me also. (Inter-02)

Motivation to learn technical things

The technical things are done in an unusual way when compared with the host country. The chance to experience new things, and challenges has also been also been the motivation for the interviewee, who pointed out as follows:

The motivation was new country, new technical things, new problems to solutions that we have. (Inter-10)

Caliber of host country people is the motivation

Host country has been a country which is deeply rooted in religion and also has things like yoga, several religious rituals and community bounded activities which has also been the motivation to work with it. Moreover, the host country people also combine the wisdom of religion in their day-to-day work execution and also brought the motivation to the interviewee which has been explained, as below;

The caliber of people I want to be associated with. So that motivates me a great deal. (Inter-18)

The employee's engagement to work with the company in host country, was also one of the motivations for the second interviewee. Furthermore, the second interviewee said as below:

I think what is motivating is that people are quite engaged and want to develop and it's a good spirit, I think, at least in our organization. (Inter-21)

As a foreign company, it is important to have the right people at the organization. When there are motivated people, who work in the company, it is great asset for

company growth. Furthermore, being a foreign company, it is also important to create the trust in the host country and once the trust is established people are more engaged to give their best to the company.

Motivation to learn

The learning in the host environment also that takes place as a step-by-step process increasing the motivation of the individuals in the host environment. This step-by-step learning enables individuals to know how and know how not to do things in the host environment. For instance, the following was quoted about learning:

I was very motivated, I found just a huge challenge. So I wanted to learn to be honest. (Inter-04)

The partnership with the host national who had a long living experience in the home country, also was the motivation to work with host country. A host national with experience knowledge of the ways of doing things in both the cultures, brings great value for the home country business leader to have partnership with that person. In addition to that, it also enhances the motivation of the host individual, as there is a trust that develops with the host person with home country living experience and who can better understand a home country person, than a host partner who does not have a clue about the home country way of doing things. Moreover, when the home country person has frequent interaction with the host country person on regular basis, the home person is also exposed to much more things about host environment and creates an understanding about the host environment and the way of doing things and interacting with host people.

4.2.4.2 Cultural Knowledge

The interviewees were asked if cultural knowledge is an important aspect to function and interact effectively in the host country. All of the interviewees who fall under the category of moderate CQ, agreed with the significance of cultural knowledge. Furthermore, the interviewees were also asked if cultural knowledge is important even though people work in the same industry. All of the interviewees emphasized that even though people work for the same industry, both in the home and host country, cultural knowledge is essential in the host country. Cultural knowledge is considered to be necessary, as culture has been dominating the way how people live, behave, interact etc. People's lives are both directly and indirectly influenced by the culture. Having sound knowledge on the

host country's culture gives added value for the home country's business leaders. Therefore, the interviewees were asked, according to them what would constitute cultural knowledge about the host. The interviewees shared several factors which are discussed as follows.

Knowledge about culture and behavior

The knowledge about the culture and behavior has been mentioned by seven of the interviewees. For instance, one interviewee said that practical knowledge about the host culture is more important than lectures and seminars as follows;

More practical knowledge about culture, not just lectures and seminars. (Inter-02)

The ways to use the technology or the artifacts can be taught to a person whereas, behaving and interacting with people from other cultures without offending them can be done only with proper cultural knowledge about that particular culture. The aspects such as facts and technology can be bought. But the norms to behave and interact with people effectively and exhibit the correct manners are important things for business leaders. The norms of behaviors, differ from culture to culture and it can differ within the country. The host country is big country with a huge population and cultures are as diverse as possible. It was also pointed out, that one should learn about the cultural things about host country which are not taught in business schools.

History and religion has been pointed as the important things in cultural knowledge as it enables a person to build trust and relationships in the host culture. Rather than having surface level knowledge, it is important to have in-depth knowledge about the history of host country as history impacts on life and behavior. The importance of history, was shared as below:

You should know about the history and you should know the religion as well in order to understand. And you should know the history of the country itself in order to be able to really at least try to understand. (Inter-10)

The awareness of cultural norms in the host culture are also an essential part of cultural knowledge. The cultural norms of a culture explain how people behave in that culture, what are the norms of society, the communication pattern in the society etc., are all part of the cultural knowledge. Without knowing the cultural norms, there are high risks for people being misunderstood in several ways. The language difference in communication also came up during the analysis of the data. Language enables people to communicate effectively. In the realm of

interaction with people from different culture requires a common or shared language. Language is also important for negotiation and organizing meetings in the host environment. Therefore, the following was pointed out by this interviewee;

You need the shared language that you understand the thing what you're talking about culturally practices and info-technology. Once you have that shared languages, you have a shared view of existing world, and that's the base of that you can do anything. (Inter-13)

The meaning of silence, quietness in the host culture is also the part of the cultural knowledge in the host culture and this was explained as follows;

In Finland, we like quietness. We're really much opposite. And it's this kind of cultural things(Inter-16)

One should be aware and knowledgeable of his own culture, if not, it is hard to evaluate and understand the other culture. It is important to find out the reasons behind the behavior of people in one culture and also to understand the reason behind the behavior of people in other cultures. The world is what we see it and our thinking pattern is based on what we see in reality. Therefore, people perceive things based on what they see but it is important to understand the truth behind what is being seen and why things appear as we see them. The perception of thinking based on seeing, was explained by the interviewee as follows;

So first having a personal understanding that this situation is not what I see it to be, and then having the capability of evaluating what cultural background affects my behavior. And then if I kind of okay, why do I do this, why do I do that helps me understand, okay, there may be a different reason why I do this and that. (Inter-18)

Reading Gandhi's biography, and the picking of sports news from host country was also mentioned by same interview as part of cultural knowledge. It is interesting to note down that Gandhi's biography made people understand the value behind the host culture during the olden days, which may also be visible in the present times.

I like biographies. So I decided to read Gandhi's biography. That was rather revealing. (Inter-18)

From the interview data it is also revealed that even the small details in life in the host culture also were of the cultural knowledge. For example, one interview pointed out that arranged marriages in host country are still common across the

social class and this is an important thing to be aware of. Likewise, it was also said that diversity in terms of languages, states etc., was also pointed out as cultural knowledge. The knowledge about exhibiting appropriate gestures in the host environment was also mentioned. Gestures are the visible part of communication and are very sensitive in every culture. Therefore, gestures should also be the part of the cultural knowledge and one should know what meaning the gestures carry in the host environment according to the interviewees. Furthermore, administration and bureaucracy, knowledge about do's and don'ts have been highlighted by many of the interviewees. Additionally, the role of women in the society of the host country, is also considered as cultural knowledge by the interviewees.

Knowledge about religion

The cultural knowledge about the host country religions was emphasized by four interviewees. People relate with others, especially foreigners in terms of religions as it is one of the way to establish trust and was said by a female interviewee as;

I know this that the religion is very important in India and I have worked together with Christian people there. And I know this that it is important that they know that we are from same religion. (Inter-02)

Religion is a strong pillar of the host society, by studying religion one can get an overview about the various aspects of the host country way of living and behavior. The host country consists of several religions and reflects every aspects of people's life in the host county. The data also revealed that religion has also been a big influence in business and work environment. By understanding history and religion one can gain the ability to have informal discussion with the host country people. The following was said about the importance of having knowledge about religion as follows;

For me it includes that we understand that for example, the religions there and what is important for a local Hindu or a local Muslim or a local Christian. (Inter-21)

Religion in the host country underpins life of the host country people, as it dictates every form of people's life both directly and indirectly. Even though the host country is dominated by the major religion Hinduism, it also consists of people from other religions such as Christianity, Islam, Sikhism, Jainism etc. Therefore, it is crucial to know the diversity of the religion in the host country and their influence in host people's life.

Knowledge about decision making

The decision making pattern was also highlighted as cultural knowledge by three interviewees. The decision making pattern is done differently in different countries as it is influenced by the hierarchy, power distance and various other aspects of the culture. It was said that cultural knowledge constitutes the decision making pattern in the host country as follows;

Cultural knowledge, if you're talking business, it is the way decisions are made more or less, decision-making hierarchy. (Inter-10)

The limits of making decisions by the person in the host country, may not be easy to know as he or she may be doing the decision completely different from one's own culture. For example, in some cultures the power to make decision lies with middle level managers, whereas in some other cultures, decision making is done only by the senior most person in the organization. In order to explain the hierarchy in decision making, the following was said;

You have to understand that there are certain people with power in the companies and they have a huge power and can decide everything. And you have to approach that -- how to find the people who are deciding. (Inter-20)

Cultural knowledge about the diversity in the host country

The diversity in the host country was highlighted as cultural knowledge, by a couple of interviewees. For instance, the manner of doing business in different regions is also emphasized in the data.

There is no such thing as only one India, there are 200 little India's. So if you know how to do business in New Delhi, you cannot copy paste that knowledge to Bangalore or Chennai or something like -- I mean all the regions are different in a way. (Inter-04)

Moreover, all of the interviewees insisted that the differences between difference regions in host country are very important cultural knowledge.

Cultural knowledge from media

The cultural knowledge gained through the media, has also been emphasized by two interviewees. For example, through newspapers one can get to know about current affairs, dramatic happenings, political situations and elections in the country. The following is the words revealed one interviewee viewpoint on cultural knowledge gained through media.

In India for example, read the newspapers that they are bringing to your hotel room, for example, and what's the local news for example. (Inter-04)

Knowledge about political system

The knowledge about the political system is one of the important aspects of knowledge and is significant for foreign companies. It is obvious that home country people are familiar with their own political system but may not be aware of the host country political system. Therefore, the political system of the host country was described as cultural knowledge, as follows;

Interesting thing that never thought about when you are living in Finland is that India is the biggest democracy in the world with 97 parties whatever Yeah, it could be. And the parliament election takes one month or whatever. (Inter-01)

Role of education

The role of education in the host country society, was also found in the data considered to be cultural knowledge. Education is an important aspect of people's life in any society, as education shapes how they behave, talk, exhibit emotions, read and write etc. Therefore, understanding the role of education in the host country, will enable one to understand society better. The more people are educated, it is easier to make them understand certain commonalities in business, so that less time is spent on making the host customer and people understand the basic things about the business. One of the important things that emerged from the data was about the story telling pattern and role of animals in the host society and was considered as important part of cultural knowledge. The interviewee explained it as follows;

For example let's take education for example, I mean education -- take knowledge. So how actually children in India learn? They learn by, for example, their parents or many times their grandparents tell stories to -- these educative stories that you cannot do this, otherwise the fox will come and eat you. (Inter-04)

The same interviewee also pointed out the role of movies in the host culture as an important aspect of cultural knowledge. Movies play a very crucial role in the lives of host country people. The host country is the highest producer of movies in the world. The host country produces greater number of movies than Hollywood. The most common name of host country film industry is Bollywood. The Bollywood movies portrays the culture, of for example: dance, songs, relationship, village, love and marriage etc. Also cultural aspects are reflected in

the movie reaffirming what is good and evil. Therefore, through movies one can understand the host culture in-depth and this can be useful in business.

Cultural knowledge is considered to be important as it reduce the risks of trouble, misunderstanding and unnecessary tensions that arise during the cross-cultural interaction. In a way, by being knowledgeable about the host culture, this enables people to understand how things work in a host environment. Furthermore, cultural knowledge also helps to raise questions with the host people in a culturally appropriate manner. The lack of cultural knowledge may lead to meeting the wrong people and do the wrong thing which may not be acceptable in the host Indian environment.

4.2.4.3 Preparation

The preparation for the cross-cultural interaction was one of the key issues that was discussed with the interviewees. The interviewees were asked; do they prepare for interaction with the host country people. All of the interviewees answered that they do prepare before interaction and meeting with the host country people. Besides, the interviewees were also asked do they gather information about the host country interaction norms and check the accuracy of that information. The interviewees pointed out information about the interaction norms, its accuracy and the ways of preparation before cross-cultural interaction with the host country people.

Gathering information for preparation

Four out of ten interviewees said they gather information about the cultural norms, background of the people and other factors regarding the host culture. The interviewees also revealed that it is important to prepare well in advance before meeting the customers. Likewise, it was also emphasized that preparation before negotiation in the host culture is very significant. Cross-cultural negotiation is an integral part of interaction with the host country people. The negotiation in cross-cultural settings requires various skills to exhibit appropriate behavior during the negotiations. However, the norms for the behavior in another culture may vary when compared with the home culture. Therefore, one has to have a plan of how the negotiation has to be done and also important is to know the appropriate information that has to be used during the negotiation. For instance, one of the interviewees explained how she gathered information.

For example, here in Vaasa there live so many Indian people, so interact with them and ask them about different situations, that kind of things. (Inter-02)

Likewise, it was also said by an interviewee, that he gathered information about the host culture and its people through the social media and through colleagues, as described below;

I try to understand about the people who will be attending, and this is nowadays quite easy, because of I know the LinkedIn and web so on and whether we have even common friends or people we know each other. (Inter-04)

Learning about other cultures has to be done with real interest. One cannot be forced to learn about other cultures and sometimes people are pushed to learn about other cultures in hard way. At the same time, people have to confirm whether the cultural habits learnt are the correct or not. One interviewee explained about his experience of learning cultural habits, as follows;

I try to do that and understand that way, but that -- unfortunately that I have learned in the hard way. I think it would be better to have a training session and this kind of things. But there are, of course, many things which even somebody tells you. You need also to understand it yourself, so. (Inter-06)

The preparation for interaction with people can also happen based on the information gained from taking part in cross-cultural courses and several other sources. The information gained through courses and training gives basic understanding about the host culture. However, the information gained may change according to the context in the host environment. Therefore, to understand the reasons behind this, information gathered has to be verified with the people from the host environment and as well from the people who are familiar with the host environment. One of the interviewees shared his thoughts as follows;

I had my work colleagues at that point of time where we were discussing the persons who we are going to meet, in fact, and how they are normally behaving, how he's handling things, what he normally doesn't do, and if he's escalating things upwards or if he can take the decisions by himself. (Inter-10)

Gathering information from the local person

One of the interviewees explained about gathering information from the local people as follows;

I go there, so we go different places and then ask the local guy I have with me -- I always have a local guy with me. And then we discussed what they are and

then we -- I know like that, because they say that they are like this and you should value these things. (Inter-20)

When travelling to foreign countries gathering the information about that country's culture, habits, customs etc., is crucial. The most common way of gathering information is from the local people of the respective country one travels to. Due to this experience of gathering information, one will be able to know what kind of information needs to be gathered from the local people.

Special preparation as a woman

One interviewee who was a female explained that as a woman there has to be special preparation before interaction with the host country people. According to this interviewee, preparation for cross-cultural interaction in host country is not the same for the women as it is for a man who is from a foreign culture. She emphasized that self-confidence is very important during the interaction with the host country people, which was explained as follows:

I'll prepare a little bit differently. But of course I need to think about for example my clothes more carefully. And also as a woman I need to be very direct and self-confident and I need to show that I can do these things. (Inter-02)

Being a women in the home country does not require any special preparation for interaction as there is familiarity and knowledge about the communication pattern. Whereas, as a female from the foreign country it is important not only to prepare in terms of interaction but also about the physical appearance. As a foreign woman from a western culture there are obvious cultural shocks that may happen during the interaction, as the communication pattern may be widely different than in the west. Additionally, the status of women in the host culture may not be equal when compared with the west. Therefore, as a woman there are going to be certain difficulties which was explained further by the female interviewee as follows:

Maybe in common level that kind of things that -- how should you wear and what kind of language that you need to do or what it means to say "no" in Indian culture, that kind of things. And of course, I knew that as a woman there is going to be difficulties but it's difficult to know what kind of situation they are there and you need to be creative. (Inter-02)

Checking the accuracy of information

Four out of ten interviewees mentioned that they check the accuracy of the information gathered about the host country. The cultural habits, norms, facts, things and customs are perceived differently by different people. However, the accuracy of the above mentioned things are questionable. Consequently, it is important to check if the information gathered via several resources and as well as gained from the experiences of others, are accurate or not. For example, one interviewee emphasized about interacting with the local people in order that one can get to know the history of the host country. This interviewee, mentioned that people would not lie purposefully, therefore local people are the correct ones to check the accuracy of information received or yet to receive, as follows;

But for example if you start talking about educational storytelling or you talk about, let's say, the role of the animals with their different characters. You ask for example, okay what does a cat mean when you tell the stories. And people will start telling you if you are generally -- this cannot be fake, you need to be generally interested, really. Otherwise it's not genuine. (Inter-04)

One interviewee explained how he checked the information about the host culture, as follows;

Every time I've something to ask for, I ask it from Indian person living in Finland who come from different backgrounds or different areas of businesses, have their family roots in big cities or countryside, and ask what they think about it, then I phone to some connections in India and ask what they think about it. (Inter-13)

Confirming the accuracy of information, from host country people from different backgrounds, can give a wide and alternate view to the information that had been obtained elsewhere. At the same time, people from different backgrounds can also give confusing information and that can also make the person confused. However, the information gathered from host country national can be realistic which was explained by an interviewee as follows;

The people with whom I'm talking, I don't see any reason that they would lie by purpose. They can be wrong and then they don't lie by purpose. (Inter-16)

Traveling to a new country requires people to know about the culture of the country. Without proper information about the host country it is difficult to navigate in the host environment. However, by prior preparation and understanding about the host culture one can have a pleasant experience. When

people are not aware that prior information is crucial, things may go wrong in the host country. Awareness about the interaction norms with host country people, is an important thing, which has been pointed out by the interviewees. The awareness helps to plan how the interaction should happen with the host country people in various circumstances as well as in various contexts. Also planning before interaction, avoids misunderstandings and misperceptions between the host and home country people. According to the interviewees, the information regarding the interaction with the host country people or customers, is collected from the local people. The local people are aware of the context and the local conditions, it is relevant to consult with the local people on the interaction norms with their fellow country people.

Checking the information from the experienced person

It was said by an interviewee, that the accuracy of the information about the host country cultural norms came from the experienced person.

I already know quite many things, but just through experience I have, yes. I have listened some persons who have visited there and make business there and I have discussed with them. (Inter-02)

Even though a person knows several things about the host country culture and norms, it is important to confirm whether the received information is correct. In discussing things with the person who has experience with the host country, can aid in understanding situation better. By confirming the information through the experienced person one can learn about the host country and its cultural norms etc.

4.2.4.4 Behavior

The behavioral aspects of the interviewees in the host country was one of the factors that was extensively commented on by all of the interviewees. The interviewees shared several important revelations about the behavioral aspects of the host country.

Change of emotions in the host country

The interviewees were asked whether they change their emotions while interacting with the host country nationals. Six out of ten interviewees pointed out that they change their emotions while interacting with the host country people. For example, it was said by one interviewee, that modifying emotions

according to the situation and people, was necessary to create a better impression.

In India you need to be more social and have discussion about things, and that kind of things you just need to be -- I think they are confused if they know this that I am tired for example or when I am not talking so much. So it is confusing for them. (Inter-02)

People can change their emotions initially to make more comfort the interaction with the host nationals. However, emotion cannot be controlled artificially all the time, as the true emotion of a person can come out when people have a longer communication. One interviewee brought out the risk in changing emotion as follows;

I try to do it, but things are, of course, -- people are acting differently. Of course, you can plan to act in a way, but during this journey when you are sitting with people that you perhaps come into a very intensive discussion. (Inter-06)

One's own behavior can earn respect during interacting with the people from the host culture. The behavior of a person is understood by others via communication. According to the situation, communication has to be modified or exhibited appropriately. Strong character is important to gain respect according to an interviewee who said as follows;

I try to behave more calm in India, in fact. Then this is what I try to do. It might be that I -- normally I don't like to raise my voice or be aggressive or nothing. I try to keep calm whatever comes. (Inter-10)

People can change their emotions by seeing the emotions of the people with whom they interact, even though the person does not intend to change their emotion at the start of the interaction. Emotions have to be adjusted according to the person with whom one interacts with. This was explained as follows;

Well, I do feel that I'm energized with the people I interact with, and quite often Indians have a bit more higher energy level. They speak maybe faster. And I -- that carries to me too. I'd say, yes, yes. (Inter-18)

The perception of people understanding each other's emotions, can bring a greater understanding about its culture. For example, in the home country people like to be quiet and this may not be understood by the host country people. People can also feel uncomfortable by seeing the emotions that are not familiar among their own people. One interviewee explained, this as follows;

A little bit yes. You can be a little bit more alert. So you have to keep on talking all the time a little bit. But also I think that is also sometime in India that perhaps they don't feel so comfortable with us from Finland if we are quiet. So I think that they wonder what guys are ones now. (Inter-20)

It was also said by one of the interviewee, that emotions can change spontaneously while interaction with the host country people. The interviewee shared his thoughts, as follows;

I think you do that, although you don't think about it I think. And also a little bit how you speak and so on. Here you need to be very clear if you really want something done and get the message through (Inter-21)

Exhibiting wrong emotions may result in confusion for the participant from the host country. Besides, the participant can also get offended without understanding what kind of emotion is being exhibited. Therefore, showing the emotions has to be dealt carefully in the host country. Likewise, one cannot emote artificially all the time, the real emotions of a person have to express in the long run. During the introduction or when a person is met at first, this is the obvious time for a person to change their usual emotion. However, once the person gets to know the other person there is some kind of comfort that develops, then there is no need of changing emotions. Once a certain understanding happens between the host and home country, the emotions are exhibited as usual by both the parties.

Reasons for not changing emotions

Four of the interviewees said that they do not change their emotions while interacting with the host country people. One of the interviewees, also mentioned that he does not change his emotions during interaction, instead he listens in-depth to the person with whom he is interacting. It was also said that changing emotion cannot be done all the time, as the true emotion cannot be hidden indefinitely. For instance, one of the interviewees explained;

I usually don't change so much. I use a lot of hands even if I'm with India and I talk a lot. – Do not change (Inter-01)

The change of emotion takes place according to the person whom you interact with. For example, the emotion is more neutral when the person is familiar, whereas, interaction with the unfamiliar person the emotions have to be controlled. One of the interviewees said that being alert during the interaction with the host country people is a way of changing emotions.

No. I think it's not going to probably change. I'm more cautious. Actually what I say -- in Finland you can do a lot of things. But let's say -- but not just in India, but all, I'm much more cautious on these things. (Inter-04)

Extensive communication is more usual in host country which is not very common according to the interviewee he is used to have shorter interaction with his own people, who said it as below that he does not change his emotions as follows;

No. Yes. No, no my problem is that for example when I work now this year a lot in India and India-related issues, there are many persons who speak a lot and I avoided blah-blah-blah. (Inter-13)

Another interviewee, also said that he would not change his emotion, as he cannot remain himself and commented as follows:

No, I wouldn't say so. At least I cannot feel myself (Inter-16)

Changing your emotions in the culturally different environment is clearly a personal choice. People decide their choice according to the circumstance and environment. However, in a cross-cultural environment, changing emotion has both advantages and disadvantages.

Change of Behavior

The interviewees were also asked to what extent they have to change their communication (speak, listen and write) in with the host country people in the host environment. Majority of the interviewees agreed unilaterally that exhibiting appropriate communication in the host country is crucial.

English language and language issue

The host country was ruled by the British, therefore, the influence of English is very common. The use of the common language, English to communicate, is advantageous. However, while using the common language between non-native speakers, people tend to speak with their own accent and this has been mentioned as sometimes difficult to understand. One of the interviewees explained the use of the common language as follows:

To communicate is that -- good with Indians compared to other is that they understand very good English, mostly, very good in English. So that's no problem with communicating in that sense. (Inter-01)

Communication through virtual means

One of the interviewees commented on communication by virtual means. In the home country, according to this interviewee, the email received by a person is very personal and people do not share with anybody unless there is a situation. Whereas, in the host country people do not maintain privacy, instead the email is shared with others as well. For instance, one of the interviewees brought out an important observation about email communication.

I think I can use pretty much the same methods because I have a feeling that they use e-mails a lot and also they like to share their e-mails for different people. (Inter-02)

Being polite

It was said by other interviewees that to avoid confrontation and misunderstanding, he does not use the humor while interacting with the host country people. Being polite with the host people was emphasized by the interviewees. At the same time using humor was also not common as it may lead to confrontations.

I'm being more polite with the Indians. I'm being far more politer with Indians. (Inter-10)

Listening carefully

Listening to the host country people carefully enable the interviewees to understand things more clearly. For instance, the following was said by the interviewee as follows:

If I know the person I communicate as with the Finns. If I don't know, I listen a little bit more carefully than I would listen to Finn I don't know. (inter-13)

The interviewees may not be aware of the communication pattern in the host country therefore, listening carefully is more crucial.

Doing it differently

Once there is familiarity in communication, one does not realize how communication is done differently. For example, the following interviewee commented how communication is done differently:

I do it so much that I don't perhaps see the difference by myself. I think that I'll do that a little bit different way. But I don't think I can find it out what I'm doing. If you're doing it in different way or not. (Inter-16)

Energized in communication

People can change their emotions by seeing the emotions of the people with whom they interact even though the person does not intend to change his emotion in the beginning. The emotions have to be adjusted according to the person, with whom one interacts. This was explained as follows:

Well, I do feel that I'm energized with the people I interact with, and quite often Indians have a bit more higher energy level. They speak maybe faster. And I -- that carries to me too. I'd say, yes, yes. (Inter-18)

Detailed virtual communication

In a host country environment, email communication has to be longer according to the interviewee who said as follows:

I would say it -- what I think long e-mails I think. So I think -- that's my experience and also I think -- I don't think anything particular. But I think if you look on paperwork, they need to make these kind of reporting and editing. (Inter-20)

Apart from detailed virtual communication, communication has to be formal while dealing with the host country people. The host country was ruled by the British and the influence of British style of formal communication is also visible in the communication of the people of the host country. Also the extensive use of the English language is also due to the British legacy.

Being straight forward in communication

The adaptation to communication according to the host country communication norms is crucial. In the home country environment the interviewees are aware of the communication pattern of their own country and people. Due to the familiarity in the communication pattern, being straight forward in communication can be very normal. Whereas, in the host country the interviewees may not be aware of the communication pattern and therefore being straight forward in communication can lead to misunderstanding. Hence it is significant to be adapted to communication according to the interviewee who said as below:

I think you have to think about how you express something. Perhaps you cannot really do it so straightforward as you would like to do it. So you got to very much adapt. (Inter-21)

Even though being straight forward in communication with the host country can create unpleasant situations, it can also bring advantage in certain cases. As it can be seen from the above quotes of the interviewee that being straightforward creates positive feedback among the host country customers. The host country customers are appreciative for being straight forward in communication, as the truth is spoken rather than giving a false information that can lead to confrontation.

Not change in communication

Even though majority of the moderate CQ interviewees said they change their communication style while interacting with the host country people, two of the interviewees said they do not change their communication. For instance, the experience of communication with different countries enables a person to have familiarity in communicating with the host country people, according to the interviewee who said the following:

I don't try to be anything else than what I am, and with all the people. (Inter-21)

Not very different

The following was said by an interviewee about the change of communication with the host country people:

Not very different, but it's different. [...] it's much more formal in a way, even though that is formal and structured in Finland also, but it's not the same really. So it's much more strict and formal. [...] it's more formal in India to be honest in my understanding. (Inter-04)

While dealing with the host country people, one cannot go from the home country and do things just the opposite way how they used to do. However, in terms of communication, even though if one person believes that he or she does not communicate differently, the communication happens spontaneously and one cannot recognize. Moreover, common sense enables people to communicate differently when aware they are dealing with the person whom they are familiar with. At the same time, our minds also remind us to be careful while dealing with the unfamiliar or unknown people.

4.2.5 Summary of the findings from the moderate CQ data

The analysis of the data from the interviewees of moderate CQ reveals several findings. The findings will be presented under four broad categories. The first and second categories are differences and challenges identified by the moderate CQ interviewees. The third category will present the skills identified by the interviewees. Fourth category will discuss the view of moderate CQ interviewees to factors such as motivation, cultural knowledge, preparation and behavior in the context of the Indian business environment.

Differences

The differences identified by the interviewees in the home country are very significant in achieving the objective that was set to investigate the central research question. The interviewees identified several differences which were identified during the interview and the same was also found in the interview data. The influence of culture on host country people has been identified as the biggest difference by all the interviewees. The culture is strongly rooted in the people's mind which cannot be changed all of a sudden. In order to work in the host country, it was unilaterally pointed out by all the interviewees that understanding the host culture is significant.

For instance, the role of gender in the host country was mentioned by two of the interviewees. It was felt by the female interviewee, that in the host country, the role of the female is not equal to the male when compared with the home country. In the home country, women have more freedom to do things independently compared to the host country. Another big difference identified by majority of interviewees, was about the leadership in the host country. The difference in leadership was identified by nine out of ten interviewees. According to the interviewees, leadership in the host country is totally different from the home country. The host country leadership is very much hierarchical when compared with the home country. There is inequality in the hierarchy between the leader and the subordinates. The leaders have clear way of behavior with their subordinates. It was also mentioned by a female interviewee, who explained that in addition to the hierarchical nature of the host country, being a woman makes it more of a challenge in the host country.

Decision making style in the host country was also pointed out as one of the important differences by four interviewees out of ten. The decision making differs in the host country in many ways when compared with the home country. For instance, in the home country the decision making is done by even a middle level manager which is not the same in host country. One of the major revelations

from all of the interviewees, was about the notion of time. The concept of time was not the same for the host and home country people. For the home country, people time is stricter in a sense there is clear segregation between the personal time and work time. Therefore, the home country people plan things accordingly and work as per their plan. The home country people are stricter about keeping the deadlines and act accordingly. Whereas, the host country people do not keep the deadlines and things are done at the last minute and in more a hurry way. Likewise, the differences in terms of communication between the host and home country people was also mentioned by many of the interviewees.

Challenges

The host country also offered several challenges for the interviewees and was described by nine out of ten interviewees. The challenges related to communication were highlighted as the key issue. The top-down thinking in the host country, traditional culture, finding the right partner, the attitude of the host country colleagues, diverse cultural environment, and gender gap are the challenges mentioned by the interviewees.

Skills

The skills and capabilities required for the host environment, identified by the interviewees, explain the importance of capabilities that are certain. The importance of cross-cultural skills has been mentioned as an important capability by four out of ten interviewees. The cross-cultural capabilities include capabilities to understand history, religion, people, artifacts, behavior etc., in-depth. In the host country, people communicate using long conversations and more interaction with people. Therefore, the interaction skills were pointed out as a crucial skill by an interviewee. The relationship has been mentioned as very crucial thing in the host country environment. Five out of ten interviewees emphasized the relationship and the benefits derived by it in the business. The skills to establish the relationship is an important thing that emerged from the interview data. The capabilities to learn about the host country was also one of the important skills that was highlighted by the interviewees. Moreover, paternalistic skills, quick adaptation skills, planning skills, analytical skills, evaluation skills, stress handling skills, skills to handle bureaucracy, skills to handle ambiguity have also been emphasized by the interviewees. It was said by the interviewees, that the experience in the host country opens up the mindset of the people in understanding the host country environment.

View to motivation, cultural knowledge, preparation and behavior

The experience of using factors such as motivation, cultural knowledge, preparation and behavior in the context of the host country was one of the

objectives of this study. The interviewees were asked what motivated them to work with the host country. The most common motivation for the interviewees was the business opportunities in the host country. The host country has a huge population and makes it a vibrant market with abundance of opportunities. The opportunities for the company induced the interviewees to be motivated towards working in the host country. The culture and religion of the host country was also one of the motivations for the interviewees. It was also mentioned by couple of interviewees that it was part of the job to deal with the host country and that had been the reason to work. The diversity of culture, religion, languages has also been one of the biggest motivations for a few interviewees. As well as diversity, traveling within the host country was also a motivation for few interviewees. To learn about the different way of doing technical things, networking with people and the caliber of the host country people and employee engagement were some of the reason for the interviewees to work in the host country.

Cultural knowledge has been mentioned as one of the important factors that has been unilaterally accepted by all of the interviewees. It was also agreed by all of the interviewees that even though people work for the same industry and in different countries, cultural knowledge is still essential thing. The interviewees also pointed out several things that can be constituted as cultural knowledge. The knowledge about political system, religion, history, news from the print media, current affairs, role of education in the society, storytelling pattern, knowledge to deal with the customers, gender role, role of animals, concept of humor, acceptable norms, behavior patterns, diversity of the host country, role of movies, sports news, decision making pattern etc., all constitute cultural knowledge.

Preparation before interaction with the host country people, is one of the factors that was commented on by the interviewees. Preparation before interaction, was undertaken by all the interviewees. Before interaction with host country people or colleagues, the interviewees gathered information from host country colleagues, people from host country living in the home country, from the internet, reading books etc. Some of the interviewees were checking the accuracy of information they received about the host country cultural norms through home country people who had previous experience in the host country and with host country friends, families etc. It was also said by an interviewee that there is no need to verify the information about the host country cultural norms received from the host country colleagues as people will not purposefully lie about their own culture.

Behavior in the host country was an important factor that was confirmed by all of the interviewees. The interviewees were asked if they change their emotions

while interacting with the host country people. The majority of the interviewees answered that they do change their emotions during the interaction with the host country people. Besides, the interviewees were also asked to what extent they have to communicate differently with the host country people while compared with their own people. The interviewees said that exhibiting appropriate behavior in the host country is crucial. Two of the interviewees, said that regarding virtual communication they do not change their communication pattern virtually as they use the same method to communicate. It was also said by one of the interviewees, during interaction with the host country people, the interviewee will listen more carefully than they used to with their own people. Regarding email communication, a more detailed and professional way of writing is important according to the interviewees. Few of the interviewees said that they do not communicate differently with the host country people as it is not possible to pretending things. The upcoming chapter will present the findings from the high CQ interviewee's data.

4.3 Source 2 data – Semi-structured interviews -Analysis of High CQ Data

This chapter will present the empirical findings from the interview data of high CQ interviewees. The aim of this dissertation is to find out to what extent and in what ways CQ facilitates Finnish leaders in leading people in an Indian business environment. In order to achieve the aim of this study the objectives which were set such as (1) finding out the cultural differences identified by Finnish leaders with different CQ levels in Indian environment, and (2) finding out the challenges identified by the Finnish business leaders with different CQ levels in Indian environment. (3) Finding out the capabilities identified by the Finnish business leaders with difference CQ levels that are required in the context of Indian environment. (4) The view of high CQ interviewee to factors such as motivation, cultural knowledge, preparation and behavior by the high CQ interviewees in the Indian environment. In this scenario, this chapter will present the findings in order to fore fill the objectives that was set to find out the cultural differences, challenges and capabilities identified and the use of factors such as motivation, cultural knowledge, preparation and behavior from the interview data of the high CQ interviewees.

4.3.1 Differences

The difference between the host and home country have been one of the themes emerged from the analysis of the data. The interviewees were asked to

differentiate the work environment, work culture and the difference between the colleagues of home and host country. From the analysis of the empirical data, several differences regarding environment, work culture and behavior of people between both countries are discussed in the upcoming sections.

4.3.1.1 Communication

The difference related to communication pattern of the host country people was mentioned by all of the twelve interviewees from high CQ category.

Communication across the globe differs due to several factors such as language, culture etc. Therefore, communication plays a crucial role in bringing common understanding towards all of the people involved in the process. The difference in terms of communication was said by an interviewee as;

Ultimately, my experience is that it's mostly about communication. [...] But to reach a joint understanding, how things are done, why they are done; that requires communication (Inter-14)

Detailed communication

The significance of detailed communication with host country people was emphasized by five out of twelve interviewees. In the home country, the communication of between people is more precise and is based on facts. Whereas, in the host country the use of detailed communication is important and was said below as;

Well, the biggest difference is that to a Finn, you can give maybe 10 percent of the required specifications and he will understand what to do. But to the Indian, you must give 110 percent. (Inter-03)

Communication in the home country is more exact which means only the things that are essential are only communicated. Whereas, in the host country the message has to be articulated in a detailed way and has more than what is expected to be communicated. The difference between the host and home country communication pattern was explained as;

In Finland we have a structural approach that we write down things and we make projects and processes and life pretty much goes according to that. And in India we do these things. There are people doing those things, but life doesn't go along according to that. (Inter-05)

Apart from the host country, the other countries in the region of Asia where the host country is located has the same requirement of communication. The second interviewee also pointed out the importance of detailed communication in the host country context and was explained as follows;

We Finns, we are straight to the point like this. We doesn't go very much around, around. So this is one thing that we, many times we forget. It might be seen as impolite and rude. I don't know. This is our behavior. But if you somehow know that you're dealing with an Asian culture, whether it is India or South Korea, China, Japan, it's more or less the same. (Inter-08)

The third interviewee also stresses that the communication has to be done thoroughly with the host country as comments as follows:

It's about communication. What I already said that things have to be really detailed and there is -- how to say, there is not like a connection of mine. It's like oh, I know what you mean. It's like, oh, I need to explain this very thoroughly that things will go the way they should go(Inter-17)

As it can be seen from all of the four quotes, communication has to be done in detail in the host country environment. People from same culture understand each other with less details due to the familiarity in the cultural cue of their own culture. Whereas, when the communication happens between people of different cultures they may not be aware of each other's cultural cue, when spoken less in detail. Therefore, one has to communicate things with utmost detail in order to make the person from the other culture understand as well as be understood.

Stronger communication

The communication with the host country subordinates has to be stronger according to an interviewee, who said;

In India you should be maybe little bit like more stronger, I think so., communication and how you say the things and like, yeah, communication. (Inter-22)

When a person is communicating in a language other than his or her native language at the same time with the people from different country, stronger communication is crucial. It can be said that stronger communication is required when communicating with people different from one's own culture.

Difference in pattern of communication

Two of the interviewees pointed out the difference in communication pattern between the host and home country people. The home country people are direct in their communication, whereas the host country people are indirect in their communication. Things are not said in a direct manner in the host country, as people might think it as rude. The difference in communication pattern was explained below;

In Finland, you would say, that Finns would say, we are talking, we say things straight. But the Indian person might be already giving you implicit hints about that a long time. He or she may not directly put it into language explicitly saying that I hate you because of what you did this thing. They may never say that, but they might be hinting at that for a long time indirectly.

(Inter-05)

In the host environment, people communicate indirectly unlike the home country which requires active listening by the listeners and assume things correctly. One interviewee quoted the indirect communication of host country people as;

Finnish communication style is too direct and Indian one is more polite (Inter-19)

Each country and culture has its own constructed communication pattern and has been formed by several aspects that are rooted in its culture. The communication reflects people's culture, attitude, religion etc., and is unique for each of the country. Therefore, when people from different countries communicate, it is obvious that the differences in communication exist. Therefore, it is obvious in terms of difference and in terms of communication pattern.

The influence of language in communication

Language is highly influential in the way people communicate. For instance, the language spoken in both home and host countries are different. Due to the British rule for hundred years, the people are heavily influenced by its culture or way of behavior and this is reflected in polite communication which was explained below:

Our language doesn't carry the word, "please," for instance. Whilst in India, people are very polite. I think partly some of that is the British way how they are extremely polite. (Inter-14)

Another interviewee also pointed out the influence of language in communication at the host country environment.

It is all about language in terms of communication. I'm not a native English speaker, probably the Indian one is not either. So we need to be clear like, and also write and speak clear English that we understand each other (Inter-17)

It can be seen from the above quotes, that language is a crucial aspect of communication and enables people to understand each other. How language is spoken reflects the intention of people and also why and how people communicate in certain ways and in certain countries.

The host communication pattern

Two of the interviewees commented on the communication pattern of the host country people. In order to communicate with the host country people, one has to communicate in a real sense. The communication pattern of the home country may not be understandable and vice versa. Therefore, communicating is, in a way, how people can understand what is important in the host country. For example, one interviewee explained the importance of communication skills as;

Yeah, I think you -- he needs to better than the average Finnish business leader to communicate, because again, it's the Finnish way of not going and describing the issues and reasons it doesn't work in India. Indians will look at you and then say yes, yes and it's -- you don't know is it no, no, or yes, yes. And then it's -- at that's -- communication skills are -- Very important and not -- of course not just to be able to speak only English, but really to communicate. (Inter-07)

The importance of listening in communication

Listening is also the part of the communication process and was emphasized by three of the interviewees. Communication is a broad term which included several aspects of the process and one of the most important things is listening. Listening to the employees is an amazing attribute for the leaders in order to establish a better relationship with subordinates. In the case of the host country, listening becomes even more important as the home country person may not be able to understand what the host person thinks. To understand what one thinks in his or her mind, active listening is important according to the interviewee who explained the following;

I believe that each and every person, employee, if you're the manager and he is the employee, you should talk frequently with him, listen to him and help him to make his work properly, I mean to remove the obstacles. (Inter-11)

The interpretation of communication

Communication is interpreted differently by the host and home country people. People communicate and understand communication of others by their own cultural cue. People's thoughts are aligned based on their culture and therefore people from different cultures communicate differently in different contexts and circumstances. For example, even the same thing can be interpreted differently by both the host and home country people and was explained by one of the interviewees;

When I say two minutes, it's usually 120 seconds. But when Indians say two minutes, it can be anything, so you know. (Inter-12)

Verbal discussion

The difference in verbal discussion with the host country people has been pointed out by three of the interviewees. It was pointed out by the interviewees that it is important to discuss each of the things verbally in detail in order to make sure things are understood clearly. Furthermore, the importance of verbal discussion was explained as below by the interviewee as below;

In Finland, you just put the facts there like dot, dot, dot, it is here, everything here, okay, and that is it. It is here, then start doing it. But it doesn't go with Indians. So even if you feel that all information is there; but still it must be somehow, how to say, coded into the brain and heart of the Indian that he really has to say an opinion in his real belief system, not only superficial. (Inter-03)

People may not understand the communication pattern of the home country people without being explained or explained in words. Therefore, verbal communication is significant in the host country environment.

Informal communication

The beginning of communication between people is usually formal. However, in order to establish informal communication this requires time and trust. This may happen in some situations rapidly and in some situations it may take longer than expected. The following was said about the time period for informal communication;

But if you send an e-mail in Finland, it's just like oh, hi, someone, da, da, da, and it's not that formal. Of course, when you develop your relationship then it can be in formal. But I think in Finland, it goes much more quickly. The informality becomes the norm. (Inter-17)

English language

Two of the interviewees explained the use of English in the host country environment. English language has been used as the common language of communication between the host and home country people, due to the unfamiliarity in understanding each other's native language. The same language can be used in different way and in different forms. In the host country, English is widely used in communication, however, it is spoken differently within the host country and this was explained by an interviewee as;

Work or business I think sometimes it's may be the language because even if they speak English it's little bit different. If I go to South India or North India it's different. (Inter-22)

The advantage of speaking English with the host country people was also explained by an interviewee as;

It is always easy to start because Indian people, they behave in a very easy way. It is important that they speak good English so that we can understand them. (Inter-03)

Due to the British colonial legacy, the host country people are familiar with communicating in the English language. As the home and host country people have different languages as their mother tongue, the use of English is important in communicating with each other. Therefore, a common language is an advantage to have active communication between host and home country people.

Cultural difference in communication

Culture shapes the person to communicate in a certain way, which may not be similar between the host and home country people. Therefore, culture creates differences in communication between the host and home country people which was explained by the following interviewee;

I know which areas when it comes to the cultural things are important to Indians, whereas some things are important to me and they also recognize that and I appreciate it. And of course, there are expressions which differs, for instance, how I communicate. (Inter-12)

Extensive communication

In the home country environment, communication with fellow country people is limited, when compared with other country people. While communicating with the same country people, one does not have to put more effort to communicate

extensively, as both of them understand each other's communication pattern. Moreover, the pattern of communication between each other is predictable in the host setting. Whereas, communication with the people from another culture may not be so possible to predict. Therefore, one has to communicate more with the people from another culture than with their own. Furthermore, communicating extensively with the host country people has been pointed out by this interviewee as;

I think I communicate more with foreigners than I do with Finns. And when I communicate with the Indians, I don't really make any difference compared to other foreigners. (Inter-15)

Communication non-verbal

Non-verbal communication is also widely different in the host environment, as per the interviewee who commented as follows;

In India people need to prove themselves, so people tend to inflate all their CVs and they want to appear very professional by being very, very vocal and (Inter-14)

In the host country environment, there are huge number of people and there is an urge for being competitive. One has to prove oneself that one is 'better' than the other in a sense how different they are. Therefore, people have to be distinctive from one another in order to show their achievements. Also, for the job, numerous amount of people applies and it is crucial to show the accomplishment in order to grab the attention of the employers.

Structural approach in communication

According to the interviewee, the host country people communication is based on structural approach, which was said as below:

Modes of communication, how people communicate that I noticed that in Finland we have a structural approach that we write down things and we make projects and processes and life pretty much goes according to that. (Inter-05)

The communication of the home country people can be said as more planned and systematic in nature. Whereas, things in the host country does not happen in a structured way. Also, people do not make schedules and follow in the same way as in the home country. Therefore, the communication may not be in a structured way, as people communicate spontaneously rather than in a planned way.

4.3.1.2 Hierarchy and Leadership

The difference in leadership was identified by ten out of twelve of the interviewees. The differences in leadership between home and host country is discussed as below.

Difference between hierarchies

Four of the interviewees explained the hierarchical differences between the host and home country. The host country is hierarchical as there is an unequal relationship between the one who holds the power and those who do not have power. Therefore, a boss is expected to behave in a dominating way in order to exhibit the power. People are expected to follow the orders of the bosses, without questioning their intention and not by thinking whether the order given is right or wrong. People are not expected to think on their own or question their bosses, even if the decision can be wrong at times in the host work environment. Whereas, in the home country there is equality in terms of hierarchy between the bosses and their subordinates. Therefore, the subordinates have freedom to do their own thinking which also means that the orders of the superiors can be challenged. The hierarchical difference between the host and home country was explained as below by an interviewee;

In India the biggest difference is that the boss is the real boss. So everybody listen to what the boss says. (Inter-03)

A second interviewee also shared the difference between the home and host country leadership, as below:

For example, the boss is more present in the person's life, boss is involved. Boss is actually asking you pretty often how are you doing, how is your project going. In Finland, it's very opposite. So you've been given a certain task and if the boss asks you every day, this is interpreted as a signal of distrust, incompetence, that why are you asking this every week. Do you think I'm not competent to do this work? (Inter-05)

In the host country the boss is more of a paternalistic father, who is even involved in the personal life of the subordinates. The bosses are expected to care about their subordinates by showing care about their personal life, which may not be the same in the home country. In the home country the boss and subordinate relationship is more of a transactional thing. The intervention of a boss in the tasks of a subordinate is seen as the lack of trust or questioning of competence.

One of the biggest difference pointed out by the interviewees, is that the hierarchy in the society is reflected in the corporate culture. Whereas, in the home country the management style is more task oriented which was described as below;

In India I have seen in particular with the more junior people that as the Indian society and even corporate culture is more hierarchical in India. The Finnish management way like, we say, okay, here is your assignment, here are the targets, the timeline, just do it. (Inter-14)

The third interviewee also pointed out the difference in the leadership between host and home country as below;

I think there is more hierarchy in Indian companies. There is the bosses, really the boss, whereas in Finland, we are sort of more equal in a way that you can go straight up to your boss and there is no problem. (Inter-17)

The equality between the boss and subordinate is also due to the culture of the home country, where the society is more equally distributed. There is no big difference between the different members of the society. Whereas in the host country society is not equal which is also reflected in the work environment. Therefore, it can be said that society plays a major role in constructing the hierarchy in the work environments of the host and home countries.

Leadership difference (Small & big countries compared)

In a smaller country like home country, the dependencies towards others may be less when compared with the bigger countries. Moreover, in smaller countries as there is less resources or people, one has to be capable of doing everything. Also, the independent attitude in taking decisions is crucial in a small country. Whereas, in bigger countries, always there are more people who are ready to do things as instructed by their superiors. The leadership difference in a small and big country was compared by an interviewee, as commented;

I would expect that it is coming from the small country where you are from small villages that you really must be able to do everything if there is no advice coming from abroad or from other places. But in a big country, they can always rely that their boss will come and tell them what to do (Inter-03)

The leaders do not have same power

Two of the interviewees compared the power of leaders in the host and home country. The capacity of the managers to take decisions is unequal in both home and host countries and was commented on, as follows;

The local project manager in India, he had very little authority to say and to do things in the project. On the contrary, here in Finland when we, as a project team and a project manager, we took care of -- we decided what to purchase.
(Inter-08)

In the home country due to flat hierarchy the decision making can be done even by a young person. Also there is no interference of other people in the decision making and there exists independence for people in decision making process. Whereas, in the host country, the managers do not have the same independence unlike their home country counterparts. Therefore, the host managers are always expected to consult with their superiors before taking decisions. Even though there may be a boss who could be assumed as the key decision maker in certain host organizations, the real decision maker may be someone else which was said as below;

The bosses maybe have a bigger role there and certain people in the organization has a, let's say, bigger influence than other people. (Inter-09)

The same leadership behavior all over Asia

The leadership behavior in the host country and the other Asian countries are assumed to be similar according to an interviewee who said as below;

In Asia all in all, I would say, the behavior is more or less the same. Not on -- maybe on grassroots level, but in business mind especially in Asia, China, Vietnam, South Korea, Japan, you have also have this authority level. So you see up to people that are of higher rank and you follow their decision. (Inter-08)

Even though several differences exist in Asian countries in terms of culture, religion etc., the concept of authority is quite similar. The respect for seniority is common across all the Asian countries which means the people who hold the power are respected and followed by the people under them or the ones who are lower in the power.

Host managers put them on top

The host country leadership style is more hierarchical in nature and assumes that boss is superior to the subordinates. Due to the distance in hierarchy the host

country managers put themselves above others and this was seen as a challenge by an interviewee who explained, as below;

The managers who are easily -- they put them on the top, but they are not solving the problems of their employees or helping (Inter-11)

Host country corporate culture

The corporate culture of the host country was compared with the home country corporate culture, as below:

We don't want to be bossy. We want to more have a buddy culture. So we are more buddies than you would be my boss. But in India I've been told and I've understood that in a way when people can position themselves somewhere in the hierarchy, then they feel safe. (Inter-14)

In the home country due to the flat hierarchical structure, bosses consider their subordinates as equals. Therefore, subordinates are more comfortable in asking questions with their superiors. On the other hand, due to high hierarchy in the host country, in the corporate environment the subordinates are not able to be independent and they are also not expected to raise questions, instead expected to follow the instructions.

Knowing the social structure or hierarchy

The knowledge about the social structure in the host country was mentioned as important in the host country by an interviewee, as below;

In India, everybody has their place. In Finland, we are more teams and low structures in the companies, but in India, everybody knows their place. (Inter-19)

The host country environment is society bound, where social class is prevalent. The social class of an individual is highly influential in creating the opportunities in the host environment. People in the host environment are aware of their own class and this is also reflected in the work place.

Being a strong leader in the host country

Two of the interviewees emphasized the importance of being a strong leader in the host country and compared the situation with the home country. In the host country environment being a strong leader is crucial and this was explained by an interviewee as follows:

I think in India you must be a little bit maybe stronger leader than in Finland because in Finland, for example, in small companies you can be really equal like all the employees and everybody and even the leader can be on the same. But I think in India you should be maybe little bit like more stronger, (Inter-22)

The employees are treated equally as a colleague in the home country whereas, in the host country the subordinates are not treated as equal. Therefore, it is expected that the leaders should be strong in their communication in order to maintain the distance with the subordinates.

Change in the hierarchy over the years

Even though most of the interviewees pointed out the differences of hierarchy in the host country, one interviewee contradicted by saying that over the period of years the hierarchy in the host country has changed.

In the '90s, late '90s, you could see Indian hierarchical organizational management style or whatever, the owners or directors or MDs, they were really, really high up and all the people were really bowing and kneeling for them. [...] Two weeks ago when I was in India, I could notice a change in that behavior on general level because India has really taken off now for the 15, 10-15 years, so you could really notice a big change there (Inter-08)

The host country has evolved and changed in terms of economy, social development, culture etc. Also generations of people have been changing over the years, which also leads to change of things amongst the people. Additionally, after globalization more and more international interaction has been happening. Therefore, it can be said the attitude of the people have also changed dramatically over the period of years.

Respecting elders

In the home country the gap between the elders and the younger ones are minimal. Whereas, in the host country due to hierarchy the gap is wider between leader and their subordinates. For instance, the following was said by the interviewee as follows;

For instance, how do you speak to your elder colleague? Here in Finland you can challenge him and say that I think you are little bit off the map here and that you can even say that little bit like brutally. I think you don't understand what's happening here. I think you're completely wrong. But you don't say that in India to an elder guy, for instance, if he is a supervisor. (Inter-12)

The respect for the elders is cultural and comes from paternalistic attitude of host country people and this is reflected in the work places as well. In the home country even though there may be paternalism, it may not be exhibited in the same way like the host country.

4.3.1.3 Time

The notion of time is one of the differences that was identified by the interviewees. Nine out of twelve interviewees pointed out the issues related to time.

Different interpretation of time

Time has different interpretation by different people. For instance, in the host country, if someone says two minutes they can mean a completely different time. It can be more than two minutes and can even be twenty minutes. The time committed may not be realistic when compared with the home country people where the time is committed more in a realistic sense. This was commented as below by an interviewee;

When I say two minutes, it's usually 120 seconds. But when Indians say two minutes, it can be anything, so you know (Inter-12)

Uncertainty of time

In the host country people are quite punctual and things happen according to the time committed. Moreover, the home country people perceive time as a resource therefore, people follow the time as committed. Whereas, in the host country people do not perceive time as the resource. This means people are more relaxed towards time. Due to the relaxed attitude of the host people towards time, there is state of uncertainty that exists. The uncertainty of time was highlighted by an interviewee, as follows;

We are in Finland, quite punctual people, whereas Indians are necessarily not. So something that must happen tomorrow might not happen tomorrow, in India. So I think there is a certain element of uncertainty. (Inter-17)

The manner how time is perceived by the host country people may be considered as uncertain by the home country interviewees. Whereas, the host country people may consider it normal, as they may be aware if it is tomorrow it may not be so. Therefore, there is a certain informal understanding between the host country people about the perception of time in their own country. Whereas, the home

country people may not be aware of this informal understanding and they might consider it as uncertainty in time.

Time schedule

Three of the interviewees pointed out the differences following the time schedule between the home and host country people. Following a schedule or planning a schedule in the host country, can be difficult in the host country compared to home. The following words reflect the difference in time schedule from the words of an interviewee;

In Finland you can make your agenda for today and you're visiting -- the trips schedule for the day, and you can book in. If you need to have 10 meetings in any city in Finland, you can do it over 10 hours. In India you can do one meeting in the morning and one meeting in the afternoon. (Inter-07)

In the home country meetings are planned ahead of time and people act accordingly. Whereas, in the host country time is viewed leniently, also people may not schedule their time as it is done by the home country people. The schedule or timing of the host country partner may not be predictable as he or she can be delayed for several reasons such as family, traffic, geographical location, accidents etc.

Keeping the deadline

Two of the interviewees pointed out the host country attitude towards keeping to a schedule. In home country according to the interviewees, when people commit time or schedule, things are going to be done and the task will be completed at that time. Whereas, in the host country time is not kept the same. For instance, one of the interviewee explained as below;

The biggest problem with Indians is that you don't get the real answer when you want to know is this phase done after two weeks as of now. Then they always say yes. But when these two weeks comes, then it is not ready. (Inter-03)

The second interviewee also pointed out about the difference in keeping deadline;

The Finnish people are very -- time bounded. Yeah, and they are like, okay, have this deadline, it must be on that day. And Indians maybe, they don't feel unless there is -- it has been highlighted that this is really the deadline, no, yeah. (Inter-17)

Consumption of time

Two of the interviewees pointed out about the difference in consumption of time by the host country environment. In the host country, people tend to have detailed communication, which consumes plenty of time. People discuss things in detail and take lot of time which demotivates the people from the home country. In the home country the discussions may not happen in a time consuming manner as people may not be communicating in detailed way. The consumption of time was explained by the following interviewee as follows;

When I come to Finland and then I start maybe fixing meetings with these Finns like two weeks before and then I learn that their calendar is about three months ahead. So the IST, Indian Standard Time, Indian stretchable times kicks in. And I'm like, how come is everybody so busy? They only have meetings. Even these people don't have any spontaneity. (Inter-14)

The host country people plan their schedules in advance which mean that the time is taken seriously in order to save the time. Whereas, in the host country things may not be well planned, therefore, there will be less orderliness in terms of following the time.

Unfamiliarity in knowing home and host country working style

Two interviewees highlighted the lack of familiarity on foreign work style or culture as the reason for delaying the task among the host country employees. For instance, it was pointed out by an interviewee that host country employees are not familiar with the western style of working. The western style of working may be a contrast to the host country of working. Therefore, they are not familiar how to do work tasks other than the way they are used to. Therefore, the host country employees have to made familiar with the working style of the home country organization. Moreover, it is also important to explain why things have to be done on time and the employees have to be closely monitored when the task is given. In this background the following quotes have been pointed out by an interviewee;

Then in India, it's, let's say, the industrial tradition working in a western-style company is not very long. So in the beginning, you have to monitor that the person you gave a task really understood it, and you have to check and monitor it on daily basis that it goes forward. (Inter-12)

The lack of familiarity about the host country style and generalization about the host country employees can be a challenge and has to be done cautiously. The familiarity between the host and home country working style is highly important

for people from both the countries in order to have an efficient working environment.

Process Oriented

The host country environment is very much process oriented, as people act based on their plans. Home country people schedule things well in advance and act accordingly, this can happen quite spontaneously. Whereas this may not be the case with the host country people. This was explained as below by an interviewee;

I believe that in Finland, we are very process oriented. We like to break our days in hours and minutes and seconds, process oriented, oriented. Whilst in India I feel that sometimes the purpose is to generate a lot of commotion and movement and lot of kind of this hustle. (Inter-14)

Even though host people are not process oriented or planning their activities unlike the home country people, things work spontaneously.

The notion of time is changing in the host country

One of the interviewees who has been working with the host country for several years pointed out how the attitude towards time has changed over the years in the host country. During the olden days like 90s, the host country people were more relaxed towards time. In a sense people do come late for the meetings whereas, in the present times people tend to follow the committed time which was shared by the interviewee as below;

The other thing is time, time management in the sense that if you want to meet or you have scheduled a meeting with a customer to 1:00 o'clock, back in those days, in the '90s, okay, you could come 1:15, 1:20, and it was the traffic. It was very bad traffic and all of that and it was accepted. Nowadays that is not the same. It's more like if you have 1:00 o'clock, it's 1:00 o'clock and that's it. (Inter-08)

4.3.1.4 Diversity of Host Country

The diversity of the host country was also mentioned by nine out of twelve interviewees.

Host country- Not a monolithic entity

The host country is a country of pluralism as the country consists of people from diverse backgrounds in terms religion, caste, languages etc. Therefore,

understanding the diversity of the host country is a crucial thing for the business leaders to understand the nuances of host people and their cultures. For instance, the diversity of the host country was explained by this interviewee as follows;

*India is not a monolithic entity, and inside India there is so much diversity.
(Inter-05)*

Diversity of host country people

Three of the interviewees pointed out about diversity of the host country people. The host country nationals are diverse in terms of their appearance, behavior etc., unlike the home country. For instance, two of the below interviewees quoted about the diversity of people as below;

India and Indians are different. So of course it was a big difference between Delhi and Bombay and Southern India. (Inter-07)

People also are different. I think in the south, they are more, I would say, open-minded also (Inter-11)

There is a vast difference between the people in the host country in terms of their attitude. For the home country people, the host country people from different regions have different mindsets. The host country people from the southern region appear to be more open minded than other regions of the host country. However, the perception of host country people can differ once when the home country people come across people in diverse context and environment.

The regions of host country have different histories and are widely different from each other. The different regions have different environments as it is influenced by different ideologies. For instance, one interviewee explained the differences between regions of the host country as follows;

If you think about Kashmir area, Pakistan border and Tamil Nadu, Kerala, the history is different, the religions different. (Inter-19)

Difference in attitude

The host country is vast therefore due to this geographical differences the people differ in terms of their attitude which was mentioned by three interviewees. The attitude of people within the host country can be varied due to changes in environment, difference in language, culture etc. The capital of the host country is a place where people from different parts of the world live, travel etc. Whereas, it may not be the same in the other parts of the host country. Moreover, in some

parts of the host country people would not have seen the people from other countries. Seeing the people who look different unlike the host country people can be exciting for some of the host country people. For instance, one of the interviewees compared her experience in the host country as;

Indian people are curious in a positive way even though the difference between north and south is big. During my first days in Chennai, I was a little bit uncomfortable about so much of staring and so much of attention that I got as a fair-skinned person going around. Whilst in Delhi, you don't encounter that.
(Inter-14)

Host country compared to European Union

The host country can be compared to the European union as the EU has different countries with different languages, religion, people, culture etc. so does the host country. For instance, the following quotes are shared by an interviewee who compared the host country with the European Union as below;

There are same number of states in India than we have countries in EU. But the more years go, the more humble you are. The more you understand that, okay, I have my own insights and I have my experience. (Inter-14)

The host countries pluralism in terms of language, religion, ethnicity, etc., has created a kind of mixed or a diverse environment that can be compared with host country. Possibly the host country is the one country in the world that has such kind of pluralistic environment. Without in-depth knowledge about different aspects of the host country it would be hard to generalize.

4.3.1.5 Religion

Religion is highly influential in the host country as it drives culture and the behavior of its people. In this background, the influence of religion has been pointed out by seven of the interviewees.

Importance of religion

The host country is heavily influenced by religions as it is home to origin of religions such as Hinduism, Buddhism, Sikhism and Jainism. The majority of the host country population follow Hinduism. Hinduism impacts the life of the host country people in several ways. Also the behavior of the people are also influenced by the religion. Knowing the impact of religion on the host people and

their behavior can enable a person to understand better. One of the interviewees explained the importance of religion in the host country as below;

In India if you're not interested in Hinduism or other religions, but that's the main religion, I think you don't fully understand the people either. That's something I'm always stressing, that you have to know about Hinduism to -- because it reflects in their everyday life (Inter-19)

Influence of religion in business

Three of the interviewees pointed out the influence of religion on host country business and its environment. For instance, according to this interviewee, the impact of religion is quite visible in the shops which was explained as below;

Religion affects business I'm quite sure of it, really sure. Example, if you go to shop, there is always maybe some incense or something is burning and people are making pooja or something. So it's really -- yeah, some religion behind -- (Inter-22)

In the host country business establishment, it is common to see the religious shrines or temples, as it is believed that such kind of establishment brings good luck to the business and people. One interviewee remembered about the shrine in the factory in the host country where he works as below:

When I went over there, we had some statues and shrines in our factory yard which we were supposed to renovate. [...] So we actually studied the case a little bit and we left them there. We actually renovated the shrines and statues because those are important to the people. (Inter-12)

Impact of religion on behavior

Religion affects how people behave, treat others and handle the issues. When the behavior pattern of the people are influenced by the religion people tend to do things spontaneously as they are aware why they are doing things in certain way. Whereas, when home country people who grew up under the influence of another religion, may tend to feel the differences in people of the host country behavior. For instance, one interviewee explained the influence of religion on people's behavior as follows:

If you look on the, let's say, religion, it's have a reflect of also how people are behaving, how you're treating people, how you see on certain issues and in certain matters and that explains also a little bit to certain extent why people are behaving then in certain patterns. (Inter-09)

In order to understand how people behave and act, an awareness of religion and its impact is crucial. Another interviewee also pointed out the influence of religion on the behavior of people as;

If you understand cultures and religions then you can understand why people are acting like the way they do it. I think that's the key thing. (Inter-22)

Different religion and its influence

The host country people are mixed with people of different religions. Each of the people from the different religions behave in different ways. Therefore, besides understanding the main religion Hinduism, it is also crucial to know about the other religions such as Sikhism. The interviewee explained as below;

There is a lot of religion things and beliefs you have to know and appreciate. [...] The Sikh people, it's quite interesting. I have little bit studied about them. They seem to be slightly different than the many others they are. (Inter-11)

The host country is the origin of religions such as Hinduism, Sikhism, Buddhism and Jainism. Due to the mix of different religions in the host country, people from different religions are influenced by their own religion besides the influence from the main religion Hinduism.

Knowing religion by living in the host country

The influence of religion in the host country is quite strong in all the aspects of people's life. In addition, the practice of religion is reflected in the lives of people and society, which may not be visible in the home country. Therefore, in understanding religion it is important to understand how it impacts on people and its society. The understanding of the host country religion can be experienced by traveling and living extensively in the host country. In this background, experience of living in the host country to understand the impact of religion was emphasized by this interviewee as below;

I think the best way is to learn that you go to India, stay there long time, get to know local people, respect the people there, all the religions. [...] If you haven't been there, go there because then you know how people are working in India, doing business, doing -- about how their religion affects for everything almost. (Inter-22)

4.3.1.6 Decision Making

The decision making pattern in the host country environment has been identified as one of the significant differences by majority of the interviewees. Seven out of twelve interviewees mentioned about the differences in decision making between the host and home country.

Decision making pattern

The decision making pattern of the host country people was pointed out as below by an interviewee;

So in India, there is two ways. First, we make a decision, then each Indian make a decision if he will follow the decision. (Inter-03)

It can be seen from the above quotes of the interviewee, that the decision making is done by the person who is in the top most of the organization.

Finding the real decision maker

Four of the interviewees pointed out the importance of finding the real decision maker in the host country environment. The decision making in the host country, often does not always go through their superiors. For example, the following was said by an interviewee regarding his frustration in trying to find out the real decision maker in the host country:

If it is a big meeting and there are a lot of stake holders, then typical people start to run out on things and change people. So it's sometimes a little bit frustrating then to know who is really making the decision. (Inter-09)

It is crucial to know well in advance whether the person whom one is going to meet have powers to make decision or he is just an intermediary between the home country person and the actual decision maker. Therefore, doing a stakeholder analysis was emphasized by the interviewee as below;

One thing that I've learned in some project management training sometimes that always make a stakeholder analysis. Whom am I going to meet? What is this person or what is his or her position in the society? How does he or she perceive herself? Does he have decision making power or is this person influencer or opinion leader? Always try to understand and make kind of a stakeholder analysis and understand where these people stand because you don't always know. (Inter-14)

In the similar vein as above, another interviewee also shared the thought about finding the actual decision maker is important as below;

You actually have to know who you're -- okay not only the name of the person you're meeting, but what is his role in this organization, what is his approach and is he the decision maker or somebody in the line organization who needs all the information about the project or is it a decision maker who is just going to have take 5 minutes with you. (Inter-07)

In the host country, even though if one meets the managing director of an organization he or she may not be the one who decides everything according to the interviewee, who said as below;

Even if I meet the Managing Director of the company, if he is not the owner, he might not be the decision maker (Inter-07)

I really see is the decision making that have somebody who is doing the decision. (Inter-09)

The real decision maker in the host country is not visible according to the interviewees. Even though people are designated with high positions it does not mean they are influential in making decisions. The people who are designated are just the front face of the actual decision maker who may not appear frequently.

Independence in decision making

In the home country, people have independence in making decisions, the decision making is not interrupted by the boss. Whereas, in the host country, the independency is less amongst the subordinates. This interviewee explained the independence in decision making, as follows;

A Finnish employee might think that I can decide how much skills I need. And Indian employee might think that it's actually up to the boss to determine this (Inter-05)

Layers in decision making

In the home country there is no layers in decision making and managers do not need to get approval to make decisions. Whereas, in the host country the decisions cannot be taken independently by the managers as it has to go through their superiors. Even though things may be agreed initially by the manager, it is not sure whether those things may go through without the approval of things by the superiors. The layers in decision making was explained as below;

Then typical anyhow in India, you know that you need to do some agreement and that need anyhow to go through to some superior. So you typical after the meeting, they show you boss and then you go through everything with him what is agreed and he sometimes start at -- or many times start at the top and want to review all the things again. --(Inter-09)

Young decision makers

The interviewee who have been traveling to host country for several years who explained that as a younger person he has more responsibilities and independence to take decisions.

When I had to start traveling to India I was 20 years younger. So I was pretty young, but I was used to do the responsibilities and taking decisions. And I was little bit maybe surprised then. I was then dealing with too many people who did not have the authority or maybe then the willingness or capabilities to take decisions. (Inter-07)

In the host country subordinates are expected to follow the instructions given by their superiors even if the superior is younger.

The power to make decisions

In the home country the managers have independence to take decisions even if it involves decisions to purchase things that involve huge amounts of money. Whereas, in the host country even the smaller things has to be consulted with the superiors. This was explained by an interviewee, as follows:

Also during that time, me then as an overall project manager, the local project manager in India, he had very little authority to say and to do things in the project. (Inter-08)

Knowledge about decision making

The knowledge about the host country decision making is important thing to understand how the system works according to an interviewee who said as below;

When you start to know how the Indian work and how they make decisions, it's absolutely no problem. (Inter-11)

Decision making tactics are widely different in different countries. In terms of the host and home country it is quite visible from the words of the interviewees. The differences in decision making is an important knowledge that is crucial in order to make effective decision making.

4.3.1.7 Observation about host country people

The interviewees were also described the characteristics of the host country people from their own observation. Nearly eight out of twelve interviewees, pointed out several viewpoints that came from the thoughts of the interviewee's observation about the host country people.

Being creative

In the earlier days the host country people were expected to just follow the instructions that are given to them. Whereas in the recent years, the scenes are changing. However, if the host country people's creativity can be brought out, if only they are instructed to do so. Even to be creative, the host country people have to get the instructions from the superiors, unlike the home country, where people are independent in being creativity without instruction from their superiors. Furthermore, the following was said by the interviewee who pointed out about being creative;

And if I want an Indian be creative, I must explicitly tell him that now you can use your own brain and you can suggest me a better way because this what I give, this is now a draft. [...] I have noticed that now they have analyzed also how Europeans and how Finns are thinking. So they are also developing themselves to be more creative control, creative control. I can see the big difference now in this country. (Inter-03)

Creating good impression

The host country people can brag about themselves to show they are greater or bigger than what they are in real sense who said accordingly:

Indians give a very good impression about themselves even too good impression so that when we see their CVs or when we see their behavior, believe that they are something even if they might be something but many. (Inter-03)

The host country people's attitude to create good impressions about themselves also comes from the need to do so due to the competitive environment of the host country. In the home country the population is lesser when compared with the home country. One has to show an impressive CV, to attract the employers in order to get the job. Failure to create a good impression about themselves may result in losing the opportunities. In a big country like host country, there is a pressure to differentiate oneself from the rest of the people, in order to be secured. This may not be the same in the host country.

The home country employees are relaxed

The home country employees are more relaxed compared with the host country employees according to an interviewee. In the host country there is a huge pressure for the employees to show their performance in order to prove they are competitive. Furthermore, the following was said by the interviewee as below;

In India, the employees, they have quite high pressure. They need to perform. They need to show their existence. They need to do good work. They need to -- very few mistakes and long working hours to be seen, to be noted. Here in Finland and Europe, it's not like that. (Inter-08)

The host country environment has large number of people who are ready to take up the job if one leaves. The human resources are abundant, this therefore creates a highly competitive environment, putting pressure on people to show their existence in the organization. In the home country the competition is very much less as the population is lower and also the reason for less pressure for the employees to prove their existence.

Best negotiators

The host country people are perceived as good in the negotiation by an interviewee, who explained that negotiation tactics are frustrating even at times. The negotiation skills of the host country people was explained by an interviewee as below;

I used to tell that in India -- the best negotiators in the whole world. If they want to have a business man or someone, you should take some from India, because very skilled to read people and discuss the price. And then typically -- that is in the hope that you -- whatever you go into the discussion you will lose that discussion. (Inter-09)

In the host country environment negotiation is something that starts with a person from a young age. The host country people are used to negotiate things from the street vendors and even from shops. The negotiation attitude grown over the years with the people as it is an everyday activity where people do it spontaneously in their day to day life.

Positive side of the host country people

One of the interviewee explained the positive side of the host country people as below;

I would say that in India people work quite humbly. They work long days if needed. At least they don't complaint to me about the small things, but then I again I don't know if it's a good or bad because sometimes you need to compliant because it can be a constructive also. (Inter-12)

The labor regulations in the host country are not that strongly implemented as in the home country. Therefore, people work longer hours in the host country work environment.

Host people have to prove themselves

The host environment is highly competitive with a lot of people applying for the jobs and so on. In order to distinguish oneself, one has to be assertive by showing their educational background, and other credentials. In this background the following interviewee shared her thoughts on how the host people try to prove themselves.

Indians always boast about themselves and they add all kind of icings to their CVs [...]. But I understand in India people need to prove themselves, so people tend to inflate all their CVs and they want to appear very professional by being very, very vocal. (Inter-14)

In the home country environment people have to create a good CV, as it should reflect all their credits to show they are significant. Due to this reason people tend to emphasize their background like the schools they studied, the family they belong, or the network they know. In the home country one does not have to prove like the way how it is done in the host country.

Host country people are entrepreneurial

The host country people are entrepreneurial according to an interviewee who said as follows;

I always say there is no social security or no in India. So people -- People have to -- the kind of entrepreneurship. People have a very strong business sense and business acumen, and they want to do things. (Inter-14)

The host country people have to be proactive in the host environment, as they are expected to show strong acumen in order to be successful in their business activities. The host country does not have the same social security or state support; therefore, people have to be highly entrepreneurial.

Indians don't like arrogant behavior

The similarity between the host and home country was pointed out by an interviewee who did research on the host country people as below;

I have the feeling that the Indians -- basically the same in Finland -- don't like any kind of arrogant behavior. (Inter-15)

Even though there are wide differences between the host and home countries in terms of culture, people etc. still there are certain attributes that can be found common between both the countries. The above interviewee explained that both host and home people are not comfortable with arrogant behaviors instead they exhibit and expect politeness in communication.

Long term in India

The host country people are long-term oriented according to an interviewee who said as below:

Indians are very clever. They are very -- they're brilliant. They are very much mathematical, they know what they want and they look at things in the long run. (Inter-19)

The host country people are calculative; in a sense they look at things in terms of long-term rather than looking short-term. The long-term vision of the host country people is also influenced by religion and society.

4.3.1.8 Work Environment

The differences between the work environment between the host and home country was brought out by six out of twelve interviewees.

Organized environment

The work environment in the home county is very structured where people behave as per the rules that were set for that work environment. The home country people have orderliness in their behavior as it is socially constructed. The following was explained by an interviewee about the difference in work environment.

The Finnish working environment is very documented, structured. And in India it's more -- you have to have more tolerance for differences and the work ethics. (Inter-05)

Contract

In the home country environment what is said in the contract is the important thing. People follow what is written in the contract at the same time as keeping schedules mentioned in the contract. One of the interviewees, emphasized the importance of contract in the home country as follows;

If I'd promise something to a customer and with a contract in my eyes, that is a promise. And then you should follow what is stated and written quality-wise and time schedule wise in the contract, and if this is not kept, then you are trying to go around. (Inter-08)

In the host country the contract may have less impact or seriousness amongst the people compared with the home country. The home country people view a contract as more as a commitment and promise which may not be same for the host country people.

Contrasting environment in home and host country

The contrast in the environment of the home country, was pointed out by two interviewees. For instance, aspects such as holidays are widely different from the home country. In the host country, people work in the organization for longer hours as well during the weekends if not on Sundays. Whereas, in the home country people work on short hours and as well people do not work on the weekends. Likewise, this contrast in the environment of the host country was explained by an interviewee.

The days and the weeks are much longer in India. Here it's much shorter, five days a week. In India, six days a week normally. Working days are longer. (Inter-11)

The infrastructure in the host country may not be that developed as the home country due to several reasons such as political climate, culture, economy, bureaucracy etc. Also due to the huge population, things get delayed and the infrastructure remains sometime problematic in the host country. The problems such as water shortage, power cuts, and road bumps may not be that common in the home country. In this perspective, the contrast in infrastructure was quoted by an interviewee as below;

The infrastructure in Finland is pretty predictable and solid, whereas in India it's quite the contrary. (Inter-12)

Collective culture

The host country environment is collective in nature where people tend to associated within a group. In a sense people tend to identify in terms with their extended family, religion etc. The interviewee explained the host country people as below:

Working environment, first of all, I would say that it's one of the biggest differences is that India is a collective culture. And that affects everything. We are in Finland, an individualistic culture (Inter-19)

As it can be seen from the above quote of the interviewee, the home country people are individualistic in nature where people do not identify themselves with any groups, family etc.

4.3.1.9 Micromanagement

The interviewees pointed out the importance of micromanagement in the host country environment. Out of twelve, six interviewees commented on the issue of micromanagement in the host environment. In the home country environment, things are planned well in advance, as people do their things based on their planner that has a complete schedule with what has to be done when etc. Whereas, in the host environment, people may not do things unlike the home country people.

In Finland planning and implementation, commitments that's kind of a given. You plan your day, you plan your week and you have a meeting with your colleagues and your staff and then it's -- you don't need to -- our culture is not following up and asking, "So what did you do today? Did you do what we agreed?" But I think in India, it's more based on continuous following up. (Inter-07)

In the home country, the employees are given a task with the expected deadline and employees perform their task on the given time. Moreover, the superiors do not intervene when the task is given to their subordinates. Whereas, in the host country when the task is given with the deadline to the subordinates, intervention regarding the progress of the task is crucial. In this situation, the micromanagement of a given task to complete within the deadline, is important according to the interviewee who shared his experience as below;

Initially as a team leader, I had challenges. I gave some assignments to my team members. And from time to time I asked, "Okay, so how is it proceeding?"

He said, "Ha, fine." And then when the deadline was close by I realized my colleague had not done anything. (Inter-14)

The essential of micromanagement was brought out by another interviewee who pointed out as below;

You have to roll up your sleeves, interfere, check, crosscheck, work long days, if necessary go into the details, you cannot delegate your responsibilities. And in the end of the day, you try to figure out what am I doing. So you are doing micro management. Some people say nowadays that it's called Nano management. (Inter-12)

Micromanagement is an important attribute to manage the employees effectively in the host country. The host country is traditionally rooted in high level hierarchy which means that the superiors expect in a way that the control of people has to be done often.

Indians have to be pushed to get things done

In the home country when things are agreed things happen as promised. There is no need to push the people to get the things done. Moreover, there is a trust existing between the people therefore, to keep the trust things must happen as agreed. Whereas one has to be push harder in order to get things done on time as per the interviewee, who commented, as follows;

In India, if you purchase something and if you are not showing interest calling every second day, every week or something like that, following up, going on meeting they think that you are not interested in product. So although that you are purchase it, it will be delayed. So you need to push, push, push, push, check, check, check, check and verify that you will get the products. (Inter-09)

In the home country, frequent intervention will be seen as lack of trust as the people are independent in their work. Moreover, the hierarchy is also one of the reason for micromanagement.

4.3.1.10 Host Country Environment

The environment of the host country was described and compared by three out of twelve interviewees.

External environment

The environment of the host country is quite understandable by observing the atmosphere which is quite visible externally. Furthermore, the following was said by the interviewee about the host environment as follows;

It's such an opposite situation when you step into the airplane and come out of the airplane in India. It's really -- I don't mean only the climate, but also the atmosphere is different and the people's behavior is different. (Inter-15)

The external atmosphere in the host country also enables the home country person to observe the behavior of the people and their social behavior and can be compared with their own people's behavior.

Educational environment in host country

The educational environment in the host country was explained as below, by an interviewee;

In Finland, maybe I could say that there is not that much respect towards teachers, or again there is this equality. But on the other hand, I feel there is also a little bit lack of respect for elders, which in India is I think like really high -- of high importance. (Inter-17)

From the above quotes of interviewee, the educational environment in the host country is quite imaginable. The hierarchy is highly dominant in the host country educational environment when compared with the home country.

Flexible host environment

The flexible environment has been pointed out by an interviewee who shared his experience in the host country. In the host country timing is more relaxed, meaning the attitude towards time is lenient and this is also reflected in the business environment. The interviewee further explained as below, about the flexible host environment:

It's more flexible, the timing in India and I think it's a good thing as well. For example, if you go and do shopping like normal things like clothes it could take like 2 hours to get the shirt from India, because in the end you just end up drinking chai with a seller and talk about different kind of things, because in Finland it's maybe like 2 minutes and you are out the shop. (Inter-22)

In the host country time is not considered as money which means things can happen in a way which may not time bounded. The relaxed attitude towards time

in the host country enables people to take time and do things according to their own comfort.

Realization about host country

The following interviewee shared the experience of host country as follows:

I have been in different parts of India. And I would say that every time I came home I felt I know something about India, and then again I felt I know nothing about India. So I had to go again. So it was so fascinating that what is this country with all these differences. (Inter-19)

The host country is a county of masses and is the second most populous country in the world. Therefore, there is huge difference in terms of people, culture etc. Also the country is also seventh largest in terms of area which also makes it have wider differences than the host country itself. Therefore, visiting one part of the country may not give a complete understanding about the whole country. Moreover, the experience from one part of the host country cannot be generalized as the experience from the whole country. Therefore, generalizing the host country from the experience of one part of the host country has to be done cautiously.

4.3.1.11 Gender

Three out of twelve interviewees explained the issues related to gender in the host country environment.

Female competitiveness

The host country is considered to be male oriented culture however, in the recent years more and more woman are entering workforce with increased competitiveness. This was shared by an interviewee, who commented;

I have been very happy every time that there has been a lady in a project. The lady is typically very good because now I experience in such a way that the lady doesn't get the opportunity to come to this project if she is not very good (Inter-03)

In the environment which is male oriented, it is very challenging for the female to be considered to be equal. Therefore, as a female one has to work very much harder in order to be considered as an equal with the male.

Positive experience in India

In the host country environment there are various stereotypes that exist about how women are treated. Also there are also stereotypes faced by the women in the society as well as in the work environment. The host country business environment is male oriented therefore, it is challenging for females. However, this female interviewee who is also senior in age, explained her positive experience in the host country environment as below;

My experience is that Indian people are curious in a nice way about foreigners. I felt welcomed. I never faced any challenges in being a woman in business context in India. Many people asked me, but that is maybe part also my seniority. But I've always been treated very well and with respect. (Inter-14)

Gender adjustment

The host country society is unequal in terms of gender as there is a clear separation between the roles of men and women. Women are expected to behave in a certain manner, whereas in the home country, females have equal role in the society. Therefore, there is no special rules or behavior norms unlike the host country. Moreover, the home country females are aware of their behavior norms which happen spontaneously. In the case of the host country environment, a female has to put effort to understand the culture and its treatment of woman. Also the female has to understand how to adjust according to the environment. In this correlation one of the female interviewees explained her experience in the host country as follows;

The state of which women are -- is different, very different from Finland and some other countries also. There the culture, the social contacts are very different from what we have in Finland. And then I need to adjust to that. So it's really like learning to adjust to different places and maybe adjusting my own way of working to that environment. (Inter-17)

Gender difference

The difference in terms of gender role in the host and home country was highlighted by the female interviewee, who explained the following;

Indians are also more masculine culture and Finland is more equal. I wouldn't say that we are equal, that we are more equal. But then on the other hand I have seen women's equality often in Kerala. So women are very strong and they are in management positions. So it again depends. In India also you have these extremes. (Inter-19)

In the host country environment there is unequal role distribution between male and female compared to home country. However, this interviewee pointed out that even within the home country, there is big variation in the roles of females. The stereotypes about the role of females in the host country may also be contradicting in these present days as the roles of woman are rapidly changing after the globalization.

4.3.1.12 Risk Taking

Two out of twelve interviewees identified the risk taking attitudes of the host country people. The home country environment is well organized and structured which gives secured lifestyle to its people. Whereas, the host country environment is very volatile therefore the host country people have to face a hard life. Therefore, the host country people have to take risk much more than the home country people to achieve things in the host environment. For instance, one of the interviewees compared the attitude of the host and home country people as follows;

In Finland, we would want to have everything so secure, our legislation, everything tries to secure your life, and we are not good in taking risks. But Indians take risks, they are not kind of afraid of life, because life continues, it's just one life here and then it continues. So Indians are much more capable of taking big risks and that's what I like, (inter-19)

The host country environment is quite complex and the business environment is very competitive. Therefore, it is important to react quickly for situations that require such action. Delaying decisions and the non-ability to take risk in important situations, may lead to serious consequences. Therefore, risk taking may be quite important in host environment and it may not be the same in the home country environment.

4.3.2 Challenges

4.3.2.1 Attitude of host people

The interviewees identified one of the key challenge in the host country. Five out of twelve interviewees commented on the attitude of host country nationals in keeping up their commitments.

Challenge because of attitude

The host country people are not able keep up their commitment if better opportunity is found in order to go forward in their career. The interviewee explained the challenge as follows:

I asked a person, can you devote your time for this and because this is a long-term commitment, is it sure that you will be here after these two years when I need you as well. And my opinion is that an Indian would say, yes, I would do that. But whenever a better opportunity comes, he will jump to it and he will not even give me time to think about. He might jump to the bigger opportunity.
(Inter-03)

The host country work environment is very competitive unlike the home country. Besides, people tend to take their career seriously and are looking for opportunities in a higher position which means a higher salary. Also in the host country environment there is an abundance of opportunities. Therefore people tend to look for a better career and if found, they switch to better opportunities.

Things don't happen as promised

It was explained by another interviewee that things do not happen in the host country environment as planned or promised over a period of time. The interviewee explained further as below;

I was into power business, so you discussed with either partners or potential customers, potential partners that, okay, now this is the plan for the next 2 weeks and this is what we do and I think that I was maybe a little bit surprised when coming back after a month that not enough has happened and there were good reasons. Some good reasons and some bad reasons. (Inter-07)

In the home country when things are planned it happens as per the plan. There is no need for following up in the middle or to push it periodically to get things done by the deadline. Whereas, in the host country environment even though there is a plan, things may not happen as per the plan as it is required to be constantly micromanaged to check whether the work is being progressed. Therefore, things get delayed or postponed due to the inconsistency in the follow up of the tasks which are planned.

Unable to say the realistic timing

The host country individuals are not able to commit the realistic time in completing a task which was explained as below by an interviewee;

In India, very seldom you are good on keeping schedules. And if you start to ask someone typical that when can you do it. "Yeah, tomorrow." And then you ask, when you will do that tomorrow, then you start to thinking, okay, if you summarize this it will take 2 days, so how can you tell tomorrow? (Inter-09)

Another interviewee also echoed the same challenge, that the host country people are not able to say the required time to complete the tasks.

I still kind of struggle in always understanding is that if I ask someone that, can we do this thing and can we do this by the day after, then people very easily say like, yes, yes, of course, of course, yes. And then nothing happens. (Inter-14)

Lack of accountability

Two of the interviewees pointed out the lack of accountability, is one of the important issues that was faced by the interviewees. In the host country the managers are not able to make their own judgment as they are dependent on their superiors. Also the host country managers do things as they are instructed by their superiors as they do not want to conflict with the instructions given. Due to this behavior the host country managers are lacking accountability, according to the home country interviewee who explained as follows;

I would say one big issue what I little bit miss from let's say if there is some from Indian colleagues is that to make own not judgment. but decisions to take a let's say, accountability, because they always try to ask somebody and then when you tell that why did you do it, instead of saying sorry I did a mistake, they "Oh, but you see," and "He told that and that --," then they start to grab and they don't -- everybody is doing a mistake, so you don't need to -- it's not normal (Inter-09)

Another interviewee also echoed the lack of accountability among the host country employees as below:

In Finland we are too straight and that is why we are keeping the deadline. But that is sometimes not -- everybody want to be a part of, let's say either the solution. And there you need to always have a discussion to have some cooperation to get a better customer. That I see may be lacking then. (Inter-09)

Due to the autonomy that exists amongst the home country people, they are able to be straight forward in their communication as well as in their commitment. Whereas, the host country managers due to the lack of autonomy they are unable to keep up their commitment. Therefore, the host country managers are seen as lacking in accountability by the interviewees.

Attitude of the host country leaders is a challenge

One interviewee highlighted that home country business leader attitude, was a challenge. For instance, one interviewee pointed out that the belief in the superiority of the host country system influenced the attitude towards the host country people.

Finns implicitly believe that the Finnish working system is much better than anybody else's. It's much more efficient. And this belief is very, very strong even today though we are out of the nation building phase. And this conflicts when they meet Indian people. They are looking at developing country and they are believing that our system is superior. (Inter-05)

Another interviewee also echoed the attitude of the host country business leaders as one of the challenges.

But I hate to see so often that some Finnish business leaders, luckily not all, but some business leaders tend to look down to Indian people. (Inter-14)

As it can be seen from both of the interviewees, the attitude of the home country leaders can also be a hindrance in understanding the host country people. When there is kind of superior attitude, people may not want to have a genial interaction and also the emotions exhibited may also not reveal the true intention of one.

4.3.2.2 Communication

Four of the interviewees identified the challenges related to communication with the host country people. The communication with the host country people has to be more detailed while compared with the home country people. The home country people are used to precise communication with the communication that is shorter. One of the interviewee explained the challenge as follows;

Well, what I'm currently doing is I'm facing -- I think it's about communication. What I already said that things have to be really detailed and there is -- how to say, there is not like a connection of mine. It's like oh, I know what you mean. It's like, oh, I need to explain this very thoroughly that things will go the way they should go, so. (Inter-17)

Challenges in email communication

The issues related to communication via virtual means has been pointed out as one of the challenges by an interviewee. In the host country email

communication is more mutual. In the home country email communication is viewed as a mode of regular communication. Whereas, in the host country the communication via virtual means like email may not be viewed as the same. This was explained by the following interviewee, as follows;

With Finns I can use e-mail very efficiently, actually even to people that I don't know if they just accept, I can write very detailed things and we can actually on the behavior -- actually what does it mean by -- but with Indians, I have noticed that even if the e-mail correspondence has been mutual, we have to chase their e-mails. (Inter-03)

Lack of open communication is a challenge

The lack of open communication among the host country people was seen as a challenge. The home country people are more bounded to time. People from the home country are realistic in their commitments, in a sense, people do as they commit. Most often the deadlines are met as agreed in the home country, whereas in the host country, people do not keep up their commitments as planned. The following was said;

And the biggest problem with Indians is that you don't get the real answer when you want to know is this phase done after two weeks as of now. Then they always say yes. But when these two weeks comes, then it is not ready. (Inter-03)

Hiding information

Two of the interviewees pointed out, that the host country attitude to hide information has been one of the challenge faced in the host country. For instance, the host country people want to keep their superiors to a certain comfort level and this means that negative things are omitted. Moreover, even when issues have potentially serious consequences, they are hiding them from their superiors according to an interviewee who said as below;

That is very sad that if I have a real understanding that this would take something like two weeks, I have no idea how much it would take from the Indian. And the Indian does not tell me early enough that there might be such a problem because he might be a little bit shy or even scared of giving me negative information. (Inter-03)

When unequal hierarchy exists it also creates fear amongst the subordinates. The subordinates do not want confrontation with their superiors by communicating negative things and so hide these things from their superiors. In the similar, way

another interviewee also quoted out the challenge of hiding mistakes by the host country people as below:

Other challenges is this said, the hiding away mistakes (Inter-08)

When the hierarchy is strong there is unequal relationship between the leader and their subordinates. Therefore, due to the fear factor it is one of the reason things may be hidden by the host country people from their bosses. Also the subordinates want to keep their bosses at certain comfort level and due to this reason only the positive things are communicated to the bosses.

Language difference is a challenge

The difference in the language has been pointed out as one of the challenges by this interviewee. Even though people communicate via a common language, the language is spoken via an accent that may be hard to understand for the home country people. The challenge related to language was commented on by an interviewee as follows:

Work or business I think sometimes it's may be the language because even if they speak English it's little bit different. If I go to South India or North India it's different. (Inter-22)

4.3.2.3 Hierarchy

Three of the interviewees identified the challenges related to hierarchy. The host and home countries have different levels of hierarchy and own interpretation. Due to the differences between these hierarchical structures, several challenges arise.

Finding out the real decision maker is a challenge

The challenge of finding out the real decision maker during the meeting was mentioned as one challenge. The host country is hierarchical in nature when compared with the home country. The challenges related to decision making was explained as below;

You go into a meeting room, you go into an new relationship with a new company and then you have and you know that here is the owner and here is his son and here is this chief engineer and -- okay so you probably you would expect that the father is the boss of that company, but you have to deal with a lot of people before you come to the decision makers. (Inter-07)

In the home country the real decision maker is visible by his position, in a sense, irrespective of the designation one can decide things easily. Whereas, in the host country even though one has a designation that may clearly indicate that the person has the power to make decisions, it does not mean that the person has actual decision making power. Therefore, one has to be aware who is the real decision maker.

Dealing with hierarchy is a challenge

There is wide difference in terms of hierarchy between the host and home country people. The home country organization the gap between the different age groups of people is much greater compared to home country. Therefore, in the host country there is certain code or norms in dealing with the elderly people. This means that showing respect is significant. Whereas, in the situation of organizations mixed with both young and old people, the voices of young people may be unheard due to hierarchy which was explained as below;

For instance, how do you speak to your elder colleague? Here in Finland you can challenge him and say that I think you are little bit off the map here and that you can even say that little bit like brutally. I think you don't understand what's happening here. I think you're completely wrong. But you don't say that in India to an elder guy, for instance, if he is a supervisor. (Inter-12)

Unfamiliarity with foreign culture

The host country people are familiar how to get things done or communicate with their own people. Whereas, the ways of getting things done may not be the same with the host country people. Moreover, the host country people may not be familiar with the home country way of working. Therefore, lack of understanding how to get things done was commented on by the following interviewee.

We Finns like to think that we are nice and we give people responsibility. But we fail to understand that with junior staff who has not worked with foreign companies before, they may be totally lost without guidance. (Inter-14)

4.3.2.4 Finding the Right Person

Two out of twelve interviewees pointed out that finding the right person in the host country environment was a challenge. For instance, one interviewee was comparing the difference in finding the right people in the host and home country. As the home country is small, in terms of population compared to host country, it is easier to find people through the right network. Whereas the host

country is heavily populated and finding the right person can be a big challenge as the mechanism to find the right one can drastically change. The interviewee explained, as below:

In a small community like Finland, it's maybe not easy but you get -- if know that this is the type of the person I need in my team, you have easily your contacts and connections. So I it's pretty easy to get that type of person if you're ready to pay and if he wants to come. But in India I haven't really been involved in that process too many times. But always when and you need somebody you get a list of 100 candidates and okay, "Very good, thank you very much, now what?" Okay. I can't go through those 100 candidates. and maybe there are 50 good out of those 100, but, okay, how to find those 50? (Inter-07)

Finding the right managers in host country is a challenge

It was also pointed out by an interviewee that finding the right manager who can handle the subordinates and solve their problem is a challenge. As the host country is hierarchical in nature, the managers put them above their subordinates and this may be viewed as in efficiency by the home country people. For instance, this interviewee explained the challenge of finding out the right manager to work in the host organizational environment as follows;

The biggest challenge is to find good managers. The managers who are, let's say, Indian managers, who are capable of handling the human resource things. (Inter-11)

4.3.2.5 Other challenges

Time is challenge

Time is not viewed the same way by the host and home country people. Therefore, there may be several reasons behind the delay of tasks in the host country work environment. However, the attitude towards using the time can be a challenge and was commented on by the following interviewee:

I think biggest challenge typically -- time is the biggest issue, always delayed, (Inter-09)

The notion of time has different interpretation in the home and host country. The way time is understood by the people in the home and host countries are not equivalent.

The amount of people is a challenge

The amount of people is identified as one of the challenges by an interviewee. In the home country things are done with a few people. People are taught to work with a few resources and also people are familiar with multitasking. Whereas, in the host country things are done with more people. The population of the home and host country is also one of the reasons behind why things are done with few and more people.

I would say that here we have used because we have lack of people and quite high salaries. We used to do things with very few people and sometimes it affect the quality also wrong way. And we are not able to put too much focus because of lack of people and resources. But in India, it's opposites. Over there we have a lot of people and sometimes it's also inefficient because too many people. So both ways there are challenges (Inter-11)

When there is less people or lack of resources things cannot be done with efficiency or with quality. At the same time in the host country things are done with a greater number of people. In a way both things done with few people and more people has its ups and downs.

Work culture is a challenge

The work culture of the home country business leaders is also viewed as the challenge by the interviewee who explained that host country people expect openness in working with the home country people. The expectation was explained as below;

Indians expect the kind of openness that they are used to with other Indians or other like working with Americans, for example, or the British or the Canadians. They are used to different kind of openness where you are airing your thoughts that everything you're saying may not be like printed and print-ready. When the other person says something, you discuss it and then things get shaped in the interaction. This is not a model that Finns like. Finns like to work on their own and when the thing is ready then present it. So that's one problem with working with Indians (Inter-05)

Challenge in new work environment

Social contact is crucial in the host county environment, without it is challenging to work in the new work environment that is different from your own culture. One interviewee explained the lack of social contact can be a challenge as follows;

I think it's challenging to work, even if you go to any new work environment, you need to learn how they do things and you need to make your social contacts. And of course, if you are in a different culture, it's still more difficult.
(Inter-17)

Understanding religion is a challenge

Religion plays a crucial role in the host country culture as it dictates the lives of people in the host country. Therefore, understanding religion is important, however, understanding religion can be a challenge, according to the following interviewee who explained as follows;

But whatever the religion is, is it Muslim or Sikh, whatever. But anyways, you've got something, maybe I have found most challenging to understand, Hinduism. (Inter-19)

Challenge with government

The challenge due to government structure in the host country was explained by the interviewee as below;

I would say it's many challenges of course, but -- and of course if you really go from the top you have very strong local state governments and then you have the federal government (Inter-07)

The host country has a federal political structure and parallel at the same time, a state political structure also coexists. The host country as a nation has its rules, regulations and legal structure. At the same time each, of the states has their own rules, regulations and legal system, making matters complex in nature. The business has to go through both the federal and state government in order to make things happen.

Attrition is a challenge in the host country

The challenge of attrition in the host country was explained as below by the following interviewee.

I asked a person, can you devote your time for this and because this is a long-term commitment, is it sure that you will be here after these two years when I need you as well. And my opinion is that an Indian would say, yes, I would do that. But whenever a better opportunity comes, he will jump to it and he will not even give me time to think about. He might jump to the bigger opportunity.
(Inter-03)

In the host country people do not stick by their commitments unlike the home country people and there may be several reasons behind it. The salary levels in the host country might be lesser than the home country. Moreover, the home country has an effective social system that takes care of the people which may not be the same in the host country. The competition is also higher which is also added with the peer pressure in order to prove oneself as the successful person. As the host country is a huge country with a huge population and high economic development, the opportunities are also abundant. Therefore, people change their jobs frequently in order to get higher pay without keeping up their commitments.

Challenge of the home country people

The host country is well known for its outsourcing industries and also its inexpensive labor - labor cost is much lesser than the home country. Therefore, home country managers may feel insecure or fear losing their jobs to the host country people. This was explained as follows:

Finns have lots of underlying fears that their jobs will leave to India which leads to the situation that they are reluctant to work with the Indian colleagues because they think the expats are going to steal our jobs. (Inter-14)

One of the interviewees explained the challenges in terms of attitude of the home country people in the host country environment as follows;

And Finns, they are not very open. We try to avoid conflict. So we then rather just fire someone rather than admit that we maybe could have done something better ourselves. (Inter-14)

The home country is more homogenous in terms of people and their culture. Therefore, it is easier to generalize or predict how the people will or may behave in the home country environment. Whereas, the host country is more diverse in terms of culture and its people. Moreover, the population is also huge in the host country therefore it is not easier to predict the people.

Uncertainty in the host country

One interviewee, was contradictory to all the other interviewees, who have been saying that the host country people are not able to keep their deadline promise etc. The interviewee explained the reason for not doing the task agreed as below;

In Finland you can give tasks, resources and deadlines and await these guys to complete them, but India -- it is not only because of people, it's everything.

Because as I told, the infrastructural can fail you and the customs might block you or there is a document, anything can happen (inter-12)

The host country is the country of masses which may not be organized the same way as the home country and the home country is less populated. Also in the host country environment, there are several problems such infrastructure, legal, political, environmental etc., and such kind of issues that may not be common in the home country environment, as things are more organized. Whereas, the host country is considered to be a developing country, where the things have to be more developed and issues need to be resolved.

4.3.3 Capabilities Identified

The interviewees were asked what kind of skills and capabilities are important for working with the host country people. The interviewees identified several capabilities which are discussed below.

4.3.3.1 Experience

Personal experience

The experience of living, visiting and traveling in the host country was highlighted by nine out of twelve interviewees. For instance, one interviewee quoted the importance of experience, as below;

Personal experience matters a lot in India than any other thing (Inter-08)

Personal experience in the host country is important and can be interpreted in several different ways. Personal experience involves interaction with people from the host country, as well as travel and living experience.

Travel experience

Two of the interviewees brought out the importance of travel experience. The host and home country are poles apart in terms of religion, culture, geography, history etc., therefore, getting to know the host country is crucial. In order to have an understanding about the host country, experience plays a crucial role. For instance, one of the interviewees emphasized his travel experience in the host country as below;

I learn about India mostly by experience. Travelling there and I would say that whichever culture you have, the first thing is to have open mind and really willing to learn and adapt. (Inter-11)

Before traveling to any country one must have open mindedness, which will enable them to learn about the country they travel and adopt accordingly. Whereas, without traveling to the host country, for example, one may easily get a cultural shock easily. Moreover, lack of open mindedness while traveling can also be a hindrance to understanding the reason behind each and every incident that are happening in the host environment.

Living experience

The importance of living experience in the host country was commented by four out of twelve of the interviewees. The living experience in the host country, enables the person to feel the pulse of the host country and how things work. Moreover, by living one can be able to get a different perspective about the host country and this may be different than the one they have used to hear or heard before. The living experience in the host country was explained as below by an interviewee;

You have to feel the pulse of India. You need to really be there and see how everything is working. It's only then you can put things in prospective and then you can give also tasks and target, certain targets and everything which are realistic ones. (Inter-12)

The living experience teaches the person how to behave and adapt in different countries. Without a living experience one may behave incorrectly and this will bring confrontation according to the following interviewee who commented as follows;

Living experience is very important everywhere. If you go to China and try to behave like you behave in India, it will bring some headache for you, I am sure. (Inter-15)

Living experience within the host country brings several advantages for the home country people. For instance, by having a living experience one is able to understand the different contexts in which things are happening. Without living experience, the incidents that are happening may not be possible to understand. One interviewee explained the importance of living experience in order to understand context, in the following;

Living experience has advantage in India. I think it does. It think it -- for example, I feel like maybe I have more patience. I understand the cultural context. (Inter-17)

Living experience certainly creates patience in order to understand what is happening in different contexts within the host country. Moreover, the living experience develops confidence to face different situations in the host country environment.

Understanding religion by living experience

Living experience in the host country is crucial to understand the impact of religion. For instance, it was explained by this interviewee as below;

If you haven't been there, go there because then you know how people are working in India, doing business, doing -- about how their religion affects for everything almost. (Inter-22)

By living in the host country, one can visit various religious places, see the festivals and talk to people about religion to gain information about it. The understanding of the religion cannot happen just by theoretical imagination, instead it has to be experienced in real. This means by living in the actual place where the religion is practiced.

4.3.3.2 Relationship capabilities

The importance of relationship in the host country was underlined by eight out of twelve interviewees.

Relationship is important

Relationships are important element for success of a business in the host country. Having a proper relationship and network in the host country can lead to successful business dealing and without that it may be quite hard to do business. The importance of relationships was explained by an interviewee as follows;

Personal relationship. In Finland not so much, and so in an Indian context, your and the other person's personal presence and commitment is absolutely vital. Otherwise you cannot do business. (Inter-05)

The importance of developing a good relationship in the host country was also pointed out by another interviewee as well.

In India, as in many countries, the personal relations and from where you are coming is important. (Inter-08)

Relationships are crucial with the host country people and without it would be difficult to proceed further with the business. For instance, the host country people prefer to do business with the people whom they know better or with whom they have some kind of familiarity. The importance of relationships was further emphasized by an interviewee as below;

We should understand, that relationship is extremely important. Indian people don't make business with people with whom they are not friends, and you have to trust each other. (Inter-19)

The business relationship with a host country national in the long run can turned into a life-long relationship, as the relationship in the host country is not only for the purpose of business but can also be for life.

The relationship experienced in real life situations

People make relationships in the host country spontaneously as it is an everyday event that happens. The importance of relationships in business can be observed even from a simple petty shop where people buy their groceries. For instance, people tend to buy their groceries in the corner shop near to their home on a daily basis. The shop owners or people work in the shop tend to have personalized conversation with their customers. Likewise, the relationship between people happens spontaneously across all levels of the host country environment. Furthermore, one of the interviewee shared his thoughts on relationships in the host country as follows;

*For example if you go and do shopping like normal things like clothes it could take like 2 hours to get the shirt from India, because in the end you just end up drinking chai with a seller and talk about different kind of things, because in Finland it's maybe like 2 minutes and you are out the shop. And that's like one -
- I think it's -- I'm facing it every day in India (Inter-22)*

From the above quotes it can be understood that relationships are an essential part of the host country culture.

Maintaining relationship

One of the important things that was shared by two interviewees was about how the host country people keep up their relationships. The relationship is seen as a key thing in the host country culture as the business relationship can be

developed into a long term relationship. Furthermore, the business relationship can also create a positive experience, explained below as;

In India, the people like that you contact, you keep connection continuously. Here, if you have a meeting and then you know that the customer will not buy next three months, so it's not necessary to call in the meanwhile or maybe you call once. But in India you have to be in connection continuously and show the Attention and appreciation and that you are interested to cooperate. So if there is a silence, then I think so the Indian thinks that you are not so interested or you are -- the one who is more active will get the deal. (Inter-11)

The difference between maintaining the relationship in the home and host country is crucial to understand. This difference also enables us to understand how relationships are viewed in both the countries. The relationship in the host country is transactional therefore the relationship is viewed short-term. Whereas, in the home country relationships are crucial therefore it is viewed as long-term.

The value of relationship

The value of a relationship is important thing to understand about the host country. The personal relationship is valued highly in the host culture when compared with the home country. The value of a relationship in the host country was explained by an interviewee as below;

Well, if you talk about personnel that differs drastically. And people rarely if ever start talking about personal life. But they know that people give great value for their families in India. So I often asking people, how is your wife, how about your kids, how are they doing, what did you do on Sunday. But it's a short discussion. It is -- with people I can see that they give value that I know what's happening in the families, the big picture. (Inter-12)

Getting acquainted with host country people is an important element in developing personal relationships. Developing a personal relationship can also influence the business relationship as well. By establishing a relationship, the situations to enable business becomes easier.

Paper metaphor -relationship in business

Business is often perceived as just selling a product or service however, when looked in-depth even though it is about selling it is not merely about it only. At the end, the selling happens between two individuals who are different from each other based on nationality, culture etc. When the business is between individuals just by showing the merits of the product only, one cannot achieve the

relationship. Rather business is about the experience between two individuals which can happen only through a positive relationship. For instance, one of the interviewees used a metaphor to explain the relationship in business, as below;

Relationship is very important, because in the end -- let's say, I'm selling you a paper. Okay, I sell you paper and I tell you how good is my paper and for example. But in the end I am dealing with a personality, a person from that country. And then business, especially in India, is more than selling you paper
(Inter-19)

Relationship skills

Relationship is important part of business, which can ease the way things should be done. As the home and host countries are distant in terms of geography, language, culture, history etc., the aspect of a good working relationship becomes vital. In order to get acquaintance with the host country people the skills to build a relationship becomes predominant. The importance of having good relationship building skills was explained by an interviewee as follows;

Yes, you have to be in the same level and appreciate and show it to the customer or employee or whoever. That's something beneficial. I don't know how to say it but -Personal approach, (Inter-11)

4.3.3.3 Trust

The trust issue was one thing which was brought out by seven out of twelve interviewees. The home country business leaders may be more aware how the notion of trust work with his own culture and people as there is familiarity exist. However, knowledge and stablishing and maintaining trust in the host country, may be unfamiliar for the host country leaders. Creating trust with people from other cultures, in this case with the host country people, requires lot of effort. For instance, the importance of trust in the host environment was explained as below;

If you have employee, you should behave the same way always and remember what you have agreed and keep your words. And then they start to appreciate you. So they trust you. But to create the trust is, I think, the good benefit and then many problems will get less. If there is trust, a lot of problem is vanished.
(Inter-11)

The relationship with the host country people is an important thing and is crucial in order to go forward in business. In order to develop relationships, trust plays a major role according to the interviewee who said the following;

First of all, you need to gain trust among with the customers and people you were with. And once you have that trust, then the relation goes smooth and you know where you have each other. (Inter-08)

Trust is the most important thing that is crucial across the cultures and is evident even in the case of the host country. Without trust, things cannot go forward in personal life and as well as in business life. Trust is universal and at the same time it is cultural, as it can be perceived and interpreted differently across the globe.

Keeping the trust

Three of the interviewees brought out the importance of keeping trust and commitment with the host country people customer as important skills. The trust is a common thing across all the countries irrespective of religion, language, ethnicity, gender etc. However, the way to establish trust varies according to the culture, country and context. People tend to have their own perception about what is trust and how it should be established. In this scenario the skills to establish trust has been mentioned by an interviewee as below;

I -- when I have been doing business in all over the world or being managing projects or selling projects, I always had the same philosophy. If you give a promise, you keep a promise. If you have a deadline you meet the deadline. (Inter-08)

The host country people are appreciative towards the trustworthiness of the home country people. As the home country people are known for keeping their promises and deadlines, there is high trust existing among the host country people towards the home country people. The importance of establishing trust was echoed by another interviewee who commented as follows;

What I see appreciated by many customers is that when you compromise some deadline and you manage with it -- so they are quite impressed many times that how was that possible to organize that within this time frame. (Inter-09)

Trust with the host country people

Working with people from one's own culture as well as the host culture requires a high level of trust. At the same time working with new people needs building long

lasting trust this means building trust is essential according to the interviewee who said as below;

I don't know if the case would that we would be working with new people in India, because we have a very long relationship with these people, there is certain trust and everything is already built. So it's very convenient to continue what we have. But if there would be new people, I don't know. It would take, of course, a lot more effort (Inter-07)

Trust plays a major role in working with the host country people as trust enables a person to get acquainted with the host country people. Having trust with the person, helps to get one another to understand each other better. Once the trust is established people can work long-term with the other person. Whereas with a new person, everything has to be started from the beginning by starting to build relationships and then establishing the trust. Likewise, the trustworthiness of the home country people among the host country people was explained by another interviewee as;

I believe as per my experience that Indian employees and partners or companies, whoever you are working with, they appreciate our straightness and that we are trustful. (Inter-11)

Trust is a predominant thing in and is required at all levels. People cannot achieve things without trust with others. Therefore, trust plays a significant role in business as well as, at the end of the day, it is trust which connects the minds of two people to achieve things. Therefore, trust has been valued as an important skill by the interviewees above.

4.3.3.4 Cross-cultural skills

The cultural competence or capability was identified as an important skill by five out of twelve interviewees. The culture of host and home countries are widely different from each other. For instance, culture is reflected in all the aspects of the social and business life of people. People tend to behave based on their culture as the life of each human being is shaped by the society and culture. As the culture is influencing both the home and host country people, it is important to understand how each other thinks, communicates and behaves etc. In order to understand the host country people in-depth, cultural competencies are crucial and emphasized by an interviewee as;

The most important thing is be able to see things from the other side's point of view. We can't ever see 100 percent, but even if we have tried like even if 10 percent is better than zero. So we can see from some other person's eyes little bit and be in the other person's position. If we can achieve that, we've gone a long way. (Inter-05)

Due to the differences between host and home cultures respect for culture is an important aspect to creating a better relationship. Respecting of the host people and their culture, brings a better understanding between each other. People are driven by stereotypes and through respecting the culture of the host country, one's own assumption about stereotypes can be questioned. The skills to respect the host culture was said by the interviewee as below;

Yes, yes. I very often I say that respect. If you respect other cultures, if you respect other people and you realize that you are doing business with individuals and when you respect them, then -- and you are polite, then I think half of the thought is yours. (Inter-19)

People form perceptions about the other country people based on the cue of their own culture. When judging people based on one's own culture, what is wrong in one's own culture, also means it should be wrong in other culture based on this assumption people take quick decisions. However, rather than forming perception based on one's own culture, rather it is imperative to form perceptions about the other from their own cultural point of view.

Having cross-cultural competencies not only enables the understanding of differences but it also helps to identify the commonalities or similarities between the host and home country cultures. The importance of cross-cultural was stressed by an interviewee as follows;

Yeah, you cannot call to India and start leading as you lead Finns. You have to take some cultural classes or talk with senior guys who have lived over there. It's impossible because yeah. (Inter-12)

By having cross-cultural skills, one is able to understand your own culture as well as comparing and evaluating the differences and similarities between your own and that foreign culture. Cross-cultural skills enable the cultural cue of a person, whereby one can deal effectively and efficiently with the people from other cultures.

4.3.3.5 Open-Mindedness

Four out of twelve interviewees pointed out the importance of being open-minded in the host country environment. The state of being open is very crucial in terms of adapting in another cultural environment in one is not familiar. Open mindedness may even be crucial within the same culture or within one's own cultural environment. Lack of being open-minded may lead to several unpleasant situations. Moreover, it can even cause confrontation. Therefore, open-mindedness is one important attribute for the individuals who are dealing with other cultures and was pointed out as follows;

I would say that whichever culture you have, the first thing is to have open mind and really willing to learn and adapt. (Inter-11)

The use of knowledge about the `do's and don'ts` has to be done with caution. The do's and don'ts may not be applicable in the host environment in all occasions. Also this information about do's and don'ts can vary place-to-place and context- to-context. Therefore, by having open mindset one can get through any level and any situations in the host country environment. This interviewee shared her thoughts about being open-minded as;

But I personally dislike these do's and don'ts. Don't eat with your left hand and don't offer beef to a Hindu. I don't like these because they are too. And then I also feel that if you go anywhere with a respectful open mind, you can get away with a lot. (inter-14)

One can gain information about the host country through several sources such as books. The information mentioned in the books have to be read with the open-mind. With the open-mind the information about the host country can be critically analyzed to find right from wrong. Furthermore, the following was said by an interviewee about the open-mindedness;

I personally see big risks in there if people tend to go by the book. We always have stereotypes, we always generalize whether we check out I don't know this Louis system or we study our power distances and our hierarchical and all that and collectivism and But I think it's good to do some reading with a critical and open mind and understand that world is not black and white. (Inter-14)

It is debatable whether open-mindedness is a skill, attitude or competence etc. However, open-mindedness is an excellent attribute which can do wonders for a person. By being open-minded one develops an attitude to look for things in a deeper manner rather than at a surface level. Besides, open mindedness also

enables the person to accept things as it is in the host country, rather than looking at things as being wrong. Open-mindedness also enables the person to learn about new things in the host country environment. Likewise, open-mindedness helps the person to adapt to unfamiliar situations across culturally diverse environments.

4.3.3.6 Communication Skills

Communication is a key thing for the business leader and was identified as important skill by two out twelve interviewees. Effective communication is required to convert the vision of the leader into action. The communication pattern differs according to the country and its people.

Yeah, I think you -- he needs to better than the average Finnish business leader to communicate, because again, it's the Finnish way of not going and describing the issues and reasons it doesn't work in India. Indians will look at you and then say yes, yes and it's -- you don't know is it no, no, or yes, yes. And then it's -- at that's -- communication skills are -- Very important and not -- of course not just to be able to speak only English, but really to communicate. (Inter-07)

The word communication has different interpretation and meaning for different cultures. The home country people have to communicate differently with the host country people. The host and home country have different languages however; English is used as the common language between them. English is not the native language for both home and host country nationals. Therefore, the spoken language can be interpreted by both home and host country. Also in the home country people are used to communicate with fewer words or shorter communication. People in the home country understand each other even with shorter words, whereas in the host country, more words have to be used to communicate. In the host country environment, more expressive communication is required compared to the home country.

Communication includes also listening, as a good communicator one has to be a good listener as commented on by an interviewee. In terms of the host country, due to the cultural distance between the host and home country, communication skills become crucial along with understanding of the culture. Culture specific communication is a significant skill in relation to the host country and enables the host and home people to better understand each other.

4.3.3.7 Patience

Two of the interviewees pointed out that patience is important skills in the host country. Things are organized and people behave as expected in the home country environment. Whereas, the host country environment is chaotic, things may not happen as planned due to several reasons such as huge population, infrastructure issues, natural disasters, and power cut etc. In the home country environment, people would not have experienced such issues as mentioned above. Therefore, things do not happen as scheduled, so patience is very important. This was commented on as follows;

I think also patience is important, but also you need to be quite -- what is this like, not strict, but like -- Not very -- you should be flexible, but still like in everywhere, people may take advantage of you if you are not strict about what you want to do and how it should be done. (Inter-17)

Patience, patience and patience. That definitely to have a strategy, an ambition in long term -- long term vision or strategy, have enough financial and mental muscle, so to speak, to enter and grow. (Inter-14)

In the home country environment, interviewees know the required time and have an understanding about how things will happen in their own country. Due to deeper knowledge and experience from their home country the interviewees can assume the things that are going to happen. However, in the host country environment one needs to have patience in order to get things done in a right way.

4.3.3.8 Other Skills

Skills for micromanagement

The management style between the host and home country is widely different from each other. The way people are managed in the home country cannot be replicated in the host country due to several barriers such as culture, distance etc. In the home country people are used to have shorter or no intervention from their bosses when a task is given. People have independence to complete their tasks without their superior's interference and inputs as trust exists. Whereas, in the host country the superiors interference is more in each stage of the task when it is given. The subordinates are watched closely at micro level with maximum intervention. Therefore, in order to control the situation and supervise the subordinates at micro level, skills to micro-manage are essential and was explained as below by an interviewee;

You have to roll up your sleeves, interfere, check, crosscheck, work long days, if necessary go into the details, you cannot delegate your responsibilities. And in the end of the day, you try to figure out what am I doing. So you are doing micro management. Some people say nowadays that it's called Nano management. (inter-12)

Organizational skills

The host country environment is quite unorganized according to the standards of home country. The comforts of being organized is more of a natural occurrence in the home country environment when compared with the host environment. Therefore, it is crucial to possess skills to be organized in the host environment which was explained by an interviewee as;

Then systematics is always good. I mean, whatever you do, you have a meeting with the employee or partner or customer. If you are good, you will make the kind of agenda and talk things and make it systematical. (Inter-11)

Emotional intelligence

The manner of showing emotions widely different in terms of host and home countries. In addition, emotions can also be interpreted differently towards each other. Therefore, to understand the emotions of the host country people, the emotional intelligence is highly important according to the interviewee who said as below;

In India, we have to be more aware and conscious of the emic and grassroots approaches and the variations we have to be more conscious of, and you have to have more emotional intelligence, much higher. (Inter-05)

Adaptation skills

The adaptation skills to adapt in the host country has been mentioned by one of the interviewees. The home country interviewees are aware of the behavioral pattern of their own country whereas, they may not be aware of the host country people, its culture and behavioral norms. In order to understand the host country environment, it is important to adapt in-depth. The following interviewee explained about the adaptability in the host country;

Then you need to have the will to work on yourself. So I can't expect the Indians to change only because I landed there. But I also have to set the limits within I can change. I can stick to something of my own. But I have to learn to adjust

and I have to be able to show appreciation. Only by doing that, then I get respect because we are humans. (Inter-14)

Leadership & decision making skills

The leadership style and the decision making in the host country is widely different from the home country. There are several reasons such culture, religion etc., for the different way of exhibiting leadership behavior in both countries. A leadership style followed or applicable in the home country, may not be applicable in the host country and vice versa. Leadership and decision making skills has been identified by one of the interviewee.

I think that with Indians, it is better just to be a kind of demanding boss. This is what I believe that is good idea. Yes, this is the skill because a little bit more tough than with Finns because Finns are arguing against if you are doing something stupid. But Indians are not doing that, but still they might say that, yes, we are doing that. But then they don't do that. So in India, there is two ways. First, we make a decision, then each Indian make a decision if he will follow the decision. (Inter-03)

Like leadership, the decision making style made in the host country is also very different from the home country. Decision making is cultural and can vary country to country. The host country culture has a larger network of hierarchy and the decision making is done by the person who is influential in the organization. Whereas, low hierarchy culture like home culture, the decision making can happen across various levels. For instance, even the person who is lower in hierarchy is also able to influence and make decision in the home culture which is low in hierarchy. The leadership and decision making skills are intertwined together having various dimensions depending on the context and culture.

4.3.4 View to Factors – Motivation, Cultural Knowledge, Preparation And Behavior Factors

This chapter will present the findings how factors such as motivation, cultural knowledge, preparation and behavior were used by the interviewees. First, the motivation of the interviewees in the host country will be discussed. Second, the cultural knowledge required in the host country will be discussed. Third, the preparation techniques or ways used by the interviewees to interact in the host country people will be presented. Fourth, the behavior aspects of the interviewees in the host country environment will be discussed.

4.3.4.1 Motivation

The interviewees were asked what motivated them to work with the host country. All of the interviewees had their own motivation to work in the host country. But the most common motivation identified from the data was the business opportunities in the host country. However, there are also several other motivational factors such as exploring the culture, working with the poor people, exploring the religion, traveling to different places which are discussed as follows.

Host country culture

The host country culture has been the motivation for three of the interviewees. The host country culture has been popular due to its religion, culture, philosophy, monuments, etc. Hence it has been one of the motivation factors for the interviewee who said as follows;

Every day I got something new. Most motivated I think it's the people and culture, I think so. Yeah, it's the motivation for me. (Inter-22)

The host country diversity has also been a motivation for another interviewee who was also quoted as follows;

Motivational factors are diversity, and fact that you have different kinds of people (Inter-05)

Business opportunity

Opportunity in the host country has been one of the biggest motivations for three of the interviewees. People get motivated thinking of the already established pathway which has to be continued. As the host country is one of the biggest markets due to its population, economy, opportunity etc. This has been the motivation for an interviewee who explained as follows;

India was, at that time, our biggest market. So yes, I was motivated because a big market, so a future there and opportunities there. So yes. (Inter-08)

Establishing new business in the host country has also been a driving force for an interviewee who commented;

I was motivated because it was just the beginning of our company and it was still quite nature. There was not so much machines from our industry and the demand was there. So that was quite motivating and still it is. (Inter-11)

Adventure

Traveling and living abroad can be quite adventurous for some people. In fact for one interviewee the motivation to work in the host country was to have some kind of adventure which was as follows;

I was quite young, it's quite more an adventure when you go there first (Inter-09)

The motivation to work in India was very high due to new culture

I thought it was exciting and I was very thrilled to go there. But I really didn't know what to expect. Some friends would tell me, oh shit, are you sure what you are doing. But I said, yes, I felt I needed to do that. (Inter-14)

Motivation to change the environment

The change of work environment from the home country to different environment has been a motivation for an interviewee who said as below;

I was travelling from Tornio to Oulu in a car, I think it was end of January 2011. And it was pouring, it was snowing, very dark, very cold, and I told my wife who was sitting next to me that I have this opportunity to join the ranks of a company in India and run it. And she thought about it. She said that, go ahead and try to grab the opportunity. We can always come back to this darkness. So I was motivated. (Inter-12)

Motivation to work

The enthusiasm of the colleagues in the host country environment has been the motivation for an interviewee who said as below;

Well, I think it was enthusiasm of my Indian colleagues that motivated me the most. (Inter15)

Doing good for the host country

Even though the majority of the interviewees had their motivation related to work, the following interviewee's motivation was to do good for the host country and was explained as follows;

I'm very motivated because I feel certain connection with India because of my past. And I really -- also I'm kind of like an idealist that I want to help to build that society while we can also kind of do business -- like doing business, but

doing good. I think the motivating factor is like creating employment and creating something -- maybe good, if possible (Inter-17)

The motivation of this interviewee is driven by the business opportunity in the host environment at the same time the motivation was also driven by doing good for the host country people.

Showing the positive side

This interviewee worked in the travel industry want to show the positive side of the host country. Therefore, she was motivated to work in the host country.

So that's why I wanted to take people to India to see the variety of that country, get the positive picture of the country, so that they can also learn about the country. (Inter-19)

4.3.4.2 Cultural Knowledge

The interviewees were asked whether cultural knowledge is significant in the host country environment even though if they work in the same industry both at home and at the host country. All of the interviewees insisted that cultural knowledge is very crucial even if they work for the same industry across both countries.

Cultural knowledge is crucial irrespective of the industry, as industrial practices may vary widely from country to country. Moreover, the people from different countries have different assumptions about life and their behaviors change accordingly as well. There is a wide difference between the industries in terms of culture. For instance, one interviewee was quoted as saying;

Of course, it overrides any industry. (Inter-14)

For example, modern industries such as IT and social media appear to have more standard practice across the globe. In industries such as digital media and software, the younger generation are dominating and have more exposure as they travel and get to know the world better through the internet and social media etc. Whereas the traditional industries such as manufacturing, the practices are still dominated by the respective cultures of the countries in which the companies operate. One of the interviewees compared the differences between micro and macro environment in which the industries operate as;

Industry -- first of all I feel or my opinion is that culture, cultural sensitivity intelligence is -- as we have discussed, it's a state of mind and it includes your

understanding about the whole society, the whole business environment, I would say macro environment. So if you are in the same industry, then you are talking about the micro environment. So you understand this business in this industry, but to understand the society and the people's background you have to understand the macro environment also. So then we come to political environment, also social environment, technological always is different. (Inter-19)

In order to understand how the industries, work in different countries, cultural sensitivity and intelligence is crucial. By having cultural intelligence one can differentiate the differences between the micro and macro environment in which the industries function. For instance, the knowledge about the macro environment creates knowledge about the political, societal, communal etc. environments in which the business functions. Whereas, knowledge about the industry is about the micro environment which functions under the umbrella of the wider macro environment. Therefore, it is crucial to possess knowledge about the micro and macro environment of the host country.

Importance of cultural knowledge to work in the host country

The interviewees also brought out the importance of cultural knowledge in general to in order to function effectively in the host environment. Six out of twelve interviewees, nearly fifty percentage of the interviewees, emphasized the importance of cultural knowledge about the host country.

Respect towards others

Respect towards others is crucial than the cultural knowledge according to the interviewee who brought out the importance of cultural knowledge as follows;

Cultural knowledge is absolutely vital. The first thing is respect that you are respecting the other person as a decent human being. I don't know if it falls with cultural knowledge or whatever it is. That is absolutely vital. (Inter-05)

The respect towards each other is a crucial thing across the cultures of the world. If one shows the admiration for the culture of the host country, the people in the host country will be more considerate, even though if one does not have sufficient cultural knowledge about the host country.

There are so many things that can be included under the term of cultural knowledge. Not everybody can be an expert in knowing everything about the host country. However, without having cultural knowledge people can make mistakes in the host country which can lead to confrontation at times. For example, one

interviewee quoted about the abundance of cultural knowledge about the host country;

So there is a lot of things in India you have to really find out otherwise you can make mistakes. (Inter-11)

The awareness about the difference that exist between one's own culture and the host culture is important to understand. By understanding the differences one can able to evaluate the do's and don'ts of the both the cultures. The most important thing about cultural knowledge is to be aware of the differences, according to this interviewee who commented;

First of all, it means to have a proper awareness that there are differences. Surprisingly, not everybody has that. You need to have the awareness. (Inter-14)

By understanding the differences one can show the respect to the host country people and also the respect can be earned from the host country people as well. When people show the commitment in respecting the host culture, appreciation is gained from the host country people in return.

I feel that it's an advantage if you have. It's not necessary. But there should -- for example, if someone goes to India to set up a business, it would be probably good to have some kind of prior knowledge about the culture, about the way of working. (Inter-17)

Business is a transaction that happens between two individuals and does not solely mean selling a product or service to the other person. In order to sell things to the other person, it means establishing a personal relationship is crucial. Without having the acquaintance with the host country people, selling may not happen in a way it is perceived. Moreover, it is highly important to understand business is between human beings, so it is crucial to create trust in order to sell things. Trust can be established by showing interest to get to know the person personally. Therefore, cultural knowledge is important in establishing relationships with host country nationals by gaining trust. This is commented on by the following interviewee;

Let's say, I'm selling you a paper. Okay, I sell you paper and I tell you how good is my paper and for example. But in the end I am dealing with a personality, a person from that country. And then business, especially in India, is more than selling you paper. It's more understanding you from the whole

point of view. And that's why we are dealing with individuals. And respect comes with knowing them more than my paper. (Inter-19)

Cultural knowledge is considered a component of professional skills according to the interviewee who stated;

And so this is a very, very old historic connection we have on this continent. People have been moving here for time -- for a long time. I couldn't think education without cultural knowledge. It is a very important component of your professional skills. (Inter-15)

Cultural knowledge is something that is spontaneously known about one's own culture. Whereas, the cultural knowledge of the host country may not be known spontaneously to the home country person. However, people have to be educated about the cultural knowledge of the host country. In obtaining a knowledge of the host country, home country people are able to understand the historical connections or links that may or may not be existing between the host and home countries.

Constitutes of Cultural Knowledge

The interviewees were also asked what constitutes cultural knowledge according to them. Several things were identified as cultural knowledge by the interviewees who falls under the category of high CQ interviewees.

History

Four of the interviewees emphasized the history of the host country as important cultural knowledge. For example, the following was said by an interviewee about history.

Also a little bit of history. What has would be in 500 years ago, 1,000 years ago, 50 years ago. Why India is united, what kind of forces, (Inter-12)

Cultural knowledge was pointed out as a large concept by one of the interviewee who said that several things can be included under the umbrella of cultural knowledge, this includes history as well.

Cultural knowledge is a very large concept. And to me, it includes history, traditions, today's life, culture in a strictest sense (Inter-15)

One has to be highly interested about the background of the host country and as well as the history, the micro and macro environment according to the interviewee who said;

For me, it means that you have to be very interested in the country itself, it's background, it's history, it's macro environment and of course, also micro environment. (Inter-19)

The history of the host country is also cultural knowledge, as history is reflected directly and indirectly in the culture of the people. The knowledge about history of the country brings several advantages for a person. For instance, one can be culturally sensitive about the host country by having in-depth knowledge about history. Also history teaches us how people have been living before for hundreds of years and how things have changed over the years. The political environment, economy, rule, invasion etc. can be learnt through the history of the host country. The behavior of people can also be understood, to certain extent, by having a proper knowledge about the host country's history.

Religion

Cultural knowledge about religion and its impact on society was pointed out by three of the twelve interviewees. For example, the influence of religion across the world was pointed out by an interviewee who stated;

Well, whether you like it or dislike it, religion is a big influence on culture worldwide, whether it is in India, China, or in Middle East, it is there. (Inter-08)

The religion has been one of the dominating things, even in this information driven modern world. The influence of religion on societies is immeasurable as the religions have commanded the doctrines of people and society in different parts of the world. Likewise, along with religion the background of people in the host country was also pointed out as cultural knowledge by an interviewee who said;

You have to know how things are working and what the traditions, religion things are. You have to know the background of the people. (Inter-11)

The knowledge about the basics of religion and values of the host country was emphasized as cultural knowledge by the following interviewee;

Well, you have to -- well, you need to understand the basics of religion and values. (Inter-12)

The knowledge about the basics of religion and values of the host country will give an overall idea about how society functions. Also the behavior of the people are often influenced by religion and can also be understood by having ample

knowledge about religion. By understanding the influence of religion, in the host country environment, one can unveil why people behave in a certain way and why things are done in a different way, compared to the home country environment.

Behavior is cultural knowledge

The behavior of people differs from country to country due to the influence of culture, religion, climate etc., and is evident in the case of host and home country. For instance, an interviewee explained the importance of behavior as follows;

For a Finn, it is very important to understand the behavior code not to be rude like we are here very often. (Inter-03)

The accepted behavior in the home country may not be accepted the same way in the host country and indeed can even be offensive. Therefore, it is crucial to know the correct behavior that has to be exhibited in the host country environment with its people.

Success and performance

The norms to measure the success and performance in the host country has been considered as cultural knowledge, by the interviewee who said as below;

And then how do we measure success and performance. How do we see it because in Finnish culture it could be very individualistic. My bonus is very important. In an Indian culture it could be very social (Inter-05)

Without having proper knowledge about measuring the performance and success of people in the host country environment things can be very difficult. Moreover, things can get complicated without having proper understanding about the success and performance with the chance for misunderstanding becoming greater.

Dealing with surprises

Dealing with ambiguity in the host country environment was pointed out as important cultural knowledge by the interviewee who commented;

And then the dealing with what is the mechanism of dealing with surprises or how -- when things don't go as they are planned, what is their method and what's your method. That you should know (Inter-05)

The surprises are unpredictable which requires capabilities to face those situations. Therefore, one has to know how to deal with the surprises in the host country environment that is different from the home country.

Experience matters

Experience is certainly an important thing that matters a lot according to an interviewee. Even though one can read, listen and watch about the host country and its culture, it is still theoretical knowledge. Whereas, when a person experiences things in reality, they may see the reasons behind the events that occur in the host country environment. The following was said by the interviewee about experience.

Experienced matters. And then take your time. And then of course to have the chance then to have dinner or something around a family table, that's gives you an -- and that gave me a complete different experience than going into a meeting in Bombay with a banker, because he will not of course, in a 1 hour's meeting go into his families and his marriage and how he met his wife and whether it was arranged or not arranged. But of course in a -- if you spend a couple of dinners with people that become friends, then you just listen (Inter-07)

Negotiation

The knowledge about how to do conduct negotiation, is cultural knowledge, according to the interviewee who said as below;

And then also this negotiating that -- you need to spend quite a lot of time negotiating with the issues that have quite a lot of details and argue about the things, because it does not help if at all that this is the best and you have proved that. They want to have a lot of details and argue about that or question it (Inter-09)

In terms of business, negotiation is a vital aspect that dictates almost all the rules of business. However, negotiation is not done in the same way across all the countries of the world. Therefore, it is crucial to know the negotiation tactics followed by the host country people.

Politics

Politics is an important part of business as it often dictates aspects of international business and its operating environment. Therefore, knowledge about politics was emphasized as cultural knowledge by the following interviewee;

A little bit of politics as well. We're a non-political company. We don't interfere anything, but to understand it a little bit that why there is no industry in Kerala? Why Gujarat is -- nowadays it's economic-friendly for foreign investors and things like that. (Inter-12)

The lack of cultural knowledge about the political environment of the host country can create several challenges. Therefore, having knowledge about the political environment gives an overall perception towards the host country environment.

Education

Having knowledge about the host country educational system, is not only helpful in understanding about the host country people, it can also be helpful in selecting the right people to work in the organizations. Having cultural knowledge about the educational system helps to analyze the background of the person and the attitude. Therefore, it is important to understand the education system of the host country and its background on people. This was commented on as follows;

For example if you speak about education, it includes not only the existing educational system, but also some knowledge about the background of educational system. Yes. (Inter-15)

What is accepted?

Things are not accepted in the same way or same manner in all countries. Some things or manners may have different interpretations, also people may get offended by things which are not acceptable in their country. Therefore, things that are accepted and not accepted in the host country society are considered as cultural knowledge by the interviewee who explained as follows;

Cultural knowledge, I don't know like what's accepted, what is not, like that you know that I should respect certain things that are important for these people and not just push my own cultural ways of doing. (Inter-17)

The things which are accepted in one part of the world can be considered as taboo in other parts of the world. Moreover, people may take things as offensive when not acceptable things are exhibited. In this situation it is imperative to know what is acceptable in the host country environment when compared with the home country environment.

Communication

The communication is very important cultural knowledge that is crucial for people to understand the host country people. The confrontations that happens between are when there is an issue in terms of communication and happens when people do not understand each other. The understanding between people can happen successfully only by having effective communication. The importance of communication was explained as below;

The spoken language, for example, the communication, how you use your body for example, and also your mindset for the things how you (Inter-22)

Virtual Communication

In these modern times virtual communication is becoming more and more important. Companies are using virtual modes to communicate with their customers, employees etc. The knowledge about virtual communication was stated as;

So if you expect that you are going to communicate by an e-mail with that person and that person has a different way of communicating communication method that you should know (Inter-05)

Knowing nuances of virtual communication becomes crucial as conducting communication incorrectly can lead to misunderstanding. For example, the use of appropriate language can influence smoother virtual communication that can be otherwise misinterpreted by either of the people communicating.

4.3.4.3 Preparation

The interviewees were asked how they prepare for interaction or meeting with the host country people. Nine out of twelve interviewees said that they prepare before interaction with the host country people.

Importance of Preparation

One does not have to do any special preparation if that person is going to interact with his own people. While interacting with people from the same culture both the people who are communicating are familiar on the patterns of communication. Whereas, interaction with people from another culture, that is not familiar for that person, has to be done with caution. Moreover, some kind of preparation is required in order to tackle the communication challenges.

Therefore, preparation is crucial before interaction, without preparation one may not be able to go forward in the interaction.

Preparation due to unfamiliarity in personality

Personality plays a crucial role in interaction with people from other cultures. The home country people may even can generalize their own people to a certain extent about their personality as extrovert or introvert. However, the personality of people in a host environment may be unknown. For instance, one interviewee explained the importance of preparation due to unfamiliarity in personality.

I know all Finnish personality types. But I don't know all Indian personality types and even their backgrounds. (Inter-03)

Preparation by having agenda

It is also important to prepare well in advance when a person is going to meet a person from to other culture. Preparation should also have an agenda according to one interviewee who said as follows;

I think it is not only in India, but it's maybe even more important in India that you really have a -- you start with the agenda of the -- you have a agenda, you have your points and then you basically -- when start the meeting or even before, it's very good to have the discussion about what to discuss before. (Inter-07)

As the host country is different in terms of culture, without a proper agenda or plan things may go wrong or one can get lost without having proper direction. Moreover, one should also stay focused and put more effort for the host country people than their own country.

Doing proper research before interaction

Preparation before interaction by doing research about the person whom one is going to meet, was emphasized by this interviewee.

I think I will do a lot of like research about who is going, which people I am going to meet or which company or organization or something. I tried to do like research I think from the internet, then maybe ask from the people, maybe from the friends also and do also maybe a little bit benchmarking as well. (Inter-22)

Preparation for virtual communication

Even though one may not prepare purposefully to interact with the host country people, he or she should be cautious while communicating virtually. Therefore, due preparation before verbal communication should be considered. This interviewee explained the importance of preparation for virtual communication, as follows;

Well, I think I don't really prepare, but what comes for communication, it's for example, interesting like when sending emails, for example, e-mail headers.

(Inter-17)

Reasons for no preparation

Three of the interviewees explained that they do not prepare before interaction with the host country people. The preparation for business or other related activities are obvious which one cannot ignore. However, preparation for interaction with the host country people, is not taken seriously by many, as people want to remain natural in their approach and interaction with people whom they are not familiar culturally. For example, one interviewee said that he does not prepare culturally before interaction with the host country people as follows;

Normally, not culturally so much. As I told, I think I'm quite okay there naturally. I don't need to change so much myself. (Inter-11)

If a person lives in the host country for a long time, then the person becomes familiar with the interaction norms with the host country national. Therefore, preparation before interaction is not required.

Not anymore that much. Because when I tell that I have been living this and that much, we usually start talking about it. And I guess from the Indians that they give respect to that so that I've really been there. (Inter-12)

Checking the accuracy of the cultural norms and differences

The interviewees were asked if they check or understand the cultural norms, habits, and values of the host country with their own country, before dealing with host country colleagues or employees. The information about the host country is received by the interviewees from several sources. Therefore, that information received has to be verified or checked if they are accurate. In this background checking the accuracy of the cultural information about the host country, through interaction with the local people, was mentioned by the following interviewee;

Usually when I travelled somewhere I have had some discussions with somebody who know more than me about that place, about that culture. (Inter-07)

Checking information through books and internet as well as confirming with the local people was mentioned by this interviewee as below;

I ask other people as well. So I bring some kind of like, okay, not maybe always but sometimes I ask maybe same things from the other people. If I get really interested about a thing I try to find it some book or from the internet but yeah, of course, always I cannot be sure. (Inter-22)

Creating relationships to check the information

Two of the interviewees emphasized the importance of relationships in order to check information. Relationships are very important aspect to check the information about the host country, its culture and people according to two of the interviewees. For instance, one interviewee pointed out that creating a relationship with the host country people enabled information to be gained about the host country customs, traditions and culture etc. Furthermore, the following was said by the interviewee as;

Try to create a bond and then kind of ask. And always what I try to do with Indian -- because I know that for many people in India saying "no" is a bit of an issue. So then I try to formulate my questions so that people have a way of getting out of it. (Inter-14)

Having a friendly relationship with the host country people helps to know what is right and wrong under various contexts. Also when trust is established, the host country people can give a realistic review of the issues that are being discussed with them.

Breaking ice

Two of the interviewees pointed out about 'breaking ice' with host country people. Speaking general things about the host country and its important happenings enable a person to get acquainted with host country nationals. Without having acquaintance with the host country people, it is hard to establish a relationship. Therefore, one has to 'break the ice' in order to develop the relationship with the person from the host country. This is commented on by the following interviewee, who states;

Yes, yes. And I tried to break the ice by speaking of India. I tried to -- I speak about what has happened recently in politics or what has happened recently in cricket or what has happened something. So you know it's a -- I'm trying to like show that I'm also here. (Inter-12)

The second interviewee also mentioned about breaking ice with the host country people.

When can we define what is right or wrong? You have to always try to -- like we Finnish would say that you have to feel the ice a little bit, is it thick or thin? And then I personally feel that if you try to break the ice by creating rapport and not being too -- never being arrogant, being kind of, like I said like Indian people are often curious in a very sweet way. (Inter-14)

Testing the people

People tend to receive lot of stereotypical information about the host country. Applying stereotypical information has to be done with caution. It is even more important to check that stereotypical information to avoid confrontation during interaction. Also while using information it is important to consider who is the opponent, according to this interviewee who explained.

I like to test people. I read all about -- I always like to test -- and typically sometimes it's working -- not that it's difficult with this, because people are talking about the stereotypes, but the typical you have this that in Finnish -- not be quite big learner. (Inter-09)

Checking from colleagues

Checking the information through host country colleagues is method to find out the real information and was commented on by this interviewee as;

Yes, this is what I normally do. I will ask how should we do, how should I do. From colleagues (Inter-11)

Data checking

Checking the accuracy of information before meeting the host country counterparts was mentioned by the interviewee, as below;

If I go to meeting with Indian counterparts, I put one or two of my guys to check the data before I go there. So I know where we are because they are saying that you're two times more expensive than the competitor or they are saying that we cannot support you or something, that's just talk. (Inter12)

Checking the important information about the host country counterparts and other important data is crucial, as it can avoid confusion and misunderstanding. Moreover, as said by the above interviewee, in the home country the information is easily available on several things. Whereas, one has to dig in deep in order to gather information in the host country setting.

Doing research and getting to know the people

In order to get to know information about the host country first doing research is crucial. By doing research one can get an overview about the host country. At the same time, not all the information can be gathered from research and the information gathered should be verified. In order to verify, one has to get to know the host country people and establish a relationship to know detailed information. Furthermore, the following was said by the interviewee;

I think first thing is the research, then maybe I will go and see the people, go with them a few hours, have a meeting or something and then get some kind of like -- I get to know the people and then I can say like is this good people or not so good people? (Inter-22)

Stakeholder analysis

The stakeholder analysis is one of the important things that has to be done before meeting the person in the host country, according to the interviewee who explained the following;

Well, one thing that I've learned in some project management training sometimes that always make a stakeholder analysis. Whom am I going to meet? What is this person or what is his or her position in the society? How does he or she perceive herself? Does he have decision making power or is this person influencer or opinion leader? Always try to understand and make kind of a stakeholder analysis and understand where these people stand because you don't always know. (Inter-14)

Dealing with the actual decision maker is crucial in the host country environment, as the real decision makers may not be easily visible due to the hierarchy in culture. Moreover, unlike the home country, the person whom one deals with, even though he or she may have a right designation, the real decision maker can be somebody else. Therefore, rather than dealing with the wrong person, it is important to find the right people by conducting a stakeholder analysis.

Checking through friends

The accuracy of things in the host country has been verified through the friends by the interviewee who said as below;

I like to discuss with people. So for example, with my friend in India, from the travel industry, I discuss a lot with him, with their families, his wife and also sometimes in the hotels I might discuss with someone for a long time about the joint marriages and their --with young people, with the expectations of the future. (Inter-19)

One can gain much information through the friends and their families in the host country. The understanding about several aspects of host country culture, traditions, and customs does not happen all of a sudden. The discussion through interaction with several people in the host country such as friends and their families, strangers etc., is highly helpful in checking the information and accuracy about the host country.

Social taboo

The social taboos in the host cultural environment are one important aspect that has to be understood. Certain acts or behavior considered to be normal in the home country, can be viewed as a social taboo. Therefore, it is imperative to check whether the information about social taboos are correct and how it affects society. For instance, one of the interviewees explained about checking social taboos as below;

Yeah, there are certain things which are taboos, for example, using your left hand in India, that's taboo. And if somebody invites you to their home and they are three generations living there, and you turn up with a bottle of vodka, that is bad, bad, bad. This kind of things, taboos which you cannot break. So it's good to know those things. (Inter-05)

Right and wrong depends on person

The experience of host country very well depends according to the person whom one deals with and according to one interviewee who said;

Because ultimately what is wrong and what is right, what is true and what is not true, it's also a cultural thing. (Inter-14)

People construct things as right and wrong according to their own culture. The culture constructs the norms and social behavior of the people constructs the right and wrong as well. What is wrong in one culture can be right in another

culture and vice versa. Therefore, to understand these differences between the rights and wrongs of the host culture one has to deal with the right people in the host environment.

Not checking information

Two of the interviewees said that they do not check the accuracy of the information related to the host country culture, habits and its norms.

Trusting the opponent

When trust exists with the person whom one is going to interact with, there is no need to check the accuracy of information. For instance, one interviewee explained due to trust, with the person whom he is going to interact with, he does not need to check the information.

No, I don't have time for that. But when I am communicating with people, I have to trust them. And for example, I have one colleague who is expert in Goa. He goes to Goa almost on an annual basis and if I speak to him I know that what he is telling me is true. (Inter-15)

Using the common sense

People tend to decide by themselves about the accuracy of the information using their common sense. When a person believes himself or is confident about his common sense, he or she does not check the accuracy of the information. This interviewee explained that he uses his common sense instead checking the information from others;

No, usually not. Of course, like commonsense tells me like, oh, if this person from here and there belonging to this and this religion might say something from another religion or someone from another background. So I use my commonsense a lot; I won't believe everything that is told. (Inter-17)

Using the information about host culture

The interviewees were also asked how do they use information about the host country culture, its norms etc. Three of the interviewees shared their experiences of using information about the host country.

Understanding the behavior of people

Using the information to understand the behavior of the people is one of the key things pointed out by one of interviewee who was working with both the host

country and the neighboring country, Nepal. Cultural knowledge gives an extra edge as to why people behave the way they behave in certain situations. Moreover, cultural information also enables the home country individuals to understand the hierarchy that exist in the host society which may not be the same at their home. Furthermore, the interviewee explained how he use the information to understand the host people as below;

For instance, I always check the caste of the person even if it should not be checked because I have noticed that sometimes I have had problems with some Brahmins and with some Kshatriya -- not with Brahmins and Kshatriya but with some kind of, how to say, local ethnicity caste like in Nepal like the Newars. Newars, they are Kathmandu original people or this kind of -- and the Brahmins are similar like Indian Brahmins as well. And they have difficulties very much here in Finland who will lead. The Brahmin wants to lead or the Newar wants to lead and they cannot agree. I have noticed that very often here actually. (Inter-03)

4.3.4.4 Behavior

The interviewees were asked questions in terms of their opinion towards behavior. First the interviewees were asked do and how they change emotions when interacting with the host country people. Five of the interviewees agreed that they change their emotions during the interaction with the host country people.

People have to change their emotions when interacting with people from different cultures, this sometimes happens spontaneously. For example, one interviewee changed his emotion stance, by being more polite and smiling more with the host country people compared to his behavior in his own home country.

Yeah, it is. Well, I try to be polite, kind. I try to smile more than back I do in Finland, even laugh at some points (Inter-15)

The circumstances also decide if the person is to change the emotion while interacting with the host country nationals. The circumstances demand a home country person to show a certain behavior which may not be done in their own country. One interviewee explained the change of emotion due to circumstances as follows;

I think, yes, if there is a circumstance that requires me, for example, to be very strict or behave in a very like serious manner, I will do that because that circumstance requires it. (Inter-17)

Changing emotions while shopping

Two of the interviewees explained that they change their emotions during shopping in the in the host country. Bargaining is seen as way of changing emotions by two of these interviewees. In the home country bargaining may not be common, whereas in the host country, bargaining is way of life. Therefore, when the home country nationals are in the host country environment, it is important or required to bargain to avoid being cheated or offering the right price for the product. The following was shared by an interviewee;

I think I change my emotions. For example doing daily things -- if I go to do shopping or something I need to know that it will take time and the people will talk much more than in Finland. (Inter-22)

Changing the emotions partly

Three of the interviewees, explained that they change their emotions partly, not completely, when they interact with the people from the host country. For instance, the following interviewee said according to the situation, the emotion is changed to certain extent.

To certain extent, yes. It depends on the situation, of course, but if becoming a really angry or upset, yes, then I do. (Inter-08)

It is important to notice that when a person come across situations where they have to express their true emotions, such as anger they do have to change it according to the situation. In the home country, one would know the way to show their anger, as those emotions naturally happen. However, even though emotion such as anger happen naturally during interaction with the host country people, they may not be able to understand the real emotion as people may exhibit the same emotion of anger differently in the host culture.

The change of emotions can also happen spontaneously, as people do get mindful about the person with whom they interact Therefore one may not recognize about the emotion that is happening which was said by an interviewee as follows;

I change a little bit. But maybe as I told, I don't recognize anymore. But I think I changed my behavior. (Inter-11)

Another interviewee shared his thoughts that changing emotion happens due to hierarchy. The emotion is changed when the interaction happens with the person who is lower in the hierarchal chain. In the home country, there is no hierarchy and there is equality between the boss and his subordinates. Both the subordinate and the boss in the home country environment know how they should face each other. Whereas, the subordinates do not have the same intention in the host country therefore the boss from the host country has to emote differently.

Not changing emotions

Three of the interviewees explained the reasons for not changing their emotions when interacting with the host country people. By changing emotion one cannot remain themselves and also it can be viewed as acting. Besides, one has to come out of their own comfort zones by changing emotion. One of the interviewees explained as below;

I want to be myself, my own person. I don't want to be an actor because I'm not an actor. I cannot be an actor. (Inter-03)

Another interviewee insisted that it is better to remain oneself instead of changing emotions. By changing emotions people can make the wrong impression or make a mess out of it. Also it was said by some interviewee one cannot fake with emotions by changing or altering it. The interviewee explained as follows;

This is one very difficult field because it's very easy to say to people that change your emotion, change your expressions, but they can't do it. They actually make a mess out of it. So my advice would be you be what you are. (Inter-05)

One may not change the emotion frequently with the host country people whom they interact. However, if there is a situation demanding them to interact with people in a high position at the host country, then it is obvious to alter the emotions as not altering or changing emotions may have serious consequences.

Different thought

It was also explained by an interviewee, that it is important to understand why people behave or exhibit certain emotions in the host country. People from the host country may not be aware why people do certain things or behave in certain sense, as the true meaning of that particular activity may not be familiar to them. In those situations, people from the foreign country or culture may have certain opinions which may be right or wrong. However, when a person understands the

true meaning behind the action of the host country people action cannot be changed all of a sudden. Therefore, one has to understand people's emotions or behavior that is unfamiliar to them. This was commented on.

I try to smile even more than what I do to India because it's the facial expressions and try to observe the others initially, I mean, what should I do, what should I not do, what is correct, what is not correct and maybe not get scandalized. (Inter-14)

Being open-minded

Being open-minded and able to adapt wisely in different situations helps to ease interaction. Moreover, being open-minded one will be able to connect with the people from the host country. The interviewee explained as follows;

I think you can be more open, more relaxed, can making jokes about more. So, I think you need to be more, let's say, open also, because otherwise if you're not too stiff and you're not talking what you're meaning and you can't -- then people thinks that there is something wrong. (Inter-09)

Change of Behavior

The interviewees were asked as to which extent they communicate (verbal, non-verbal, virtual communication) differently with host country people. All of the interviewees explained their experiences about their change of behaviour while interacting with the host country nationals.

Polite communication

Being polite while communicating with the host country people was emphasized by four of the interviewees. For instance, the following interviewee said the importance of politeness was as follows;

First of all as a Finn I need to make sure that I'm more polite when I write and that I wish people something and I ask them how they are if it's totally rhetoric question. And that I have to do clearly. That it is definitely -- to be more polite as a Finn. (Inter-14)

People communicate normally within their own country or culture and may not require any kind of preparedness. Whereas, while communicating with people from foreign cultures, one has to communicate in a well-mannered way which may not offend their feelings. This was explained by an interviewee as follows;

When I am communicating with Finns -- which also happens; maybe I am more direct. I may also say things -- Straight to the face, yeah. Of course, yeah but I -- but I am more polite when dealing with foreigners. (Inter-15)

The third interviewee compared the difference between the host and home country communication pattern.

Our communication style is too direct, and Indian communication style is more polite. (Inter-19)

The fourth interviewee, also emphasized the importance of being polite in the host country.

I think in India I'm not sure, but I need to be more polite in some way, because I'm a foreigner also. I'm communicating their way and I have to be more -- I need to like be more -- what is the word, respectful for them. (Inter-22)

Being a foreigner, one will have certainly risk while communicating with the people from foreign culture as each of them do not understand their communication pattern. Moreover, the communication pattern of the host country also includes the cultural cues and other aspects of their own culture. Therefore, it is crucial to be polite while interacting with the host country people in order to avoid misunderstandings.

Use of verbal communication

The host country people are more in favour of verbal communication than using the virtual communication. One interviewee explained that the use of virtual tools, such as email, have less impact with the host country people. When a person communicates via email the chances to understand the emotions are minimal. In the home country, people are more in favour of virtual communication. Whereas, in host country verbal communication is highly preferred and appreciated. Also, through email communication one may not be able to understand all the complete details and also the true emotion of a person with whom one is communicating. Whereas, verbal communication gives personalised attention between both home and host country communicators. The interviewee who explained the importance of verbal communication commented as follows;

With Finns I can use e-mail very efficiently, actually even to people that I don't know if they just accept, I can write very detailed things and we can actually on the behaviour -- actually what does it mean by -- but with Indians, I have noticed that even if the e-mail correspondence has been mutual, we have to

chase their e-mails and we have conference and it seems to be that you understand. [...] So with Indians, increase verbal communication and in such a way that he actually expresses the thing that I want to express to him. (Inter-03)

Verbal communication is highly important in the host country, when compared with the home country. Culture influences the manner in how people communicate with others through verbal and non-verbal means. In the home environment, the use of extensive virtual communication is preferred due to technological advancement. Whereas, in the host environment the technological advancement may not be at an equal phase compared with the home country. Besides, people prefer more verbal communication as things can be sorted out more quickly when it happens through verbal mode.

Detailed communication in host country

Three of the interviewees pointed out the importance of communicating in detail in the country environment. For instance the following are the quotes of two of three interviewees who commented the follow detail;

In -- here in Finland, you know for sure, we Finns, we are straight to the point like this. We doesn't go very much around, around. So this is one thing that we, many times we forget. It might be seen as impolite and rude. (Inter-08)

I think you need to explain more in details, because in Finland you're trusting more than you need to explain and make, let's say, reasons and justify your decisions, price level, technical solutions. So that you need at least to do differently. I think quite a lot sometimes, yeah. (Inter-09)

In the host country communication is based more on facts, which means things are spoken without being `spiced up` and straight to the point. Moreover, things are understood with a shorter version of the communication. One does not have to put more effort to communicate things in a detailed manner, as it is expected that people understand things with lesser descriptions, both verbally as well as non-verbally. Whereas, in the host environment, people expect things are explained in detail with descriptions that are longer than required.

Trust in communication

In the home country environment there is a trust exist between the people in terms of communication according to the interviewee who said as below

I think you need to explain more in details, because in Finland you're trusting more than you need to explain and make, let's say, reasons and justify your decisions, price level, technical solutions. So that you need at least to do differently. (Inter-09)

In the home country the communication does not have to be in detail, as there is a trust existing between people and both are aware of their own cultures communication pattern. The communication is cultural therefore, the home country people are able to predict the communication between their own country counterparts. Whereas, in the host country environment the home country people are not aware of the communication pattern, therefore the trust may be less or there is no trust.

Formal non-verbal communication

According to two of the interviewees, the host country environment requires formal non-verbal communication. For instance, one interviewee explained as below on the importance of formal communication;

Maybe the Indian way of dealing is even more polite, a little bit more -- there's more -- Formal, yes, also. (Inter-11)

Words have power and as well the meaning, therefore it is important to be cautious while using them with the people who are alien to one's own culture. While speaking with the people from one's own culture, people are aware of the words that can be used and the words that cannot be used. Whereas, in the context of the host environment, the words that should be used and sensitive ones, may not be known by the home country individuals. Therefore, using the right verbal communication becomes pertinent.

Virtual communication

Two interviewees commented on the importance of being formal in virtual communication. While communicating via virtual means, the message can be interpreted therefore it is not only in the context of host environment but also in any country. At the same time politeness is also required when communicating non-verbally by showing micro behaviors.

And like e-mails and letter, they are more formal types and there is not shortcuts. You have to make certain -- Proper letter and this is what in India is appreciated or that's the normal standard (Inter-11)

I find this email communication is always -- in whichever culture, it has a lot of room for miscommunication and misunderstanding. (Inter-14)

Communicating via virtual means, like email, leaves a lot of space for misunderstanding. The misunderstanding happens due to use of words that may be sensitive which can be offensive to others. By understanding the sensitivity in virtual communication one has to be cautious to use appropriate language while communicating with the host country people.

The use of common language

Two of the interviewees emphasized the use of a common language appropriately. The language also plays a major role in the host context. Both the home and host people have different languages which may not be known to each other. The common language English is used as the mode of communication between the host and home people which can also lead to challenges in communication. Two out of twelve interviewees pointed out about the use of a common language in the host country environment. The use of a common language was explained as follows;

Finnish language is my native language, so then I know how to write things, and if I write a e-mail I can use much more shorter way and be still kind of like polite. But in India if I write English I still need to use lot of like or something to be polite and best regards and really basic things. (Inter-22)

Appropriate behaviour with groups

Exhibiting appropriate behaviour or communicating appropriately while interacting with the host country group was emphasized by one of the interviewees. While interacting with the single person one can behave in his own way, as there is a chance to explain the true intentions. Whereas, when interacting within a group, one cannot misbehave or miscommunicate, therefore one has to modify the original behaviour. Changing behaviour when dealing with group of people is highlighted by the interviewee as follows;

Yeah, because if you are dealing with more than five people, it's not practical or easy to have a heart to heart discussion with more than 10 people. It's not possible. So they will be looking at the e-mail you are sending. They will be looking at the communication. So they will draw the wrong inferences from you. But if you can change, then it helps a lot. (Inter-05)

So far the findings from the high CQ interviewees were discussed. In the upcoming section the summary of the findings from high CQ interviewees will be presented.

4.3.5 Summary of the findings from high CQ data

The analysis of the data from the interviewees of high CQ reveals several findings. The findings will be presented under three broad categories which are the objectives of the study. The first category is differences identified by the high CQ interviewees. The second category will present the challenges identified by the high CQ interviewees. The third category will present the skills identified by the interviewees. Fourth category will discuss the view of factors such as motivation, cultural knowledge, preparation and behavior in the context of the Indian business environment.

Differences

The diversity that exists in the host country has been identified by nine out of twelve interviewees. The host country is a country of contrast as discussed extensively in the analysis. The internal diversity of the host country makes the host environment consist of people of different religions, culture, and ethnicity. Also across the host country, there are several different industries, governments, etc. The difference between different regions and states in the host country was also pointed out as one of the significant differences within diversity. Due to this vast difference in the host country, the attitudes of the host people are also widely different as identified by the interviewees. The influence of religion in the host country was pointed out by seven out of twelve interviewees. The host country is the country of different faiths which has been the home to four major religions in the world. The religions such as Hinduism, Sikhism, Buddhism and Jainism originated from the host country. However, Hinduism is the major religion in the host country and the culture of the host country is deeply influence by the Hinduism. The influence of religion is also evident in business and its environment directly and indirectly.

The difference in the leadership in the host country environment was also one of the differences that was identified by the majority of the interviewees. For instance, unequal hierarchy is one such difference and that has been highlighted by the interviewees. In the host environment, there is wide gap between the leaders and his subordinates and communication is more of a top down approach. Whereas, in the home environment the distance between the leader

and subordinate is minimal. The subordinates have equality with their supervisors and can challenge their superiors in the home country.

The difference in decision making in the host country was also pointed out by seven out of twelve interviewees. One of the important things pointed out by the interviewees, was that even though the managers work for the same company both at home and in the host country, the power to make decisions is not the same. The host country managers are always expected to consult their superior's in order to make a decision. Whereas, in the home country the managers do have independence to make decisions without any intervention. It was also mentioned that being a strong leader in the host environment is important as the interpretation of leader or boss is widely different. The decision maker in the home country is more visible in the host country. But even though one has the designation as a decision maker, it is not sure he or she holds the power to make decisions.

The role of gender in the host and home country was also pointed out by couple of interviewees. The host and home countries have an unequal role distribution between males and females which is also changing in the recent years. The notion of time or how the time is perceived by the host country people was pointed out by nine out of twelve interviewees. It was widely pointed out that host country people are able to keep their time as agreed. Often there are issues that arise due to the interpretation of time otherwise by the host country people. In the host country environment, the need for micromanagement was also pointed out by the interviewees. For instance, in the home country, the lack of intervention in work tasks given to the subordinates will be considered as lack of trust. Whereas, in the host country intervention, in work micromanagement, is crucial in order to ensure things are going and in the right direction.

The differences in communication was also one of the difference that was highlighted by the majority of the interviewees. The communication with people in the host country has to be done in a detailed manner, rather than doing it shorter. Things have to be communicated verbally in an understanding manner to the host country people. In the home country, people just communicate things based on only facts. Whereas in the host country, even the facts have to be communicated in a verbal way and has to be detailed. The need for being strong in communication was highlighted as the communication pattern between the host and home country is widely different. The use of English language with the host country people has been mentioned as one of the advantage. Likewise, extensive verbal communication has been said as significant thing while communicating with host county people. Apart from the differences mentioned

above, the difference in host country work environment, the people and their characteristics were also pointed out. In addition, stereotypes about the host country people and its applicability has also been widely pointed out.

Challenges

The challenges faced by the interviewees in the host country environment were also commented extensively by the interviewees. For instance, the challenge related to communication such as verbal, non-verbal and virtual has been mentioned by majority of the interviewees. Likewise, the attitude of the host country leaders, population, work culture, hiding mistakes, the notion of time perceived by the host people, finding the right people, dealing with hierarchy, religion, government, bureaucracy, attrition and deadlines have been mentioned as the main challenges.

Skills

The interviewees were asked what kind of skills and capabilities are important in the host country environment. The experience of visiting, traveling and living in the host country was mentioned by nine out of twelve interviewees. According to the interviewees, having experience in the host country enables people to understand the host country in-depth. Likewise, the importance of developing a relationship with the host country people was also mentioned by eight out of twelve interviewees. According to the interviewees, the host country people are interested to do business with the people whom they know or whom they are friends with. As the host and home countries are different in terms of culture, the need for cultural competence was mentioned by five out of twelve interviewees. The importance of establishing and keeping trust with the host country people was also pointed out as imperative in order to gain the confidence of the host country people. Further from the above mentioned skills, relationship skills, micromanagement skills, organizational skills, patience, emotional intelligence, adaptation skills, leadership and decision making skills have all been identified as important to work in the host country environment.

View to motivation, cultural knowledge, preparation and behavior

The experience of using factors such as motivation, cultural knowledge, preparation and behavior in the context of host country was one of the objectives of this study. The interviewees were asked what motivated them to work with the host country. It was mentioned by three of the interviewees that they were motivated to work in the host country as they were interested to know about the culture of the host country. Likewise, three of the interviewees were driven by the business opportunities available in the host country. Two of the interviewees

mentioned that they were motivated about the host country as they wanted to travel and live abroad as it was quite adventurous for them. Interestingly, one interviewee mentioned that in order to change the living environment was the motivation to work in the host country. Likewise, the other reasons such as work motivation, doing good for the host country, exploring the positive side of the host country were also pointed out as the motivation

The interviewees were asked whether cultural knowledge is significant in the host country environment even though they work in the same industry both at home and in the host country. All of the interviewees mentioned that cultural knowledge is crucial even though people work in the same country, as it overrides irrespective of the industries. Also six of the interviewees stated that having cultural knowledge is highly important to work in the host country, as culture impacts all sort things in the host country. Moreover, the interviewees pointed out the behavior of the host people, measuring success and performance, dealing with ambiguity, experience, host country religion, negotiation pattern, history, politics, education, accepted things, communicational pattern, are all factors that constitute cultural knowledge.

The interviewees also shared their thoughts about how they prepare themselves before interaction with the host country people, if they are not familiar with the host country person whom they are going to meet. Two of the interviewees pointed out that they have an agenda before they meet with the host country person. Also it was said by an interviewee, that proper research is done before meeting with the host country person. Likewise, it was also said by an interviewee that preparation before communicating virtually with the host country person is crucial. Likewise, the interviewees pointed out that they check the information about the host country and its reliability before meeting with the host country people. For instance, it was mentioned that the cultural norms and differences about the host country have to be verified in order to confirm whether the information gathered through several sources has to be checked if they right or wrong. Therefore, people verify the information through their colleagues, friends and families of the host country people whom they know. Also it was said that conducting research and checking data is crucial before interaction with the host country people. A couple of interviewees also said that they do not check the reliability of the information received from the host country people about their own culture as they trust them hoping that they will not lie purposefully. Moreover, the interviewees explained that the information gathered about the host country from several sources is used to understand the culture, and behavior of the host country and its people.

The interviewees were asked do they change their emotions while interacting with the host country people. Five out of twelve interviewees said that they do change their emotions while interacting with the host country people, for example in tasks such as shopping. Also three of the interviewees said that they partly change their emotions while three of the interviewees said they do not change their emotions at all. The interviewees were also asked to what extent they have to communicate verbally, non-verbally and virtually with the host country people. The use of verbal communication is more needed in the host country than virtual communication. Likewise, exhibiting appropriate behavior while dealing with the host country groups. Moreover, communicating in a detailed manner was also important in the host country according to the host country. The formal non-verbal communication is also important according to two of the interviewees. Two of the interviewees insisted that having a formal virtual communication is required while dealing with the host country people. Four of the interviewees mentioned that being polite with the host country people, is far more important than in the home country.

4.4 Comparison of findings from moderate and high CQ interviewees

This chapter will compare the data analyzed from the interviewees of moderate and high CQ category. First this chapter will discuss the differences that are identified by the moderate and high CQ interviewees. Second, this chapter will compare the challenges identified by both the category interviewees. Third, this chapter will compare the skills that are pointed as important by the moderate and high CQ interviewees. Fourth, this chapter will compare how the factors such as motivation, cultural knowledge, preparation and behavior are viewed by the moderate and high CQ interviewees. Finally, the summary of the comparison of data will be presented.

4.4.1 Differences

The interviewees were asked questions regarding their experiences regarding the host country culture, work environment, etc., in order to find out the differences between the host and home countries. The interviewees from both moderate and high CQ category identified several differences that are discussed below.

Table 14. Comparison of differences in detail

Differences / No of moderate CQ interviewees	Ranking / Percentage	Differences /No of high CQ interviewees	Ranking / Percentage
Hierarchy and Leadership/8	1 / 80%	Communication / 12 Communication (1) Detailed communication (5) Stronger communication (1) Difference in pattern of communication (2) The influence of language in communication (2) The host communication pattern (2) The importance of listening in communication (1) The interpretation of communication (1) Verbal discussion (1) Informal communication (1) English language (2) Cultural difference in communication (1) Extensive communication (1) Communication non-verbal (1) Structural approach in communication (1)	1% / 100%
Communication-7 Communication (2) Influence of distance in communication (2) Indirect communication (1) Sensitive in communication (1) The use of humor (2) Language (2) Smoother in communication (10)	2/70%	Hierarchy and leadership-10 Difference between hierarchies (4) Leadership differences (small vs. big countries) (1) Leaders don't have same power (2) The same leadership behavior all over Asia (1) Host managers put them on top (1) Knowing the social structure or hierarchy (1) Being a strong leader in the host country (2) Change in the hierarchy over years (1)	2/83.33%
Religion-7 Religion (3) Diversity of religion (3) Host country without religion (1)	3/70%	Time-10 Different interpretation of time (1) Uncertainty of time (1) Time schedule (3) Keeping the deadline (2) Consumption of time (2) The notion of time is changing in the host country (1)	3/83.33%
External environment (7) Contrasting environment (3) Traffic (3) Visible differences (2)	4/70%	Diversity-9 Host country not a monolithic country (1) Diversity of host country people (3) Difference in attitude (3) Host country compared with EU (1)	4/75%
Work behavior-6	5/60%	Religion-7	5/58.33%

Work behavior of host and home country people (4) Difference in keeping the work goals (3)			Importance of religion (1) Importance of religion in business (3) Importance of religion on behavior (2) Difference religion and its influence (1) Knowing religion by living in the host country (2)	
Time-6 Notion of time (6)	6/60%		Decision making (7) Decision making pattern (3) Finding the real decision maker (3) Independence in decision making (1) Young decision makers (1) The power to make decisions (1) Knowledge about decision making (1) Layers in decision making (1)	6/58.33%
Decision making-4 Decision making in the near culture (2) Inequality in decision making (2) Hierarchy in decision making (1) Identifying the real decision maker (2)	7/40%		Observation about positive side of host people (7) Creating good impression (1) The host country employees are relaxed (1) Best negotiators (1) Positive side of the host people (1) Host people have to prove themselves (1) Host people are entrepreneurial (1) Indians don't like arrogant behavior (1)	7/58.33%
Diversity of the host country (3)	8/30%		Work environment -6 Work environment (1) Collectivism (1) Realization about host country (1) Contrasting environment in home and host country (2)	8/50%
Attitude of people (2)	9/20%		Micromanagement-6 Micro management (3) Indians has to be pushed to get things done (3)	9/50%
Culture (2)	10/20%		Host country External Environment-4 Visible differences (1) Educational environment (1) Flexible host environment (1) Organized environment (1)	10/33.33%
Gender role (2)	11/20%		Gender-3 Female competitiveness (1) Gender adjustment (1) Gender difference (1)	11/25%
British influence (2)	12/20%		Risk taking Risk taking (2)	12/16.66%

The moderate CQ category interviewees identified the differences in terms of hierarchy and leadership as the biggest difference in the host country environment. Eight out of ten interviewees (80%) pointed out the differences between the home and host country in terms of hierarchy and leadership. The second biggest difference identified by the moderate CQ interviewees, was about communication with the host country people and was identified by seven (70%) out of ten interviewees. The third biggest difference identified by the moderate CQ interviewees is religion, pointed out by seven (70%) out of ten interviewees. The fourth biggest difference mentioned by the moderate CQ interviewee was the difference in the external environment which was mentioned by seven (70%) out of ten interviewees. The fifth biggest difference identified by the moderate CQ interviewees was about work behavior of the host country people. This was identified by six (60%) out of ten interviewees. The sixth biggest difference identified by the moderate CQ interviewees was about notion of time. This was identified by six (60%) out of ten interviewees. The seventh biggest difference identified by the moderate CQ interviewees was about decision making pattern in the host country environment which was identified by four (40%) out of ten interviewees. The eighth biggest difference identified by the moderate CQ interviewees was the diversity of the host country environment. Three (30%) out of ten interviewees identified the differences in terms of diversity in host country environment. The ninth biggest difference identified by two (20%) of the interviewees was the attitude of the host country people. The tenth biggest difference was culture which was pointed out by two (20%) of the interviewees. The eleventh difference identified was the difference in the role of gender which was pointed out by two (20%) of the interviewees. Likewise, the twelfth difference was the influence of British colonialism which was said by two (20%) of the interviewees.

In the high CQ category, communication was the biggest difference identified by the interviewees. All the twelve interviewees (100%) pointed out the difference in terms of communication with the host country people. Hierarchy and leadership was identified as the second biggest difference by the ten (83.33%) out of twelve high CQ interviewees. The notion of time was identified as the third (83.33%) biggest difference by ten out of twelve interviewees. The diversity of the host country was identified as the fourth biggest difference by nine (75%) out of twelve interviewees. Religion has been identified by seven (58.33%) out of twelve interviewees as the fifth biggest difference by the high CQ interviewees. The decision making pattern of the host country people was mentioned as the sixth (58.33%) biggest difference by seven out of twelve interviewees. Observation or the characteristics of the host country people was identified as the seventh biggest difference by seven (58.33%) out of twelve interviewees. The host country

work environment was identified by six (50%) out of twelve interviewees as the eighth biggest difference by the high CQ interviewees. Micromanagement of people in the host environment was identified by six (50%) out of twelve interviewees as ninth biggest difference from the high CQ interviewees. The external environment of the host country was mentioned by four (33.33%) out of ten interviewees as the tenth biggest difference. The gender differences in the host country has been mentioned as the eleventh biggest difference by three (25%) out of twelve high CQ interviewees. The risk taking nature of the host country people was mentioned by two (16.66%) of the twelve high CQ interviewees as the twelfth difference in terms of the host country.

The differences that are identified by both moderate and high CQ interviewees were communication, hierarchy and leadership, religion, notion of time, decision making, environment and gender. The communicational differences between the host and home country people is one of the differences that is most visible. In a sense, people communicate with each other extensively where people realize the difference obviously. Moreover, through communication people understand as well misunderstand each other. Communication is the medium that enables people to know about each other. In the moderate CQ category, seven out of ten interviewees which can be interpreted as 70% of the interviewees, mentioned communication as the second biggest difference in the host country. Whereas, in the high CQ category all of the twelve interviewees interviewed pointed out communication as the biggest difference amongst all the other things noticed.

Religion of the host country is quite stronger in the day-to-day life of the host country people. In the moderate CQ category, seven out of ten interviewees (70%) mentioned religion as the second biggest difference. Similarly, among the high CQ interviewees seven out of twelve interviewees mentioned religion as the fifth biggest difference noticed in the host country environment. Even though the interviewees from both categories mention religion as a difference, the percentage of people who mentioned greatly differs. For instance, in the moderate CQ category 70% of the interviewees mentioned religion at the same time in the high CQ category only 58.33% of them mentioned as a difference. The way hierarchy and leadership is perceived and practiced widely differs in both home and host country. Therefore, hierarchy and leadership has been mentioned as one of the biggest differences by both moderate and high CQ interviewees. From the moderate CQ category, eight out of ten interviewees identified hierarchy and leadership in the host country as the foremost difference amongst all the other differences. At the same time in the high CQ, category ten out of twelve interviewees mentioned hierarchy and leadership. The percentage of people who

pointed out hierarchy and leadership is 80%, while in the high CQ category the percentage is 83.33%.

The notion of time is also identified as one of the differences of both moderate and high CQ interviewees. In the moderate CQ category, time is identified as fifth biggest difference by six out of ten people which implies 60% of them. In the high CQ category, ten out of twelve interviewees pointed out the notion of time which implies 83.33%. The moderate CQ interviewees identified work behavior, the influence of the British, traffic in the host environment and the environmental related differences. The high CQ interviewees identified micromanagement, risk taking, work environment, characteristics of the host people and the environment.

The following table gives an understanding about the differences mentioned by all of the interviewees.

Table 15. Comparison of differences in a nutshell

Difference	No of moderate CQ interviewees	No of high CQ interviewees	Total no of interviewees	Percentage
Communication	7	12	19	86.36%
Hierarchy and Leadership	8	10	18	81.81%
Time	6	10	16	72.72%
Religion	7	7	14	63.63%
Decision making	4	7	11	50%
External environment	7	4	11	50%
Diversity of the host country	3	9	11	50%
Gender	2	3	5	22.72%
Observation about host people	-	7	7	31.81%
Work environment	-	6	6	27.27%
Micro management	-	6	6	27.27%
Risk taking	-	2	-	9.09%
Work behavior	6	-	6	27.27%
Attitude of the people	2	-	2	9.09%
British influence	2	-	2	9.09%
Culture	2	-	2	9.09%

From the above table, it can be seen that the biggest difference identified was communication that was pointed out by nineteen (86.36%) out of twenty-two interviewees. The second difference was hierarchy and leadership which was pointed out by eighteen (81.81%) out of twenty-two interviewees. The third

difference was time which was identified by sixteen (72.72%) interviewees. The fourth difference mentioned by the interviewees was about religion by fourteen (63.63%). The fifth difference is in terms of decision making which was pointed out by eleven (50%) of the interviewees. The sixth difference was the difference in external environment which was pointed out by eleven (50%) of the interviewees. The seventh difference pointed out was diversity of the host country people which was mentioned by eleven (50%) of the interviewees. The eighth difference that was pointed out by both the interviewees was the gender role in the host country which was mentioned by five (22.72%) of the interviewees. All the above differences were identified commonly by both the category interviewees.

The observation about the host country people was identified by seven (31.81%) of the high CQ interviewees. The work environment of the host country was also mentioned by six (27.27%) of the high CQ interviewees. Likewise, micro management was pointed out by six (27.27%) of the high CQ interviewees. Additionally, risk taking was pointed out by two (9.09%) high CQ interviewees. In the moderate CQ category, the differences in work behavior was mentioned by six (27.27%) of the interviewees. Besides, the attitude of the host people, influence of British colonialism and host culture was mentioned two (9.09%) of the interviewees each. In total sixteen of the differences have been identified by all of the interviewees. The moderate CQ interviewees identified twelve (54.54%) differences and the high CQ interviewees also identified the same amount of differences. The following table will give an overview of the number of differences identified by the interviewees

Table 16. Differences in numbers

Total No of differences identified / percentage	No of differences identified by the moderate CQ Interviewee / percentage	No of differences identified by the high CQ Interviewee/percentage
16 /100%	12/54.54%	12/54.54%

4.4.2 Challenges

The moderate and high CQ interviewees were asked what kind of challenges were faced by them in the host country environment. The following table gives an overview to the challenges mentioned by the interviewees from both categories.

Table 17. Comparison of challenges

Challenges/ No of moderate CQ interviewees	Ranking / Percentage	Challenges /No of high CQ interviewees	Ranking / Percentage
Communication-4 Challenges in virtual communication (2) Challenges in communication and behavior (4)	1/40%	Attitude of host people-5 Attitude of host country leaders is a challenge (2) Challenge because of attitude (1) Lack of accountability (2) Things don't happen as promised (1)	1/41.66%
Challenge in gender role (1)	2/10%	Communication-4 Challenge in communication (1) Challenges in email communication (1) Lack of open communication is a challenge (1) Language difference is a challenge (1) Hiding away mistake is challenge (1) Hiding information (1)	2/33.33%
Challenges due to diversity (1)	3/10%	Hierarchy-3 Dealing with hierarchy is a challenge (1) Finding out real decision maker is challenge (1) Unfamiliarity with foreign culture (1)	3/25%
Other challenges (4) Traditional culture (1) Finding the right person (1) Decision making challenge (1) Attrition is the challenge (1)	4/40%	Finding the right person-3 Finding the right manager in host country is challenge (1) Finding the right person (2)	4/25%
		Other Challenges-9 Time is challenge (1) Challenge in new work environment (1) Work culture is a challenge (1) Attrition is a challenge in the host country (1) The amount of people is a challenge (1) Understanding the religion is challenge (1) Challenge with government (1) Challenge of the home country people (1) Uncertainty in the host country (1)	5/75%

In the moderate CQ category, four (40%) out of ten interviewees mentioned that communication with the host country people as the top challenge. The challenges related to gender role has been mentioned by one (10%) interviewee which comes as the second challenge. The third challenge mentioned by the one (10%) moderate CQ interviewee is the challenges due to diversity. Apart from the top challenges mentioned the other challenges such as gender role, challenges due to diversity, traditional culture and finding the right person.

In the high CQ category the attitude of the host country people has been identified as the top challenge which was mentioned by five (41.66%) out of twelve interviewees. Communication was identified as the second biggest challenge identified by four (33.33%) out of twelve interviewees. The hierarchy has been identified as the third most challenge by three (25%) of the interviewees. Likewise, finding the right person has been mentioned by three (25%) of the interviewees as the fourth challenge. In addition to the top four challenges mentioned above, the high CQ interviewees mentioned also the challenges related to time, host work environment, host work culture, population, understanding the host religion, governmental challenges, home county people and uncertainty as other challenges.

The challenges related to communication have been mentioned by both moderate and high CQ interviewees. In addition, hierarchical challenges were also pointed out by both moderate and high CQ as well. Likewise, the challenges related to religion, selecting and finding the right person were also mentioned by both category interviewees. The challenges related to attitude of the host country people, hierarchical challenges, notion of time, attrition, population, people and uncertainty are the challenges were pointed out only by the high CQ interviewees. Similarly, the gender challenges, bureaucracy, political system, understanding the customer and traditional culture are some of the challenges that were identified only by the moderate CQ interviewees.

From the analysis of the interview data, the overall challenges faced by all of the interviewees can be found. The following table will give the overview to challenges faced by the interviewees in the home country.

Table 18. Comparison of challenges in nutshell

Challenges	No of moderate CQ interviewees	No of high CQ interviewees	Total no of interviewees	Percentage
Communication	4	4	8	36.36%
Attitude of host people	-	5	5	22.72%
Finding the right person	1	3	4	18.18%
Hierarchy	-	3	3	13.63%
Attrition is the challenge	1	1	2	9.09%
Challenges due to diversity	1	-	1	4.54%
Challenges in gender role	1	-	1	4.54%
Traditional culture	1	-	1	4.54%
Decision making challenge	1	-	1	4.54%
Challenge in new work environment	-	1	1	4.54%
Time is the challenge	-	1	1	4.54%
Work culture is challenge	-	1	1	4.54%
The amount of people is a challenge	-	1	1	4.54%
Understanding the religion is challenge	-	1	1	4.54%
Challenge with government	-	1	1	4.54%
Challenge of the home country people	-	1	1	4.54%
Uncertainty in the host country	-	1	1	4.54%

The challenges related to communication has been the biggest challenge faced by the interviewees which was mentioned by eight (36.36%) out of twenty two interviewees. The second biggest challenge was explained by the interviewees, was the attitude of the host country people and was pointed out by five (22.72%) of the interviewees. The third biggest challenge was finding the right person, which was said by four (18.18%) of the interviewees. The fourth challenge is related to the hierarchy and this was said by three (13.36%) of the interviewees. The fifth challenge is the attrition which was said by two (9.09%) of the interviewees. Challenges such as communication, finding the right person and attrition have been mentioned by the interviewees from both categories. The challenges related to diversity, gender role, traditional culture and decision making have been pointed by the moderate CQ interviewees each (4.54%) from all of the interviewees. Likewise, the new work environment, time, work culture, the amount of people, understanding religion, government and home country people have been the challenge for the high CQ interviewees and was mentioned by each (4.54%). In total thirteen challenges were identified by all the

interviewees. The moderate CQ interviewees identified seven (31.81%) of the interviewees and the high CQ interviewees identified twelve (59.09%) of the challenges. The following table will give an overview of the challenges identified by all the interviewees.

Table 19. Challenges in numbers

Total No of challenges identified / percentage	No of challenges identified by the moderate CQ Interviewee / percentage	No of challenges identified by the high CQ Interviewee/percentage
13 /100%	7/31.81%	12/59.09%

4.4.3 Skills

The moderate and high CQ interviewees were asked what kind of skills and capabilities are important to work in the host country environment. The interviewees shared several thoughts about the skills that are essential in the host country and these are explained in the following table.

Table 20. Comparison of skills identified in detail

Skills / No of moderate CQ interviewees	Ranking / percentage	Skills/ No of high CQ interviewees	Ranking/ Percentage
Relationship capabilities-4 Capabilities to establish relationship (3) Relationship skills (3)	1/40%	Experience -9 Personal experience (1) Travel experience (2) Living experience (5) Understanding religion by living experience (1)	1/75%
Adaptation skills (4) Behavioral adaptability (3) Quick adaptation skills (2)	2/40%	Relationship capabilities-8 Relationship is important (3) Relationship in real life situations (1) Maintaining relationship (2) The value of relationship (1) Relationship in business (1) Relationship skills (1)	2/66.66%
Cross-cultural skills-3 Cross-cultural skills (3)	3/30%	Trust-6 Trust (3) Keeping the trust (3) Trust with host country people (1)	3/50%
Experience-3 Experience (3) Experiencing the behavior (1)	4/30%	Cross-cultural skills (5)	4/41.66%
Paternalistic skills (1)	5/10%	Open-mindedness (4)	5/33.33%
	6/10%	Communication skills (2)	6/16.66%
		Patience (2)	7/16.66%
		Other skills (5) Skills for micromanagement (1) Organizational skills (1) Emotional intelligence (1) Adaptation skills (1) Leadership and decision making skills (1)	8/41.66%

In the moderate CQ category, four (40%) out of ten interviewees pointed out the capabilities to establish relationship with the host country people as the most important skill. The second most mentioned skill by the moderate CQ interviewees, was experience in the host country environment, said by three (30%) out of ten interviewees. The third biggest skill suggested by moderate CQ interviewees, was cross-cultural skills, commented by three (30%) out of ten interviewees. The fourth skill behavioral ability, was mentioned by three (30%) out of ten interviewees. Whilst the quick adaptation skill was identified by two (20%) out of ten moderate CQ interviewees as the fifth most important challenge. The sixth important skill mentioned by the high CQ interviewee was paternalistic

skills which was identified by one (8.33%) interviewee. Apart from the top five skills mentioned, the moderate CQ interviewees, also pointed out other skills such as interaction skills or communication skills, analytical skills and the skills to handle bureaucracy in the host country environment.

In the high CQ category, experience was emphasized as the most important (skill) by nine (75%) out of twelve interviewees. The second most important thing pointed out by the high CQ interviewees was relationship capabilities with the host country people and was mentioned by nine (75%) out of twelve interviewees as well. The third most mentioned skill, mentioned by six (50%) of the high CQ interviewees was establishing and maintain the trust. The fourth skill mentioned, was cultural competence by five (41.66%) high CQ interviewees. Whilst the fifth skill mentioned, was open-mindedness by four (33.33%) out of twelve high CQ interviewees. Additionally, to top five skills mentioned earlier, the high CQ interviewees also mentioned other skills such as micromanagement skills, organizational skills, emotional intelligence, adaptation skills and leadership and decision making skills.

From the analysis of the data the overall opinion of the individuals can be derived. The following table will give an overview to the skills that are identified by all the interviewees.

Table 21. Comparison of skills in nutshell

Skills identified	No of moderate CQ interviewees	No of high CQ interviewees	Total no of interviewees	Percentage
Relationship capabilities	4	8	12	54.54%
Experience	3	9	12	54.54%
Cross-cultural skills	3	5	8	36.36%
Adaptation skills	4	1	5	22.72%
Trust	-	6	6	27.27%
Open mindedness	-	4	4	18.18%
Communication skills	-	2	2	9.09%
Patience	-	2	2	9.09%
Skills for micromanagement	-	1	1	4.54%
Organizational skills	-	1	1	4.54%
Emotional Intelligence	-	1	1	4.54%
Leadership and decision making skills	-	1	1	4.54%
Paternalistic skills	1	-	1	4.54%

From the analysis of data it can be seen that the relationship capabilities, experiences, cross-cultural skills or competence and adaptation skills have been pointed out by both the category interviewees. The relationship capabilities have been mentioned as the most important skill as it is pointed out by twelve (54.54%) out of twenty two interviewees. Experience has been pointed out as the second important skill by eleven (50%) out of twenty two interviewees. Cross-cultural skills or competence has been pointed out as the third important skill by eight (36.36%) out of twenty two interviewees. The adaptation skill has been mentioned as the fourth important skill by five (22.72%) out of twenty two interviewees. Apart from the skills mentioned above, several other skills also have been pointed out by both the category interviewees separately. For instance, trust or the capabilities to establish trust has been pointed out by six (27.27%) high interviewees out of the total twenty two interviewees. Similarly, open mindedness has been pointed out by four (18.18%) of the high CQ interviewees out of total twenty two interviewees. Communication skills and patience has been mentioned by two (9.09%) each out of the twenty two interviewees. The skills for micromanagement, organizational skills, emotional intelligence, leadership and decision making skills and paternalistic skills have been mentioned by one (4.54%) interviewees each out of the total interviewees. In total thirteen skills were identified by all of the interviewees. The moderate CQ interviewees identified five (22.72%) of the skills and the high CQ interviewees identified twelve (54.54%) of the skills. The following table will give an overview to the skills identified by all of the interviewees.

Table 22. Comparison of skills in numbers

Total No of skills identified / percentage	No of skills by the moderate CQ Interviewee / percentage	No of skills identified by the high CQ Interviewee/percentage
13 /100%	5/22.72%	12/54.54%

4.4.4 View to Factors - Motivation, Knowledge, Preparation, Behavior

Motivation

The comparison of motivation among the low and high CQ interviewees brings out what motivated the interviewees most and least to work with the host

country. The following table will give an overview about the motivational factors of the interviewees to work in the host country.

Table 23. Comparison of Motivation factor

Motivation/Moderate CQ	Percentage	Motivation/high CQ	Percentage
Opportunities in the host country (5)	50%	Business opportunity (3)	25%
Motivation towards host culture (2)	20%	Host country culture (3)	25%
Caliber of host country people is the motivation (2)	20%	Adventure (2)	16.66%
Motivation to work with underprivileged people (1)	10%	Motivation to work (2)	16.66%
Motivation to learn technical things (1)	10%	Motivation to change the environment (1)	8.33%
Motivation to learn (1)	10%	Doing good for the host country (1)	8.33%
		Showing the positive side (1)	8.33%

Among the moderate CQ interviewees the opportunities available in the host country have been the biggest motivation for five (50%) out of ten moderate CQ interviewees. Additionally, two (20%) out of ten interviewees were motivated to work with the host country due to its culture. The caliber of the host country people was mentioned by two (20%) of the moderate CQ interviewees. Furthermore, the motivation to work with underprivileged people, motivation to learn new technical things have been the motivation for three of the interviewees each from moderate CQ category.

In the high CQ category three (25%) out of twelve interviewees were motivated to work with the host country due to the business opportunities available in the host country. As well three (25%) out of twelve interviewees were motivated to work with the host country due to the host country culture. Two (16.66%) of the interviewees from high CQ category pointed out experiencing adventure in the host country. Likewise working in host country has been motivation for one of the interviewees for one (8.33%) of the high CQ interviewee. Also one (8.33%) of the interviewee from high CQ also pointed out that the motivation to change the environment from home country has been the reason to work in the host country. The motivation to do good for the host country (8.33%) and showing positive side

(8.33%) of the host country has also been the motivation for two of the interviewees respectively.

The analysis of the data enabled identification of the motivational factors of the interviewees to work in the host country. The following table will explain the motivation of the interviewees to work in the host country.

Table 24. Motivation factors in nutshell

Motivational Factor	No of moderate CQ interviewees	No of high CQ interviewees	Total no of inter-viewees	Percentage
Opportunities in the host country	5	3	8	36.36%
Host country culture	2	3	5	22.72%
Caliber of the host country people	2	-	2	9.09%
Adventure		2	2	9.09%
Motivation to work		2	2	9.09%
Work with underprivileged people	1	-	1	4.54%
Motivation to learn technical things	1	-	1	4.54%
Motivation to learn	1	-	1	4.54%
Change the environment		1	1	4.54%
Doing good for host country		1	1	4.54%
Showing the positive side		1	1	4.54%

From the above table it can be seen that business opportunities to work in the host country were the biggest motivation for the interviewees from both the categories. In total eight (36.36%) of the interviewees pointed out business opportunities in the host country as their motivation. On the other hand, the culture of the host country has been the second biggest motivation which was pointed out by five (22.72%) of the interviewees. The caliber of the host country people has been the third motivation which was mentioned by two (9.09%) of the interviewees. Likewise having adventure and motivation to work has been mentioned by two (9.09%) of the interviewees each. The motivation to work with the underprivileged people, learning technical things, learning in general, changing the environment, doing good for the host country and showing the positive side of the host country has been pointed by one (4.54%) interviewee each.

Cultural Knowledge

The interviewees from both the high and moderate CQ interviewees were asked whether cultural knowledge is important even though if one works in the same industry in different countries. All of the interviewees from both the categories insisted that cultural knowledge is crucial even if one is working in the same industry in different country. Cultural knowledge has been pointed out as the underlying thing that drives the industries across the globe. Besides, the interviewees from both categories were asked what constitutes cultural knowledge according to their opinion. The following table will give an overview about the cultural knowledge according to the interviewees.

Table 25. Comparison of cultural knowledge

Cultural knowledge/moderate CQ/No interviewees	Percentage	Cultural knowledge/high CQ	Percentage
Knowledge about culture and behavior (6)	60%	Cultural knowledge to work in the host country even in the same industry (2)	16.66%
Knowledge about religion (4)	40%	Importance of cultural knowledge in the host country (6)	50%
Knowledge about decision making (3)	30%	History (4)	33.33%
Cultural knowledge about diversity (2)	20%	Religion (3)	25%
Cultural knowledge from media (2)	20%	Communication (2) Communication (1) Virtual communication (1)	16.66%
Knowledge about political system (1)	10%	Behavior is cultural knowledge (1)	8.33%
Role of education (1)	10%	Success and performance (1)	8.33%
		Dealing with surprises (1)	8.33%
		Experience matters (1)	8.33%
		Negotiation (1)	8.33%
		Politics (1)	8.33%
		Education (1)	10/8.33%
		What is accepted (1)	11/8.33%

In the moderate CQ category, seven out of ten interviewees mentioned knowledge about culture of the host country and behavior of its people has been crucial to know. In the high CQ category six out of twelve interviewees pointed out the importance of knowing cultural knowledge as the most important. The knowledge about the history of the home country was mentioned as the second

most important cultural knowledge by four out twelve interviewees in the high CQ category. Likewise, knowledge about religion was mentioned by four moderate CQ interviewees as the second most important.

Decision making has been mentioned by three out of twelve interviewees as the third most important cultural knowledge by the moderate CQ category interviewees. Cultural knowledge regarding diversity of the host country and about the media has been mentioned by two interviewees each respectively from the moderate CQ category as the fourth important indicator of cultural knowledge.

Communication was pointed out by two of the high CQ interviewees out of which one was the virtual communication as the third most important measure of cultural knowledge. Likewise, knowledge about the political system and the role of education has been mentioned by two of the interviewees respectively. The way how success and performance is measured in the host country has been said as cultural knowledge by one interviewee. Likewise dealing with surprises, negotiation pattern, politics, role of education, things which are accepted, behavioral pattern has been mentioned by six of the interviewees respectively.

The knowledge about culture, religion, education, politics and behavior has been the common cultural knowledge which was mentioned by both low and high CQ interviewees. However, knowledge about decision making and knowledge from media was only highlighted by the moderate CQ interviewees. Likewise, negotiation, success and performance, what is accepted, communication, virtual communication, dealing with surprises has been mentioned by the high CQ interviewees. Also the experience was highlighted as more important than cultural knowledge by one high CQ interviewee. The following table will give an overview about the cultural knowledge mentioned by all of the interviewees from low and high CQ categories.

Table 26. Comparison of cultural knowledge in nutshell

Cultural knowledge	No of moderate CQ interviewees	No of high CQ interviewees	Total no of interviewees	Percentage
Religion	4	3	7	31.81%
Culture & behavior	6	1	7	31.81%
History	-	4	4	18.18%
Decision making	3	-	3	13.63%
Political system	1	1	2	9.09%
Role of education	1	1	2	9.09%
Diversity	2	-	2	9.09%
From media	2	-	2	9.09%
Communication	-	2	2	9.09%
Success and performance	-	1	1	4.54%
Dealing with surprises	-	1	1	4.54%
Experience matters	-	1	1	4.54%
Negotiation	-	1	1	4.54%
What is accepted	-	1	1	4.54%

The analysis of the cultural knowledge shows religion as the foremost cultural knowledge as it was pointed out by seven (31.81%) out of twenty-two interviewees. Likewise, culture & behavior has been mentioned as the second most important cultural knowledge which was pointed out by seven (31.81%) interviewees. Cultural knowledge about the political system has been mentioned as the third important knowledge by two (9.09%) of the interviewees. Decision making has been pointed out as fourth important cultural knowledge by the interviewees. Cultural knowledge about the host political system, role of education, diversity, cultural knowledge from media, and communication has been mentioned by two (9.09%) interviewees each. Likewise, the cultural knowledge on measurement of success and performance, dealing with surprises, experience, negotiation, and things that are accepted has been pointed out by one (4.54%) interviewees each out of the total interviewees. Cultural knowledge on religion, culture & behavior, political system and role of education has been mentioned by interviewees from both the categories.

Preparation

The interviewees were asked about how they prepare before the interaction with the host country nationals. The following table will give an overview about the preparation of the interviewees.

Table 27. Comparison of preparation in detail

Preparation	Percentage	Preparation/high CQ/No of interviewees	Percentage
Importance of Preparation- (5) Gathering information for preparation (5) Special preparation as a women (1)	50%	Importance of preparation (6) Preparation due to unfamiliarity in personality (2) Preparation by having agenda (2) Doing proper research before interaction (1) Preparation for virtual communication (1)	50%
		Reasons for no preparation (3)	25%
Checking the accuracy of information (6)	60%	Checking accuracy of information (10) Checking and understanding the cultural norms and differences (2) Checking from colleagues (1) Breaking ice (2) Testing the people (1) Data checking (1) Doing research and getting to know the people (1) Stakeholder analysis (1) Checking through friends (1) Social taboo (1) Right and wrong depends on person (1) Creating relationship to check the information (2)	83.33%
		Not checking information (2) Trusting the opponent (1) Using the common sense (1)	9.09%
Using the information-0		Using the information about hot culture (1) Understanding the behavior of people (1)	4.54%

In the moderate CQ category ten out of ten interviewees mentioned that they do preparation before interaction with the host country people. It was said by one of the female interviewees from moderate CQ category, also emphasized that it is important as a woman, to do special preparation to interact with the host country people due to vast cultural difference between both the countries.

Likewise, nine out of twelve interviewees from high CQ interviewees mentioned that they prepare before interaction with the host country people. One of the interviewees from high CQ category also mentioned three out of twelve

interviewees said they do not prepare before interaction with the host country people. Furthermore, the three interviewees also gave reasons why they don't prepare before interaction. For instance, two interviewees said they do not prepare culturally for interaction even though they do general preparation to interact with the host country people. Likewise, one interviewee said due to experience there is no need for preparation anymore however, in the beginning the preparation was much required.

The interviewees were asked whether they collect and check the information regarding the cultural norms and other aspects related to the host country. Four of the moderate CQ interviewees mentioned that they gather information before preparing to meet with the host country people. The information is gathered through the host country people living in the home country, through social media and through cross-cultural training. In the high CQ categories interviewees shared several thoughts on collecting and checking information about the host country. The two interviewees in high CQ category mentioned that the information about host country is collected through the interaction with the host country people and through books and internet. Likewise, checking with the colleagues was also mentioned by an interviewee. Before interaction with the host country people it was also said "breaking the ice" is important to get to the opposite person in order to get to know the person. Also doing a stakeholder analysis and doing research about the person whom one is going to meet, was also emphasized by two of the interviewees respectively. Gathering and checking information through the host country friends was also mentioned by an interviewee. One high CQ interviewee explained that testing the people is crucial in order to verify whether the information received is true or false. Also it was pointed out by two interviewees that establishing a relationship with the host country people is needed before checking the information with the host country people. Two of the high CQ interviewees also said that they do not check the information as they trust the opponent with whom they interact and also they use their common sense to find what is right and wrong.

The interviewees were also asked how and in what way the information gathered was used by the high and moderate CQ interviewees in the host environment. The interviewees from the moderate CQ category do not reveal how the information received is used in the context of the host environment. However, three out of the twelve interviewees mentioned that the information received about the host country is used to understand the behavior of the host country people.

From the analysis of the data the overall opinion of the interviewees to prepare for interaction with the host people can be found. The following table will give an overview to the preparation done by the interviewees.

Table 28. Comparison of preparation in nutshell

Preparation	No of moderate CQ interviewees	No of high CQ interviewees	Total no of interviewees	Percentage
Importance of preparation	5	6	11	50%
Reasons for no preparation	-	3	3	13.63%
Checking the accuracy of information	6	10	16	72.72%
Not checking the information	-	2	2	9.09%
Using the information	-	1	1	4.54%

From the above mentioned table it can be seen that eleven (50%) out of twenty two interviewees pointed out the importance of preparation before interacting with the host country people. Moreover, all of those interviewees also explained how they prepare before interaction with the host nationals. Three (13.63%) of the interviewees said they do not prepare before interaction with the host country people. The interviewees were asked if they check the accuracy of information related to cultural and behavioral norms received regarding the host country. From the total interviewees, sixteen (72.72%) of the interviewees confirmed that they check the accuracy of the information received about the host country. Likewise, out of all the interviewees, one (4.54%) interviewee said the information gathered from several sources about the host country.

Behavior

The high and moderate CQ interviewees were asked whether they change their emotions while interacting with the host country people. The following were the thoughts presented by the interviewees and are presented in the table below.

Table 29. Comparison of behavior in detail

Behavior/moderate CQ/No of interviewees	Percentage	Behavior/high CQ/No of interviewees	Percentage
Change of emotions in the host country (6)	60%	Changing emotions-4 Do change in emotions (2) Changing emotions while shopping (2)	33.33%
Not changing emotions (4)	33.33%	Not changing emotions (4) Different thoughts (1)	18.18%
		Changing the emotions partly (3)	25%
		Being open minded (1)	8.33%
Change of behavior (8) English language (1) Communication through virtual means (1) Not very different (1) Being polite (1) Listening carefully (1) Doing it differently (1) Energized in communication (1) Detailed virtual communication (1) Not change (2) Not change in communication (1) Being straight forward in communication (1)	80%	Change of behavior (12) Polite communication (4) Use of verbal communication (2) Detailed communication in host country (2) Formal non-verbal communication (2) Virtual communication (2) The use of common language (2) Appropriate behavior with groups (1) Trust in communication (1)	100%
	20%		

Six out of ten moderate CQ interviewees said that they do change their emotions while interacting with the host country people. Likewise, four out of ten moderate CQ interviewees said they do not change their emotions during the interaction with the host people. In the high CQ category, four of the interviewees said that they change emotions, three of them said they change the emotions partly, three said they do not change their emotions during the interaction. One interviewee insisted being neutral by observing the host country people's emotions and interacting accordingly. Likewise, the other interviewee said that being open-minded is crucial in order to show the right emotions during interaction with the host country people.

The interviewees were asked to what extent they have to communicate differently with the host country people compared with their own country. Eight out of ten interviewees explained that they have to communicate differently by various means when communicating with the host country people. For example, the use of the common language English with the host country people, was pointed out by one of the interviewees. Communication through virtual means has to be done

differently according to another interviewee. The fourth interviewee mentioned that being polite with the host country is far more important than with the home country people. The fifth interviewee said the listening during communication with the host country people carefully is more crucial than with their own country people. The sixth interviewee said that communication is done differently with the host country people and happens spontaneously which is not realized by the interviewee. The seventh interviewee mentioned that he adapted according to the energy level of the host country person during communication. The eighth interviewee insisted that detailed communication is done while interacting through the virtual means of communication. Amongst all of the interviewees, one interviewee said that the communication is not done differently due to experience from communication with people from different countries. Likewise, one of the ten interviewee have not shared any information about the change of communication with the host country person.

In the high CQ category, four out twelve interviewees mentioned having more polite communication with the host country people due to difference in communication style between the host and home country. Three of the twelve interviewees explained that they do detailed communication with the host country people compared with their own country people. Two out of twelve interviewees underline the importance of appropriate verbal communication. Two out of twelve interviewees also mentioned that the formal non-verbal communication is required when communicating with the host country person. During virtual communication, being formal is required according to two of the interviewees. Likewise, the use of a common language with the host country people has to be done cautiously so as not to create misunderstanding and misinterpretation which can happen when the common language is not the native to either the communicator. The following table will give information about the change of emotions mentioned by the interviewees from both the categories

Table 30. Change of emotions compared

Change of Emotions	No of moderate CQ interviewees	No of high CQ interviewees	Total no of interviewees	Percentage
Change of emotions in the host country	6	4	10	45.45%
Not changing the emotions	4	4	8	36.36%
Changing the emotions partly	-	3	3	13.63%
Being open minded		1	1	4.54%

The interviewees from both the categories mentioned that they change their emotions while interacting with the host country people. Out of twenty two interviewees, ten (45.45%) interviewees mentioned that they change their emotions. Conversely, eight (36.36%) interviewees mentioned that they do not change their emotions while interacting with the host country people. Three (13.63%) of the interviewees said they change their emotions partly. One (4.54%) interviewee mentioned being open-minded is essential in order to change the emotion.

The interviewees were also asked to what extent they have to change their communication while interacting with the host country people. The following table will explain the answers given by all of the interviewees.

Table 31. Change of behavior compared

Change of behavior	No of moderate CQ interviewees	No of high CQ interviewees	Total no of interviewees	Percentage
Change of communication	8	12	20	90.90%
Not change in communication	2	-	2	9.09%

From the total interviewees, twenty (90.90%) of them said that they do change their behavior or communication style whilst interacting with the host country people. At the same time, two (9.09%) of the interviewees said they do not change their communication when interacting with the host country people.

4.4.5 Summary of comparison between moderate and high CQ data

The comparison of the interviewees reveals information regarding this research. In terms of finding out the differences, the interviewees from both the categories identified sixteen differences in total. Out of the total differences, eight of the differences such as communication, hierarchy and leadership, time, religion, decision making, external environment, diversity of the host country and gender role has been pointed out by the interviewees from both the categories. The rest of the eight differences have been pointed out by four each from both the categories. The observation about the host people, work environment, micromanagement, and risk taking has been pointed out by the high CQ interviewees. On the other hand work behavior, attitude of the people, British influence and culture have been pointed out by the moderate CQ interviewees.

In terms of challenges, seventeen of them have been pointed out by all of the interviewees in total. Three of the challenges, such as communication, finding the right person and attrition has been mentioned by the interviewees from both categories. The four challenges such as diversity, gender role, traditional culture and decision making has been pointed out by the interviewees from moderate CQ category. The rest of the ten challenges, such as attitude of the host people, hierarchy, new work environment, time, work culture, amount of people, understanding religion, challenge with the government, challenge with the home country people and uncertainty have been identified by the high CQ interviewees.

In terms of skills, thirteen skills have been pointed as important by the interviewees from both the categories. Four of the skills such as relationship capabilities, experiences, cross-cultural skills and adaptation skills have been mentioned by both the category interviewees. Trust, open mindedness, communication skills, patience, skills for micromanagement, organizational skills, emotional intelligence, and leadership and decision making skills have been pointed by the high CQ interviewees. Paternalistic skills have been solely identified by a moderate CQ interviewee. Overall, the high CQ interviewees identified the most number of skills which is twelve in total. In comparison the moderate CQ interviewees identified five skills in total.

The motivational factor of the interviewees to work with the host country explained what motivated the interviewees. In total eleven motivational factors were pointed out by the interviewees from both the categories. The business opportunities and host country culture have been the two motivational factors identified by both the category interviewees. Likewise, the caliber of the host country people, working with underprivileged people, leaning technical things and motivation to learn in general have been the motivation for the moderate CQ

interviewees. Likewise, having adventure in the host country, motivation to work in general, changing the environment, doing good for the host country and showing the positive side of the host country have been the motivation for the high CQ interviewees. The high CQ interviewees pointed out seven motivational factors and the moderate CQ interviewees pointed out six motivational factors.

The interviewees were asked what constitutes cultural knowledge according to them. In total fourteen things have been identified as cultural knowledge as identified by interviewees from both the categories. Out of the fourteen things, only four of things like religion, culture & behavior, political system and role of education were identified by both category interviewees. Knowledge about decision making has been identified solely by the moderate CQ interviewees. Likewise, knowledge about communication, measurement of success and performance, dealing with surprises, experience, negotiation and what is accepted has been pointed by the high CQ interviewees. In total eleven knowledge has been pointed out by the high CQ interviewees and seven factors cultural knowledge has been identified by the moderate CQ interviewees.

The interviewees also shared their thoughts about how they prepare before interaction with the host country people. In total eleven interviewees explained that they prepare in advance before interaction with the host country people. Three interviewees said they do not prepare for the interaction. Sixteen of the interviewees said they check the accuracy of the information received about the host country. Also, two interviewees said they do not check or confirm the information received about the host country culture and customs. Out of all the interviewees, only one interviewee explained the use of information received about the host country culture and its norms.

In the factor of behavior, the interviewees were asked whether they change their emotions differently while interaction with the host country people. Ten of the interviewees from both the categories said they do change their emotions during interaction. Eight of the interviewees said they do not change their emotions during the interaction and three interviewees said they partly change their emotions. One interviewee, gave a different answer by saying being open-minded is more crucial. Besides, nearly twenty (90.09%) of the interviewees explained that they change their communication pattern differently when interacting with host country people. Conversely, two (9.09%) of the interviewees also said they do not change their emotions.

This chapter presented the comparative findings from the low and high CQ interviewee data. In this background the upcoming chapter will present the

discussion and will discuss the results that address the objectives that were set as well as answer the central research question.

5 DISCUSSION

This chapter is dedicated to discuss the findings of the study in detail and its implication to the theory. The review of existent literature on CQ, lead to several research gaps. For instance, from an in-depth review of existing literature, it is found that there relatively few or no empirical research undertaken on investigating the applicability or utilization of CQ model by the business leaders in a single country environment. Furthermore, there is no research undertaken to find out to what extent and in what way CQ facilitates the business leaders in certain country or single country environment. As per the examination of the previous literature, it is found that there is little or no research that has been focused investigating the business leaders from an individualistic culture like Finland, applying their CQ capabilities in a collectivistic culture like India. Moreover, there is relatively little or no studies that on the above mentioned themes using a qualitative method. Therefore, this study was envisioned to find out the proximity of CQ theory in a single country environment. Therefore, the study employed the central research question that is to find out, to what extent and in what ways CQ facilitates Finnish leaders in leading people in a Indian business environment. In order to explore the central research question, objectives were set. First the object was to find out the cultural differences identified by Finnish leaders, with different CQ levels, in the Indian business environment. The second objective was to find out the challenges identified by the interviewees with different CQ levels. The third objective was to determine the capabilities identified by the Finnish business leaders, with different CQ levels, that are required in the context of Indian environment. The fourth objective is to find out how factors such as motivation, cultural knowledge, preparation and behavior are viewed by interviewees with different CQ levels.

In order to investigate the central research question, the study used two sources of data. The source one data, is the use of 20 item scale in order to find out the CQ level or scores of the interviewees. In terms of source two data, this study used semi structured interviewees in order to determine the experience of the interviewees in the context of the host country. The CQ scores of the interviewees were calculated and based on the scores they were categorized into four categories such as low, satisfactory, moderate and high CQ. However, as there was not even a single interviewee under the low and satisfactory category, the study narrowed down all of the interviewees into two categories such as moderate and high CQ category. Based on this segregation, the interview transcripts were also categorized to the corresponding interviewees, by moderate and high CQ

category. In the analysis, first moderate CQ interviewees were analyzed, followed by the analysis of high CQ interviewee's transcripts.

The findings from the moderate and high CQ interviewee data was also analyzed comparatively. The moderate and high CQ findings were compared in the final stage in order to find out the central questions and the objectives that had been set. In this background, the discussion will be divided in to five parts. This discussion is structured in a manner to address each of the objectives that was set and in order to lead the findings that will respond to the central research question.

At this juncture, first part will discuss the first objective of the study which is to find out the differences identified by the interviewees with different CQ level. The second part of the study will discuss the challenges identified by the interviewees with different CQ levels. The third part will discuss the capabilities identified by the interviewees with different CQ levels. The fourth part will discuss the fourth objective of the study which will discuss about how interviewees, with different CQ levels, view factors such as motivational, cultural knowledge, preparation and behavioral.

5.1 Differences Identified

This part one will address the findings that correlates to the first objective of the study which is to find out the differences identified by the interviewees with different CQ level, such as low and high CQ. The findings reveal several differences that have been pointed out by the interviewees, from both the categories and will be discussed as below.

Hierarchy and leadership

The findings reveal that the interviewees from both categories view that there are differences in hierarchy and leadership between the host and home countries. In the high CQ category ten (83.33%) of the interviewees and in the moderate CQ category eight (80%) of the interviewees identified hierarchy as one of the key differences in the host country environment. In the moderate CQ category, hierarchy was pointed out as being most different and in the high CQ category it ranks second. However, the high CQ interviewees commented on numerous viewpoints on hierarchy and leadership. For example, the high CQ interviewees mentioned about the hierarchy that exists, not only in the business environment, but also from social settings. Also the high CQ interviewees, mentioned the change of attitude towards hierarchy and leadership in the host country over the

period of time across the years. Some of the interviewees, from both categories have been dealing with the host country. However, only the interviewees from high CQ were able to see how hierarchy have changed over the period of time. Whereas, moderate CQ interviewees, mentioned the general differences between hierarchy and leadership in the host country. From this it can be interpreted, that high CQ interviewees were able to observe the hierarchy in the social settings, as well as the change that has happened over a period of time, in terms of hierarchy in the host society. It is also evident from the findings, irrespective of the CQ score, that the interviewees were able to view the hierarchical differences in the host country environment. As the interviewees are from a country who are used to flat hierarchical structure, they experience unequal hierarchy in the host environment. Therefore, the CQ score may not have an influence in realizing the hierarchy. In this scenario, this finding expands CQ theory by confirming irrespective of CQ level, individuals are able to point out hierarchy and leadership.

Communication

Communication has been a commonly identified difference by the interviewees from both categories. However, in the high CQ category, all of the twelve interviewees (100%) mentioned communication as the biggest difference, while the moderate CQ interviewees only seven (70%) of them identified communication differences. Communication has been mentioned as the top most difference by high CQ interviewees and second most difference by the moderate CQ interviewees. Communication differs across different countries and is visible to the people irrespective of their level of CQ capabilities. Moreover, communication is the most visible thing that can be easily realized while interacting with the people. Only through communication can people understand each other. Therefore, communication has been highlighted as one of the important differences by the interviewees from both the categories. Nevertheless, the individuals with high CQ capabilities view communication as the biggest difference in the host country environment. The results from this expand on the outcome of CQ by confirming that high CQ individuals are able to recognize differences in terms of communication in the host and cross-cultural environment.

External environment

The findings of the study show that seven of the moderate CQ interviewees commented about the host country external environment. For instance, eleven (50%) out of the total twenty two interviewees pointed out the external environment. In the moderate CQ category, seven (70%) and in the high CQ

category, four of (33.33%) the interviewees, commented on external environment. The findings confirm that the moderate CQ interviewees are able to see the visible external environment of the host country, but on the other hand, the high CQ interviewees are able to see the environment in a diverse way. The external environment is quite visible for the moderate CQ interviewees, as seen at a surface level. Moreover, the external environment is seen as a surprising one, for the moderate CQ interviewees. Therefore, the external environment is quite visible for the moderate CQ interviewees. Therefore, the findings expand on the outcome of CQ theory, by confirming that moderate CQ individuals are able to view the external environment in the host and cross-cultural environment.

Positive side of the host country

The findings also show that high CQ interviewees were also able to observe the characteristics of the host country people in positive manner. In total seven (58.33%) out of twelve high CQ interviewees. The high CQ interviewees highlighted the positive side of the host country people, such as negotiation skills, entrepreneurship, relaxed attitude, risk taking etc. At the same time, the moderate CQ interviewees did not described the positive side of the host country people, unlike the high CQ interviewees. This confirms that the high CQ individuals are able to view the positive side of the host people better than the moderate CQ individuals. The results of the study expand the outcomes of CQ theory by confirming that high CQ individuals are able to view the positive side of the people in the host and cross-cultural environment.

Religion

Religion was ranked as the fourth dimension highlighted by fourteen (63.63%) out of total twenty two interviewees. In the moderate CQ category seven (70%) of the ten moderate CQ interviewees and seven (58.33%) of twelve high CQ interviewees commented on the difference in terms of religion in the host country. The findings show the same amount of interviewees pointed out differences in religion, but in terms of percentage, moderate CQ interviewees were higher. From these findings, it can be interpreted that irrespective of the CQ level, interviewees recognize religion as one of the key differences in the host country environment. These results expand the outcomes of CQ theory by confirming irrespective of the CQ level the individuals are able to realize the significance of religion in the host and cross-cultural environment.

Micromanagement

The findings show that six (50%) of the high CQ interviewees highlighted the importance of micromanagement in the host country. Whereas, in the moderate

CQ category, not even a single interviewee mentioned about micromanagement issue. From this it can be interpreted that the high CQ individuals are able to compare the management style of the host country with their own country. In addition, the high CQ interviewees are able to consider the management issues at a deeper level. This also indicates that the host and home countries are widely different in terms of management style. Micromanagement is an essential part of management behavior in the host country. Whereas, in the home country, micromanagement is considered as intervention and is considered as negative. The findings reveal that high CQ interviewees are able to look at the management style of the host country at a deeper level. The results of the study expand the outcomes of CQ theory by confirming high CQ individuals are able to recognize the management style in the host and cross-cultural environment.

Diversity

In terms of diversity eleven (50%) out of a total twenty two interviewees pointed out as one of the key difference in the host country. The diversity of the host country was identified by nine (75%) of the high CQ interviewees. With the moderate CQ interviewees, three interviewees (30%) commented the diversity of the host country. When comparing the interviewees, the findings demonstrate that the high CQ interviewees are able to recognize the diversity of the host country in greater depth than the moderate CQ interviewees. The findings add to CQ theory by confirming that high CQ interviewees are able to recognize diversity in the context of the host country environment.

Decision making

In terms of decision making eleven (50%) out of total twenty two interviewees pointed it out as one of the key differences. The difference in decision making has been ranked five by the interviewees. In terms of decision making 58.33% of the high CQ interviewees explained about the decision making difference and in the moderate CQ category 40 % of the interviewees explained about it. Decision making is a concern for both the category interviewees, as it affects different elements of business. Even though the interviewees from both the categories mentioned about the decision making, the high CQ interviewees are higher in pointing out the decision making difference in the host country environment. At the same time irrespective of the CQ level, decision making is a crucial difference in the host country environment. The results expand on the outcomes of CQ theory, by confirming irrespective of the CQ level, individuals view decision making as one of the key difference in the host environment. At the same time, the theory is also expanded by confirming high CQ individuals are able to see the decision making pattern in the host environment.

Notion of time

The notion of time is the third ranked difference that was pointed out by sixteen (72.72%) out of total twenty two interviewees. In the moderate CQ interviewees, six (60%) out of ten interviewees mentioned notion of time. Whereas, in the high CQ category, ten (83.33%) out of twelve interviewees commented on the issues of notion of time. Even though interviewees from both categories view the difference in time keeping by the host country people, it is evident that more high CQ interviewees identified the notion of time as an issue. The findings reveal that high CQ interviewees are able to see the difference in time in the host environment. Therefore, the results expand the outcome of CQ theory by confirming that high CQ individuals are able to see the difference in the notion of time in the host and cross-cultural environment.

Gender role

The differences in gender role was mentioned by five (22.72%) out of twenty two interviewees. In moderate CQ category two (20%) of the ten moderate CQ interviewees and three (25%) out of twelve interviewees mentioned the role of gender in the host country. Both category interviewees highlighted the differences in gender role. It can be interpreted, that irrespective of the CQ capabilities, the interviewees are able to realize the difference in gender role in the host country environment. The results also raise the question as to whether these findings are culturally biased, because Finland is a country where gender equality is higher when compared with India. Therefore, it is obvious that irrespective of the CQ level, the interviewees mentioned the differences in the role of gender. The results of the study enlarge the outcome of the study by confirming that irrespective of the CQ level, individuals are able to recognize the differences in gender role.

Even though there are several differences between the low and high CQ interviewees, the results show some similarities between the low and high CQ interviewees in terms of identifying some of the differences. For instance, the interviewees from both the categories identified differences such as communication, leadership and hierarchy, religion, and notion of time. All of the four important differences have been identified by more than 50% of the interviewees from both the categories. Communication has been identified by 100% of the high CQ interviewees and 70% of the moderate CQ interviewees identified.

Hierarchy and leadership was identified by 83.33% of the high CQ interviewees and 80% of the moderate CQ interviewees. Communication and hierarchy and

leadership has been identified as the top two differences in the host country by both the category interviewees. Similarly, religion was identified by 70% of the moderate CQ interviewees and 58.33% of the high CQ interviewees. Likewise, the notion of time was identified by 83.33% of the high CQ interviewees and 60% of the moderate CQ interviewees. In the context of host country environment, four of the differences are inevitable irrespective of the CQ level. From this finding, it can be interpreted that irrespective of the CQ level individuals are able to recognize the differences such as communication, leadership and hierarchy, religion and notion of time. Therefore, the findings of the study expand on the outcomes of CQ theory by revealing irrespective of the CQ level individuals recognize communication and hierarchy and leadership as the top difference in the context of an Indian work environment. However, the findings cannot be generalized for all countries, which means it is doubtful whether the high CQ individuals are able to recognize the difference in communication and hierarchy in all the cultural contexts. For example, Indian culture is so dissimilar to the Finnish culture, therefore the hierarchy and communication are visibly different. Whereas, in the context of a culturally similar culture, it is questionable whether high CQ individuals are able to see the same difference as in the culturally diverse country like India.

The findings from first objective reveal that there is wide difference between the low and high CQ interviewees in terms of identifying differences in the host country environment. For instance, the theory explains that people with high CQ capabilities are more capable of recognizing discretionary contributions that would be viewed positively in a particular cultural context (Dyne, Ang & Nielson, 2007). In a way, this argument correlates to the findings of the study which shows that the interviewees from high CQ categories are able to recognize in-depth differences in the host country environment. For example, when comparing the differences, it was found both low and high CQ interviewees identified the same amount of differences. However, the things that were pointed out within the differences vary widely among the low and high CQ interviewees. For example, in high CQ category, all of the interviewees pointed out communication as the biggest difference. Although, among the moderate CQ, not even a single difference was commonly pointed out by all of the interviewees. Even though some of the differences have been identified jointly by both the low and high CQ interviewees, there was a difference in the way how things had been pointed out. The low level CQ interviewees identified the differences that are more on surface level. On the other hand, the high CQ interviewees pointed out the differences on a more on deeper level. The findings from the study show that the moderate CQ level interviewees see more surface level differences rather than looking at the differences in detail. On the other hand, the high CQ interviewees

are able to recognize the differences in-depth. It confirms high level CQ people are able to recognize the differences in host country at a deeper level rather than seeing it from a surface level. Besides, it can also be interpreted that the high CQ individuals are able to evaluate the difference between their own culture and with the host culture in an in-depth manner.

The above mentioned findings reflect the differences that exist between low and high CQ interviewees in terms of identifying the differences. The findings reveal that the interviewees from both the categories identified equal amount of differences. However, the majority of the differences that are commonly identified were pointed out more by the high CQ interviewees. Besides, the high CQ interviewees have viewed the differences more in-depth when compared with the moderate CQ interviewees. In a way, it can be said that moderate CQ interviewees looked at the differences more at the surface level. Whereas, the high CQ interviewees recognized the differences at an in-depth level. The overall findings from this first objective expand the outcomes of the CQ theory by revealing the individuals with high CQ category are able to recognize the differences in-depth in the host and cross-cultural environment.

5.2 Host and Home Culture's Comparison

The following section will explain the comparison between the host and home country which has been formulated from the findings of the study.

The findings from this study disclose a range of information regarding the host country (India) and home country (Finland) cultures. The overall findings show that both the countries widely differ in terms communication, hierarchy and leadership, religion, notion of time, diversity, external environment, work behavior, attitude, decision making, work environment, management, culture and gender roles etc. The biggest difference in terms of both countries is communication. The findings show that the home country people are more explicit in their communication. There is no inner or hidden meaning when things are spoken by the home country people, as the communication is direct. Whereas, the host country people are more implicit in their communication, which means there is some hidden meaning in the words spoken. For instance, many of the interviewees were mentioning that they do not get the realistic answers from the host country people, in a sense, much of the information is hidden from the home country managers. That positive things are only communicated with the host managers and the things that discomfort the home country managers are hidden purposefully. Behavior such as hiding things, by

not communicating, reflect the cultural distance between the host and home countries.

The host country is high in hierarchy, as there is distance between those who hold the power and the rest. The high hierarchy in the host country has been influenced by the traditional caste system, which has segregated people in terms of their profession. In the olden days, the caste system in the host country, has been followed in order to encourage people to follow the same profession generation by generation. In later years, the caste system became more dominant, resulted in people separating each other in terms of caste. The caste system has also spread to the workplaces, resulting in this hierarchy. Also religion has been one of the reasons for the influence of hierarchy. The host country people expect their superiors to show benevolence towards the subordinates. Moreover, leaders are expected to be a paternalistic father who takes care of the subordinates, like a father in the family. Whereas, in the home country the hierarchy is lesser, therefore the distance between leaders and their subordinates are not wide. Besides, population in the home country is less, so that people are expected to be more independent and take more control over things when there are uncertain situations. Also being in a small country, also enables people to be multi-tasking, as people cannot expect someone else to order them to do things. In smaller countries like the home country, the services are expensive and so is the manpower. Therefore, the employees are expected to have proficiency in several areas. This could be a reason that hierarchy is less in the home country. On the other hand, the host country is a country with huge population and there is abundance of people, workforce etc. Therefore, the services are cheaper. Moreover, people are always told what to do, hence the subordinates always have to consult with their superiors in all matters. There is a cautiousness among the subordinates to take decisions and stand by that, as there is a sense of fear about the negative effect of the decisions.

The findings also show that the decision making between both the countries differ so widely. The high hierarchy in the host country does not permit people to take decisions independently. The subordinates in the host country have minimal power to make their own decisions. Even though the managers from host and home country work for the same organization the host country managers do not have the same power like the home country managers. The title of leader in the host country does not guarantee he or she holds the power to take decision. In the home country, even a middle level manager can take a very important or big decision in case of certain circumstances. Whereas, in the host country even a person who is in a high ranking position may not be able to take less small or less significant decisions, as the person may not hold the power to take decisions. In

addition, in the home country even a person who is younger in the age can also make decisions which may not be the same in the host country.

The findings also reveal that the host country is highly influenced by the religion. Even though the host country has mixture of several religions, Hinduism is the largest of all. Hinduism has influenced host people's life directly and indirectly. The influence of religion along with other factors such as caste, ethnicity etc., has created a complex cultural environment in the host country. For the interviewees from home country with a homogenous population, the impact of religion in the host country was quite visible, as they do not experience the same impact in their home. Furthermore, the influence of religion and also the British influence is quite visible in the host country.

The findings also show that the notion of time between both countries also differs widely. The understanding of time by the host country people is more relaxed. The time-keeping is more flexible, meaning that people do not treat time as money. Whereas in the home country, people are bounded to time and follow it strictly. Time is the most precious thing for home country people and therefore time is calculated and spent effectively. Also, the management style of host country was also emphasized as being different one by the interviewees. In the host country environment micromanagement is highly important, which means people are be monitored closely in each and every aspect. Due to the high hierarchy there is less independence to subordinates and therefore there is intervention in all the aspects of work. Whereas in the home country, there is more independence for subordinates and the close monitoring is considered as an intervention by the subordinates.

The findings also revealed the attitude of the host country people. The host country environment is competitive, so thus there is an urge for the people to prove themselves in front of others. The host country people have to create a good impression to show their merits. The population creates a very competitive environment, therefore one has to be vigilant and show they are worth something, even though they are not. Whereas in the home country, the population is less, so therefore one does not have a situation to prove to others. Besides, in the home country the belief of people is based on cooperation more than competition. The findings also showed the positive side of the host people. For instance, risk taking abilities, positive attitude, entrepreneurial spirit, negotiation capabilities of the host country people, were all acclaimed by the interviewees.

The findings also reveal the differences in terms of gender role. The findings show that the difference between the role of the male and female is narrower in

the home country. Whereas the gap between male and female, is much wider in the host country. The host country is still deeply rooted in traditions that influence behavior in terms of segregating unequal roles between male and female. Even though the gap between gender roles is still unequal, in recent years there has been significant improvements. Globalization, multinational organizations, social media information technology, education etc., are some of factors that has influenced female empowerment in the host country. Therefore, in the recent years there are more female employees across different industries in the host country now also female representation in top jobs in the top corporate houses.

In addition to the above mentioned findings, also apparent was how different the external environment of the host country was. The host environment is full of contrasts, as both the richest and poorest elements of society are visible. Besides, the traffic, chaotic environment etc., is quite divergent as per the findings. The findings also explain that the host country people are collectivistic in nature. This is opposite to the home country where people are quite individualistic by nature. In a nutshell, the findings of the study confirm that host and home countries are widely different in terms of religion, culture, work behavior, attitude, communication style, leadership style and decision making etc. The following table will give an overview to the differences between the host and home country derived from the findings.

Table 32. Host country vs Home country comparison

Host Country	Home Country	Interpretation
<p>The communication is implicit in nature. There is a hidden meaning in things that are spoken. The communication has to be detailed manner both verbally and non-verbally. Even the factual things have to be communicated in a comprehensive way. The communication pattern in disorganized and informal. Saying 'no' is not considered to be rude or impolite. The host country consists of multiple languages. Silence may not have such a deep meaning as the home country.</p>	<p>The communication is explicit. Things are spoken without any hidden agenda. The communication has to be factual and only things that are crucial are communicated. The communication pattern is structural and formal. It is ok to say 'no' as it is not considered to be rude or impolite. The home country is a bilingual country. Silence have a very deep meaning</p>	<p><i>Communication</i></p> <p>There is no similarities in terms of communicational pattern between both the countries. The host country communicational pattern is indirect and the home country pattern is direct.</p>
<p>The hierarchy is high. The distance between the leader and subordinate is wide. The communication can be bottom to top. The subordinates are expected to follow the ones who holds the power. Confrontation with the superiors can lead to serious consequences.</p> <p>The leader is expected to be stronger in terms of behavior. Leaders cannot be questionable as the subordinates are lower than the leader. Job title is very important to position oneself.</p> <p>Leadership style is based on directing people.</p>	<p>The hierarchy is low. The distance between leader and subordinate is narrower. The communication is top to bottom. The subordinates can challenge their superiors irrespective of their positions. The leaders don't have to be stronger as the leader is expected to behave equally with the subordinates. Leaders can be questionable as they are considered to be equals.</p> <p>Job title may not be very important.</p> <p>Leadership style is based on empowering people.</p>	<p><i>Hierarchy and leadership</i></p> <p>The host country leadership style is directing and the home country style is coaching.</p> <p>The leadership and hierarchy is practiced in a different way in both the countries.</p>
<p>The decision making is done by the one who got the actual power. The real decision makers are invisible. The young people may not have importance in decision making. The subordinates have less independence to take decisions.</p> <p>The position does not guarantee the decision making decision making has to be consulted with the superiors.</p>	<p>The decision makers are visible. Even the youngest person can make decisions. The subordinates can take the decisions independently irrespective of the position.</p> <p>Even the person from the middle level or low level position can take decisions without consultation with the superiors.</p>	<p><i>Decision making</i></p> <p>The decision making pattern is dissimilar in both the countries. The powerful makes decision at host country. Even the powerless have power to make decisions in home country.</p>

<p>Religion has high influence in the host country which is quite visible in every aspect of life and the environment. Moreover, role of religion is stronger. The religion is crucial and life goes with it. Knowing that religion is crucial to understand the different aspects of things in the host country in order to function. People from diverse religion coexist together.</p> <p>The host country is diverse in nature in terms of language, ethnicity, culture, religion etc. due to huge population. Therefore, Generalizing the host environment has to be done with caution. The impact of colonialism is visible.</p>	<p>The influence of religion in the home country may not be visible unlike the host country. The role of religion is not very strong in the society. Knowledge of religion may be important but not crucial to function in the home environment. People from diverse religions are found.</p> <p>The home country is homogenous while compared with the host country even though the diversity exist in terms of people, religion etc. Generalizing the home environment is possible to certain extent. The impact of colonialism is visible</p> <p>Time is viewed as the resource therefore spent carefully. People break time into minutes, hours, and days which is then planned in to schedules. The schedules are followed strictly as time is the precious thing. Keeping the deadline is important.</p> <p>Micromanagement is considered as intervention. Autonomy is expected by the subordinates who do not have to instruct frequently. People should be given freedom to get things done. The subordinates are not expected to report things in detail</p> <p>There is no segregation on roles between male and female. Society has minimal role in determining the behavior of men and women. Both men and women have equal power or importance in society.</p> <p>The external environment is not dissimilar. The distance between rich and poor is narrow. The environment is well organized which is evident from the traffic and there is well understood orderliness.</p>	<p><i>Religion</i></p> <p>Religion is an essential part of life in the host country. Religion may not have equal value in the home unlike the host country</p> <p>The world view to religion I opposite in both the countries.</p> <p><i>Diversity</i></p> <p>The host country is heterogeneous and the home country is homogenous. The population between both the countries are diverse</p> <p><i>Notion of time</i></p> <p>The time is viewed as a valuable resource in the home country and at host country view is not based on resource. The attitude towards time is divergent between both the country people</p> <p><i>Micromanagement</i></p> <p>Micromanagement is an effective way of management in the host country. Whereas, it is considered as interference at home country</p> <p>The management style is exhibited differently in both the countries.</p> <p><i>Gender role</i></p> <p>The men and women have unequal role in the host country and at the home country the role is more or less equal. There is no similarity in terms of gender role between both the countries.</p> <p><i>External environment</i></p> <p>The host country environment is contrasting in nature while home environment is not contrasting. The environment of both countries are different.</p>
<p>The time is not viewed as the resource, therefore there is a relaxed attitude in to time keeping. Time is not broken in divisions as time is considered to be abundance. The schedules are not followed strictly and often not kept as promised.</p> <p>Micromanagement is an important aspect of the management style. The subordinates have to be closely watched and instructed frequently to make sure things are done accordingly. People have to be pushed to get things done. The subordinates are expected to report each and every task that has been given with details periodically.</p> <p>There is a segregation of roles between male and female. Society expects women and men to behave in certain way and according to the role specified. Men have more power or importance over women in the society.</p> <p>The external environment is quite dissimilar. The distance between rich and poor is wider contrast The environment is chaotic which can be observed from traffic but still things work and there is some informal orderliness.</p>	<p>The influence of religion in the home country may not be visible unlike the host country. The role of religion is not very strong in the society. Knowledge of religion may be important but not crucial to function in the home environment. People from diverse religions are found.</p> <p>The home country is homogenous while compared with the host country even though the diversity exist in terms of people, religion etc. Generalizing the home environment is possible to certain extent. The impact of colonialism is visible</p> <p>Time is viewed as the resource therefore spent carefully. People break time into minutes, hours, and days which is then planned in to schedules. The schedules are followed strictly as time is the precious thing. Keeping the deadline is important.</p> <p>Micromanagement is considered as intervention. Autonomy is expected by the subordinates who do not have to instruct frequently. People should be given freedom to get things done. The subordinates are not expected to report things in detail</p> <p>There is no segregation on roles between male and female. Society has minimal role in determining the behavior of men and women. Both men and women have equal power or importance in society.</p> <p>The external environment is not dissimilar. The distance between rich and poor is narrow. The environment is well organized which is evident from the traffic and there is well understood orderliness.</p>	<p><i>Religion</i></p> <p>Religion is an essential part of life in the host country. Religion may not have equal value in the home unlike the host country</p> <p>The world view to religion I opposite in both the countries.</p> <p><i>Diversity</i></p> <p>The host country is heterogeneous and the home country is homogenous. The population between both the countries are diverse</p> <p><i>Notion of time</i></p> <p>The time is viewed as a valuable resource in the home country and at host country view is not based on resource. The attitude towards time is divergent between both the country people</p> <p><i>Micromanagement</i></p> <p>Micromanagement is an effective way of management in the host country. Whereas, it is considered as interference at home country</p> <p>The management style is exhibited differently in both the countries.</p> <p><i>Gender role</i></p> <p>The men and women have unequal role in the host country and at the home country the role is more or less equal. There is no similarity in terms of gender role between both the countries.</p> <p><i>External environment</i></p> <p>The host country environment is contrasting in nature while home environment is not contrasting. The environment of both countries are different.</p>

As it can be seen from the above table the host and home countries are widely different in terms of culture. Out of all the differences that emerged from the findings not even a single similarity that was found between the both the countries. The findings confirm that the home and host countries are dissimilar in several areas such as external environment, gender role, hierarchy and leadership, management style, religion, population, notion of time etc.

Study findings relationship to Hofstede and GLOBE study

The findings from the comparison of host and home country cultural differences lead to several new thoughts which contribute to the earlier work carried out by Hofstede and GLOBE study. The findings from the difference between home and host country, emerged has some of the implications to the cultural dimensions proposed by Hofstede and GLOBE study. Even though chapter 3 discussed in detailed about the differences between home and host culture using the cultural dimensions proposed by Hofstede and GLOBE, not all the dimensions were clear from the data. For example, the differences from this study such as hierarchy, decision making, micromanagement and gender have close relation with some of the dimensions from the Hofstede and GLOBE study.

From the analysis of data, out of all the cultural differences between Indian and Finnish cultures that emerged, hierarchy and leadership, micromanagement, decision making, and gender role, relates with Hofstede's dimensions such as power distance (PDV) and masculinity (MAS) vs femininity. Likewise, the differences such as hierarchy and leadership, micromanagement, decision making and gender role relates with GLOBE dimensions, such as power distance and gender egalitarianism. The differences such as decision making, micromanagement and leadership, constitute to power distance. The reason for constituting differences such as decision making, hierarchy and leadership, micromanagement and decision making is that these differences explain different aspects of power distance. For instance, it can be seen in the above table the host country people tend to keep their superiors in comfort level by hiding the mistakes. Likewise, communication is always top to bottom in the organizations and also in decision making, always those who have the most power, are able to the make decisions. Whereas, in the host country, things are quite different in terms of leadership, decision making etc. The detailed discussion on differences between both the countries is presented in the previous chapters.

Even though several difference between host and home countries were identified by all of the interviewees, only two cultural dimensions related with the differences identified. However, the differences that does not relate with the

dimensions of Hofstede and GLOBE study may relate with other dimensions proposed by other scholars.

The comparison of moderate and high CQ data also reveal some important aspects. For instance, in the moderate CQ interviewee data, hierarchy has been identified as the biggest difference by 80% of the interviewees. Likewise, in the high CQ category hierarchy has been identified by 83.3% of the interviewees. In moderate CQ category, decision making has been identified by 40% of them, while in high CQ category, 58.33% of them highlighted decision making. Similarly, 50% of the high CQ interviewees highlighted the importance of micromanagement in the host country while none of the moderate CQ interviewees identified micromanagement. Therefore, it can be interpreted that high CQ interviewees are able to relate to cultural dimensions of power distance at a deeper level than moderate level CQ interviewees. In terms of gender, 20% of moderate CQ interviewees identified the differences in gender role and 25% of the high CQ interviewees commented on gender role.

The number of respondents in the study were limited and so may not be a perfect indicator to claim that moderate and high CQ respondents have a huge difference in identifying cultural dimensions. However, the study still indicates that there is a minor difference between moderate and high CQ interviewees in comprehending the cultures that associates with the cultural dimensions.

The above discussed part presented the differences identified by the interviewees and as well as the differences between the home and host countries. The upcoming part will discuss the challenges identified by the interviewees.

5.3 Challenges Identified

The findings show that communication has been highlighted as the top most challenge by the four (40%) out of ten moderate CQ interviewees and that attitude of the host country people was highlighted by five (41.66%) out of the high CQ interviewees as the top most challenge. The challenges related to communication was the only major challenge that was commonly pointed out by both category interviewees. Likewise, the challenges related to finding the right person in the host environment has been the only other common challenge pointed out by both the category interviewees. Otherwise the other challenges pointed out by both the category interviewees were completely different from each other. For instance, the moderate CQ interviewees pointed out the challenges related to gender issues. Challenges related to diversity, traditional culture, and decision making are the challenges that was pointed out by four of

the interviewees respectively. In the high CQ category, apart from the top two challenges, such as attitude of host people and communication, other important challenges were also identified. The challenges related to hierarchy and finding the right person was pointed out by three high CQ interviewees each. Likewise, the notion of time, new work environment, work culture, population, religion, government, uncertainty are the other eight challenges mentioned by eight interviewees respectively. Apart from all the above challenges discussed, one of the important challenge mentioned by a high CQ interviewee, was the attitude of the home country people. The attitude of the home country people in adapting to the host country and people, was described by the high CQ interviewees. It is evident from this that the high CQ interviewee was able to evaluate the challenges not only in the host environment but also by the home country people. When comparing the number of challenges identified, the moderate CQ interviewees pointed out seven (31.81%) of the challenges. The high CQ interviewees pointed out twelve (59.09%) of the challenges. The findings demonstrate that the challenges identified by the low and high CQ interviewees are widely diverse. For instance, seven challenges were identified by the moderate CQ interviewees. On the other hand, high CQ interviewees identified twelve challenges. In a way more challenges were pointed out by the high CQ interviewees.

Moreover, it also raises questions that is it because of the experience the high CQ interviewees that they are able to point out the challenges, or due to the high capability they possess. When looking at the international experience the average of moderate CQ interviewees is 19.69 years and the high CQ interviewees is 14.04 years. In fact, the high CQ interviewees have less average experience, indicating that international experience is not the only factor that determines the capabilities of high CQ interviewees. On the other hand, the type of experience that was experienced by the high CQ interviewees might play a crucial role in identifying challenges in the host country environment. Therefore, the findings confirm that high CQ individuals are capable of identifying more challenges. The individuals who have deeper CQ capabilities are able to understand a greater number of challenges. The findings confirm that the high CQ individuals are able to look at the challenges in-depth, as they are able to identify more challenges in the context of the host country environment. At the same time, it can also be interpreted that high CQ individuals are able to solve challenges as they are able to view them at a deeper level. The findings enlarge the outcome of the CQ theory by confirming the individuals with higher CQ capabilities are able to understand more challenges at a deeper level in the host environment. Besides, these findings can also be expanded on a general level, in a sense it can be assumed that the findings from this second objective reveals individuals with higher CQ

capabilities are able to identify more challenges in the cross-cultural environment.

The above mentioned discussion explained the challenges that has been identified by the interviewees. The next part of the discussion will discuss the skills identified by the interviewees.

5.4 Skills Identified

This part will address the findings to fulfill the third objective of the study which is to find out the capabilities recognized by the interviewees with different CQ levels. The interviewees pointed out several capabilities that are crucial to work in the host country environment, as below.

According to CQ theory, four capabilities such as Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ are crucial to work in the cross-cultural environment (Early & Ang 2003; Livermore 2010; Ng, Dyne & Ang 2012:32; Ang & Inkpen 2008:341). However, the findings of the study reveal several other skills that are crucial to work in the host country environment. These are discussed below.

Experience

The findings from both the category interviewees reveals that experience has been emphasized as one of the important attributes when working in the host country. Even though experience has been pointed out, under the skills by the interviewees from both the categories, it is still debatable whether experience is a skill or an attribute for the managers to work in the host environment. Out of the total twenty two interviewees, twelve (54.54%) of them pointed out the importance of experience. Among the total interviewees, three represent the moderate CQ category and remaining nine represents the high CQ category. In the high CQ category, 75% of them emphasized experience as the top most skill to work in the host country. Whereas only 30% of the moderate CQ interviewees, emphasized this experience. The high CQ category interviewees emphasize the importance of experience than that of the moderate CQ ones. It can be interpreted that high CQ individuals value experience as a more important capability in the context of the host country. The findings expand the outcome of CQ by confirming that high CQ individuals are able to value the experience more in the cross-cultural environment.

Relationship skills

The findings of the study indicate that relationship has been emphasized by the interviewees from both the categories as it was highlighted by twelve (54.54%) out of twenty two interviewees. Little more than half of the interviewees commented that relationship skills are important when working in the host country environment. Among the total moderate CQ interviewees four (40%) represents the moderate CQ category and eight (66.66%) of them represents the high CQ category. It can be seen from the findings that the interviewees from both categories value relationship skills as an important capability to work in the host environment. Relationship capability has been mentioned as the top skill by the moderate CQ interviewee while it is mentioned as the second most crucial skills by the high CQ interviewees. However, in terms of percentage the high CQ interviewees emphasized relationship skills more. It is apparent from the finding irrespective of the CQ capability relationship skills are an important capability to work in the host country environment. The findings expand the outcomes of CQ theory by revealing the ability to build relationships in the host and cross-cultural environment, is crucial irrespective of the CQ level of the individuals.

Trust

The findings also show that trust was emphasized by six (50%) of the total twenty two high CQ interviewees. According to the high CQ interviewees, enabling trust, keeping trust etc. with the host country people is crucial in order to maintain a cordial business relationship. In the moderate CQ category, not even a single interviewee who emphasized trust as being an issue. Even though trust was mentioned by high CQ interviewees under the skills theme, it raised a question whether trust should be considered as skills or an attribute. Nevertheless, it can be interpreted that the skills to establish trust with the host country people. The trust is an ultimate thing, which is important irrespective of the country and people. Trust can play a major role even within domestic settings. Without trust it is not easier to establish a relationship with other people, both in the home and in host countries. In this study, the findings reveal trust as one of the highly valued capabilities by the high CQ interviewees, in the context of the host country environment. The result expands the outcome of the theory by confirming high CQ value trust as an important attribute in the cross-cultural environment.

Open mindedness

The findings also show that open mindedness has been pointed out by four (33.33%) of the interviewees from the high CQ category. The high categories are more positive about open mindedness, as it is big advantage to work in the host

country environment. Open-mindedness people have the greater ability to adapt to cultural differences. The high CQ interviewees emphasized that whatever the culture may be, one has to be open minded in order to avoid cultural shock and overcome stereotypes etc. However, in the moderate CQ category not even a single one pointed out open mindedness. From the findings of the study it can be interpreted that the high CQ interviewees value open-mindedness in the host country environment.

Emotional Intelligence

The findings show that out of all the interviewees, one high CQ interviewee pointed out the importance of emotional intelligence. The previous study on emotional intelligence completed by Alon & Higgins (2005) found emotional intelligence (EQ) and cultural intelligence (CQ) as an important construct for successful global leadership. Likewise, the study done by Vedadi, Kheiri & Abbasaalzde (2010) found CQ as the determining factor for successful leadership in the culturally diverse environment than EQ. Besides, the study done by Rocksthul et al. (2009) found that EQ and CQ are complementary as EQ predicts general leadership effectiveness and CQ predicts cross-border leadership effectiveness. Therefore, emotional intelligence is one of the skills that is crucial in the context of the host environment. From these findings it can be interpreted that high CQ interviewees value a high emotional intelligence in order to work in the host country environment.

Cross-cultural skills

The findings show that out of all twenty two interviewees, eight (36.36%) of them mentioned the importance of cross-cultural skills in the host country. Three (30%) of the moderate CQ interviewees and five (41.66%) of moderate CQ interviewees, pointed cross-cultural skills. It can be seen that percentage of high CQ interviewees is higher in terms of favoring cross-cultural skills than the moderate CQ interviewees. Moreover, it is very interesting to see both category interviewees did not identify cross-cultural skills as the top most skill to work in the host country environment. For instance, moderate CQ interviewees pointed out cross-cultural skill as the third important skill, while high CQ interviewees pointed it out as the fourth important skill to work in the host environment. Besides, the overall percentage also shows that cross-cultural skills has been identified as the third most important skill to work in the host country, after experience and relationship capabilities. It is also imperative to find out how CQ differ from cross-cultural skills. For instance, CQ theory recommends four capabilities such as Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ to work in the cross-cultural environment. Whereas, the findings

show that the interviewees emphasized cross-cultural skills. The findings raise the question that cross-cultural skills and CQ are the same skills or does they have a have different dimension. CQ emphasize only four capabilities that are crucial for cross-cultural interaction. Whereas, the cross-cultural skills may or may not include several skills. However, the findings indicate that the high CQ interviewees value cross-cultural skills more than the moderate CQ interviewees. However, it can be interpreted that irrespective of the CQ level, cross-cultural skills are one of the most important skills to work in the host environment. The results of the study expand the CQ theory by confirming that cross-cultural skills are crucial to work in the cross-cultural environment.

Adaptation skills

In terms of adaptation skills, four (40%) of the moderate CQ interviewees and one (8.33%) high CQ interviewee pointed out adaptation as an important skill. It can be seen that moderate CQ interviewees point out adaptation skills more than the high CQ interviewees. The findings enable us to interpret adaptation skills are valued more by the moderate CQ interviewees in order to work in the host country environment. The result expands the CQ theory by confirming the moderate CQ interviewees, value adaptation skills in order to work in the host and cross-cultural environment.

Communication skills

In terms of communication skills, two (16.66%) of the high CQ interviewees have pointed out its importance to work in the host country. However, not even a single moderate CQ interviewees have mentioned about communication skills. It can be said that high CQ interviewees favor communication skills in the host country environment. The findings expand the CQ theory by confirming high CQ interviewees favour communication skills to work in the cross-cultural environment.

Patience

It was pointed out by two (16.66%) high CQ interviewees that patience is an important skill to work in the host country environment. In the moderate CQ category, not a single interviewee mentioned about patience. It is evident from this finding, that patience is valued by the high CQ interviewees. The results about patience expand the outcomes of the CQ theory by confirming that the high CQ interviewees, value patience to work in the cross-cultural environment.

The findings of the study offer an important revelation which adds to the expansion of CQ theory. The results show experience, open mindedness, trust

and patience are the four important attributes that were highlighted by the high CQ interviewees. The findings raise a question that should these attributes be considered as skills, or should they be considered differently. Moreover, it is important to analyze if these attributes are crucial irrespective of the capability, such as CQ to work in a cross-cultural environment. In a way, the results expand the outcome of CQ theory by confirming the high CQ interviewees emphasize experience, open mindedness, trust and patience to work in the host and cross-cultural environment.

Apart from the above mentioned top skills, the interviewees also mentioned other skills. For instance, one (10%) a moderate CQ interviewee, pointed out paternalistic skills. On the other hand, in the high CQ category interviewees five (41.66%) pointed out other skills such as micromanagement, organizational skills, emotional intelligence, leadership and decision making skills. The findings from the skills identified by the interviewees reveal that the moderate CQ interviewees recommended less skills that are crucial to work in the host country. On the other hand, the high CQ interviewees are able to point out more skills that are important to work in the host country. The moderate CQ interviewees mentioned five skills and the high CQ interviewees mentioned twelve skills. The high CQ interviewees pointed out things such as trust, open mindedness, skills for micromanagement, emotional intelligence etc. which have not been identified from the findings of the moderate CQ interviewees. The findings from the interviewees reveal that high CQ interviewees recognize significant skills to work in the host country environment.

The findings from the third objective explains about skills to work in the host environment. For instance, the findings reveal that the moderate CQ interviewees pointed out more general level skills. Whereas, the high CQ interviewees pointed out significant skills that are crucial to work in the cross-cultural environment. The findings from this objective expands the outcomes of the CQ theory by pointing out the high CQ individuals are able to recognize special skills to work in the cross-cultural environment. Furthermore, the results also indicate that experience as being the most important thing in the context of the host country. Even though CQ capabilities has been emphasized as the important capability to work in the cross-cultural environment, the findings show that experience has been emphasized as the important capability by both the category interviewees. For instance, experience was emphasized by 50% of the total twenty two interviewees. It can be said that half of the interviewees have emphasized the experience. The findings explain that experience is certainly an important attribute to work in the host country environment. Likewise, the findings also reveal that relationship and the capabilities to establish relationships were

emphasized by slightly more than half (54.54%) of the total interviewees. It explains that relationship is highly important in the context of the host environment together with the CQ capabilities. Furthermore, the overall findings point out that in the context of the host environment, experience and relationship skills are crucial. The findings expand the outcomes of CQ theory by confirming that high CQ individuals are able to recognize special skills to work in the host and cross-cultural environment.

The above discussion gave an overview to the skills identified by the interviewees. The next part of the discussion will present the viewpoints of interviewees on motivation, cultural knowledge, preparation and behavior.

5.5 View to Factors - Motivation, Cultural Knowledge, Preparation and Behavior

This part will discuss the factors such as motivation, cultural knowledge, preparation and behavior. The CQ capabilities such as motivational, cognitive, metacognitive and behavioral are capabilities that are crucial to interact with the people from diverse cultural environments ((Early & Ang, 2003; Ang & Inkpen, 2008: 341). For instance, the study has been investigating the factors such as motivation, cultural knowledge, preparation, and behavior which corresponds to the CQ capabilities such as Motivational CQ, Cognitive CQ, Metacognitive CQ, and Behavioral CQ respectively. The findings show that interviewees from both moderate level and high CQ category use the factors such as motivation, cultural knowledge, preparation and behavior in terms of the host country India. Hence it is evident that the CQ capabilities are highly crucial and can be a significant advantage for individuals in the cross-cultural environment.

Motivation

The findings from this study state that motivation is crucial factor which can enable individual to adjust in the host country environment. All of the interviewees either were driven by extrinsic or intrinsic motivation. For example, the findings show that the interviewees from both the categories unanimously pointed out the opportunities in the host country are the main motivation to work with the host country which was pointed out by eight (36.36%) of the total interviewees. Likewise, the culture of the host country is the second biggest motivation pointed out by five (22.72%) out of twenty two interviewees. The adventure and motivation to just work, have been the motivation for two (9.09%) interviewees. Likewise, motivation to work with underprivileged people, learning technical things, motivation to learn, doing good for the host country and

showing the positive side of the host country were mentioned by six (4.54%) of the interviewees. Therefore, all of the factors that has been pointed out as motivation, come under the extrinsic and intrinsic motivation which are the sub-dimension of Motivational CQ. However, the third element of Motivational CQ is self-efficacy, which haven't aroused in the motivational factor which was investigated. From the findings on motivation, it can be interpreted that the interviewees were able to adjust in a culturally diverse environment such as the host country, as they were driven by the motivation. Without the motivation the adaptation to the host country environment would be unimaginable.

Therefore, the findings of the study correspond with findings from the earlier study on CQ by Templer, Tay & Chandrasekar (2006) whose study indicated that motivational CQ is the vital factor for adjustment in cross-cultural settings. The findings of this study also reveal that irrespective of the CQ level, motivation is the foremost factor that enable the individuals to work in the cross-cultural environment. Overall the results from considering motivation, corresponds with the theory that explain motivation is the foremost factor, because without motivation CQ it is not easy to demonstrate the other three factors of CQ (Ang & Inkpen, 2008:344; Dyne, Ang & Livermore, 2008).

In terms of the moderate CQ interviewees, the opportunities in the host country are their biggest motivation and was mentioned by five (50%) of the interviewees. The culture of the host country and caliber of the host country people were mentioned as the second and third motivation by two (20%) of the moderate CQ. interviewees Likewise, the motivation to work with underprivileged people, learning technical things and to learn has mentioned by one interviewee (10%). In the high CQ category, the business opportunity in the host country and culture of the host country has been pointed out as the top two motivation, by three (25%) of the interviewees. Likewise adventure and motivation to work has been pointed out by two (16.66%) in the moderate CQ category. Also the motivation to change the environment, doing good for the host country and showing positive side has been pointed out by one (10%) interviewee. From the findings of the study, it can be interpreted that irrespective of the CQ level, motivation is the foremost factor that drives the interviewees to work in the host country environment. The results of the study confirm CQ theory, by confirming motivation is an important factor which correlates with the previous claims made by Early & Ang (2003); Ang & Inkpen (2008: 341); Ng, Dyne & Ang (2009:514); Livermore (2010).

Cultural knowledge

Cultural knowledge has been emphasized as an important capability by the interviewees from both the categories. However, the findings indicate that in particular, six of the high CQ interviewees were the ones who brought out the importance of the cultural knowledge in the host country environment. For example, the interviewees explained that cultural knowledge creates awareness about other cultures, by providing tools to understand. Cultural knowledge enables individuals to respect people from different cultures by eliminating ignorance. Also, cultural knowledge enables individuals to establish relationships in the cross-cultural environment. Likewise, the high CQ interviewees emphasized several points about the importance of cultural knowledge. In the moderate CQ category not even a single interviewee brought out about cultural knowledge.

The interviewees were also asked according to them, what constitute cultural knowledge and the interviewees from both the categories pointed out several things as cultural knowledge. However, only seven (70%) of the moderate CQ interviewees pointed out the cultural knowledge. On the other hand, all the twelve (100%) of the interviewees pointed out what constitute cultural knowledge according to their opinion. The findings reveal that the individuals with high CQ capabilities are able to recognize more things that are familiar to their eyes in the host country environment. From this it can be interpreted that high CQ interviewees have deeper understanding about the significance of cultural knowledge and what constitutes cultural knowledge compared to the moderate CQ interviewees. In terms of cultural knowledge, individuals are required it to understand the values, norms, behavior, customs and traditions of diverse cultures. By possessing cultural knowledge, individuals are able to compare the cultural values of the other country with their own country. The individuals who do not have enough cultural knowledge are not able to understand the nuances of behavior with the people from a different cultural environment. The findings explain that irrespective of the CQ level, cultural knowledge is crucial to work in the host environment as well in any cross-cultural environment. The findings reveal high CQ interviewees emphasize the importance of cultural knowledge in the host and cross-cultural environment.

High CQ interviewees identified greater number of things that are considered as cultural knowledge when compared with the moderate CQ ones. For example, in the moderate CQ category, the interviewees mentioned knowledge about culture and behavior, religion, decision making, knowledge from media, political system and role the of education as cultural knowledge. Whereas in the high CQ category

history, religion, communication, behavior, success and performance, dealing with surprises, experience, negotiation, politics, education and things that are accepted as cultural knowledge. Knowledge about culture, behavior, religion, education, politics and history have been pointed out commonly by both the category interviewees. When looking in depth, the high CQ interviewees identified several other things, such as dealing with surprises, negotiation, what is accepted, measuring success and performance, communication as cultural knowledge in addition to the common things that have been already mentioned. In the moderate CQ category, knowledge from media and diversity has been pointed out additionally from the common factors identified by both of the interviewees. The things that has been mentioned as cultural knowledge correlates with the factor of Cognitive CQ, such as cultural systems, cultural norms and values (Dyne, Ang & Livermore, 2008). For this reason, it can be interpreted that the high CQ individuals value the Cognitive CQ capabilities more than the moderate CQ interviewees. At the same time, the findings confirm cultural knowledge as an important capability to work in the host and cross-cultural environment. The findings correspond with earlier claims made by Early, Ang (2003); Thomas 2006; Ng & Early 2006; Ng, Dyne & Ang 2009:514; Livermore (2010) who pointed out the Cognitive CQ as an important capability which corresponds with cultural knowledge.

Preparation

The interviewees were asked do they prepare before interaction with the host country people. The findings show that in total eleven (50%) of the interviewees explained the importance of the preparation in a sense the interviewees explained that they prepare in order to interact with the host country people. Likewise, sixteen (72.72%) out twenty two interviewees also said they check the accuracy of the information that they received about the culture of the host country and it's values and norms. Two (9.09%) of the interviewees, also said they do not check the accuracy of the information. Five (50%) of the moderate CQ interviewees emphasized the importance of preparation as well six (50%) of the high CQ interviewees. The findings show both the category interviewees equally emphasized the importance of the preparation. On the other hand, six (60%) of the moderate CQ interviewees and ten (83.33%) of the high CQ interviewees explained that they check the accuracy of the information about the host country in order to confirm its reliability. Likewise, two (9.09%) of the high CQ interviewees, said that they do not check the accuracy of the information received about the host country. In a way, it can be interpreted that preparation and checking correlates with Metacognitive CQ capabilities. The findings show that the interviewees from both categories, value preparation before interaction

with the host country people. At the same time, the high CQ interviewees are keen on checking the accuracy of information received before preparation to interact with the host country people. Overall the findings confirm that preparation is a significant capability to work in the host and cross-cultural environment. This correlates with the Metacognitive CQ which confirms the claims made by Early, Ang (2003); Thomas, 2006; Ng & Early, 2006; Ng, Dyne & Ang, 2009:514; Livermore (2010).

The findings in terms of preparation correlates with the factors of Metacognitive CQ, such as awareness, planning and checking (Dyne, Ang & Livermore, 2008). For example, the findings confirm, that irrespective of the CQ level, one has to be prepared before interaction in a cross-cultural setting. Besides, the study also reveals new information on the theory that high CQ interviewees are keener on checking the accuracy of the information regarding host country's cultural norms etc. Furthermore, the findings support the outcomes of the theory by confirming high CQ individuals are keener on checking the accuracy of information received in the cross-cultural environment. The overall findings show that preparation is crucial before interacting with people in the host and cross-cultural environment.

Behavior

The findings reveal that out of total twenty two interviewees, ten (45.45%) of the interviewees change their emotions while interacting with the host country people. Conversely, eight (36.36%) of the interviewees do not change their emotions. Three (13.36%) of the interviewees change their emotions partly and one (4.54%) interviewee and one (4.54%) interviewee said being open minded is crucial in changing emotions. In the moderate CQ category six (60%) of them change their emotions and four (40%) do not change their emotions. Likewise, in the high CQ category (33.33%) of them change their emotions, three (25%) of them change partly and four (33.33%) of them change their emotions. It can be seen that the high CQ category interviewees are more in number, with four who change emotions and three who change partly in terms of changing emotions while interacting with the host country people. The interviewees were also asked to what extent they have to change their communication (verbal, non-verbal and virtual) while they interact with the host country people. In total twenty (90.90%) of the interviewees said they change their emotions and two (9.09%) of the interviewees do not change their communication pattern. At the same time, the findings from the moderate CQ interviewees shows only eight of the interviewees change their emotions while the rest of the two do not. On the high CQ interviewees all of the twelve interviewees said that they change their communication pattern during their interaction with the host country people.

The interviewees with high CQ capabilities are more adaptive in their communication pattern in the host country environment. The findings from behavior correlates with the sub-dimensions of Behavioral CQ such as verbal behavior, non-verbal behavior and speech acts. The interviewees pointed out the importance and the use of verbal, non-verbal behavior and speech acts in the host environment. Moreover, the findings also confirm that behavior as an important capability which corresponds with the Behavioral CQ. Additionally, the findings confirm preparation as important capability and corresponds with the claims made by Early, Ang (2003); Thomas, 2006; Ng & Early, 2006; Ng, Dyne & Ang, 2009:514; Livermore (2010).

The results from factors such as motivation, cultural knowledge, preparation and behavior correlates with the four capabilities of CQ such as Motivational CQ Cognitive CQ, Metacognitive CQ and Behavioral CQ. Overall the results from fourth objectives confirm that the four capabilities such as motivation, cultural knowledge, preparation and behavior constitute the CQ capabilities crucial to work in the host and cross-cultural environment and supports the claims made by Early, Ang (2003); Thomas, 2006; Ng & Early, 2006; Ng, Dyne & Ang, 2009:514; Livermore (2010) who argued the four capabilities such as Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ, constitute CQ capabilities.

The following table will give an overview about the findings of this study and its relation to the CQ theory.

Table 33. Findings from the objectives compared

Moderate CQ interviewees	High CQ interviewees	Interpretation
<p>Communication has been mentioned as a rank two difference by moderate CQ interviewees. Communication has been pointed out by seven (70%) of the interviewees.</p>	<p>Communication has been mentioned as the rank one or top most difference by the high CQ interviewee which was pointed out by all the twelve (100%) interviewees.</p>	<p>Individuals with high CQ capabilities are able to recognize the difference in communication. At the same time irrespective of the CQ level, interviewees are able to notice the communicational difference in the host environment.</p>
<p>Hierarchy and leadership has been pointed out as the most different by eight (80%) of the moderate CQ interviewees.</p>	<p>Hierarchy and leadership has been pointed out as the second ranking difference by ten (83.33%) of the high CQ interviewees.</p>	<p>Hierarchy is the top difference which is visible to the interviewees irrespective of their CQ levels</p>
<p>Religion has been pointed out by seven (70%) of the moderate CQ interviewees.</p>	<p>In the high CQ category, religion was pointed out by seven (58.33%) of the interviewees.</p>	<p>Irrespective of the CQ level, religion is one of the most important differences in the host country environment.</p>
<p>In the moderate CQ category, difference in decision making has been pointed out by four (40%) of the interviewees.</p>	<p>In the high CQ category decision making has been pointed out by seven (58.33%) of the high CQ interviewees.</p>	<p>High CQ interviewees are able to identify the difference in decision making. At the same time, it can also be said irrespective of the CQ level difference, decision making is visible to the interviewees in the host environment.</p>
<p>The difference in notion of time has been pointed out by six (60%) of the moderate CQ interviewees.</p>	<p>The difference in notion of time has been pointed out by ten (83.33%) of the high CQ interviewees.</p>	<p>The high CQ interviewees are able to recognize the difference in decision making more in the host environment.</p>
<p>The difference in gender has been pointed out by two (20%) of the moderate CQ interviewees.</p>	<p>The difference in gender has been pointed out by three (25%) of the high CQ interviewees.</p>	<p>The findings show regardless of the CQ level difference in gender is a visible difference in the host environment.</p>
<p>The moderate CQ interviewees do not view the positive side of the host country people.</p>	<p>The high CQ interviewees view the positive side of the host country people. The high CQ interviewees mentioned about negotiations skills, entrepreneurial skills, politeness etc. were observed as positive things about the host country people by the high CQ interviewees.</p>	<p>The high CQ individuals are able to view the positive side of the host country people.</p>
<p>The moderate CQ interviewees are unable to notice the change of attitude towards hierarchy in the host country context.</p>	<p>The high CQ interviewees are able to observe the change of attitude among the host country people. For instance, it was pointed by a high CQ interviewee that the hierarchy and leadership in the host country has changed over the period of years.</p>	<p>The high CQ individuals are able to see the changes that's has happened over a period of time in the host country environment.</p>
<p>Moderate CQ interviewees are not able to evaluate the management style of their own country with</p>	<p>High CQ interviewees are able to evaluate the management style of the host country with their own</p>	<p>High CQ individuals are able to evaluate the management style of the host country with their own</p>

the host country	country. For instance, the six out of twelve of the high CQ interviewees pointed out about the need for micromanagement in the host country which is close to 50%.	country.
With moderate CQ interviewees only about 30% of them identified the diversity of the host country.	The diversity of the host country has been identified by majority of the high CQ individuals. Among the high CQ interviewees nine out of twelve pointed about the diversity in the host country which is 75%.	The high CQ individuals are able to recognize the diversity and diverse cultural environment in the host environment.
<i>The moderate CQ individuals see surface level differences in the host country. Moderate CQ interviewees are able to evaluate the difference between their own culture and host culture at a surface level.</i>	<i>The high CQ individuals are able to observe in-depth differences or have a deeper understanding between their own and host countries. High CQ interviewees are able to evaluate the difference between their own culture and host culture at in depth level.</i>	<i>High CQ individuals are able to perceive the differences in the host country environment at a deeper level. The high CQ individuals are able to evaluate the difference between their own culture and the host country at a deeper level.</i>
<i>Moderate CQ interviewees identify less challenges in the host country environment. The challenges such as communication, gender issues, diversity, traditional culture, finding the right person, decision making and attrition was pointed out by moderate CQ interviewees.</i> <i>The moderate CQ interviewees identified seven of the challenges which accounts for 31.81%.</i>	<i>The high CQ interviewees pointed out a greater number of challenges in the host country environment. The challenges such as attitude of the host people, communication, hierarchy, finding the right person, time, work environment, work culture and attrition has been pointed out by the high CQ interviewees. The high CQ interviewees identified twelve of the challenges which accounts for is 59.09%.</i>	<i>High CQ individuals are able to identify the challenges in the host country environment</i>
Among the moderate CQ interviewees three (30%) out of ten interviewees pointed experience as an important skill to work in the host country environment.	High CQ interviewees emphasized experience as the most important skill to work in the host environment. Experience has been emphasized by nine out twelve high CQ interviewees which is 75%.	The high CQ individuals value experience as an important skill in the host country environment.
Relationship capabilities was emphasized by less than half of the moderate CQ interviewees in the context of the host environment.	Relationship was emphasized by more than half of the high CQ interviewees as important capability in the host environment.	Relationship capabilities is considered as an important capability by the high CQ individuals in the host country environment.
Not even a single interviewee brought out the importance of trust to work in the host environment.	Trust was highly regarded by the high CQ interviewees to work in the host environment. Trust was recommended by six of the high CQ interviewees which is 27.27%.	The high individuals value trust as an important capability to work in the host environment
Among the moderate CQ interviewees four (40%) out of ten interviewees emphasized the importance of adaptation skills to work in the host country.	Out of twelve high CQ interviewees, one (8.33%) interviewee pointed out the adaptation skill.	Adaptation skills is valued high by the moderate CQ interviewees.
The moderate CQ interviewees haven't	The high CQ interviewees value trust as an important	The high CQ individuals value trust as an important

emphasized trust as the important factor in the host country environment. None of the interviewees brought out the importance of trust.	capability to work in the host country environment. Nearly six (50%) of the high CQ interviewees emphasized trust as the important capabilities.	capability to work in the host country environment.
Three (30%) of the moderate CQ interviewees emphasized cross-cultural skills as an important skill to work in the host environment.	Five (41.66%) of the high CQ interviewees emphasized cross-cultural skills.	High CQ interviewees value cross-cultural skills more. At the same time findings reveal, regardless of CQ level, cross-cultural skills are vital to work in the host environment.
Not even a single interviewee emphasized the importance of open mindedness.	Four (33.33%) of the high CQ interviewees emphasized the need for open mindedness to work in the host country.	High CQ interviewees value open mindedness to work in the host environment.
None of the moderate CQ interviewees pointed out patience.	Patience has been mentioned as one of the key skills to work in the host environment by two (16.66%) of the high CQ interviewees.	Patience is highly valued by the high CQ interviewees.
Moderate CQ interviewees pointed out general level skills as being crucial to work in the host environment. The moderate CQ interviewees pointed out skills such as relationship capabilities, adaptation skills, cross-cultural skills, experience and paternalistic skills. The moderate CQ interviewees recommended five skills this accounts for 22.72%	The high CQ interviewees pointed out rather important skills such as emotional intelligence, open mindedness, trust etc. apart from the general skills as being crucial to work in the host environment. The high CQ interviewees pointed out experience, relationship capabilities, cross-cultural skills, open mindedness, trust, communication skills, patience, skills for micromanagement, organizational skills, adaptation skills, and leadership and decision making skills. The high CQ interviewees recommended twelve skills. This corresponds to 54.54%.	High CQ interviewees are able to identify the special skills that are crucial to work in the host country environment. High CQ interviewees point out more skills to work in the host environment.
All of the interviewees from moderate CQ category pointed out their motivation to work in the host country. The opportunities in the host country are the biggest motivation.	In the high CQ category, all the interviewees were driven by their own motivation. The opportunity and culture of the host country has been pointed out equally as the top motivation by the high CQ interviewees.	Regardless of the CQ level, the interviewees were driven by their own motivation which correspond to extrinsic and intrinsic motivation denoted by the CQ theory.
The moderate CQ interviewees have surface level understanding about cultural knowledge. Not even a single moderate CQ interviewee mentioned about the importance of cultural knowledge.	The high CQ interviewees have deeper understanding about the importance of cultural knowledge. Moreover, high CQ interviewees are able to identify more factors that are considered to cultural knowledge. For instance, six of the high CQ interviewees brought out the importance of cultural knowledge which is 50%.	The high CQ individuals are able to understand the importance of cultural knowledge in the host country environment.
According to moderate CQ interviewees seven of	According to high CQ interviewees, eleven of the	The high CQ individuals are able to look at more

<p><i>the factors such as knowledge about culture and behavior, religion, decision making, diversity, information from media and role of education constitute as cultural knowledge.</i></p> <p><i>In the moderate CQ category five (50%) out of ten interviewees mentioned about importance of preparation in the host country. Likewise, six (60%) of the moderate CQ interviewees mentioned that they check the accuracy of the information before interaction with the host country people.</i></p> <p><i>The moderate CQ interviewees are less adaptive in changing their communicational pattern in the host country environment. In the moderate CQ category, eight (80%) out of ten interviewees said that they change their way of communication when interacting with the host country people. Two (20%) of the interviewees said they do not change their way of communication</i></p>	<p><i>factors such as history, religion, communication, behavior, measurement of success and performance, dealing with surprise, experience, negotiation pattern, politics, education and what is accepted constitute as cultural knowledge.</i></p> <p><i>In the high CQ category six (50%) out twelve interviewees explained about importance of preparation. Ten (83.33%) out of twelve interviewee explained that they check the accuracy of information before interacting with the host country people. Two (9.09%) interviewees said that they do not check the accuracy of the information.</i></p> <p><i>The high CQ interviewees are more adaptive in their communication style in the host country environment</i> <i>In the high CQ category, twelve (100%) out of twelve interviewees explained that they change their communication pattern while interacting with the host country people.</i></p>	<p><i>factors as cultural knowledge.</i> <i>Regardless of CQ level cultural knowledge is crucial in the host environment.</i></p> <p><i>The findings show that irrespective of the CQ level preparation is crucial before interacting with the host country people. At the same time the high CQ interviewees are keen on checking the accuracy of information received before preparation to interact with the host country people.</i></p> <p><i>The high CQ individuals are able to be highly adaptive in changing their communicational style in the host country context.</i></p>
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In the above table are presented the total findings relating to the four objectives of this study. The upcoming next part will address the answer to the central research question and will present the key findings of the study.

6 TO WHAT EXTENT AND IN WHAT WAYS CQ FACILITATES?

The main aim of study is to find out the proximity of CQ theory and how it facilitates Finnish business leaders in a single country environment, such as India. Therefore, the study employed the central research question that is to find out to what extent and in what ways CQ facilitates Finnish leaders in leading people in Indian environment. In order to explore the central research questions four objectives were set. First the objective was to find out the cultural differences identified by Finnish business leaders, with different CQ levels, in the Indian business environment. The second objective was to find out the challenges identified by the Finnish business leaders with different CQ level. The third objective was to find out the capabilities identified by the Finnish business leaders, with different CQ levels, that are required in the context of the Indian business environment. The fourth objective is to find out how the factors such as motivation, cultural knowledge, preparation and behavior are viewed by interviewees with different CQ levels. In this background, this part is dedicated to presenting the key findings that reflect to the central research question of this study. The key findings from this study have been organized in following way. First, the key findings from the source one data of 20 item scale CQ self-assessment will be presented. Next, the key findings from the source two data of semi-structured interviews will be presented.

6.1 Key Findings from 20 Item Scale CQ Questionnaire

The reason for using the 20 item scale has been solely for the purpose of segregating the interview data based on CQ scores of the interviewees. However, the findings that emerged from the analysis of scale cannot be ignored, as the results present key findings that can contribute to the earlier studies on CQ. The results of the source one data, reveal two important key findings in terms of development antecedents of CQ and the level of CQ capabilities which is presented below.

Antecedents

In terms of antecedents, the findings offer several valid points that confirm the existing antecedents, as well as add new ones. For instance, international work experience is one such antecedents and has been one of the key findings from this data. The data reveals on average that the moderate CQ interviewees have 19.69

years of international work experience and whereas the high CQ interviewees have 14.04 years of international work experience. The findings indicate that moderate CQ interviewees have more international work experience than the high CQ ones. Therefore, the results are contradictory, as the more work international work experience, has not influenced an increase of CQ level among the moderate CQ interviewees. On the other hand, high CQ interviewees, even though on average having less number of years in terms of international experience, have high CQ capabilities. This means the nature of experience plays a critical role in the development of CQ capabilities. In this regard, it can be interpreted that the nature of international work experience leads to high level of CQ. Likewise, as per the results, number of languages spoken has also found to be one of the antecedent of high CQ capabilities. In terms of moderate CQ interviewees, on average 3.5 languages are spoken and 4.75 languages are spoken by the high CQ interviewees. The findings show that high CQ interviewees speak greater number of languages on average compared with the moderate CQ interviewees. The number of languages spoken significantly influence the CQ capability of the individuals and is evident from the study. Therefore, the findings reveal that number of languages spoken leads to high level of CQ.

One of the important findings found in the study, was the travel experience of interviewees. The findings show that the interviewees from both the categories travelled abroad extensively. For instance, the average number of countries traveled by the interviewees is 40.45 countries. When the average is broken down the moderate CQ interviewees traveled on average to 40.6 countries and the high CQ interviewees travelled to 40.33 countries. The difference between the averages is slightly higher with the moderate CQ interviewees. However, it is questionable what kind of travel has been experienced by the moderate CQ interviewees and how travel abroad may have influenced them in their development of CQ capabilities. Therefore, this study also confirms that even though on average moderate CQ interviewees are higher than the high CQ interviewees it does not have an impact on their CQ capabilities. On the other hand, another previous study on CQ done by Crowne (2006) reveals that the individuals who travelled abroad show a higher level of CQ capabilities than the ones who have not been abroad. However, findings support the study carried out by Crowne (2006) by confirming that travel experience abroad leads to high level of CQ capabilities. At the same, time the findings also contradict by confirming that not necessarily the people who travelled abroad show high level of CQ capabilities.

It is evident from the above discussion, that three antecedents of CQ has been found from the analysis of the data. First, the nature of international work

experience leads to a higher level of CQ which is the first antecedents of CQ found from this study. Second, the number of languages spoken leads the individuals to a higher CQ capabilities, this is the second antecedents of CQ found from the study. Third, that travel experience abroad leads to a high level of CQ capability and is the third antecedent of CQ found from the study. The three antecedents found from the study expands the previous studies on antecedents of CQ undertaken by Ang, Dyne & Koh (2006); Crowne (2006); Ng, Dyne & Ang (2009); Kim & Dyne (2012); Ng, Dyne & Ang (2009); Janssens & Cappellen (2008); Crowne, (2006); Triandis, (2006); Crowne (2006) who found several antecedents of CQ which are discussed in detail in the literature review section.

The capacity of low and high CQ

The CQ scores of the interviewees were categorized with the total scale of 7 and divided in to four categories. First 0-1.16 (low CQ level), Second, 1.76-3.5 (satisfactory CQ level), 3.6-5.25 (moderate CQ) and 5.26- 7 (high CQ level). The same way to cross check again the CQ scores of the interviewees were categorized based on the percentage of the CQ scores of the interviewees. The percentage of the CQ scores were categorized as first, 0-25% (low CQ level), second 25.1-50% (satisfactory CQ level), third, 50.1-75% (moderate CQ) and fourth 75.1-100 % (high CQ level). Out of the total sample size of 22, there is not even a single interviewee who scored below 50% or below 3.6 in their CQ level. The categorization based on the scale of 0 to 7 points and percentage from 0 to 100 % were all same. Besides, the findings show that the average CQ level of the interviewees is 5.3677. Based on the criteria set 0-1.16 (low CQ level), 1.76-3.5 (satisfactory CQ level), 3.6-5.25 (moderate CQ) and 5.26- 7 (high CQ level), the interviewees have very high CQ capabilities. However, the interviewees who scored from 3.6-5.25 was termed as moderate CQ interviewees and the ones who scored from 5.26- 7 was termed as high CQ interviewees, as there was no single interviewee who fell below 50% or below 3.6 from the scale. From this, arises a question: What exactly means low or high CQ? in a sense, how low is the `low CQ` and how high is `high CQ` ? .

The findings reveal there is a need for definition in order to classify the level of low and high CQ. In sense, there is a definition which is required to explain how low is the `low CQ` and how high is the `high CQ`. The definition or the classification of the low and high CQ is important for several reasons. It is evident from the results of the study, that individuals have certain average level of CQ capabilities. This means that individuals may not have very low level 0-1.75 or less than 25% and 1.76-3.5% or less than 50 %. Therefore, it raises doubt whether the individuals who come under 0-1.75 or less than 25% should be considered as

low CQ individuals or the ones who comes under 1.76-3.5% or less than 50 %. Likewise, the study also shows that an individual who scores rate them from 3.6-5.25 or less than 75% and 5.26-7 or less than 100% should be considered as high CQ individuals. Therefore, the results demand an explanation in terms of what should be called as low and high CQ level capabilities. Additionally, the theory also does not provide any classification in terms of what should be taken as low and high CQ level. Moreover, the findings show that further research on CQ should adopt the classification from this study that demonstrates the differences between the groups who represent the low and high CQ or should the original researcher team CQ theory define what is considered as low and high CQ.

6.2 Key findings from data source 2-Semi structured interviewees

The results from the qualitative interviews offers several key findings and will be presented in the following way. First, the findings that support the existing knowledge about the CQ capabilities will be presented. Second, the new capabilities that emerged from the interview data will be presented. Third, the capabilities identified will be developed to expand the existing knowledge of CQ theory.

What are the findings that support the existing knowledge about the four capabilities?

The key findings from this study demonstrate that there are several key differences existing between the Finnish and Indian cultures. The results that emerged from the data show that there is not even a single similarity that exists between India and Finland. For instance, the differences in terms of communication, hierarchy and leadership, decision making, religion, diversity, notion of time, micromanagement, gender role and external environment. It is apparent from the results, that the cultural distance between both the countries are wide and proves the need of a cultural ability for the individuals to work in Indian environment and vice versa. Hence, the capability to work with the cross-cultural environment can be interpreted as cultural intelligence quotient (CQ) which refers to capabilities that enable individuals to function effectively in culturally diverse environments such as India (Early & Ang 2003).

The comparison of the results from the interview data, of moderate and high interviewees data brings out the revelation about how the experience of these interviewees varies in the Indian environment. For instance, in terms of evaluating the differences between the interviewees own country with the host

country India, both category interviewees identified the same amount of differences. However, the way the differences has been commented on, vary widely between both categories. The moderate CQ interviewees identified the differences more at a general level. Whereas, the high CQ interviewees are able to see differences at a deeper level. The findings confirm that high CQ individuals are able to evaluate the cultural distance between their own cultures with the host culture in a deeper level than the moderate CQ interviewees. Likewise, the comparison between both the category interviewees also expose the challenges identified by them in the host country environment. The comparative results show high CQ interviewees are exposed to a greater number of challenges in the host environment when compared with the moderate CQ interviewees. Hence, it can be interpreted that high CQ individuals are able to view more challenges in a cross-cultural environment and are more enable to solve it efficiently. Besides, the comparison on the skills emphasized by both the category interviewees, reveal high CQ interviewees are able to emphasize special skills or attributes that are crucial to work in the host country environment. For example, four important attributes such as experience, open mindedness, trust and patience has been emphasized by the high CQ interviewees. Therefore, it can be interpreted that high CQ interviewees ascertain and value the special skills to work in the host environment.

As discussed above, the three key findings from the comparison of low and high CQ interviewee data demonstrate that high CQ individuals have significant advantage in functioning effectively in the host environment. Besides, the three key findings explain the outcomes of having CQ capability which expands the previous studies on outcomes of CQ. The previous research on CQ was focused on finding out the following outcomes of CQ. Cross-cultural judgment and decision making, self-confidence to adjust in a new work, life and social demands in foreign assignments (Templer, Tay & Chadrasekar 2006), communication effectiveness, predicting the expectations of expectations of work and life in the new cultural environment (Ng, Dyne & Ang 2012; Templer, Tay & Chandrasekar 2006), adaptive performance, contextual performance, team performance, organizational performance (Ng & Earley 2006), formation of negotiated culture (Gregory, Prifling & Beck 2009), identifying value based diversity (Karma & Vedina 2009), predictor for individuals performance in cross-cultural situations (Chen, Lin & Sawangpattanakul 2011), intercultural task performance (Sahin, Gurbuz, & Koksal 2013) as the outcomes of the CQ. In this background the three key findings from the analysis of low and high interviewee's data expand the knowledge on the outcomes of CQ.

The study investigated four factors such as motivation, cultural knowledge, preparation and behavior, and determine the viewpoints of the interviewees from both the categories. The four factors such as motivation, cultural knowledge, preparation and behavior correlates with the four capabilities of CQ such as Motivational CQ, Cognitive CQ, Metacognitive CQ and Behavioral CQ. The investigation of the factor motivation shows that the interviewees from both the categories are driven by motivation. The results show several viewpoints on motivation, which constitute to extrinsic and intrinsic motivation and that are sub-dimensions of Motivational CQ. Moreover, the results emphasize that irrespective of the CQ level, individuals are driven by motivation to work in the host environment. Besides, without motivation, individuals are unable to utilize the other CQ three capabilities of CQ. Therefore, the findings on motivation from this study corresponds with Templer, Tay & Chandrasekar (2006) whose study showed Motivational CQ is the vital factor for adjustment in cross-cultural settings. Likewise, results on motivation also correspond with Ang & Inkpen (2008:344); Dyne, Ang & Livermore (2008) who insisted motivation is the foremost factor and without it, it is not to demonstrate the other three factors of CQ such Cognitive CQ and Metacognitive CQ.

The key findings from the according to theme investigation of cultural knowledge reveal the relevance of cognitive CQ as one of the crucial capabilities that constitute cultural knowledge. However, the comparison between both category interviewees, reveal high CQ interviewees value the importance of cultural knowledge and also identify more factors that constitute as cultural knowledge. Moreover, the things that have been identified as cultural knowledge by the both the category interviewees, correspond to the sub dimension of cognitive CQ such as cultural system and cultural norms and values. Therefore, cultural knowledge is confirmed as the cognitive capability of CQ theory. The findings relate with Dyne et al. (2012:301) who claimed Cognitive CQ is the knowledge structure of individuals about the universal elements that constitute the cultural environment and includes cultural institutions, norms, practices and conventions in different cultural settings (Dyne et al. 2012:301). Moreover, the findings also denote that cognitive CQ as knowledge of norms, practices, values and conventions has been acquired by the personal experiences of the individuals (Ng, Dyne & Ang 2006; Dyne, Ang & Livermore 2010).

The key findings, from the factor of preparation, emphasize the significance of preparation before interaction with the host country people. The interviewees from both the categories favoured being prepared to interact with the host country people. However, the high CQ interviewees were more considerate about checking the accuracy of information about the host country cultural norms etc.,

as well using the information while interaction. The factor of preparation corresponds with metacognitive CQ. Overall the findings from both the category interviewees corresponds with the sub dimensions of metacognitive CQ such as planning and checking (Dyne et al. 2012; Livermore 2010). The overall findings confirm the relevance of metacognitive CQ and constitute overall CQ and the importance in the host environment. This correlates with the claims made by (Ang & Dyne (2008); Livermore (2010); Dyne, Ang & Koh (2008)).

The key findings, from the factor of behavior, highlight the significance of communication in the host country environment. The comparison of interviewees from both the categories reveal the change of communication pattern (verbal, non-verbal and virtual) is higher among the high CQ individuals. The factor of behavior corresponds with the behavioral CQ. The overall results correlates with the sub-dimensions of behavioral CQ, such as verbal and non-verbal behaviour. The findings support the earlier claims made by Early & Ang 2003: 12; Livermore (2010) who emphasized behavioral CQ reflects the individual's adaptation to different cultural settings.

The above discussed results from the investigation of factors such as motivation, cultural knowledge, preparation and behavior corresponds with the four capabilities of CQ and explains the applicability of CQ as individual level capability. For instance, the previous studies carried out by Rockstuhl et al. (2010); Ng, Dyne & Ang (2009); Rockstuhl et al. (2010); Templer, Tay & Chandrasekar 2006; Triandis (2006); Ang & Inkpen (2008), Ng, Dyne & Ang (2009) confirmed CQ as an individual capability for a wide range of activities and facilitates an individual to work in the culturally diverse settings.

Furthermore, the results of the four factors such as motivation, cultural knowledge, preparation and behavior correlates with the previous study done by Alon & Higgins (2005) who suggest in order to be cross-culturally skillful, individuals and companies have to go through the stages of motivation, awareness and action/ reaction. For instance, the results of the study also explain that individuals who go through motivation, knowledge, preparation and behavior are able to develop their cross-cultural capabilities. However, the previous finding of the Alon & Higgins (2005) suggest only three capabilities such as motivation, awareness and action/reaction which correlates with the factors such as motivation, preparation and behavior which has been investigated in this study. One of the important revelations from this study, is that besides, motivation, awareness (preparation) and action/reaction (behavior) the findings suggests cultural knowledge is a crucial factor in developing the cross-cultural skills of the individuals. Besides, this study shows that individuals are driven by

motivation and without it there may not be interest to do things in a faithful manner. Preparation is very crucial in order to interact with people in the cross-cultural environment. Adapting right communication style in cross-cultural settings, enable individuals to interact effectively in the cross-cultural environment. Likewise, this study reveals importance of motivation, preparation and behavior which correlates with the three stages such as motivation, awareness and action/reaction (Alon & Higgins 2005).

The following table will present the findings from this study that confirms with the previous studies on capabilities of CQ.

Table 34. Confirmation of findings with previous findings

Previous Literatures on CQ	Present Findings
<p>Outcomes of CQ</p> <p>The previous research on CQ has also focused on findings out the outcomes of CQ. For example, the following are the outcomes of CQ. Cross-cultural judgment and decision making, self-confidence to adjust in new work, life and social demands in foreign assignments (Templer, Tay & Chandrasekar 2006), communication effectiveness, predicting the expectations of expectations of work and life in the new cultural environment (Ng, Dyne & Ang, 2012; Templer, Tay & Chandrasekar 2006), adaptive performance, contextual performance, team performance, organizational performance (Ng & Earley 2006), formation of negotiated culture (Gregory, Prifling & Beck 2009), identifying value based diversity (Karma & Vedina 2009), predictor for individuals performance in cross-cultural situations (Chen, Lin & Sawangpattanakul 2011), intercultural task performance (Sahin, Gurbuz, & Koksak 2013) as the outcomes of the CQ.</p>	<p>The results of the present study show high CQ individuals are able to see the differences in the host country in-depth. Besides, it can also be said that high CQ interviewees are able to evaluate the cultural distance between their own and host culture. Likewise, the results also demonstrate the greater number of challenges identified by the high CQ interviewees in the host environment. Besides, high CQ interviewees emphasized special skills that are crucial to work in the host country environment. Therefore, the findings contribute to the CQ theory by revealing the outcomes of CQ which corresponds with the previous studies on outcomes of CQ.</p>
<p>Applicability of CQ as individual level capability</p> <p>The previous studies on CQ identified CQ as an individual capability for the following reasons. For example, CQ facilitates greater cognitive and neurological flexibility for the individuals in response to changing demands across cultural contexts (Rockstuhl, et al. 2010: 10). For managing people from diverse background and to understand the mindset of people from different cultures (Ng, Dyne & Ang 2009; Rockstuhl et al. 2010). International assignments, cross-border leadership effectiveness, expatriation, for improving international leadership potential, studying abroad, working abroad, facilitating adjustment in cross-cultural settings (Templer, Tay & Chandrasekar 2006), choosing compatible organizations for individuals (Triandis 2006), cross border assignments (Kodwani 2012), working on offshoring and global delivery models (Ang & Inkpen 2008), and executive selection (Ng, Dyne & Ang 2009).</p>	<p>The study investigated four factors such as motivation, cultural knowledge, preparation and behavior which correspond to the four capabilities of CQ such as motivational CQ, cognitive CQ, metacognitive CQ and behavioral CQ. The results show that the interviewees from both the category agreed the significance of the four factors such as motivation, cultural knowledge, preparation and behavior. Therefore, it is evident from the results the four factors of CQ are highly emphasized as the individual level capability for the individuals who work in the host country environment. Furthermore, the study also confirms the previous study done by Dyne, Ang & Nielsen (2007:345) who pointed out CQ as a culture free construct by confirming CQ capabilities are highly advantageous in the host country environment. Furthermore, the results of the study contribute to the theory by enlarging the previous studies on applicability of CQ as individual level capability in the cross-cultural environment.</p>

What was new about the capabilities when comparing moderate and high CQ and does it confirm or contradict?

The comparison of high and moderate CQ interviewee's data leads to two key findings. The first key finding is the communication has been identified as the top difference and challenge by the interviewees from both the categories. The second key findings bring out five important attributes that has been identified from the analysis of CQ capabilities.

The first key finding that emerged from the analysis of all the data is the communication. The analysis of the differences identified by the high CQ interviewees is communication. All of the twelve (100%) high CQ interviewees and seven (70%) pointed out as the first and second difference respectively. In total nineteen (86.36%) of the total interviewees pointed out communication as the top difference out all the differences identified. Similarly, in terms of challenge communication has been identified as the first and second biggest challenge by the low and high CQ interviewees respectively. In the moderate CQ category four (40%) out of ten interviewees and in the high CQ interviewees four (33.33%) out of twelve interviewees pointed communication as the main challenge. In total eight (36.36%) out of twenty two interviewees identified communication as the top challenge in the host country. In terms of the skills only two (16.66%) of the high CQ interviewees mentioned communication skills as the important skills to work in the host environment. While analyzing the factor of behavior eight (80%) of the moderate CQ interviewees and twelve (100%) of the high CQ interviewees explained that they change their communication pattern while communicating with the host country people.

In total twenty (90.90%) out twenty two interviewees pointed out that they change their communication pattern while interacting with the host country people. It can be seen from the key findings communication has been the big difference and challenge for the interviewees in the host environment. Therefore, the findings show the high value of communication in the host country environment. In the CQ theory, communication has a special space as it is mentioned as the fourth capability - Behavioral CQ. Behavioral CQ emphasize the individual's adaptation to different cultural settings by exhibiting culturally appropriate behavior. Behavioral CQ has three dimensions such as verbal, non-verbal and speech acts. This shows that Behavioral CQ is an important element in the CQ capability. Therefore, the findings on communication and behavior has relevance. When looked in depth communication has to be taken seriously.

The second key findings is the identification of five key attributes that has been emphasized by the interviewees. The interviewees pointed out experience, relationship capabilities, trust, patience and open mindedness. In terms of experience nine (75%) of the high CQ interviewees and three (30%) of the moderate CQ interviewees emphasized its importance. In total twelve (54.54%) out of total twenty two interviewees pointed out experience as the key capability to function in the host country. Likewise, relationship capabilities was pointed out by eight (66.66%) of the high CQ interviewees and four (40%) of the moderate CQ interviewees. In total twelve (54.54%) out of twenty two total interviewees, emphasized the importance of relationship capabilities. It is evident from the findings, that experience and relationship capabilities are identified equally as important to work in the host country environment. Experience and relationship has been identified by both the category interviewees. It is found that three attributes such as trust has been emphasized by six (50%), open mindedness has been mentioned by five (33.33%) and patience two (16.66%) high CQ interviewees. The analysis shows the three attributes identified stand out of the crowd of capabilities that has been emphasized by the interviewees. Even though these three attributes have been identified under the arm of capabilities, it is debatable whether these attributes should be considered as skills or attributes. To avoid confusion these will be termed as attributes.

The key findings from the analysis leads to the following theoretical assumptions and its connection with the CQ theory.

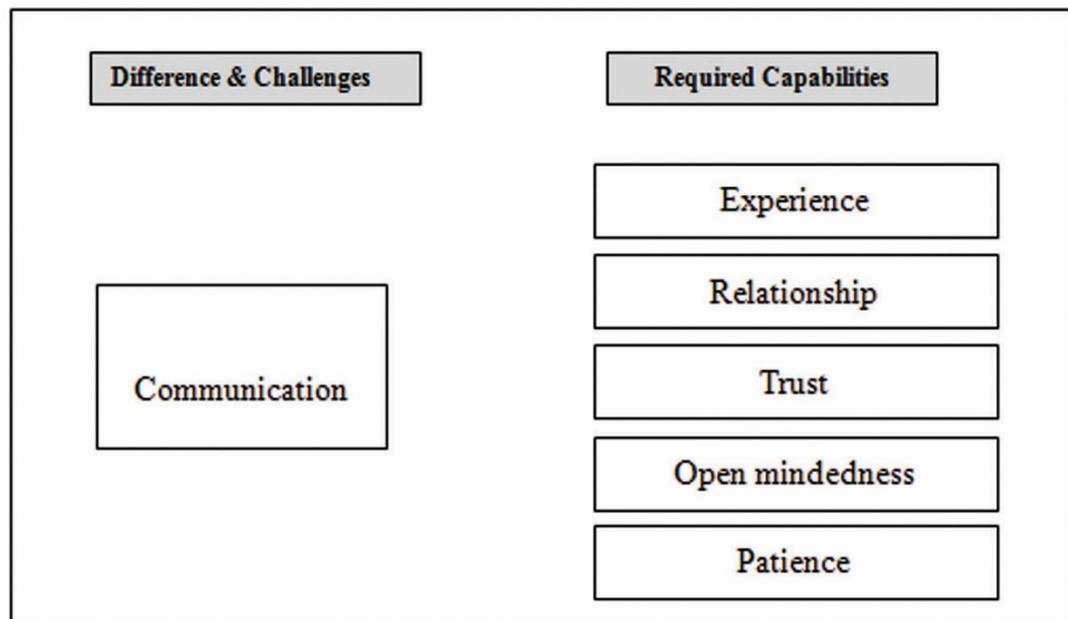


Figure 11. The key findings from the study

As can be seen from the above diagram, the key findings show the issue and the solution. The first finding confirms communication as the biggest difference and challenge for Finnish business leaders in an Indian business environment. Besides, the attributes such as experience, relationship, trust, open mindedness and patience. The findings imply that in order to communicate effectively with the people in the host country, individuals need the five attributes.

The two key findings reflect a significant connection with CQ theory. For instance, the first key finding explains about the importance of communication by explaining the difference and challenge in communication in the host environment. In CQ theory the fourth dimension, Behavioral CQ deals with communication. Behavioral CQ, is referred as an action level capability where the individuals exhibit appropriate behavior in a cross-cultural environment (Dyne, Ang & Livermore, 2008). The behavioral CQ consist of two dimensions, such as verbal, non-verbal and speech acts, these relate to the communication (Dyne, Ang & Livermore, 2008). Therefore, communication has been already addressed in the CQ theory as the fourth dimension of CQ. However, the attributes such as country specific experience or experience, trust and relationship, have not been given special emphasis in the CQ theory.

Therefore, the following section will discuss how the attributes such as country specific experience or experience, trust and relationship can be integrated to CQ theory to advance it further.

6.3 Expansion of CQ Theory

The results from the source one 20 item scale questionnaire data shows that the average CQ score of the moderate CQ interviewees is 4.7983 and the average CQ score of the high CQ interviewees is 5.8422. The average international work experience of moderate CQ interviewees is 19.69 years and the average of high CQ interviewees 14.04 years. Likewise, the average international study experience of moderate CQ interviewees is 0.41 years and high CQ interviewees is 1.63 years. The average number of languages spoken by moderate CQ interviewees is 3.5 languages and high CQ interviewees speak on average 4.75 languages. The number of countries visited by moderate CQ interviewees is 40.6 and the high CQ interviewees is 40.3 countries. The results show the moderate CQ interviewees are leading in terms of international work experience and the number of countries visited. Conversely, the high CQ interviewees are on average higher scoring than moderate CQ interviewees in terms of international study experience and the number of languages spoken. In spite of having higher

international work experience on average (5.65 years) and the greater average (0.3 years) number of countries visited, the CQ score of the moderate CQ interviewees is 4.7983 which is 1.0439 lower than the high CQ interviewees. The results show there is something missing amongst the moderate CQ interviewees and that sets apart from the high CQ interviewees, who have higher on average CQ scores. Therefore, it is important to find out what sets the high CQ interviewees apart in terms of their high CQ capabilities when compared with moderate CQ interviewees.

For instance, the high CQ interviewees on average score high on international study experience and by 0.68 years higher than the moderate CQ interviewees. Also the high CQ interviewees on average speak 1.25 languages more than the moderate CQ interviewees. It is evident from the data, that in spite of having low international work experience, the average CQ score of high CQ interviewees is greater by 1.0439. This findings clearly correspond with the average number of languages spoken and the average years of study experience and are the driving factors behind the high CQ scores of those twelve interviewees who scored high on their CQ capabilities. Besides, it is also important to take in to account the results from the qualitative enquiry, this reveals that the high CQ interviewees value more experience 75% (moderate CQ interviewees 30%), relationship capabilities 66.66% (moderate CQ interviewees 40%) trust 50% (not even a single moderate CQ interviewee), open mindedness 33.33% (not even a single moderate CQ interviewee) and patience 16.66% (not even a single moderate CQ interviewee). Therefore, it is obvious that high CQ interviewees are more driven by experience, relationship capabilities, trust, patience and open mindedness. These are the reasons behind their greater CQ capabilities. Therefore, the attributes such as experience, relationship capabilities, trust, patience and open mindedness cannot be neglecting when considering their impact on the CQ level of the high CQ interviewees.

It is apparent from the above discussion, each of the attributes such as experience, relationship capabilities, trust, patience and open mindedness have their own characteristic that is unique in its own way and differs in their own way as well. Therefore, it is important to analyze their characteristics. For instance, in cross-cultural environment, patience is crucial as the individuals from the host country have to face unfamiliar situations that may not be common in their own country. Due to significant differences due to cultural, economic, and political environment, things may not happen in the same way as planned. Likewise, there are several other discrepancies which can occur in the host country environment and require the individuals to have patience. Likewise, open mindedness enables individuals to take and experience things as it is without prejudging and

prejudice. Also open mindedness means being open towards any situations in any country context. Therefore, patience and open mindedness is crucial irrespective of the country, the context and environment that has been considered as being more generic factors which will not be integrated into a new dimension that can expand the existing dimensions of CQ theory.

Whereas, the three other attributes such as experience, trust and relationship also have to be considered as more country specific factors and are highly important in order to function effectively and gain success in any diverse country environment. In terms of experience, even though experience from other countries is an advantage for the individuals to work in a specific country, it may not all the time realize its full potential. As the situations, scenarios, environments can have severe incongruities as the experience from one country may not fit or match in the context of another country. For instance, travel, study and work experience in a specific country, determines the success of individuals to function appropriately in that specific country. Hence, country specific experience, is crucial to function effectively in that particular country. Likewise, relationship is also one crucial thing that enables people to create personal bonding with whom they want to develop the relationship. The way a relationship is build, understood, and developed is different across countries. Therefore, one has to understand the importance of relationship in each country and how it is perceived. Besides, trust is also one of the crucial things that has different meaning in a different ways. Even though relationship and trust is a universal trait, for individuals that have high value across the society, there is variation in the way it shown and perceived. Therefore, attributes such as country specific experience, relationship and trust are important and should be taken into consideration to expand the existing CQ theory.

Based on the above discussed assumptions, experience, trust and relationship, this leads to proposed expansion of CQ theory. The study recommends two additional dimensions which are based on the key findings that has been found from the investigation. The additional dimensions recommended are Experiential CQ and Network CQ. In terms of Experiential CQ the study propose one sub-dimension, which is 'sensing' the experience. The Experiential CQ is the capability to sense or make sense of the experience of cultural things, norms, practices etc. Likewise, in the Network CQ, there are two sub-dimensions such as exposure to relationship and exposure to trust. Network CQ is the capability to develop a relationship and gain trust in the cross-cultural environment. Both of these new dimensions are placed between the cognitive and metacognitive dimension.

The proposed two new dimensions are considered to be highly important for the following reasons. First, the Experiential CQ is the capability that enables the individual in sensing the experience of cultural things. For instance, even though CQ theory propose four distinctive capabilities to function in the cross-cultural environment, it raises a doubt whether having purely a theoretical knowledge through cognitive CQ, will enable the individual to internalize it. Reading or knowing the cultural norms or practices does not automatically transform the individual to internalize it. Instead individuals, require extra capability to sense the experience from the cultures and make sense of it. The CQ capability such as Cognitive CQ certainly help to expand the knowledge about the cultural systems, cultural norms and values. However, having theoretical knowledge may only help the individuals to see the behaviors and practices of the culture, rather than looking at the core values of culture and in so doing interpret in a deeper manner. Certain core values of culture can only be understood by sensing or experiencing it.

Moreover, not all the knowledge about a culture and its norms can be just learnt through theoretical knowledge as there may be a lack of explanation for those things scientifically or theoretically. Likewise, if the culture is considered as an 'iceberg' as according to Hall (1976) there are two aspects such as external culture and the internal culture that need to be considered. The proportion of internal and external culture is widely dissimilar in terms of percentage. External culture is the visible culture where people learn or know about things such as behaviors, traditions, customs etc., through observation or by having theoretical knowledge. Whereas, internal culture such as core values of a culture, perception of the people, personality, attitudes, beliefs, religion, assumptions etc., are non-observable factors and cannot be learnt by theoretical knowledge. Therefore, in order to understand the non-observable factors mentioned, individuals need capabilities to make sense of it. However, individuals can make sense only through experience which requires sensing capabilities which result in the formation of experiential CQ capability.

Besides, when the CQ is applied in the context of a specific country, there are doubts that may arise whether the four capabilities are sufficient in that particular country context. For example, one would argue the experience from one country can be useful in the context of the other country. However, it is important to take into consideration that not all the experiences from other countries can be advantage in the context of other countries or certain specific countries. Cultures are complex and have profound contradictions across the globe. Consequently, individuals require capability to make sense of the experience from each country, in order to have better experience in that

particular country. Hence, Experiential CQ is an essential capability to utilize not only at a generic level across all the cultures, but it can also serve the well even in the context of certain specific countries.

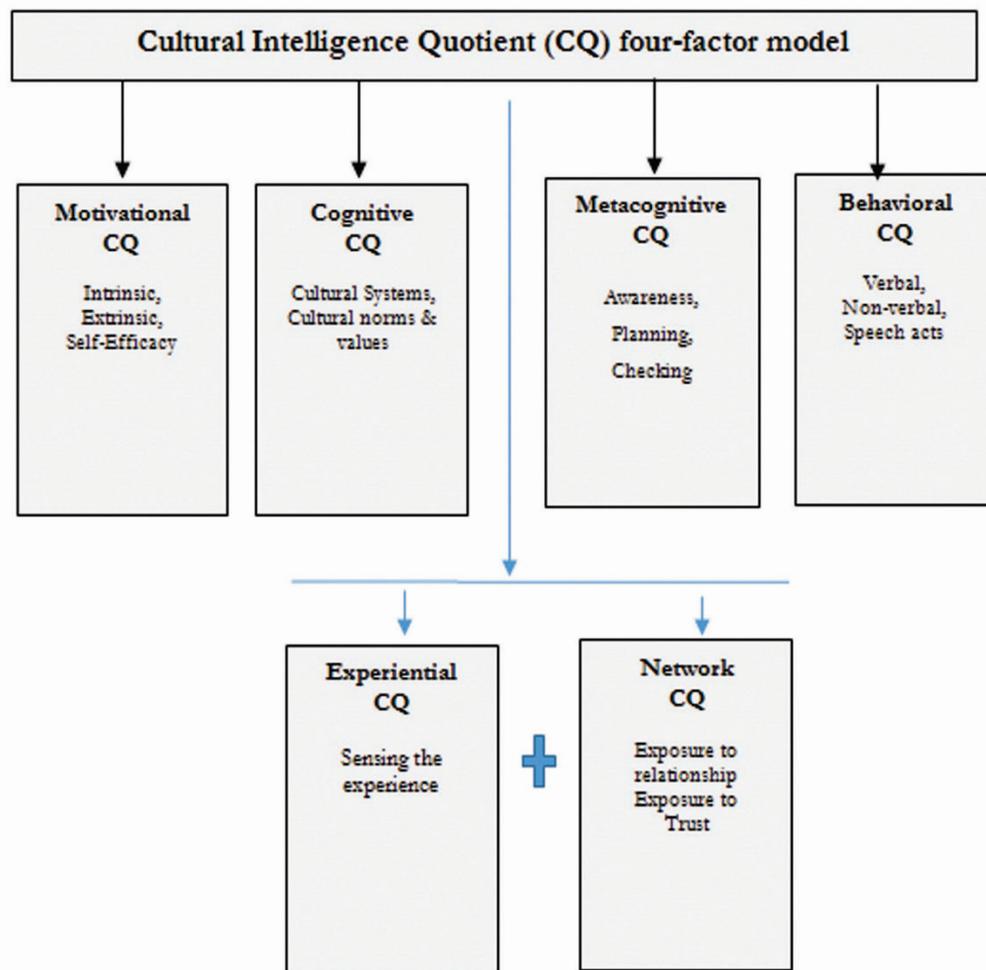
Network CQ is the capability that facilitate individuals to develop relationships and build trust in the cross-cultural environment. The analysis of data shows 50% of the high CQ interviewees and 66.66% of the high CQ interviewees emphasize the importance of trust and relationship capabilities and trust respectively. Thus, relationship and trust has been identified as important qualities for the individuals to work in the host environment as per the high CQ interviewees. Relationship and trust play a crucial part in people's life across the globe whose significance cannot be undervalued. In business in particular and in many countries across the globe, is it highly important to have successful business relationship. Business relationships and personal relationships both require high level of capabilities to establish and build trust. Even though the existing four capabilities of CQ are distinctive in their own way, it does not address issues such as relationship and trust exclusively, as they are the pillar of any successful liaison. One would argue, why create additional capability when Cognitive CQ can provide all the information about the cultural systems, cultural norms and values, all are the sub-dimensions of cognitive CQ ? For instance, Ang & Inkpen (2008;344) have commented that cultural systems are how the society organizes itself to meet its members and cultural norms denote values explaining the varying way issues such as time, authority and relationship.

As it can be seen that Cognitive CQ emphasizes the cultural systems and norms and may also include factors such as trust and relationship since the impact of trust and relationship need special attention and cannot be neglected. Besides, the detailed exposure to trust and relationship is highly important to create a better strategy and in so doing exhibit appropriate behavior in the specific country environment. Having theoretical knowledge about cultures may not automatically enable the individuals to create trust and relationship. The trust and relationship goes hand-in-hand. Relationships are crucial to establish trust and trust is crucial in establishing relationship. As trust and relationship play a major role in the any culture the scale of its relevance to gain exposure cannot be underestimated. Trust and relationship is understood, practiced and exhibited in variety of different ways. Trust and relationship also have different interpretation in different countries.

The risk of misunderstanding without a capability to gain trust and establish good relationships in a specific country is greater when these attributes are not exhibited in a culturally appropriate way. In addition, people can be suspicious

when trust and relationship is demonstrated differently than the way individuals are used to in their own country. However, having the capabilities that will enable individuals to gain exposure and to understand how relationship and trust are understood and perceived across different parts of the world. Therefore, network CQ and its sub-dimensions are crucial in order to make the theory more pertinent across different cross-cultural environments and countries.

It is evident from the above discussion that the importance of Experiential CQ and Network CQ should not be underestimated. The new dimensions such as Network and Experiential CQ are placed between the Cognitive and Metacognitive dimensions and will be the third and fourth dimensions respectively. The new dimension is a continuation of the first two dimensions of CQ such as the Motivational and Cognitive CQ. The following diagram explains the new theory as below;



(Original CQ theory Source: Dyne, Ang & Livermore, 2008)

Figure 12. Expanded CQ theory

7 CONCLUSION

This final chapter will present the theoretical contribution, managerial implications and limitations and suggestions for further research.

7.1 Contributions

7.1.1 Theoretical Contribution

The study offers four important contributions to the CQ theory and these are presented below.

First, the study offers a major contribution to expand the CQ theory by recommending two additional dimensions that enhance the authenticity of the CQ theory across different countries and cultures. The proposed new dimensions are Experiential CQ and Network CQ. The proposed new dimensions raise a question as to why does the theory need two additional dimensions, as the existing theory has the elements that correlates with experience and relationship. As in the existing theory, Cognitive CQ is one of the capabilities that enables individuals to be knowledgeable about cultural systems, how society organizes itself to meet its members' and cultural norms and values explaining the varying way of issues such as time, authority and relationship (Ang & Inkpen 2008: 344). As it can be seen, the cultural norms sub-dimension of Cognitive CQ, addresses the relationship aspects in each culture. It is evident from the fact that the theory points out relationship as one of the element of cultural norms that does not have distinctive significance. However, relationship plays a major role in many cultures, including India the country under investigation. Moreover, the current findings also reflect relationship as a key aspect in the context of India. One should also take into consideration that cultures constitute people and people constitute cultures therefore, when dealing with humans, relationship plays a critical role across the globe. Relationship is not only important for business, but also across all spectrums. Therefore, relationship has to be given special emphasis that will enable individuals to understand the importance of relationships in each culture and how it is established and viewed. Also trust plays a major role in all cultures, as it is the driving force of any relationship. However, trust is shown and interpreted in widely different ways in each culture. Therefore, it is important to have exposure to understand how trust should be established and maintained in each of culture. Therefore, Network CQ consists of

two sub-dimensions such as exposure to relationships and exposure to trust. With this background, the capability of Network CQ was formulated.

Likewise, the Experiential CQ, is also an important aspect for the following reasons. Even though one could gain knowledge by reading about culture and people, it does not automatically transform the individual in internalizing it. Moreover, cultural knowledge only gives information that enable individuals to possess theoretical knowledge on the aspects of cultural norms and practices. However, theoretical knowledge has to be tested or experienced, as only by doing that, the core essence of culture can be internalized through which individuals can thereby understand and make sense of cultures. Moreover, in order to experience and internalize culture, individuals need capabilities that will facilitate them and make sense of cultural norms and practices of different countries. Experiential CQ consists of one sub-dimension which is 'sensing the experience'. Experiential CQ is the capability to develop skills that enable the individual to make sense of the experience of cultural norms, practices, core values of culture, traditions etc. Experiential CQ can be developed by getting exposed to specific cultural experience, such as attending cultural events, interacting with people who are from specific culture, watching movies etc. These are some of the ways to make sense of the experience and evaluate the experience and to understand the rationale behind those experiences. In the above explained correlation the two additional dimensions such as Experiential CQ and Network CQ were formulated.

Second, the findings expand the existing knowledge on the applicability of CQ as an individual level capability. The previous studies on CQ identified CQ as an individual capability for the following reasons. For example, CQ facilitates greater cognitive and neurological flexibility for individuals in response to changing demands across cultural contexts (Rockstuhl et al. 2010: 10). For managing people from diverse backgrounds and to understand the mindset of people from different cultures (Ng, Dyne & Ang 2009; Rockstuhl et al. 2010). International assignments, cross-border leadership effectiveness, expatriation, for improving international leadership potential, studying abroad, working abroad, facilitating adjustment in cross-cultural settings (Templer, Tay & Chandrasekar 2006), choosing compatible organizations for individuals (Triandis 2006), cross border assignments (Kodwani 2012), working on offshoring and global delivery models (Ang & Inkpen 2008) and executive selection (Ng, Dyne & Ang 2009). Likewise, the results of the study confirm CQ has an essential capability to work in the host country environment. However, the findings also show the four capabilities of CQ are limited in application, requires further adaption in order to work in the host and cross-cultural

environment. Therefore, the study offers contribution to the theory by confirmation, as well as by offering contradiction and by proposing the expansion of the theory as discussed above.

Third, the results of the data classify the interviewees based on their CQ scores was formulated through the 20 item scale questionnaire. However, the study offers contribution to the theory by raising a very important question, that remains unclear. The study used categorization based on the scale of 0 to 7 points and the percentage from 0 to 100 % were all same. Based on the criteria set 0-1.16 (moderate CQ level), 1.76-3.5 (lower CQ level), 3.6-5.25 (high CQ) and 5.26-7 (very high CQ level) the interviewees have very high CQ capabilities. However, the interviewees who scored from 3.6-5.25 were termed as moderate CQ interviewees and the ones who scored from 5.26-7 were termed as high CQ interviewees as there was no single interviewee who fell below 50% or below 3.6 from the scale. The findings show that the average CQ level of all the interviewees is 5.3677 which means on average all of the interviewees have very high level CQ capabilities. Consequently, the findings reveal there is a need for definition in order to classify the level of low and high CQ. In sense, there is a definition which is required to explain how 'low' is the moderate CQ and how 'high' is the high CQ, because there were differences observed between the responded groups, although by traditional definition, both the groups would count as high. Therefore, from this criteria set, the study offers a contribution by raising a valid question which implies what the theory exactly means for low and high CQ individuals.

Fourth, the findings of the study contribute to the theory by confirming some of the previous studies undertaken on CQ. For instance, the findings of this study reveal high CQ individuals are able to see the cultural difference at in-depth level which explains that high CQ individuals are able to evaluate the cultural distance between their own cultures and with the host culture. In addition, the study results show that the high CQ individuals are able to identify more challenges in the host environment than the moderate CQ individuals. Likewise, it is evident from the findings that high CQ individuals are able point out special skills that are crucial to work in the host country environment. All of the three findings mentioned confirms with the earlier studies on outcomes of CQ. Therefore, the findings mentioned contribute to the CQ theory by expanding the previous studies on outcomes of CQ done by Templer, Tay & Chandrasekar (2006); Ng, Dyne & Ang (2012); Templer, Tay & Chandrasekar (2006); Ng & Earley (2006); Gregory, Prifling & Beck (2009); Karma & Vedina (2009); Chen, Lin & Sawangpattanakul (2011); Sahin, Gurbuz, & Koksall (2013).

7.1.2 Methodological contribution

The study offers a significant methodological contribution by employing qualitative methodology. The CQ theory has been largely developed with quantitative methods since its inception. Considering this methodologically development of the theory follows the pattern of more enforcing the belief about what CQ is and how it works rather than reflecting the actual reality. In order to fix this shortcoming, this study is one of the few studies that has investigating CQ theory qualitatively. Through using a qualitative methodology, the study could access in depth information about the CQ construct and its applicability. Therefore, the study lead to two new dimensions that allows understanding CQ applicability better and leads to advancement of the theory.

Likewise, this study is one of the few studies that has utilized qualitative methodology and investigated the experiences of the individuals with different CQ level in a single country context. The study engaged semi-structured interviews to bring several perspectives on the investigated phenomena. Through using the qualitative method, this study collected in-depth insights about the Finnish business leader's experiences in India, which may not have been possible through quantitative means. Also through qualitative methods, the study was able to compare two sets of data namely moderate and high CQ interviewees. Through the comparison it, it was evident that there is wide difference between the respondents from these two sets and this was explained in the previous chapters.

7.1.3 Contextual contribution

This study expands the CQ theory by offering a very important contextual contribution. This is one of the few studies that investigated the experiences of Finnish business leaders in the Indian business environment. In general, the study results show how individuals with the different CQ level view their experience in an Indian business environment. The interviewees who are from Finland, which has a contrasting culture, identified a wide range of differences and challenges in India. The findings expand the knowledge about the Indian business environment through the views of low and high CQ interviewees.

7.2 Managerial Implications

The empirical findings of this study offers a wide range of implications for Finnish business leaders and for the organizations that are functioning in India.

First, the key findings of this study such as differences in communication and communication challenges, underlines the importance of communication in the host country environment. Therefore, this study emphasizes the importance of communication to organizations that function and are about to function in the host environment. Likewise, the other key findings from this study emphasize the significance of experience, relationship, trust, open mindedness and patience. Therefore, this study recommends that organizations should develop the above said attributes among its employees in order to function effectively in the host country environment. In a nutshell, it is recommended that aspects such as communication, experience, relationship, trust, open-mindedness and patience should be paid importance by the organizations.

Second, the findings of this study confirms CQ as the capability to work in the context of culturally diverse environments such as the home country. Therefore, it is important for the business leaders to consider CQ as capability that has to be developed among the managers and leaders who work in cross-cultural environments. Specifically, it is important to encourage leaders to develop their CQ capabilities such as Motivational, Cognitive, Metacognitive and Behavioral CQ capabilities. Besides, the interviewees can also be offered CQ assessment in order to know the individuals scores of the individuals and to evaluate their own CQ capabilities.

Third, the findings offer insight to the overall differences between the host and home country. In this situation, the organizations dealing with the host country should pay attention to the differences found and educate the expatriates and managers who deal and are about to deal with India, in order to understand the difference between India and Finland. For instance, the findings reveal differences in terms of communication, hierarchy, religion, diversity decision making, gender role, management style, notion of time, external environment etc. Therefore, the managers and leaders should be aware of these differences and how it impacts on the business and its environment in general.

Fourth, the findings of the study identify several challenges for the home country business leaders in the context of the host business environment. The business leaders and managers who are dealing and about to deal with India should review the challenges in order to align their thinking in situations that are unfamiliar in an Indian business environment. Moreover, the challenges identified enable the leaders to formulate plans and strategies to tackle challenges in the host country environment.

Fifth, the findings reveal several capabilities that are crucial to work in the host country. Therefore, business leaders can develop the capabilities that have been

identified in the study, in order to deal not only with the host country but also to work in any culture that is different from the home country. For example, the study emphasized the importance of experience, trust, relationship, open mindedness and patience as significant factors needed to work in a Indian business environment. However, the development of these mentioned attributes will be highly advantageous to work efficiently in the cross-cultural scenarios as well as in different parts of this world.

Sixth, through the findings of the study, organizations can develop global leadership and training programs for the future business leaders to work in host and global business environments. For example, the overall findings of this study offer information about differences, challenges etc., which can be used to design problem based training programs. In addition, the results of the study can be used to deepen the knowledge about the Indian business environment.

Seventh, the findings prove that even though general cross-cultural training is essential, country specific training is highly significant for the individual who are working or about to work in specific countries. For instance, general cross-cultural training provides an overview about the cultural differences, norms, practices etc., about the countries across the world. Cross-cultural training aids individuals to develop a general understanding about how the culture impacts the business environment. Whereas, the country specific training helps the individuals to learn about the specific country in depth and its cultural nuances. Therefore, country specific training has to be taken serious by companies to train individuals who are working and are about to work in the specific countries.

Eight, one of the important implications for Finnish business leaders, is to be aware of the cultural distance between Finland and India. The results of the study identify differences between India and Finland that are a bigger revelation for the business leaders to calculate the cultural distance by understanding the nuances of the Indian cultural environment to a greater extent.

7.3 Limitations and Suggestions for Further Research

The study investigated how CQ facilitates Finnish business leaders in the context of the Indian business environment. The whole study has been focused only on the context of the single country. To expand the understanding about CQ facilitation this study can be further expanded to dual or a multi-country study. Furthermore, the study can look into several contexts by setting parameters to include countries that represents different continents, political systems, economy, religions etc. By expanding the context, the knowledge can be

maximized into how CQ has facilitated the individuals in different contexts in different continents and countries. Moreover, the present study has been limited to investigate the interviewees from an individualistic country like Finland, in the context of the collectivistic country India. However, this study can be further expanded by changing the context of individualistic countries can provide several other insights on explaining how CQ expanded the individuals in the context of the individualistic country. Also the comparison of the context, can also be made in order to see how CQ facilitates individuals in different cultural settings such as individualistic and collectivistic cultural contexts.

The findings of the study also pave the way to one important aspect that can be investigated further - classification of low and high CQ levels. Future research could test the differences and check which classification should be used to define the low and high CQ individuals.

The present study has investigated only Finnish business leaders in the context of the host environment. The study could be further expanded by including interviewees from other Nordic countries like Sweden, Denmark and Norway. By conducting interviews with participants from other Nordic countries and understanding the facilitation of CQ in the context of host environments, can be expanded. By expansion the study can compare the Nordic countries and find out how CQ facilitates individuals in different Nordic countries. Furthermore, through expansion of the interviewees, a Nordic perspective of CQ facilitation can be derived.

The present study has been limited by gathering CQ scores of twenty two Finnish business leaders. The assessment of twenty two Finnish business leaders gave an overview about the overall CQ score. However, through the scores of these twenty two individuals, generalization may not be appropriate. Therefore, assessment can be further expanded by collecting assessment from more individuals to find out the CQ scores of Finnish business leaders in order undertake generalization. Likewise, the questionnaire can be distributed among Finnish business leaders who hold different positions across different industries. By collecting responses from different levels of Finnish business leaders, the CQ scores of Finnish leaders from middle level management, top level management and several other professions can be found. Also, by collecting extensive responses, the CQ scores of individuals who represent different industries can also be identified. By collecting the responses using the 20 item scale, among the above said individuals, this will enable generalizations to be made about Finnish business leaders from different job positions and different industries.

In the present study, out of twenty two interviewees, only four of them were female. Investigating more female participants or exclusively interviewing only female interviewees for further research, can lead to advancement of the study. Likewise, a further study could be contemplated investigating the Finnish business leaders from different regions, cities, age groups, experience levels etc., exclusively for further advancement of the theory. In addition, the study can also be expanded by using new methods and research approaches in order to bring new insights and thoughts to the encroachment of the theory. To conclude, the suggestions for further research mentioned above will advance our understanding about how CQ facilitates individuals in different contexts and environments.

The following diagram gives a complete overview of this study. This will be followed by references and appendices.

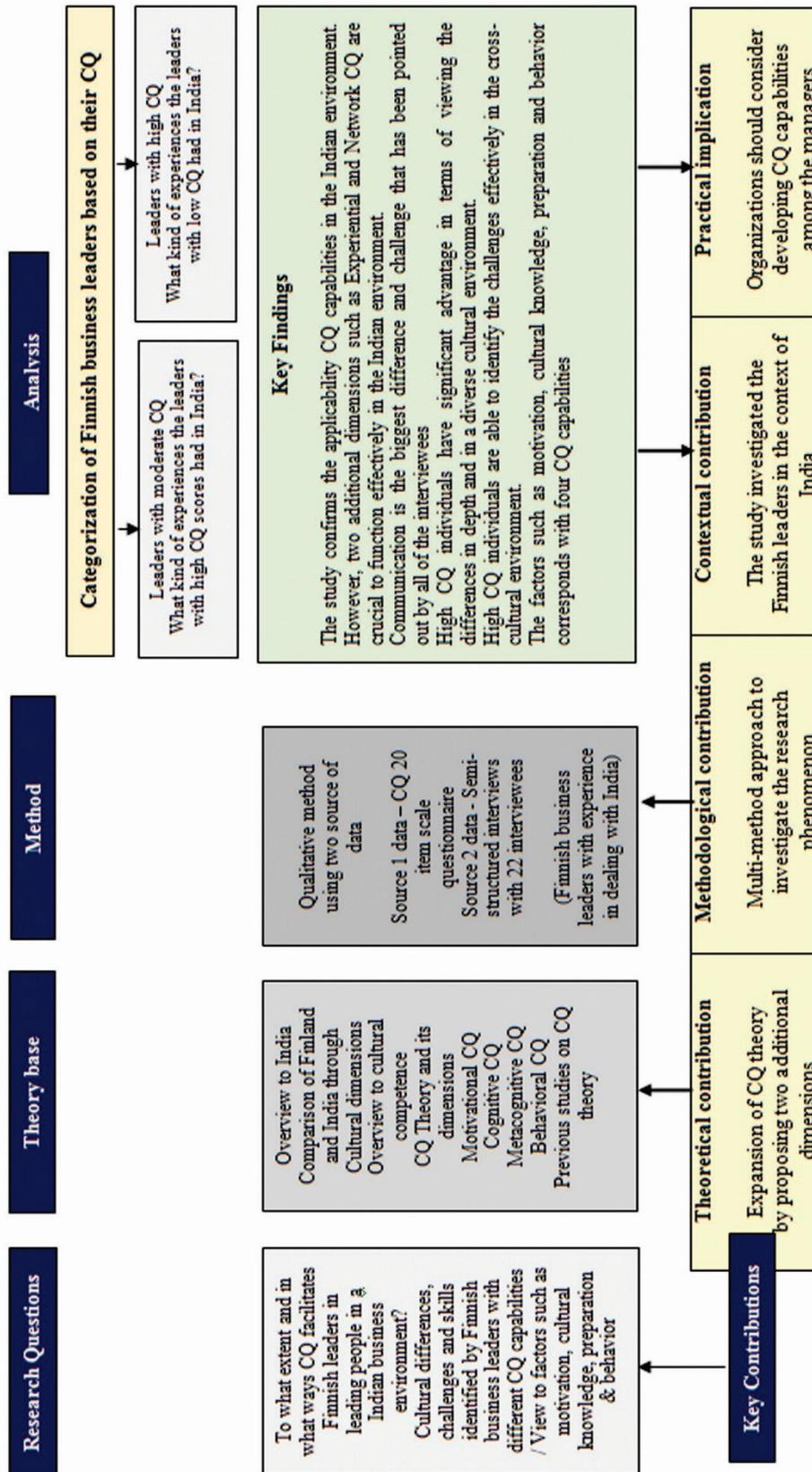


Figure 13. Overall findings of the study

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Appendices

APPENDIX1: INTERVIEW ANNOUNCEMENT

Dear Sir/ Madam,

Greetings!

I am sending this email with reference to our discussion. I kindly request you to refer me to your Finnish colleagues who would be interested to participate in the academic study on Cultural Intelligence Quotient (CQ). This research is to complete my doctoral dissertation. The following is the short description about my research.

In the global business environment the success of CQ (Cultural Intelligence Quotient) of an individual is one of the significant factor for the success. CQ is the capability to function effectively across national, ethnic, and organizational cultures. CQ assessment was developed over 25 years of research by the “Cultural Intelligence Center, USA”, because 90% of leading executives from 68 countries names multicultural leadership as their top management challenge.

Therefore, in my doctoral research at the University of Vaasa, Department of Management, I am investigating is CQ utilized by the Finnish business leaders in the context of Indian environment. To answer this question I am conducting a series of interviews and I would like to invite your Finnish colleagues who are dealing with Indian business operations for this interview.

The personal interview will be conducted which will take approximately one hour. After the interview the participants will also complete a short CQ questionnaire.

Why should your colleagues participate in this study?

1. It is an opportunity to share their experiences with regard to leading business in India
2. It is a chance to share their challenges about working in India and cross-cultural environment
3. As a Finnish business leaders it will be helpful to gain insights about how to use your CQ capabilities in Indian business environment.

Also, after completing my doctoral research I will be glad to send the copy of my dissertation where you will find even more insights on leading across cultures and in India in particular.

I am flexible with the meeting times and I am eager to adjust your busy schedules. I ensure you that the name of interview participant, organization and the information provided by them will be kept confidential, because results in the dissertation will be reported anonymously.

I kindly request you to refer me to your Finnish colleagues who are dealing with Indian business operations and who would be interested to give their valuable time for my interview which will be very helpful to complete my doctoral studies.

Please let me know, if you have any further questions. I thank you in advance for considering!

With best regards,

Sivasubramanian Narashima Boopathi
Doctoral Student
Department of Management
University of Vaasa
GSM:+358445966399

APPENDIX 1.1: INTERVIEW ANNOUNCEMENT

Dear Mr.XXX,

Greetings!

My name is Boopathi, doctoral student from University of Vaasa. I am contacting you with reference to Mr.YYY.

I am sending this email regarding your appointment and availability for an interview. I am conducting serious of interviews with Finnish business leaders who have been working with India. Basically I am conducting the interviews to find out the experiences of Finnish business leaders in India. The purpose of these interviews is to complete my doctoral dissertation.

In this regard I was wondering if you will be interested to give an interview which will be highly helpful for my dissertation.

I will be so grateful if you could kindly let me know your availability for the interview in the coming days. The interview will approximately take one hour of your valuable time.

Please kindly let me know if you have any queries regarding the interview.

Thanks & Regards,

Sivasubramanian Narashima Boopathi
Doctoral Student
Department of Management
University of Vaasa

APPENDIX2: INTERVIEW QUESTIONS

Introduction	Name of the Participant: Position: Organization: Years of professional experience: Years of International experience: Years of experience in Indian business operations: Date:
General discussion	Could you tell me about your professional and educational background? Does your background include any international experience such as study abroad, work abroad or dealing / interacting with people from abroad? How long have you been working abroad and how was your experience while working abroad?
Differences	Could you please explain about your experience while working in India and what have you been doing in relation to India? How do you find working in India and Indians? Does your experience in other countries /cultures was useful in Indian context? How it was useful? Please provide some examples How do you differentiate the work environment and work culture in India with Finnish one? What are the situations that made you to realize the cultural differences between Indian and Finnish cultures? Please provide some examples What is the biggest difference between Finnish and Indian employees and colleagues? In a sense how different are these people? Please provide some examples According to your opinion how does the Indian employee and colleagues keep their work goals when compared to Finnish employees? Please share any interesting experience you had while working in India as a business leader? Do you organize things differently in Indian business environment when compared with your own or other cultures?
Challenges	What kind of challenges have you been facing in India when compared with your home culture?
Skills	What kinds of skills and capabilities you find important as a Finnish business leader in Indian environment? Give examples how they helped you How the skills that you acquired as a business leader in Finland was applicable in Indian business environment? Please provide some examples
Motivation	How motivated you were when you have been asked or decided to work in India? What kind of encouragement or support you received from your organization to work in India? Has it been a motivating experience or has it been challenging to work with Indian people or to work in Indian environment? Why? What motivated you and de-motivated you while working with Indians and as well as to work in India? Could you provide some

	examples please
Cultural knowledge	<p>According to your opinion do you need cultural knowledge when working in the same industry but in other country such as India?</p> <p>If yes than what kind of cultural knowledge are essential to be a business leader in India or to deal with people from India?</p> <p>How do you prepare yourself before dealing with India and Indians?</p> <p>For example did you had any cultural experiences or knowledge about Indian culture (By Indian culture I mean religious beliefs and cultural values, languages, economic, legal, political system and work culture, business culture, leadership style etc.).</p> <p>How did you learn about Indian culture?</p> <p>Have you undergone any cross-cultural training? And how did it help?</p> <p>How long it took to know about the business culture and organizational culture, work culture, leadership style etc besides, the normal culture in general? Why?</p> <p>Do you still face any surprises or you consider yourself as an expert of the Indian business environment? Why?</p>
Preparation	<p>Before dealing with Indian colleague and employees in Indian business environment or elsewhere how do you prepare for meeting?</p> <p>How do you check or understand the differences between cultural norms, habits and values of India with your own culture before dealing with Indian employees and colleagues?</p> <p>How do you use the information about Indian culture to prepare yourself before dealing with Indian employees and colleagues? How do you find planning helpful and why?</p>
Behavior	<p>How do you change your emotions when interacting with people from Indian culture when compared with the people from your own culture?</p> <p>Could you provide some examples please</p> <p>Please tell me some situation where you find easy to adapt and difficult to adapt when dealing with Indian colleagues and employees? Why?</p> <p>To what extent do you have to communicate (speak, listen, write), motivate and appraise differently when dealing with Indian colleagues and employees when comparing with people from your own culture?</p> <p>Please share if there is any interesting experience when communicating with Indian colleagues and employees? For example you can also explain if there was any misunderstanding or miscommunication due to the cultural difference</p>
Conclusion	<p>Did you have a chance to interact with Indians outside business environment and how different- similar you find these interactions?</p> <p>How different-similar challenges are there when you deal at work and outside it?</p> <p>To conclude tell me which are the most difficult issues when applying theoretical knowledge about how to be a leader in different culture such as India in practice? By theoretical knowledge I mean knowledge which you gain or gained from your education, training, coaching etc.</p>

APPENDIX 3: THE 20-ITEM FOUR FACTOR CQS (THE CQ SCALE)

Read each statement and select the response that best describes your capabilities. Select the answer that BEST describes you AS YOU REALLY ARE (1=strongly disagree; 2=disagree; 3=somewhat disagree; 4=neither agree or disagree; 5=somewhat agree; 6=agree; 7=strongly agree)

CQ Factor	Questionnaire Items	1	2	3	4	5	6	7
Metacognitive CQ:								
MC1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds	1	2	3	4	5	6	7
MC2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	1	2	3	4	5	6	7
MC3	I am conscious of the cultural knowledge I apply to cross-cultural interactions.	1	2	3	4	5	6	7
MC4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.	1	2	3	4	5	6	7
Cognitive CQ:								
COG1	I know the legal and economic systems of other cultures.	1	2	3	4	5	6	7
COG2	I know the rules (e.g., vocabulary, grammar) of other languages.	1	2	3	4	5	6	7
COG3	I know the cultural values and religious beliefs of other cultures.	1	2	3	4	5	6	7
COG4	I know the marriage systems of other cultures.	1	2	3	4	5	6	7
COG5	I know the arts and crafts of other cultures.	1	2	3	4	5	6	7
COG6	I know the rules for expressing non-verbal behaviors in other cultures.	1	2	3	4	5	6	7
Motivational CQ:								
MOT1	I enjoy interacting with people from different cultures.	1	2	3	4	5	6	7
MOT2	I am confident that I can socialize with locals in a culture that is unfamiliar to me.	1	2	3	4	5	6	7
MOT3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.	1	2	3	4	5	6	7
MOT4	I enjoy living in cultures that are unfamiliar to me.	1	2	3	4	5	6	7
MOT5	I am confident that I can get accustomed to the shopping conditions in a different culture.	1	2	3	4	5	6	7
Behavioral CQ:								
BEH1	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	1	2	3	4	5	6	7
BEH2	I use pause and silence differently to suit different cross-cultural situations.	1	2	3	4	5	6	7
BEH3	I vary the rate of my speaking when a cross-cultural situation requires it.	1	2	3	4	5	6	7
BEH4	I change my non-verbal behavior when a cross-cultural situation requires it.	1	2	3	4	5	6	7
BEH5	I alter my facial expressions when a cross-cultural interaction requires it.	1	2	3	4	5	6	7

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For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to cquery@culturalq.com

<p>Age:</p> <p>Gender: Male / Female</p> <p>Studies (Bachelor level, master degree, Exchange studies):</p> <p>Nationality:</p> <p>Experience of traveling and living abroad (if it is more than 3 months , No of months or years):</p> <p>Field of study:</p> <p>Work experience (No of months or years):</p> <p>International work experience (No of months or years) :</p> <p>International study experience (No of months or years) :</p> <p>Experience of cross-cultural training (Yes or No):</p> <p>No of languages spoken:</p> <p>No of countries visited:</p> <p>Relation with people from other cultures: (1) Experienced (2) Not to mention (3) Average</p> <p>How do you asses your cross-cultural experience: (1) Poor, (2) Fair, (3) Good, (4) Very good, (5) Excellent</p>
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APPENDIX4: PERMISSION TO USE 20 ITEM SCALE CQ QUESTIONNAIRE

From

S.Narashima Boopathi
Doctoral Student
Department of Management
University of Vaasa
Finland!

To

Professor Linn Van Dyne
CQ center
USA

Dear Professor,

Greetings from Finland!

My name is S.Narashima Boopathi, doctoral student from University of Vaasa, Finland. Besides, I am also a certified CQ facilitator and I received my level one certification from Konstanz, Germany in the year 2012.

I am doing my dissertation on the CQ theory. In a sense my focus of the study is to investigate how CQ theory facilitates the Finnish business leaders in the Indian environment. I am investigating the study based on the qualitative methodology by conducting interviews with the participants. As a part of my dissertation I have also used the 20 item scale in order to find out how the low and high CQ interviewees view the differences, challenges etc., in the Indian environment. In the website of cultural intelligence center it is mentioned the use of 20 item scale is granted for academic purposes only. As I am nearing to the completion of my dissertation I would like to confirm the right to use of 20 item scale for academic purpose still exist or if there is any change in policy that I should mention it in my dissertation. Kindly please kindly confirm your valuable information on this.

Thanks in advance!

Best Regards,

S.Narashima Boopathi
Doctoral Student
Department of Management
University of Vaasa
Finland!

APPENDIX5: PERMISSION TO USE 20 ITEM SCALE CQ QUESTIONNAIRE

From
Professor Linn Van Dyne
CQ center
USA

To
S.Narashima Boopathi
Doctoral Student
Department of Management
University of Vaasa
Finland!

Hello Narashima,

Thank you for your interest in doing CQ research.

You have my permission to use the 20 item CQS in your research.

Please be sure that you include the following copyright information on all paper and electronic copies of the scale.

© Cultural Intelligence Center 2005. Used by permission of Cultural Intelligence Center.
Note. Use of this scale granted to academic researchers for research purposes only.
For information on using the scale for purposes other than academic research (e.g., consultants
and non-academic organizations), please send an email to info@culturalq.com

In addition, please remember that you should only use the 1-7 Likert scales responses in research and research papers/presentations because the world-wide norms and the 1-100 scores are proprietary.

Best wishes

Linn Vann Dyne

APPENDIX 6: EXAMPLE OF INTERVIEW

Interviewer: Good evening. So let's start going. Before we get into the whole interview, is it possible to have a few words about your background? Could you please introduce yourself with a little bit about your background?

Interviewee: Okay. Right now I'm 54 years of age and I have been roughly 27 years in somehow in international business context. My background, however, is in languages and translation studies at the University of Tampere. So that's my background and then throughout my career -- then I have taken lots of different programs and ended up more in one of the trade and commerce sphere. That's where I have more or less done my studies. Then what comes to training and coaching, I was very active in Junior Chamber International, JCI. There I also have taken two degrees of kind of trainer coach. And also during my 11 years with XXX, the Finnish trade promotion organization, there I was a part of a group of 20 people who were trained to be internal learning coaches and facilitators. So I have lot of experience and passion about coaching in the international context.

Interviewer: What in relation with India you have? What kind of experience in terms of India? What is your relation to India?

Interviewee: 2007, I said to my boss at that time at XXX that I felt like a change. And in less than a year I started in Chennai as the head of the Chennai Trade Centre. So I say that India chose me. I had not been long visited India that I was considering taking a posting abroad

Interviewer: Okay. So How was your experience working with Indians and in general India?

Interviewee: All the preparations that I had prior to going, it was something that I gained myself. I had read. I talked to people. I talked to a few people who were already there. So I thought I was well prepared. But when I landed there, then I felt like I had landed on a different planet.

Interviewer: Remember this.

Interviewee: At the beginning, frustration was quite a lot, but then I learned to adjust and I learned to appreciate what I have. And then quite soon I started adding that I've landed on another planet but on a rather fascinating one. And my experience is that Indian people are curious in a nice way about foreigners. I felt welcomed. I never faced any challenges in being a woman in business context in India. Many people asked me, but that is maybe part also my seniority. But I've always been treated very well and with respect. And as I said, people are curious in a positive way even though the difference between north and south is big. During my first days in Chennai, I was a little bit uncomfortable about so much of staring and so much of attention that I got as a fair-skinned person going around. Whilst in Delhi, you don't encounter that. There are so many foreigners. Maybe there are more fair-skinned people that there you don't feel that constant attention. In a way, the assimilation is much more there.

Interviewer: You also worked for other countries and also lived at other -- was those experience from other country was useful in India?

Interviewee: Indeed it was because I used to both work and study and also take a gap year in Italy. Italy is my first and biggest exposure to foreign countries before India and I find lots of similarities between Indian and Italian people, in a way, the outspokenness and also the high sense of drama and lots of big emotions. So that's kind of supported me in understanding.

Interviewer: You also worked Italy and India. How different is the work environment in India than Finland?

Interviewee: I believe that in Finland, we are very process oriented. We like to break our days in hours and minutes and seconds, process oriented, #[5:17] oriented. Whilst in India I feel that sometimes the purpose is to generate a lot of commotion and movement and lot of kind of this hustle and this and that and lot of stress for people who are not accustomed to the culture because perception of time and that is different. But what is beautiful about the Indian system, eventually everyone delivers. But for an average Finnish project manager, it causes a lot of palpitations.

Interviewer: What kind situations you realized that there is a difference between Indian culture and Finnish cultures? What are the situations which might --

Interviewee: Ultimately, my experience is that it's mostly about communication. If you think about manufacturing processes on this, eventually they are the same. But to reach a joint understanding, how things are done, why they are done; that requires communication. Finns have a challenge that we tend to believe that our English is very clear and understandable and we give clear instructions. But that's not always the case. We don't always have a sufficient command of English. Then secondly, we too often lack the awareness of the different way of communicating. And we Finns tend to label the other party quite easily somehow, not so smart or a bit slow or a bit dumb just because we lack the awareness that they are just communicating differently. One of the challenges what I see vis-à-vis Indian people is that we Finns tend to be quite rude in our communication, which we are taking from our mother tongue and our very straightforward communication, no frills. Our language doesn't carry the word, "please," for instance. Whilst in India, people are very polite. I think partly some of that is the British way how they are extremely polite. And I often feel ashamed because we are quite rude. So for me a big lesson has been to learn to be nicer to people, to be polite, to be more kind of, how would I say --

Interviewer: Dramatic.

Interviewee: Yeah, even more approachable. But we Finns don't mean to be rude, but we appear so. And that's why I think there would be a huge need for cross-cultural management.

Interviewer: What do you think is the biggest difference between -- you worked with Finnish colleagues, Finnish employees are working under you and also in India you worked with Indian colleagues. What is the difference? How different are these people in terms of keeping their work hours, in terms of personality?

Interviewee: Well, you know how challenging it is to generalize. It's not ultimately a matter of passport. And in India there are millions of very brilliant people who deliver on time. But in many cases, it may be that even the instructions or specifications given from Finland, from Finnish bosses or clients are not accurate enough or there are some challenges when it comes to the English language or whatnot. But again, in India I have seen in particular with the more junior people that as the Indian society and even corporate culture is more hierarchical in India. The Finnish management way like, we say, okay, here is your assignment, here are the targets, the timeline, just do it. It doesn't always work in India because people are not in their comfort zone. And we Finns like to think that we are nice and we give people responsibility. But we fail to understand that with junior staff who has not worked with foreign companies before, they may be totally lost without guidance.

So that is one challenge for Finnish bosses to learn to be good mentors and control but in a nice way, in a firm way. This is one of the biggest challenges that I see. We don't want to be bossy. We want to more have a buddy culture. So we are more buddies than you would be my boss. But in India I've been told and I've understood that in a way when people can position themselves somewhere in the hierarchy, then they feel safe. And they don't even want to take too much responsibility because I've seen that the Indian corporate culture sometimes is quite #[10:37] and can be quite rude. And people can be punished for mistakes. Whilst in Finnish companies -- and I've seen some good work being done at Finnish companies there like we repeat there are no stupid questions, come and ask. And then Indian people learn that it's okay to ask. I am not seen

as an idiot if I have not understood. Then they start functioning perfectly. Once they feel that there will be no punishment coming, no labelling.

Interviewer: That's very right. Do you face any other challenge personally as a Finnish business leader --

[Background noise]

Interviewee: When I was with FINPRO, I had some sort of a standing there as the head of the Finnish trade office. I never faced any major challenges. All the doors would open to me and all that. I never faced any challenges. But now that I've been on my own, an entrepreneur for two and half years and maybe the northern business culture is tougher. So there I have taken learnings. They've luckily not cost me too much in terms of money. But I've taken my learnings that one has to be very tough and one has to question very much any prices, any business proposals because there are quite often either hidden agendas or people just try to charge you more because you're a foreign entity because in Finland if I'm asking for your quotation and you quote me a price, in Finland I know that you are giving your price and I can judge it. But there I couldn't initially, so I was taken for a ride. But I've taken my learnings now.

Interviewer: You have been working as a business leader as well. As a Finnish business leader, what do you think what kind of skills and capabilities are very important in the context of India? What is very important skill in India for a business leader who come from Finland?

Interviewee: Patience, patience and patience. That definitely to have a strategy, an ambition in long term -- long term vision or strategy, have enough financial and mental muscle, so to speak, to enter and grow. I see that Finns are very shortsighted. They tend to give up very easily and then they tend to blame India or Indian bureaucracy or that they have recruited the wrong guy. And I find myself as a bridge builder trying to challenge some of my clients also that are you sure that your leader in India is the wrong guy, could this be that maybe your communication, there is something there or maybe you don't know how to position yourself in his shoes, maybe you don't manage him properly because that's often the case.

Interviewer: Absolutely.

Interviewee: And then this leads to mistrust. And Finns, they are not very open. We try to avoid conflict. So we then rather just fire someone rather than admit that we maybe could have done something better ourselves. So this is again coming to the cultural awareness and the sensitivity and the appreciation of differences because we Finns are very kind of homogenic people after all. So our behavior with our countrymen is quite predictable. And then the kind of xenophobic thing kicks in when someone talks differently, he is not as direct. And then they're kind of hmm and then we too easily label that person. And we are unable to see that we might have to change our attitude and thinking a wee bit.

Interviewer: Absolutely. But for example, as a business leader you worked in Finland. You have learned a lot of things and you have acquired a lot of skills. Was those skills are applicable as a business leader in India?

Interviewee: Not to the extent that I would like to. I'm not talking about in context of client. But I have been selling to the Finnish companies marketing communication services primarily, internal and external. And internal what I mean is #[15:40] cross-cultural management tailored for the companies, awareness building, bridge building, supporting the different business verticals to communicate and all that. But to my sadness, I see that Finns are not very sensitive in that because it's not in the core of market interest strategies that they should first of all localize their external marketing communications, have their value proposition localized, modified, questioned, the right channels then identified all that. And then internally the Finnish headquarter people are not sufficiently aware the why, what, how. They have lots of underlying fears that their jobs will leave to India which leads to the situation that they are reluctant to work with the Indian

colleagues because they think the expats are going to steal our jobs. So this kind of internal messages is not in place.

Interviewer: There is kind of insecurity.

Interviewee: And then I don't know where it comes because normally Finns, we don't have a very strong ego. But I've been -- now I'm quite direct here. But I hate to see so often that some Finnish business leaders, luckily not all, but some business leaders tend to look down to Indian people. They say, you know, these guys, they don't know, they don't understand, they have a terrible accent. And I always say, what about our accent. Always stress on the first syllable, poor command of these different nuances, very rude way of talking. So what about us? Because I know so many Indian people working in Finnish companies, they've asked, #[17:34], I mean you know my Finnish boss is so and so and how come he's so rude. And then I find myself explaining. If this could be fixed, a lot could be fixed.

Interviewer: After the interview, I want to share some things with you about that. In the beginning when you had been told that you have to work in India, how motivated you were?

Interviewee: Very because I thought it was exciting and I was very thrilled to go there. But I really didn't know what to expect. Some friends would tell me, oh shit, are you sure what you are doing. But I said, yes, I felt I needed to do that. But it was overwhelming at the beginning.

Interviewer: Did you receive any kind of support and encouragement from your company?

Interviewee: No. Only from another colleague who had landed in Bombay six months prior. She was my lifeline.

Interviewer: Has it been a motivating or a challenging experience in India? How was it for you?

Interviewee: Probably at the beginning, I tried a lot to adjust. But looking back afterwards, there was a lot of frustration in front of the unknown and still like not knowing how to go about having a maid, having a driver, not having my #[19:09]. I was like, what do you eat here, how do you eat and about the temperature and all of that. It was quite overwhelming. And I can understand that many expats don't adjust if they give up during the first six months. But we had a very good Finnish fraternity in Chennai. So that was a very, very big thing for all of us. There were five, six of us who came within five months and we ended up living in the same neighborhood. So that support group, having another thing with whom sometimes like saying, "Fuck, I can't take it anymore. I don't want to see one Tamil in my life." So you needed these people with whom you let the steam out.

Interviewer: Yeah, you need some people. You have been working in this consulting in Finland and India. Even though if you work in the same industry, do you think cultural knowledge is still important?

Interviewee: Of course, it overrides any industry. But there are probably these industries like these small like digital media, software, all these people already by default. So the younger generation who is more well-travelled has more exposure. That context probably gives them an advantage. They are more that kind of born global people also. But more traditional industries, manufacturing industries, they have a big challenge.

Interviewer: What do you mean by cultural knowledge? What does it include according to your opinion?

Interviewee: First of all, it means to have a proper awareness that there are differences. Surprisingly, not everybody has that. You need to have the awareness. Then you need to have the will to work on yourself. So I can't expect the Tamils to change only because I landed there. But I also have to set the limits within I can change. I can stick to something of my own. But I have

to learn to adjust and I have to be able to show appreciation. Only by doing that, then I get respect because we are humans. If I show that I appreciated what is yours, then by default we are more friendlier. So there is no hostility. But it requires interaction with the locals wherever you go. I see many expats, in particular the spouses in Delhi, they never meet any Indian people except their maids and driver. Of course they just live in their expat bubble. And they are totally so many years there, but they just have lunches at five stars and they shop silk and gold and they say, "India is so fascinating."

Interviewer: Without knowing the real India.

Interviewee: Without ever being -- for example, me. I drive my own car and I do my own things. You have a different exposure.

Interviewer: Yeah, the exposure is very high. How did you learn about the culture in India?

Interviewee: I did some reading. But there is not very much good reading that's out there. And then actually I learned by doing. And of course my closest colleague, Rekha, in our Chennai office, looking back I opened up even too much for her because she was the closest and it was so overwhelming. And I should have been more mature as not to pose so many questions or show my reactions because I was a bit too lonely there. I didn't have a family going with me or anything. But I had fantastic people around me who supported me and who kind of understood and they had probably seen others to come.

Interviewer: Yeah. Do you think it's very important to have the experience, the living experience in India for business leaders?

Interviewee: Yes, definitely. I'm seeing lots of business leaders and investors from Finland who come there. They choose the season when it's not the hottest season. They always stay in the five star hotels and have their over-expensive cognac or red wine there. They go to the factory for a few hours and try to make sure that there are no power cuts. So they have a limited view. They are unwilling to step out of their comfort zones. And then these same bosses, these five star guys, then they may have a brilliant expat there who works in the factory 16 hours a day even he #[24:22] and whatnot. So they do the installations of the production lines. They sweat and then these Finns who work really hands-on, then always they end up in the conflict with the Finnish bosses who are like, "What hardship is there."

Interviewer: I can understand and imagine how. But what will happen if people don't live if they don't have this hands-on experience by living? Do you think it's the biggest challenge to be successful in India for the companies?

Interviewee: I mean I don't think it's mandatory. It helps you get the pulse better if you live there. Even for 2-3 months, it gives you the pulse. But if one is sensitive and communicates and tries to find out and doesn't get shocked, it can be done. It can't be anyway mandatory.

Interviewer: How long it took for you to understand this Indian business culture, organization structure, hierarchy or whatsoever? How long it took for you to understand those things?

Interviewee: I think if I look back over the first six months were so blurry that I can't even recall some episodes. I remember how I landed there and two days after I get my first client from Finland and I'm supposed to be the India expert and I just landed a few days prior. So then you felt like -- but interestingly, when I moved to Delhi, I started all over again.

Interviewer: So for a business leader from Finland, they also have to know these regional differences, like different states and the system. So it's very important. Do you still face surprises or do you consider yourself as an expert in India?

Interviewee: I don't think it will be ever possible to consider oneself -- I mean, in the same way can I say that I'm a Europe expert? There are same number of states in India than we have countries in EU. But the more years go, the more humble you are. The more you understand that, okay, I have my own insights and I have my experience. But I can't tell you because I don't think there is such a person as India expert because Indian people come in so many -- with different minds and attitudes. Take a Mallu or a Bengali or this and that. It's a totally different world language wise, communities, Hindu, Muslim, Parsi, this and that. There are so many parameters. But then there are those moments of victory and satisfactions is I know I did the right thing. But still sometimes I say, okay, well, I should have known that. I still fall sometimes on those hidden traps. But what is actually a bit alarming, even I start taking -- and I'm taking a lot from the Indian way of doing and the worst thing is time management. And when I come to Finland and then I start maybe fixing meetings with these Finns like two weeks before and then I learn that their calendar is about three months ahead. So the IST, Indian Standard Time, Indian stretchable times kicks in. And I'm like, how come is everybody so busy? They only have meetings. Even these people don't have any spontaneability. So this is what happens when you start taking from that.

Interviewer: How do you prepare yourself to deal with India and Indians? Maybe you don't have to answer right now -- I mean from the present because now you really know how to do it. But in the beginning, how you have been preparing yourself to deal with Indians?

Interviewee: Well, one thing that I've learned in some project management training sometimes that always make a stakeholder analysis. Whom am I going to meet? What is this person or what is his or her position in the society? How does he or she perceive herself? Does he have decision making power or is this person influencer or opinion leader? Always try to understand and make kind of a stakeholder analysis and understand where these people stand because you don't always know. But the fact that in India so many business people wear so many hats or some bureaucrats wear so many hats, they may have their own consulting business and they have different agendas. Trying to understand that is so --

Interviewer: Or what is their background --

Interviewee: -- is so really -- making some background checks with some people and then just shooting questions, I've become quite good at that. In Finland, we are quite polite. We try to check you on LinkedIn or somewhere.

Interviewer: Yeah. We don't go in depth.

Interviewee: No, and then I always actually take advantage of being a foreigner. Sometimes I even say, bear with me, now I'm going to be very Finnish and very straightforward.

Interviewer: It's a good excuse. You now have so much of information about the cultural habit, norms or whatsoever about India. How do you check or understand all those things are right or wrong? Do you read? Do you learn from people, this is how the Indian culture, this is how the business culture. Do you check are they right or wrong?

Interviewee: When can we define what is right or wrong? You have to always try to -- like we Finnish would say that you have to feel the ice a little bit, is it thick or thin? And then I personally feel that if you try to break the ice by creating rapport and not being too -- never being arrogant, being kind of, like I said like Indian people are often curious in a very sweet way. Try to create a bond and then kind of ask. And always what I try to do with Indian -- because I know that for many people in India saying "no" is a bit of an issue. So then I try to formulate my questions so that people have a way of getting out of it. And then again I take advantage maybe of being a bit senior person, being a foreigner. And I know that I'm pretty good with the creating rapport with people, then I said I hope you don't mind if I ask so and like. Or if you think this is not nice, please, then don't get offended. So I'm very straight but I try to make it subtle so that they don't feel cornered.

Interviewer: In a way that you are trying to make them more comfortable towards you.

Interviewee: Because ultimately what is wrong and what is right, what is true and what is not true, it's also a cultural thing. And then everything can be in India. If you think about people ask me how are Indian people and is this thing okay in India or is that -- and I said, ultimately everything can be or anything can be okay depending on the kind of person that you deal with. I've seen so many NRIs in India who are so bloody critical about India when they come back that I find that shocking.

Interviewer: Yeah. I have a lot of things I want to really share with -- I agree with you, I agree with you that this -- sometime it's terrible.

Interviewee: I always say that India is hosting me, so I have to be kind to her too.

Interviewer: Same, I feel the same about Finland, I can complain about Finland, because --

Interviewee: Go, go, sorry, sorry --

Interviewer: In Finland give me a chance about I'm meeting you now, it's a variation of all those things. But how about this, for example, do you plan in India, does planning work for you in India? Do you plan things or do things go according to the plan?

Interviewee: Mostly, yes, but then again one has to follow up and control quite a lot, because people tend to leave things to the last moment in many cases. But I actually find that Indian people are much faster than the Finns, because Indian people are very hungry for business and success, it's a very strong driver. Whilst Finns tend to be -- they take their sweet time, in particular the ones who are not entrepreneurs and even surprisingly many entrepreneurs. But in particular here with all respect the guys who are corporates, the public sector guys, because they have a nice salary coming in every month and they don't have any --

Interviewer: Motivation.

Interviewee: They take time. So people -- and I have seen this many times when I've been trying to promote some Finnish conference in India. And then if an Indian company gets interested, I say, this is wonderful, can we go #[33:43]? And then these Finns are like -- and that I find -- and sometimes I'm so ashamed of.

Interviewer: I understand, it's a cultural kind of prejudice and judgment.

Interviewee: And then here people have it so easy, they don't have to struggle too much. I always say there is no social security or no #[34:08] in India. So people --

Interviewer: No, not even #[34:10], nothing.

Interviewee: People have to -- the kind of entrepreneurship --

Interviewer: They put their own time into business.

Interviewee: People have a very strong business sense and business acumen, and they want to do things. And these Finns are like -- because summer is coming, because Christmas is coming because Easter is coming, some other holiday is coming in --

Interviewer: How about you guys, do you change your emotions when you interact with Indians? It may be a stupid question, but of course now you are a different person, but I'm saying in the beginning do you have to change your emotions? Because in Finland you know how to

communicate, you can be silent, it's normal, it has a deep value and meaning but in India #[34:53] available.

Interviewee: I probably never faced that much, because I'm very talkative. I probably didn't have that. But I can understand it happening to many people. I personally never felt I had any major things there. But I try to smile even more than what I do to India because it's the facial expressions and try to observe the others initially, I mean, what should I do, what should I not do, what is correct, what is not correct and maybe not get scandalized. In India if someone burps -- like then some Indian people don't understand how come the Finns sneeze so loudly. Or initially in Tamil Nadu, in particular, people eating with their hands and all that they were like -- let me see, but then you kind of get over that, because this is how things are done here. And then you kind of accept more and you start go with the flow and you start posing less questions, because we can't change it.

Interviewer: No, we can't change it. But how about that what are the situation that which are very difficult to adapt for you when you travel, and not very difficult?

Interviewee: What I still kind of struggle in always understanding is that if I ask someone that, can we do this thing and can we do this by the day after, then people very easily say like, yes, yes, of course, of course, yes. And then nothing happens. And then actually they never even intended. This can still occasionally happen, and that is something -- why can't people say that this is not within my scope, I don't have time, I can't do it, sorry. This is maybe the main thing, you know, sometimes is. But again there are people who have been very punctual, who are very organized, but that thing is there a little bit.

Interviewer: To what extent you have to communicate, I mean communicate in the sense of sending an email, speaking, listening, how different you have to do? How differently you have to communicate with Indians when compared with Finns with your own communication #[37:16]?

Interviewee: First of all as a Finn I need to make sure that I'm more polite when I write and that I wish people something and I ask them how they are if it's totally rhetoric question. And that I have to do clearly. That it is definitely -- to be more polite as a Finn. And then of course, one should talk more. I find this email communication is always -- in whichever culture, it has a lot of room for miscommunication and misunderstanding. But then one thing that I see when I work with Indian partners is that for Finnish taste, Indians tend to write far too long applications, project proposals, CV's, they're always nine pages long. Finns don't read them. That is one challenge that -- even now I'm in the process of writing a proposal with some partners in India and I said, "Guys, have 16 pages of proposal with all your references and awards and pictures and cut all the crap. Finns will not read it." So this is something. And Indian people are very -- people say same thing always three times, and then they write their CVs or their proposals. They always boast about themselves and they add all kind of icings to their CVs and Finns are like, --. I mean the odd kind of thing that I -- and always need to say that please, cut your darlings, let's make this very crisp and concise. And if they propose something for Finns or they want to work for a Finn I say, leave that all the typical Indian, Indian, I am an alumni of so and so, Kanpur and nobody in Finland has even heard about those things. But I understand in India people need to prove themselves, so people tend to inflate all their CVs and they want to appear very professional by being very, very vocal and #[39:25]

Interviewer: Did you have any misunderstanding or miscommunication as a Finn in India?

Interviewee: Oh, this keeps still happening, keeps still happening. No, it's probably more initially, because then I have learnt to be very precise. If I want something from someone I always write a briefing document and I state very clearly what I want and what I don't want. But guess initially as a team leader, I had challenges. I gave some assignments to my team members. And from time to time I asked, "Okay, so how is it proceeding?" He said, "Ha, fine." And then when the deadline was close by I realized my colleague had not done anything. And then I was like, "What happened?" "See I didn't exactly understand what you wanted me to do." And I said,

"You didn't ask me." "You seemed so busy." So these kind of things I had initially -- so I have to control, control, and control and make them show me what they've done.

Interviewer: Micromanagement.

Interviewee: That micromanagement and this I hear also from many other leaders there that they need to micromanage the hell out of the lot of them. And that takes a lot of excess time also.

Interviewer: How about that you have been dealing with -- how about -- have you also been dealing outside? Mainly how was your interaction with the Indian society?

Interviewee: Very good. I mean, of course I've been trying to communicate and expand my horizons and meeting different people, but clearly, of course, my target group is more the middle class and upwards. Then again you have your own maids and these things, but -- and when you travel, then you meet more people maybe on a train or somewhere. Okay an occasional short visit to a village doesn't give you any proper exposure, and then you have a language barrier. But all in all I find that it's quite easy to be a foreigner in India, because people are very hospitable, they welcome you, they always feed you, they always want to know how you are. Even though initially I felt very strange because I moved to India alone and no one in particular down south would understand that someone in my age could not have a husband. In Finland it's not an issue as you know, but there I got so much of, "wow" and "oh, sorry, oh my God" and "sorry, sorry, I shouldn't have asked." And then I said it's okay to be divorced, and then people were like, "oh, who is then looking after you," and all these things that -- that was a bit overwhelming, I felt people came very close. So they start interfering, people can get very personal in India and that we Finns may not be very okay with it, if people are very -- and then they start pitying you and so, "How come you don't have a husband, what happened?" And then you're like --

Interviewer: Why are you asking me these things?

Interviewee: Is that any of your business, how come you have stuck with that old hat for so many decades? I mean, it can be very -- so they come very close. And we can also, but it requires some time and maybe a few beers, but --

Interviewer: Because it also takes time, you cannot just like share your personal things to everybody.

Interviewee: But this was maybe initially, but in Delhi that's not -- it's more down south.

Interviewer: More down south. In your opinion, what is difficult when you apply this theoretical knowledge about doing business in India about India in practice, I mean theoretical knowledge, training, reading books, academic whatever, how difficult it is to apply this theoretical in terms of practice?

Interviewee: I personally see big risks in there if people tend to go by the book. We always have stereotypes, we always generalize whether we check out I don't know this Louis system or #[43:46] we study our power distances and our hierarchical and all that and collectivism and #[43:51]. But I think it's good to do some reading with a critical and open mind and understand that world is not black and white. But I personally dislike these do's and don'ts. Don't eat with your left hand and don't offer beef to a Hindu. I don't like these because they are too #[44:14] And then I also feel that if you go anywhere with a respectful open mind, you can get away with a lot. We as a small nation who has been having an inferiority complex for a long time, first it's Sweden who was richer and then with the Soviets would try to overtake us. So we are always very, very -- what will other people think about us. Take Italians, they don't give a shit --

Interviewer: About anybody.

Interviewee: Even if they don't speak in English, their food and passion and everything is world renowned, they don't have to. So that's why I say, don't worry about your hands and this and that, go with a respectful open mind, show appreciation toward every skill #[45:02] and this makes a good start.

Interviewer: Would you like to add anything else #[45:07]? Do you want to say anything else?

Interviewee: No.

Interviewer: So thank you so much, thank you very much.

APPENDIX 7: DEMOGRAPHIC CHARACTERISTICS IN DETAIL*Demographic Characteristics In Detail*

The demographic characteristics of the interviews are discussed in detail in this section. As mentioned earlier in total 22 interviewees were interviewed out of which 19 male and 3 of them are female. The average CQ score of the interviewees is 5.3677. The average age of the interviewees is 41.72 years including the one who haven't revealed. The average age of the interviewees excluding the interviewees who haven't revealed their age is 48.31 years. The average work experience of interviewees is 25.01 years. The average international work experience is 16.60 years. The international study experience of interviewee's average is 0.76 years including the interviewees who haven't studied abroad. The international study experience of interviewee's average is 1.43 years excluding the interviewees who haven't studied abroad. The average number of languages spoken by the interviewees is 4. The average number of countries visited by the interviewees is 40.45 countries. The following table will explain in detail about the demographic characteristics of interviewees.

S.No	Name	CQ Score	Age (Years)	Work experience (Years)	International work experience (Years)	International study experience	No. languages spoken	No of countries visited
1.	Inter-01	4.92	45	18	13	-	4	36
2.	Inter-02	5.00	39	15	0.9	0.6	4	20
3.	Inter-03	6.09	64	46.4	19	0.6	8	50
4.	Inter-04	5.02	52	27	20	-	3	100
5.	Inter-05	6.05	55	30	30	6	8	104
6.	Inter-06	4.72	-	30	25	-	4	50
7.	Inter-07	6.11	55	25	15	-	4	50
8.	Inter-08	5.45	50	26	22	-	4	40
9.	Inter-09	5.83	43	20	20	-	4	40
10.	Inter-10	5.16	47	19	19	0.6	3	20
11.	Inter-11	5.60	42	22	20	0.3	4	50
12.	Inter-12	5.54	40	15	6	-	4	30
13.	Inter-13	4.95	40	21	2	0.9	2	30
14.	Inter-14	6.49	54	27	10	0.6	6	30
15.	Inter-15	5.46	68	40	16	0.6	5	20
16.	Inter-16	5.09	63	40	35	-	4	50
17.	Inter-17	5.7	26	1.5	0.5	3	3	20
18.	Inter-18	4.19	-	25	25	2	3	40
19.	Inter-19	5.40	60	35	9	1.5	3	25
20.	Inter-20	5.05	48	24.4	25	-	4	40
21.	Inter-21	3.86	-	32	32	-	4	20
22.	Inter-22	6.33	27	11	1	0.5	4	25
Average (all)		5.36	41.72	25.01	16.60	0.78	4.18	40.45
Average (exclude)		-	48.31	-	-	1.43	-	-
Correlation			0.57	-0.08	-0.36	0.20	0.50	0.13

Table 35. Demographic Characteristics of interviewees in detailed

Appendix 8 : Calculation of CQ scores and percentage

Interviewee .No	Metacognitive CQ (ME-CQ)	Cognitive CQ (CO-CQ)	Motivational CQ (MO-CQ)	Behavioral CQ (BE-CQ)	Total Score (ME-CQ+CO-CQ+MO-CQ+BE-CQ)	CQ Score (Total Score/ 4)	CQ% (CQscore*100/7)
Inter-01	21/4 =5.25	28/6=4.66	28/5=5.6	21/5=4.2	5.25+4.66+5.6+4.2=19.7	19.7/4=4.92	70.28%
Inter-02	19/4=4.75	28/6=4.66	28/5=5.6	25/5=5	4.75+4.66+5.6+5=20.01	20.01/4=5.00	71.46%
Inter-03	28/4=7	31/6=5.16	34/5=6.8	27/5=5.4	7+5.166+6.8+5.4=24.16	24.366/4=6.09	87.02%
Inter-04	21/4=5.25	23/6=3.83	29/5=5.8	26/5=5.2	5.25+3.833+5.8+5.2=20.08	20.083/4=5.02	71.72%
Inter-05	26/4=6.5	32/6=5.33	29/5=5.8	33/5=6.6	6.5+5.333+5.8+6.6=24.23	24.233/4=6.05	86.54%
Inter-06	25/4=6.25	22/6=3.66	30/5=6	15/5=3	6.25+3.66+6+3=18.91	18.91=4.72	67.53%
Inter-07	25/4=6.25	36/6=6	33/5=6.6	28/5=5.6	6.25+6+6+5.6=24.45	24.45/4=6.11	87.32
Inter-08	22/4=5.5	32/6=5.33	27/5=5.4	28/5=5.6	5.5+5.333+5.4+5.6=21.83	21.833/4=5.45	77.97%
Inter-09	24/4=6	32/6=5.33	30/5=6	30/5=6	6+5.333+6+6=23.33	23.333/4=5.83	83.33%
Inter-10	23/4=5.75	27/6=4.5	30/5=6	22/5=4.4	5.75+4.5+6+4.4=20.65	20.65/4=5.16	73.75%
Inter-11	24/4=6	29/6=4.83	30/5=6	28/5=5.6	6+4.8333+6+5.6=22.43	22.4333/4=5.60	80.11%
Inter-12	23/4=5.75	29/6=4.83	31/5=6.2	27/5=5.4	5.75+4.8333+6.2+5.4=22.18	22.1833/4=5.54	79.22%

Inter-13	20/4=5	24/6=4	27/5=5.4	27/5=5.4	5+4+5.4+5.4=19.8	19.8/4=4.95	70.71%
Inter-14	27/4=6.75	35/6=5.83	33/5=6.6	34/5=6.8	6.75+5.8333+6.6+6.8=25.98	25.9833/4=6.49	92.79%
Inter-15	25/4=6.25	24/6=4	31/5=6.2	27/5=5.4	6.25+4+6.2+5.4=21.85	21.85/4=5.46	78.03%
Inter-16	20/4=5	25/6=4.16	33/5=6.6	23/5=4.6	5+4.1666+6.6+4.6=20.36	20.3666/4=5.09	72.73%
Inter-17	26/4=6.5	33/6=5.5	29/5=5.8	25/5=5	6.5+5.5+5.8+5=22.8	22.8/4=5.7	81.42%
Inter-18	20/4=5	19/6=3.16	24/5=4.8	19/5=3.8	5+3.1666+4.8+3.8=16.76	16.7666/4=4.19	59.88%
Inter-19	22/4=5.5	32/6=5.33	32/5=6.4	22/5=4.4	5.5+5.333+6.4+4.4=21.63	21.633/4=5.40	77.26%
Inter-20	19/4=4.75	28/6=4.66	25/5=5	29/5=5.8	4.75+4.666+5+5.8=20.21	20.216/4=5.05	72.2%
Inter-21	14/4=3.5	19/6=3.16	27/5=5.4	17/5=3.4	3.5+3.1666+5.4+3.4=15.46	15.4666/4=3.86	55.23%
Inter-22	26/4=6.5	35/6=5.83	34/5=6.8	31/5=6.2	6.5+5.8333+6.8+6.2=25.33	25.3333/4=6.33	90.47%

Table 36 : Calculation of CQ scores and percentage

Background Of Moderate CQ Interviewees

The following section will present the background of the moderate CQ. The total number of interviewees who falls under the moderate CQ category is ten. The Interviewees from moderate CQ category represents different age group, gender, study, work experience etc. The following table will give an overview to the background of the moderate CQ interviewees.

Name	CQ Scores (5.26-7)	Age (Years)	Work Experience (Years)	International Work experience (years)	International study experience (Years)	No of Languages spoken	No of countries Visited
Inter-01	4.92	45	18	13	-	4	36
Inter-02	5.00	39	15	0.9	0.6	4	20
Inter-04	5.02	52	27	20	-	3	100
Inter-06	4.72	-	30	25	-	4	50
Inter-10	5.16	47	19	19	0.6	3	20
Inter-13	4.95	40	21	2	0.9	2	30
Inter-16	5.09	63	40	35	-	4	50
Inter-18	4.19	-	25	25	2	3	40
Inter-20	5.05	48	24.4	25	-	4	40
Inter-21	3.86	-	32	32	-	4	20
Average (all)	4.7983	33.4	25.14	19.69	0.41	3.5	40.6
Average (Exclude)	-	47.71	-	-	1.025	-	-

Table 37. Background of moderate CQ interviewees

The average CQ score of the moderate CQ interviewees is 4.7983. The average age of the moderate CQ interviewees is 33.4 while including all the ten interviewees which include three of them who haven't give their age. The average age of the moderate CQ interviewees excluding the three who haven't given their age is 44.71. On average the work experience of the moderate CQ interviewees is 25.14 years. The average of international work experience is 20.5 years. The international study experience average of all the interviewees including the ones who haven't studied abroad is 0.41 years. While excluding the interviewees who haven't studied abroad the average is 1.02 years. The average no languages spoken by the moderate CQ interviewees is 3.5 languages. The average number of countries visited by the moderate CQ interviewees is 40.6 countries. Out of all the ten interviewees in the moderate CQ category three of the interviewees haven't revealed their age. The lowest average of the moderate CQ interviewees 3.8665 and the highest average is 5.1625. Likewise, the person with highest age is sixty three and the person with lowest age is forty in this category. The highest

work experience of moderate CQ interviewees is forty years and the lowest work experience is eighteen years. In terms of international work experience the lowest is nine months and the highest is thirty five years. In terms of international study experience six months is lowest months the moderate CQ interviewees studies and the two years is the highest number of years studied. In terms of language two is the minimum no of language spoken by the moderate CQ interviewees and the highest number of languages spoken is four. Also in terms of the number of countries visited the lowest is twenty countries and the highest number of countries visited is hundred.

Background Of High CQ Interviewees

The following section will present the background of the high CQ interviewees. In total there are twelve interviewees who fall under the high CQ category. The high CQ category interviewees represent people from different age, gender, study, work experience etc. The following table will give an overview to the background of the moderate CQ interviewees. Detailed scores of high CQ characteristics is given in the following table.

Name	CQ Scores (5.26-7)	Age (Years)	Work Experience (Years)	International Work experience (years)	International study experience (Years)	No of Languages spoken	No of countries Visited
Inter-03	6.09	64	46.4	19	0.6	8	50
Inter-05	6.05	55	30	30	6	8	104
Inter-07	6.11	55	25	15	-	4	50
Inter-08	5.45	50	26	22	-	4	40
Inter-09	5.83	43	20	20	-	4	40
Inter-11	5.60	42	22	20	0.3	4	50
Inter-12	5.54	40	15	6	-	4	30
Inter-14	6.49	54	27	10	0.6	6	30
Inter-15	5.46	68	40	16	0.6	5	20
Inter-17	5.7	26	1.5	0.5	3	3	20
Inter-19	5.40	60	35	9	1.5	3	25
Inter-22	6.33	27	11	1	0.5	4	25
Average all	5.84	48.66	24.90	14.04	1.09	4.75	40.33
Average Exc	-	-	-	-	1.63	-	-

Table 38. Background of high CQ interviewees

The average CQ score of the high CQ interviewees is 5.8422. The average age of the high CQ interviewees is 48.66. On average the work experience of the high CQ interviewees is 24.90 years. The average of international work experience of high CQ interviewees is 14.04 years. The international study experience average of all the interviewees including the ones who haven't studied abroad is 1.09 years. While excluding the interviewees who haven't studied abroad the average is 1.63 years. The average no languages spoken by the high CQ interviewees is 6.41 languages. The average number of countries visited by the high CQ interviewees is 40.33 countries. The lowest average score of high CQ interviewees 5.4082 and the highest average is 6.4958. The lowest age of the high CQ interviewees is twenty seven and the highest age of the high CQ interviewees is sixty eight. In terms of work experience the lowest is one and half years and the highest number of years is forty six years and four months. Likewise in terms of the international work experience the lowest number of years is six months and the highest experience is thirty years. The lowest number of years in terms of International study experience is three months and the highest number of years is six years. The lowest number of languages spoken among the high CQ interviewees is three and highest number of languages spoken is eight. The lowest number of countries visited by the high CQ interviewees is twenty and the highest number of countries visited is hundred and four.

Summary

The analysis of the CQ twenty item scale questionnaire collected from the interviewees explain several information's. The analysis presented the overall CQ scores of the interviewees that was collected along with the interview. Besides, the overall CQ scores the scores of the CQ factors such as metacognitive CQ, Cognitive CQ, motivational CQ and behavioral CQ were also presented. The scores of the interviewees were arranged based on their overall scores in to very four categories such as low CQ (0-1.75), satisfactory CQ (1.76-3.5), moderate CQ (3.6-5.25) and high CQ (5.26-7). From the analysis it was found that all of the interviewees come under either moderate (3.6-5.25) and high CQ (5.26-7) category which means that there is not even a single interviewee who have scored below 3.5 or below. Therefore, the interviewees who come under moderate CQ (3.6-5.25) category and high CQ (5.26-7) were taken in to account for further analysis.

The demographic characteristics of the interviewees such as age, gender, work experience, international work experience, number of languages spoken and the number of countries visited are presented. Besides, the average of demographic characteristics was also calculated in order to understand the background of the interviewees better. Furthermore, the correlation coefficient of the interviewees CQ score with the age, work experience, international work experience, International study experience, number of languages spoken and number of countries visited were also presented.