UNIVERSITETET I AGDER

The relationship between cultural intelligence and job performance

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Preface and acknowledgements

This thesis is the final project in completing my Masters in Executive Management of Business and Administration (EMBA), at the University if Agder, fall 2018. The study accounts for a full semester of studies, equivalent with 30 study points.

The rationale for choosing a topic within cultural intelligence is based on my experience, working in an multination company for more than 10 years. During these years, I've been lucky enough to work closely with people from all parts of the world. I've personally observed how cultural differences among people can affect the work environment, and the collaboration between department across country borders.

The research looks in to the relationship between cultural intelligence job performance. I reached out to professor Ilan Alon, who's one of the contributors behind an instrument called BCIQ. BCIQ stands for Business Cultural Intelligent Quotient and has the potential to become a unified way to measure business cultural intelligence among *professionals*.

In our first meeting, Professor Alon assigned one of his Phd. Students, Erik Lankut to support me during the study. Erik has truly been of *invaluable* help. Always willing to assist and coming with constructive feedback.

Ulrik Svindland
Kristiansand, December 2018

Abstract

There is a growing interest for the concept cultural intelligence, but maybe still only on the academic level.

The aim of the research behind this thesis is to look in to a possible relationship between employee job performance and cultural intelligence in a multinational company, operating in all major markets in the world.

Job performance is measured by the success rate of the participants personal goals in the full year of 2017.

Existing theory on job performance, culture and cultural intelligence are presented, in order to being able to understand the relation between the definitions, and why it's relevant for this thesis.

Data have been collected using an online survey, distributed to employees in a multination firm. A total number of 59 participants finished the survey.

The relationship between job performance and BCIQ-score of the participants has been investigating using SPSS. The 6 factors of BCIQ has also been analyzed, in order to understand if there's some factors which sticks out as more influencing than others.

BCIQ is a scientifically approved instrument developed by Ilan Alon, Michele Boulanger, Judith Meyers and Vasyl Taras.

The analysis showed that cultural intelligence has a significant positive effect on the job performance of the participants, explaining approx. 8% of the participants job performance success rate.

The most influencing BCIQ factor was Cognitive preparation, which indicates that the participants are focused on reading and researching foreign cultures.

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1. Introduction

In this chapter, the background for the research on a possible relationship between employee performance and cultural intelligence is discussed.

It provides a statement of the research question, objective and the research question.

The design of the study is also discussed in this chapter.

1.1 Background of the study

In today's globalized society, it's become just as normal to do business with a counter part from another country as it is to do business with someone that shares the same nationality as yourself.

The increased globalization has according to Gudmunnsdottir (2015 p.175) "…*led to a significant increase in cross-cultural interactions*".

A consequence of the increased exposure of foreign cultures, employees have to take new considerations when interacting with colleagues, partners, customers, vendors etc, as they could be of a different origin than themselves. If you make a wrong step, you might end up insulting your counterpart without knowing it – and that's not good for your business!

Valez-Calle (2018 p.73) claims that "*Globalization has challenged professionals and organizations from an array of disciplines and industrial sectors. Thus, the capacity to cope with different cultural settings has become a strategic need and particularly a must in recruitment and training processes.*"

The world trade organization reported that, in 2003, international trade comprised 30% of global GDP. In the book "Race to the world", Lowell L. Bruan et al. (1999) predicted that, by the year 2029, 80% of the world output would be in global markets.

You can say that the world is about to becoming one giant market.

With the globalization, new opportunities and challenges occur. There's no doubt that there's a big difference for a European company doing business in their home market, compared to establishing a substitute in e.g. Tokyo, Japan. Both the physical distance, and a distance in the way we normally do business – business culture - makes it more complicated than doing business in your home market.

Cross-cultural teams are becoming the normal standard in today's MNE's, and by this, employees are forced to not only handle business questions, but also cultural aspects when it comes to communication and behaviour.

As a business leader, it's crucial that these challenges are taken in to considerations when both hiring new employees and defining strategies.

Vesa Suutari, (Suutari, 2002) did a review of global leadership literature, and came to the following conclusions:

- Leaders need to develop global competencies.
- There is a shortage of global leaders in the corporate world.
- Many companies do not know what it means to develop corporate leaders.
- Only 8% of Fortune 500 firms have comprehensive global leadership training programs.
- There is a need to better understand the link between managerial competencies and global leadership.

In this setting, the phrase "culture eats strategy for breakfast" says a lot. If you don't have a good team, where employees have the ability to work well together a cross of cultural differences, chances for failure increases.

"Culture eats strategy for breakfast is a phrase attributed to Peter Drucker but made famous by two business executives. In 2006, the Associated Press news service published an article about Ford and Mark Fields who was, at that time, the President of Ford America." (Reidy, u.d.)

Firms consisting of employees with the ability to handle cross-cultural settings might end up having a significant competitive advantage in a highly globalized world. Therefore, being able to identify this competence when hiring could be of immerse importance. This ability is referred to as cultural intelligence in the academic environment. (Fang Fang, 2018)

In a recent study, Fang et al. (2018 p.167) concludes that *"…CQ is more than just hype, we collected and examined 142 empirical articles, and found promising results concerning the measurement, antecedents, development, and effects of CQ, as well as the use of CQ at the aggregate level. In particular, results from recent years contributed valuable knowledge to the field"*

The research presented in thesis offers a possibility to understand a possible relationship between cultural intelligence and employee performance. Do employees with a high CQ-score outperform employees with a low CQ-score in a modern MNE? Is there a relationship between job performance and Business Cultural Intelligence?

1.2 Statement of the research problem

As more and more companies are 'going global', the need of understanding, acting and acknowledging foreign cultures rises.

When a firm do business a cross of continents, hires employees from many different counties and cultures, for then to bring them together. It's self-explanatory that it's important that these people have the capability to understand each other's background in order to work efficiently together.

As will be argued in later chapters, employees with a high CQ-score, will in many cases handle these cultural challenges better than employees without these capabilities.

1.3 Research objective

The overall goal with this thesis is to study the relationship between job performance and cultural intelligence.

Data will be collected from employees in an international company operating across all continents of the world.

1.4 Research questions

How does cultural intelligence affect an employee's performance?
How much does each of the factors behind BCIQ affect job performance?

1.5 Contribution of the study

Looking at past studies around determinants for job performance, and determinants between performance and cultural intelligence, this study aim to provide a better understanding of the possible relationship between an employee's job performance and cultural intelligence in an MNE.

1.6 Organisation of the study

This thesis is divided up in to six chapters. Following the introduction, which reviews the background of the study and the research objective.

The second chapter focuses on theory and past research, along with the outline of the conceptual framework and hypothesis.

Chapter three consists of the data sampling from an MNE and offers information about the data and its variables.

The research methodology is discussed in chapter four, and the empirical findings and results in chapter five.
The main conclusion and suggestions on further research are provided in chapter six.

2. Theories and past research

This chapter focuses on the empirical data provided by past research on culture, job performance and different types of intelligence leading to the definition of cultural intelligence.

It will look in to the relationship between these factors and draw lines between them to get a better understanding on how they are affecting each other.

2.1 Culture

In order to understand what cultural intelligence is, it's essential to understand what culture is. As culture is a broad area of research, this section will focus on the contributions from the person who many refer to as the pioneers in the field of cultural research, the Dutch professor Geert Hofstede.

Geert Hofstede is known for his contribution to cultural research, and he defines culture as *"the collective programming of mind which distinguishes the member of one group or category of people from another"* Hofstede (1991 p.5)

A group can consist of individuals ranging from the same country, region, local community, firm, department or even a group of friends.

Culture can be divided in to different layers, where some are easier to observe than others.

Luthans and Doh (2012 p.138-139), defines these layer's as;

1. The implicit, basic assumptions that guide people's behaviour.
2. The norms and values that guide the society.
3. The explicit artefacts and products of the society.

The outer ring represents the specific symbols, objects and other products of the specific culture. These items are often observable, and may be related to language, food and drinks, monuments, buildings, and art.

The middle ring covers things like norms and values of the culture or society. These items are out of nature hard to observe, but they are made of both formal and informal behaviours. The goal of the norms and values are to guide people in how to behave and act.

Figure 1 - The cultural layers
(Luthans and Doh 2012 p.138)

The core of the circle consists of implicit, basic assumptions that influences our behaviour. By following and understanding these assumptions, people within the same cultural settings can effectively organize themselves to solve problems, and successfully interact with each other.

Basic assumptions might be hard to define, and observe, but Trompenaars and Hampden-Turner (1997 p.23) argues that by asking a provoking question, these assumptions might come to the surface.

"The best way to test if something is a basic assumption is when the question provokes confusion or irritation. You might, for example, observe that some Japanese bow deeper than others. Again, if you ask why they do it the answer might be that they don't know but that the other person does it too (norm) or that they want to show respect for authority (value). A typical Dutch question that might follow is: "Why do you respect authority?" The most likely Japanese reaction would be either puzzlement or a smile (which might be hiding their irritation). When you question basic assumptions you are asking questions that have never

been asked before. It might lead to deeper insights, but it also might provoke annoyance. Try in the USA or the Netherlands to raise the question of why people are equal and you will see what we mean."

Geert Hofstede's research on culture is the most comprehensive of its kind. It includes more than 116 000 respondents from over 70 countries. A google search for "Geert Hofestede" gives you approx. half a million hits.

Hofstede started his research investigating the country specific differences among employees in IBM.

The results of this study have been validated in several major replications throughout the 1990's and in to the new millennium. (Hofstede G. , Cultures and Organizations: Software of the Mind. London, UK:, 1991)

Originally, Hofstede identified 4 dimensions of culture, but at a later stage he identified two more dimensions. (Hofstede, 1983; Hofstede, 1991; Minkov 2011)

The cultural research of Hofstede's has culminated in something he refers to as the six dimensions of culture – "The Hofstede dimensions".

Hofstede's (2011) defines the six dimensions as following:

1. Power Distance
2. Uncertainty Avoidance
3. Individualism versus Collectivism
4. Masculinity versus Femininity
5. Long Term versus Short Term Orientation
6. Indulgence versus Restraint

1. **Power Distance**, related to the different solutions to the basic problem of human inequality;

Power distance is proven to be larger in the eastern part of the world. Employees originating from e.g. Russia will be used to working in organizations where they are told what to do. A counter part of this is if you hire someone from Scandinavia, you're then more likely to get an employee who is more self-driven, who will work even if no one is instructing them in detail what to do.

Table 1 contains the most usual characteristics differences between countries with a low- and high degree of power distance. Figure 2 visualizes the differences among countries.

Table 1 - Power distance characteristics, Hofstede (2011)

Less Power Distance	More Power Distance
Austria, Denmark, Norway, Israel, Finland..	Malaysia, Mexico, Panama, Philippines..
Power only used when there is a legitimate reason behind.	Power is often used without a reason.
Parenthood focuses on treating children as equals.	Children are thought to not oppose to their children.
Elderly are not treated differently	Hugh respect and often fear for elderly.
Focus on students in the educational system.	Focus on the teacher in the educational systems.
The society is organized in hierarchy due to convenience and effectiveness.	The society is organized in hierarchy because they look at some as more valuable than others.
It is expected that leaders listen to their workers.	Workers expects to be told what to do, often on-way communication.
Well-functioning democracy	Change of governments only by revolution
Little corruption, and powerful people are often removed in case of personal scandals.	A lot of corruption, and powerful people tends to stay powerful no matter.
Income among people is relatively balanced	Income among people are very uneven.
No religious pressure from government	A lot of religious pressure from government.

Power Distance World map
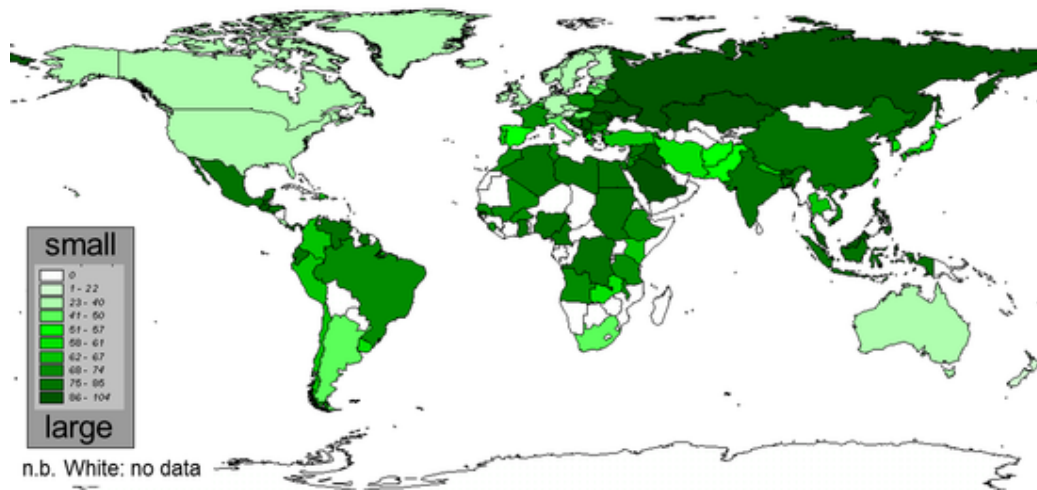
Figure 2 -Power distance world map (https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture)

2. Uncertainty Avoidance, related to the level of stress in a society in the face of an unknown future;

Uncertainty avoidance is highest in Southern/Eastern Europe, Russia and South-America. Employees from these regions will most likely not challenge the organizations they are working in. They carry out with the work the way it has always been done. New ideas and thoughts are looked at as dangerous and a threat. In the other end of the scale, you'll China, where employees are used to changes, and they look at change this with curiosity.

Table 2 contains the most usual characteristics differences between countries with less- and high degree of uncertainty avoidance. Figure 3 visualizes the differences among countries.

Table 2 - Uncertainty Avoidance characteristics, Hofstede (2011)

Less Uncertainty Avoidance	More Uncertainty Avoidance
Denmark, Hong Kong, Jamaica, Singapore..	Belgium, Greece, Portugal, Uruguay..
It's accepted that life is not given, and people takes the challenges as they come.	People look at the unknown as a threat, and they try to fight it.
People are less stressed and anxious.	People are more stress and anxious.

The well- being and health of people are rated high.	The well- being and health of people are rated low.
Its accepted that people do not share the same ideas and thoughts. The unknown is interesting.	People with different ideas and thoughts are often looked up on as strange and dangerous.
People often comfortable in chaotic situations.	People need clarity and structure in their surroundings.
It is expected that leaders listen to their workers.	Workers expects to be told what to do, often on-way communication.
It's accepted for a teacher to admit that they do not know.	Teachers should possess all answers, and will very seldom admit that they don't know
It's normal to change jobs.	Job change is not normal, even if it's disliked.
Does not like rules and instructions	Rules and instructions are needed for emotional feelings.
People are looked up on with respect from authorities in the politics.	People are looked up on as incompetent by political authorities.
People look at religion, philosophy and science with realistic eyes.	Religion, philosophy and science brings the ultimate truth and main theories of life.

Uncertainty Avoidance World map

unc.tolerant

	0
	1 - 36
	37 - 46
	47 - 53
	54 - 60
	61 - 70
	71 - 82
	83 - 88
	89 - 96
	97 - 112

unc.avoiding

n.b. White: no data

Figure 3 – Uncertainty avoidance world map (https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture)

3. Individualism versus Collectivism, related to the integration of individuals into primary groups;

The mindset of individualism, or every man for himself, looks to be the standard in the developed countries. Individualism is especially present in North-America, where employees are not afraid to share their personal opinion on things. If you travel to the eastern part of the world, you'll find a much more group-oriented way of thinking, which is defined as collectivism. In countries where collectivism is high, people tends to not take opportunity to speak on behalf of their selves, but they focus on the group they belong to.

Table 3 contains the most usual characteristics differences between countries with a high degree of individualism vs. countries with a high degree of collectivism. Figure 4 visualizes the differences among countries.

Table 3 - Individualism vs. Collectivism characteristics

Individualism	Collectivism
Australia, Netherlands, Great Britain..	Ecudaor, Panama, Japan, Pakaistan…
Every man for himself mentality. You will only protect yourself and the closest family	People are born in to extended families and communities where it's expected that they look after each other.
Focus on "I"	Focus on "We"
It's accepted and normal to be alone.	Being alone is a weakness which is stressful.
Saying what we mean is normal and a good thing.	It's important to keep the harmony, and not say things which are different from what others might think or believe.
Others or strangers are looked up on as individuals.	Others of strangers are look up on as part of the group or not part of the group.
It's expected that we express our opinion, one person equals one vote.	The individual opinion does not count, it's the group opinion that matters.
Breaching rules and norms bring a feeling of guilt.	Breaching rules and norms bring a feeling of shame.
Normal to focus on "I" when speaking.	When speaking, "I" is avoided.

Educational focus on how to learn.	Educational focus on how to do.
Task is more important than relationship.	Relationship is more important than task.

Collectivism – Individualism World map

Figure 4 -Collectivism vs. Individualism world map (https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture)

4. Masculinity versus Femininity, related to the division of emotional roles between women and men;

A society with a masculinity rate, like Japan, is a society where men typically are the leaders. Strength and the ability to not show feelings are looked up as positive in these countries. Men are typically working, while women rise the kids.

In countries with a high femininity it's normal for men to show emotions, and to participate at home rising the children. Firms in these countries typically have more women in leading positions than a country with a high masculinity rate.

Table 4 contains the most usual characteristics differences between countries with a high degree of femininity vs. countries with a high degree of masculinity. Figure 5 visualizes the differences among countries.

Table 4 - Femininity vs. Masculinity characteristics

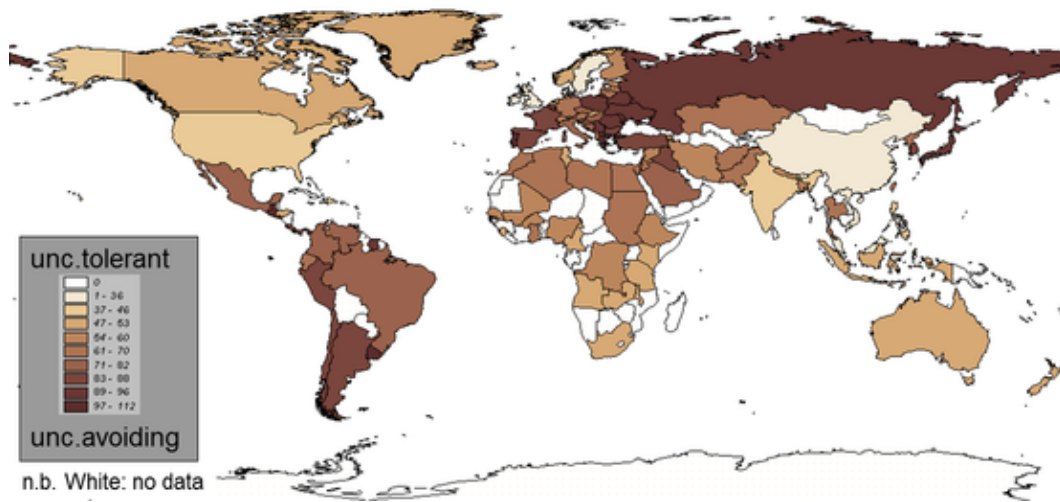| Femininity	Masculinity
Denmark, Netherlands, Norway, Sweden..	Austria, Italy, Japan, Switherland..
Little differences between emotional expression and social roles between genders	Much differences between emotional expression and social roles between genders
Both men and women should be caring and think of the wellbeing of others.	Men should be ambitious, and women can be.
Job – life balance considered to be important.	Job is more important than the private life.
People should try to take care and have sympathy for the weak. Downwards focus.	Admiration for the strong and power full. Upwards focus.
Both parents deal with facts and feelings.	Fathers deals with facts, and mothers with feelings.
It's normal to cry for both genders. Fights are not accepted.	Boys should not cry, and fights among boys are accepted.
The women decide the size of the family.	The man decides the size of the family.
Usual to see women in political positions.	Unusual to see women in political positions.
Sexuality is looked up on as a way to relate to each other.	Moralistic attitude towards sexuality. It's about performing.

Femininity - Masculinity World map

Figure 5 – Femininity vs. Masculinity world map (https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture)

5. **Long Term versus Short Term Orientation,** related to the choice of focus for people's efforts: the future or the present and past.

Employees from countries defined a short-term oriented will not be very willing to change their way of acting and thinking. They tend to stick to the way it has always been, and they stick to their traditions. This is a typically mind-set of the eastern world. The western world is more open to changes, and they are willing to pick up new ideas from the outside.

Table 5 contains the most usual characteristics differences between countries where people are more short term oriented vs. countries where people are more long term oriented. Figure 6 visualizes the differences among countries.

Table 5 - Short term vs. long term orientation characteristics

Short Term Orientation	Long Term Orientation
Nigeria, Pakistan, Philippines..	China, Hing Kong, Japan, Vietnam..
More weight and focus on past and current events.	More weight and focus on the future events.
Both men and women should be caring and think of the wellbeing of others.	Men should be ambitious, and women can be.
Job – life balance considered to be important.	Job is more important than the private life.
People should try to take care and have sympathy for the weak. Downwards focus.	Admiration for the strong and power full. Upwards focus.
Both parents deal with facts and feelings.	Fathers deals with facts, and mothers with feelings.
It's normal to cry for both genders. Fights are not accepted.	Boys should not cry, and fights among boys are accepted.
The women decide the size of the family.	The man decides the size of the family.
Usual to see women in political positions.	Unusual to see women in political positions.
Religious focus on humans	Religious focus on God and goods owned.

Short-term orientation (Monumentalism) – Long-term orientation (Flexhumility) World map (based on WVS)
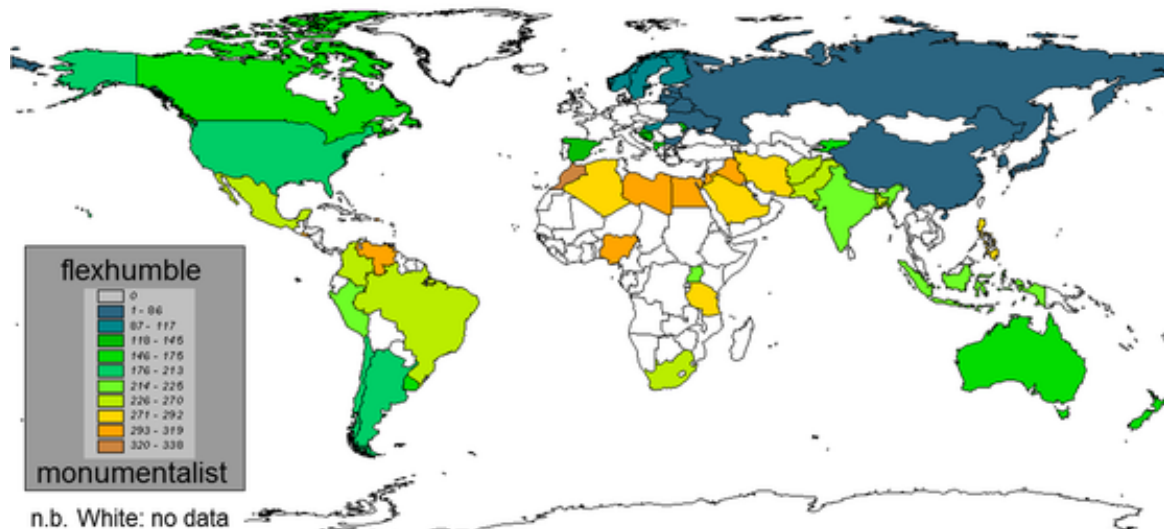
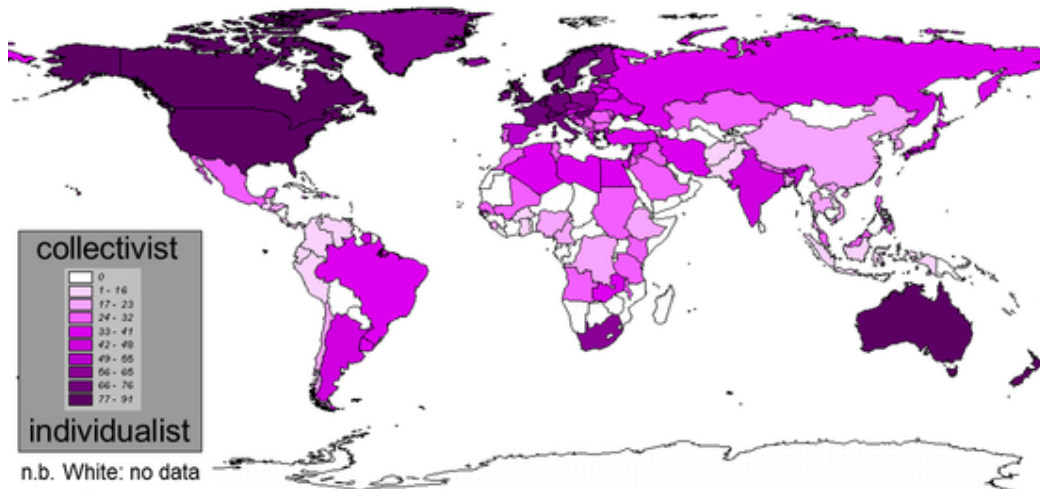*Figure 6 – Short term- vs. long term orientation world map (https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture)*

6. **Indulgence versus Restraint,** related to the gratification versus control of basic human desires related to enjoying life.

In countries with a high indulgence score, employees are typically enjoying their lives, the work life balance is well balanced. It's normal to spend time on leisure as vacations and buying goods that rises the life standard. The opposite of this is a restrained society. In these countries people are not used to spend time and money on vacations and leisure. Work is the most important thing in life, and employees should focus on doing well in their job.

Table 6 contains the most usual characteristics differences between countries where people are more indulgence vs. countries where people are more restraint. Figure 7 visualizes the differences among countries.

Table 6 - Indulgence vs. restraint characteristics

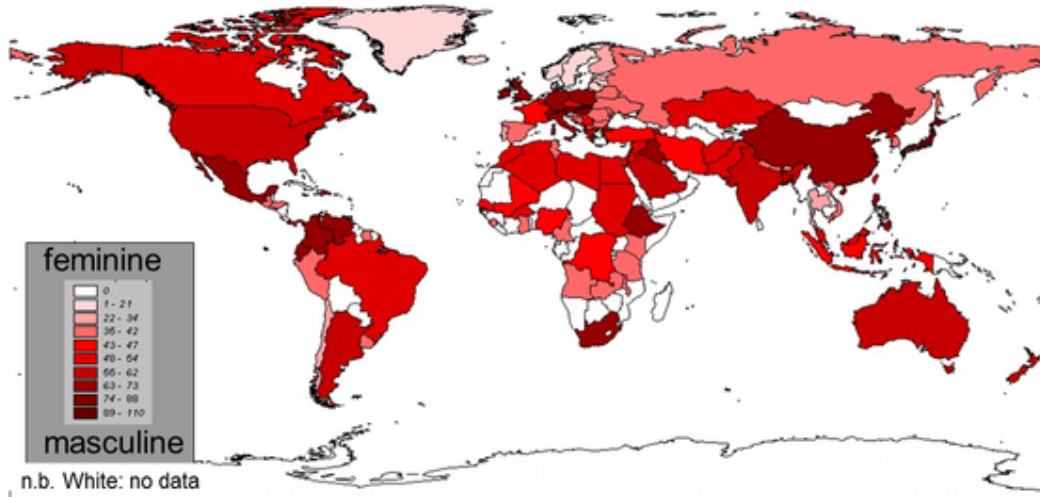| Indulgence	Restraint
US, Brazil, Canada, Australia..	China, Russia, India, Italy, Portugal..
A great part of the society declares themselves as very happy	A great part of the society does not declare themselves as happy
People feel that they have the faith of their life in their own hands	People feel that the faith of their life is in someone else's hands.
There's a freedom of speech is important	There's a freedom of speech is not important
Leisure is important	Leisure is not important
High degree of positive emotions in the memory of people.	Low degree of positive emotions in the memory of people.
Highly educated has a higher birth rate.	Highly educated has a lower birth rate.
More people attending sports activities.	Less people attending sports activities.
Higher BMI in countries with enough food.	Lower BMI in countries with enough food.
Higher degree of sexual freedom.	Lower degree of sexual freedom.
Not necessary to have a strict control of the order in the society.	More resources put in to keep the order in the society. Typically, more police.

Figure 7 – Indulgence vs. restraint world map (https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture)

2.3 Intelligence

Intelligence can be defined as the capacity to learn or to profit by experiencing evidently involves a description of the nature of the individual and his reaction to the environment. (Dearborn, 1921)

Simplified, you can say that intelligence is a measurement of one's intellectual capabilities. (Ang, 2008).

Howard Gardner, a Harvard professor, divided intelligence in to seven different characteristics, each with its own component processes and subtypes.

Table 7 - Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences Author(s): Howard Gardner and Thomas Hatch Source: Educational Researcher, Vol. 18, No. 8 (Nov., 1989), pp. 4-10 Published by: American Educational R

Type of Intelligence	End states	Typical characteristics
Logical-mathematical	Math, science	Understands numbers, figures patterns.
Linguistic	Poetry, journalism	Good with words and has a high degree of lingual understanding.
Musical	Composing and music	Has a high degree of rhythm, and enjoys sound and music.
Spatial	Navigator, sculptor	Can transform ideas and thoughts to something physical. Painting, sculpture
Bodily-kinaesthetic	Dancer, sports, athlete	High degree of body control.
Interpersonal	Therapist, sales	Understands the mood and feelings of other people and are able to reply in a way which feels the other parties understood.
Intrapersonal	Detailed, accurate self-knowledge	Aware of their own strengths and weaknesses. Ability to discriminate between own feelings to guide its own behaviour.

The rationale behind the list of the seven intelligences, is that the different types of abilities are a result of evolution. Humans have evolved over millions of years, and the seven types of intelligence have become the characteristic of homo sapiens.

In the book Rules and Representations, Noam Chomsky refers to these human attributes as mental "organs". (Chomsky, 1980)

Other types of intelligences are social intelligence, emotional intelligence and practical intelligence.

Social intelligence is a person's ability to understand, manage and adapt to social settings. Emotional intelligence is related to a person's ability to understand and interpret the feelings of their own and others. A person with a high developed emotional intelligence will have the capability to benefit from this information in thinking and action.

Practical intelligence is about managing and solving real world problems from theory to practice.

Other types of intelligence are social intelligence, emotional intelligence and practical intelligence. Ang, et al (2007).

The concept intelligence used to be looked at as the ability to solve problems in academic settings, but there is now an increasing agreement that intelligence shows in other places than the classroom. Ang et al., (2007).

2.3.1 Cultural intelligence

The term cultural intelligence has its origin from the study of Early and Ang (2003), where they defined it as a person's capability to function effectively in situations characterised by cultural diversity. (Early P. &., 2003)

To function effectively, individuals need to be socially adept in deciding on the most appropriate behaviour that is suitable in an intercultural interaction. (Early P. &., 2003)

This definition is in line with Smith and Hunter's (2000, p.3) definition of general intelligence as "*the ability to grasp and reason correctly with abstractions (concepts) and solve problems*."

In the past, intelligence have been looked at as the ability to solve academical challenges, but newer research has argued that there's more to intelligence than just solving theoretical problems in a class room. (R. J. Sternberg, 1986)

This new way of looking at intelligence have started to get consensus for splitting intelligence up in different domains, where cultural intelligence is one of the definitions.

Cultural intelligence four dimensions

In the study of Ang et al. (2007), they divide cultural intelligence in to four facets that together defines the building blocks of the term cultural intelligence.

1. Metacognitive (Understand knowledge)
2. Cognitive (Knowledge structures)
3. Motivational (Directing and sustain energy)
4. Behaviour (What you do instead of think)
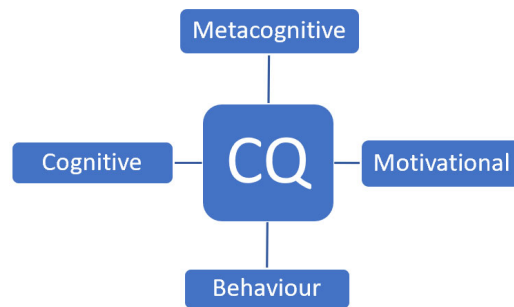
Figure 8 - Four dimensions of CQ Ang et. al (2007)

Metacognitive CQ describes a person's ability to mentally understand cultural differences among groups.

Ang et al., (2007) describes it as the mental process used to understand cultural knowledge, including planning, monitoring and revising the cultural norms for countries or group of people.

Van Dyne et al., (2010) describes metacognitive CQ as a person's ability to make a strategy when crossing cultures, in the sense of slowing down and observe, and thinking through what differences that are arising.
Successfully adapting to a new cultural setting is in many cases a result of how well a person can adapt to the context surroundings.

"Metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of cognitive enterprises. There are three major categories of these factors or variables – person, task and strategy" (Flavell, 1979) *p.907.*

The person category refers to how a person defines and understands the surroundings, this includes nature, yourself and others. (Flavell, 1979)

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While the person category refers to you and your surroundings, task is more about how well you interpreter corporate settings, with regards to tasks and how to lead and successfully finish defined tasks. (Flavell, 1979)

The last category defined by Flavell is strategy. Strategy is about putting ideas and thoughts out to life. What do you need to do in order to successfully finish tasks and sub-tasks. (Flavell, 1979)

Ang et al. (2007) states that persons with a highly developed metacognitive CQ are consciously aware of others' cultural preferences while interacting with them. A key factor is the ability to adjust the mental model and behaviour in this interaction.

Cognitive CQ is a reference to a person's capability to reflect on his knowledge around norms, practices and conventions in the different cultures. This capability is mainly a result of education and experience.
This includes the understanding of economics, legal, social aspects of the different cultures, but also basic knowledge around Hofstede's frameworks of cultural value (Soon Ang, 2007).

You can say that a person with a highly developed cognitive CQ have the necessary skills to successfully identify and correlate similarities and differences across cultures. (Soon Ang, 2007)

Van Dyne (2010, p. 6) describes cultural system as:
"*Cultural systems are the ways societies organize themselves to meet the basic needs of humanity. For example, every nation has cultural systems for*
a) economic approaches for to producing vital commodities and distributing products and services;
b) ways of codifying mating and child-rearing practices that create marriage, family, and other social structures;
c) educational practices that enable learning and cultural transmission;
d) political, legal and social controls that reduce anarchy and destruction (obedience to social norms);
e) language conventions that facilitate interaction; and
f) religious beliefs that explain inexplicable phenomena."

The above implies that persons with highly developed cognitive CQ skills will have better chances of understanding how cultural systems affects business, and the effect culture has while communicating with a counter-part across of cultural context.

Motivational CQ is a factor defining how eager you are to use your energy and intellect to learn how to interact and function in situations where you are exposed to foreign cultural settings (Van Dyne, 2010).

Ang et al (2007 p.338) defines motivational CQ as *«...the capability to direct attention and energy toward learning about and functioning in situations characterized by cultural differences"*.

Persons with highly developed motivational CQ skills are better to direct attention and energy toward cultural challenges due to a intrinsic interest. (Deci E. L., 1985).

Van Dyne et al. (2010) specifies three essential factors or dynamics who plays a central role in motivational CQ.

- *Intrinsic motivation*, the personal drive-based on interest and engagement you have when exposed for a foreign cultural setting.
- *Extrinsic motivation, a drive from* non-personal factors like money, praise and attention.
- *Self-efficacy,* a person's belief on his own capacity to solving cross cultural challenges.

This implies that a person is more likely to handle a situation staged by a foreign cultural context, if this person is personally engaged and have a real interest in solving situations like this based on cultural knowledge and experience.

Being aware of essential factors when interacting with people from foreign cultures is not always enough. The employee should also have a personal drive and interest in handling such situations. If a person also belief that he can handle and solve foreign cultural situations, then the chances of succeeding increases.

Ang. et al (2008, p.182) states that *"Those with high motivational CQ are expected to be confident in their ability to engage in cross-cultural interactions and should experience intrinsic satisfaction from involvement in culturally diverse settings"*.

Behavioural CQ reflects upon how a person uses his capability when it comes to verbal- and non-verbal communication.

Ang et al (2007 p.338) refers to (Hall, 1959) and describes it as "*…mental capabilities for cultural understanding and motivation must be complemented with the ability to exhibit appropriate verbal and nonverbal actions, based on cultural values of specific settings"*.

In other words, behavioural CQ is mostly about adapting to diverse cultural situations. This could be related to which words are selected, how they are expressed in sense of tone and facial expression, etc.

Early (2002) states *"The behavioural aspect of CQ suggests that adaption is not only knowing what and how to do (cognitive) and have the wherewithal to preserve and exert effort (motivational); it requires having one's behavioural repertoire responses needed for a given situation. Lacking these specific behaviours, a person must have a capability to acquire such behaviours."*

Ang et al (2007 p.342) describes behaviour CQ as a person's ability to be flexible in their interaction with other people. Flexibility is often looked at as less offensive to others, which increases the chances of successfully adapting to new cultural settings.

Behaviour CQ can be described as a person's ability to not only correctly understand and analyse cross cultural settings, but more on how the communication is being played out in real life situations.

Thomas (2006) stated that if a person is well functional in one cultural context, this didn't automatically imply that the same person would succeed in a different cultural setting.

"*Social and emotional intelligence share some attributes with CQ such as the idea that intelligence is inherently multidimensional involving behavioral as well as cognitive facets*" Thomas (2006 p.80).

For example, an employee with above average social- and emotional intelligence, located in Norway without any international experience, will most likely not be able to maintain the same level of effectiveness if e.g. transferred to a Japanese division.

This is due to the cultural knowledge built up by experiences doing business I Norway, which is totally different from doing business in Japan.

According to Thomas (2006), a central aspect of CQ is the ability to adapt to cultural contexts. Employees with a high CQ-rating, will have the necessary tools availabel to increse the chances of succeeding in a foreign cultural context.

Thomas (2006 p. 81) defines CQ as a combination of three factors.

- Knowledge
- Mindfulness
- Behaviour
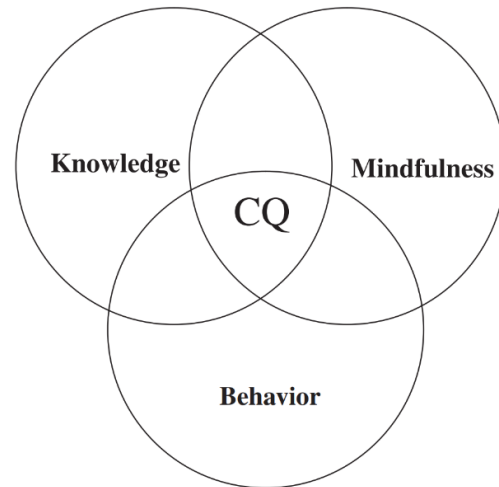
Figure 9 - Components of CQ, Thomas (2006)

Knowledge defines how well an employee understands the "play rules" of a culture. It will influence the way the employee adapts to the new culture.

Knowledge is divided in to two categories,

Content knowledge, "*Content knowledge of cultures is the foundation of CQ because it forms the basis for comprehending and decoding the behavior of ourselves and others*" Thomas (2006 p.81).
Employees which possesses knowledge about a foreign culture will more likely be able to correctly adapt their behaviour to match the culture they are operating in. They will also be able to correctly interpret the behaviour of their counter parts.

Process knowledge, "*While the type of mapping described above allows the prediction of potential areas of cultural similarity and difference, it is incomplete without knowledge of the processes through which cultural variation affects behaviour*" Thomas (2006 p.81)

Employees which possesses knowledge around processes will have the capability to understand how a cultural context might influence the behaviour. Process knowledge can be

broken down in to two items – cognitive influence and motivational influence. Thomas (2006) defines cognitive influence as a person's ability to use known information to adapt to new and unknown cultural situations. Thomas (2006 p.83) defines motivational influence as:

"...suggest that motivational implications of differing self-concepts arise from individuals' seeking to fulfill differential motives aligned with their cultural values within the context of their interaction with others who are culturally different. Motives address the question of what one wants or prefers. Motives to maintain a positive self-image are probably universal."

The second component of CQ, according to Thomas (2006), is Mindfulness.

Mindfulness originates from Buddhism and can be defined as *"...awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment"* (Kabatt-Zinn, 2003 p.145).

According to Thomas (2006) there's a strong link between mindfulness and CQ.

"Mindfulness is a key linking linking process between knowledge and action and the aspect of this conceptualization of CQ that may be the most novel." (Thomas, 2006 p.84)

Thomas (2006, p85) describes the relationship between CQ and mindfulness as:

- Being aware of our own assumptions, ideas, and emotions; and of the selective perception, attribution, and categorization that we and others adopt.

- Noticing what is apparent about the other person and tuning in to their assumptions, words, and behaviour.

- Using all of the senses in perceiving situations, rather than just relying on, for example, hearing the words that the other person speaks.

- Viewing the situation from several perspectives, that is, with an open mind; • attending to the context to help to interpret what is happening.

- Creating new mental maps of other peoples' personality and cultural background to assist us to respond appropriately to them.

- Creating new categories, and recategorizing others into a more sophisticated category system;

- Seeking out fresh information to confirm or disconfirm the mental maps.

- Using empathy—the ability to mentally put ourselves in the other person's shoes as a means of understanding the situation and their feelings toward it, from the perspective of their cultural background rather than ours.

The third and last component of Thomas (2006) model of CQ is Behaviour.

In context of CQ, behaviour is about transforming the cultural knowledge an employee obtains along with mindfulness in to the appropriate behaviour. The appropriate behaviour is depending on the cultural context the employee is being exposed to. Thomas (2006) argues that people with a highly developed cultural intelligence develop a set of skills, which makes them more likely to succeed in interacting and adapting effectively across cultures.

These skills can be described as *"This ability involves choosing the appropriate behavior from a well-developed repertoire of behaviors that are correct for different intercultural situations and also extrapolating to generate new behavior. Rather than being adaptive toward behavior that is typical in the target culture, these behaviors are based on an understanding of the expectations that targets of the behavior have for the actor as well as one's own motives and goals."* Thomas (2006 p.88)

Thomas (2006) argues that It's also important to understand that behaviour is not always about knowing how to adapt, it's also a skill which will help employees knowing when not to adapt. In some situations, the best behaviour is to not adapt, as it might lead to a negative reaction from the counterpart.

2.3.2 Business cultural intelligence

In 2016, Ilan Alon et. al published the article "The development and validation of the business intelligence quotient", where they presented a new instrument for measuring cultural intelligence in the business context (BCIQ).

The driver behind the development of the BCIQ instrument was to have a more accurate tool for measuring the multinational competency – cross cultural success - of professionals in the business life.

Succeeding in cross cultural settings is high on the agenda in many firms today, because of the increased globalization. Alon et al (2016 p.78) explained the shift as "*Interacting with people from different cultures is rapidly becoming a part of the job description for people in all kinds of positions. Only several decades ago, it was mainly the prerogative of politicians and businessmen to interact across cultures. Today, just about any office worker, educator, artist, solider, and even the blue-collar worker is encountering foreigners in his or her professional and personal lives.*"

According to past research, there's no doubt that CQ is an essential factor when it comes to the success rate in both international- management and business. CQ has a positive effect on both work and academic performance, judgement, work- and academic-related abilities, psychological- and sociological adjustments. Alon et al. (2016).

According to Alon (2005) the development of CQ is not only associated with expatriate success, but also developing global leaders. "*Not only must such leaders be competent in the global aspects of business functions, such as finance, marketing, human resource management, and operations, but also they must be skilled in their interpersonal conduct of global business*" Alon (2005 p.79).

Alon et al (2016) designed and validated the BCIQ instrument, which consist of four factors:

- Motivation
- Cross-cultural listening, communication and adaption
- Cognitive preparation and learning behaviour when encountering new cultures
- Global knowledge.
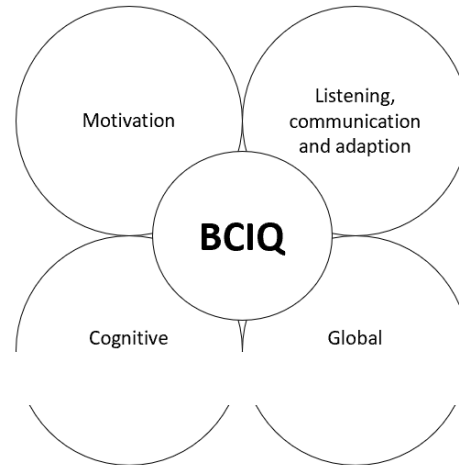
Figure 10 - BCIQ elements. Alon et al (2016)

Table 8 - The four elements of BCIQ Alon et al (2018)

Factor	Name	Definition
BCIQ1	Motivation	An assumed force operating internally that induces and individual to choose one action over another, specifically choices supporting openness to new ideas, interpersonal relationships, cultural identities, and experiences.
BCIQ2	Listening, Communication, Adaption	The cross-cultural utilization of baseline verbal/nonverbal awareness regarding social practises and how information is exchanged. Also, the ability to accurately modify and adopt actions according to the situation.
BCIQ3	Cognitive preparation	The self-study of appropriate cross-cultural behaviour/business practises.
BCIQ4	Global knowledge	The level of general knowledge about other cultures in term of facts, customs, practices, norms, and values.

2.4 Job performance determinants

Research linked to job performance goes way back in time, but the number of hits using google scholar rises significantly in the years after world war II. A search for job performance gives us more than 4 000 000 hits.

Employee performance indicates the financial or non-financial outcome of the employee that has a direct link with the performance of the organization and its success (Anitha, 2013)

There're many factors influencing the performance level. This chapter will go through a few of the identified determinants.

The research in this thesis is based on task goal determinants and cultural intelligence.

2.4.1 General job performance determinants

Work engagement

Over the last couple of decades, there's been several studies, which supports the hypothesis that engagement has a positive effect on employee performance.

(Christian, 2011) concluded that engagement had a positive impact on performance, and that it had an incremental validity over job attitudes in predicting performance.

This since engaged employees often has a personal interest in solving work tasks, and when they have solved the required tasks, they are open to pick up extra-roles.

Employee engagement is not just being enthusiastic about one's work tasks. Several studies conclude that having engaged employees significantly increases the profitability of a firm. (Richman, 2006)

Richman also reports that companies with engaged employees, which have been measured, have a 20% higher total shareholder return than companies with lower level of engagement.

An engaged employee has the following characteristics; (Richman, 2006)

- Energized, committed and work hard.
- Use their energy, skills, experience and creativity to satisfy customers and deliver results.
- Say that they work for the firm because they want to, and not because they have to.
- See their role as following through to make sure problems they identify get solved
- Are action-oriented and know how to take intelligent risks.
- Believe they have a stake in the company.
- Exert extraordinary effort to do whatever it takes to make and keep the company successful while embracing the company's culture.

Family motivation

A more recent research from 2017 concluded that there is a clear link between job performance and family motivation. The study suggests that if an employer makes the family more important, the employee is more likely to perform better. (Menges, 2017)

If a company offers family beneficial opportunities to their employees, like flexibility when it comes to where and when to work, possibility to have birth leave etc.

Stress

There's also clear indications that stress has a negative impact on employee performance. In a meta-analysis from 2008, Fried et al suggests that *stressed employees responses to their stressful experience, including intention to leave the aversive job situation and assessing it as dissatisfying, probably reflect further damage to their psychological state, which in turn weakens their job performance* (Fried et al, 2008)

Task performance

The existence of the following relatively autonomous attributes has been identified; Goal specificity, participation in goal setting, feedback, peer competition, goal difficulty and goal acceptance (Steers R. M., 1973)

The personality, skills and attributes are unique for each employee. As an employer, it's important to be able to identify the employees who most likely will deliver and bring value in

to a company.

Proactive work behaviour

Proactive wok behaviour is defined as "anticipatory action that employee takes to impact themselves and/or their environments" (Ashford G. &., 2008)

Within proactive work behaviour the following constructs have been defined ; personal initiative, taking charge, raising their voice (Morrison E. W., 2011), seeking feedback (Ashford B. V., 2003), adapt to new environment (Ashford B. , 1996), selling issues (Dutton, 1993), acting in advance to influence others (Kipnis, 1988), expanding roles (Parker W. J., 1997), revising tasks (Staw, 1990), implementing ideas and solving problems (Parker W. T., 2006), harming individuals and organizations (Griffin, 2005) and to build a social network (Morrison, 2002)

Personal initiative can be defined as a behaviour syndrome that results in an individual taking an active and self-starting approach to work goals and tasks and persisting in overcoming barriers and setbacks. (Doris Fay, 2001)

Voice in this context is defines as the ability to speak up when the employee has potentially useful information or ideas. It's about understanding "*the motives, and implications of voice and silence for employees, work groups and organizations*" (Morrison E. W., 2011)

Seeking feedback looks in to the interaction between an employee and its supervisor. How often does the employee seek for feedback, how does he do it, and the reason behind seeking feedback. (Ashford B. V., 2003)

Adapt to new environment, is about how an employee reacts when he is put in to a new environment. This can be looked at as a "*process by which individuals temporarily lose and proactively attempt to regain feelings of control*" (Ashford B. , 1996)

Selling issues to top management can be challenging. The ability to sell issues is defined as "*…refers to individuals' behaviours that are directed toward affecting others attention to an understanding of issues*" (Dutton, 1993)

Acting in advance to influence others studies the upwards influence process within a firm. Employees will often try to gain compliance from the management team. (Kipnis, 1988)

Expanding roles,

However, the impact of proactive work behaviour has been challenged by scholars.
The study of (Fuller J., 2012) stated that proactive work behaviour was linked to the behaviour of the respective supervisor. If the supervisor was of the proactive type, employees scored better than if the supervisor had a passive role.

2.4.2 Task-Goal attributes in employee performance

It's a well-established fact that setting clear goals for the employee, generally leads to increased performance. There're many studies confirming this theory, among them (French, 1966) (Steers R. M., 1975). In 1973 (Steers R. M., 1973) demonstrated that the following five attributes had a significant positive impact on task performance;

a) Goal specificity
b) Participation in goal setting
c) Feedback on goal progress
d) Peer competition for goal attainment
e) Goal difficulty

In addition, Steers added a sixth attribute;

f) Goal acceptance

Goal specificity

A job task can be specific, e.g. a fabric worker controlling if a product has any exterior damage. Or it can be unspecific, e.g. working in a cancer lab, experimenting with different cell cultures and the influence of different types of medicines.

How does the specificity of a job task affect the overall job performance of an employee?

In a well-controlled experiment (Mace, 1935), found that test persons assigned specific goals performed better and faster than test persons assigned fewer specific goals.

An interesting experiment (Bryan, 1967) divided a group of participants in two, based on their motivation.
Bryan then got one high-motivation group and one low-motivated group. The low-motivated

group were assigned specific goals to reach, and the high-motivated group were only told to do their best.

The result interestingly enough showed that the low-motivated group caught up with the high-motivated group both in performance and in attitude to perform the task.

This shows that goal specificity might be an important factor when it comes to task performance. The clearer a task description is, the more likely it is for an employee to succeed, both when it comes to performance, and in attitude to the work.

Participation in goal setting

It's valid to believe that if employees are allowed to participate when defining their goals, it increases the chances for them to succeed and stay motivated. This theory has also been confirmed by an empirical review by Vroom, 1964.

However, this does not define the degree of participation, and on which fields the employees are allowed to contribute in.

Meyer et al. looked in to this and found that there's a clear relation when an employee can participate in defining their goals, and opposite. Employees which are allowed to define their own goals led to increased performance. (Meyer, 1965)

The conclusion is then that its likely to state that employees who can define, or actively participating in defining their own goals are more likely to increase their job performance.

Feedback on goal progress

Many firms have implemented full year and half-year reviews between employees and their managers. The full year review is typically where you conclude on last year's performance and define the goals for the year to come.

The half-year review is used to review the status, and to see if the goals are still valid.

Peer competition for goal attainment

We've all experienced that a competitive setting might boost the performance of a person. This thought is also researched in the business life, and there's strong indications that employees operating in a competitive environment perform better than employees without any kind of competition.

"...an employee who perceives a competitive atmosphere among his fellow workers with respect to performance will be motivated to put forth his utmost to come out ahead in such competition. Where competitive forces are not perceived to be the norm, we may not expect so great an effort." (Steers P. , 1974)

However, a research committed by (Miller, 1963) pointed out that a high degree of task independence could be a strong negative moderating variable on performance in a competitive setting.

Goal difficulty

A review of Steers (Steers R. M., 1973) concluded that goal difficulty stimulates performance up to a given level. Which means that if a goal is too easy, or too difficult, performance level will not be significantly high. However, if the goal difficulty is within boundaries and challenging enough to stimulate the employee to walk the extra mile, goal difficulty might be a factor that increases the performance level of employees.

"… Although generally supportive of the notion that more difficult goals (up to some point) may lead to increased performance, significant exceptions to this trend are noted. It has been shown that such goals may lose their sustaining power over time when they are not prope'rly reinforced. Past failures on previous goals may negate the effects of setting difficult goals. Moreover, perceived impossibility of goal attainment" (Steers R. M., 1973)

Goal acceptance

The thought behind the potential moderating effect of goal acceptance is that participation in the goal settings isn't necessary enough. The goal has to be accepted by the employee as well, meaning that it has to be understood and manifested by the employee.

Locke's theory (Locke C. K., 1970) suggests that task goals will affect behaviour only to the extent to which they are accepted by subjects in the form of personal aspiration levels. He contended (Locke, 1968) "*that it is not enough to know that an order or request was made; one has to know whether or not the individual heard it and understood it, how he appraised it, and what he decided to do about it before its effects on his behaviour can be predicted and explained [p. 174]*." (Steers R. M., 1973)

2.5 Cultural intelligence in employee job performance

Working and succeeding in a foreign environment requires a great deal of personal characteristics and adjustments.

One thing is to perform well in known settings, but the moment you set your foot outside your normal environment, there's a whole lot of new factors you must pay attention to. Some of these factors might be crucial when it comes to succeeding or not.

In the book International Human Resource Management: Managing people in a multinational context Dowling et al (2008), concludes that not paying attention and adjusting to the local culture in many cases may lead to business failures.

Dowling P. (2008 p.11) "Despite the methodological concerns about cross-cultural research, it is now generally recognized that culturally insensitive attitudes and behaviours stemming from ignorance or from misguided beliefs ('my way is the best', or 'what works at home will work here') not only are inappropriate but often cause international business failure".

One study showed that as much as 51% of expatriates had some kind of job performance problems operating in the host country. (Pomeroy, 2006)

This shows that only focusing on professional work skills when assigning someone to work in a foreign environment can be a pit fall when it comes to the performance level.

Shin et al. (2007) indicates that there is enough research available to support that expatriates need to adapt their behaviour to fit in to the key aspects of the local culture they are operating in.

Shay and Baack (2006) found a significant relationship between adjustment to the cultural context and expatriate task performance. This indicates that employees that are aware of

cultural differences, and willing to adapt are more likely to perform well in a foreign cultural context.

There are also studies that states that it's too early to conclude that there is a definite relationship between the ability to adjust to new cultural contexts and job performance. One of these studies are done by Thomas and Lazarova (2006) which claims that it's too early to conclude, and that there is a need to do further research in this field.

In their study of the performance of expatriates in Malysia, Malek and Budwhar (2013) demonstrated a significant relation between several CQ factors, ability to adjust and task performance.

They further stated that expatriates with a high cultural intelligence would have a reduced amount of uncertainty and anxiety while operating in a foreign culturally context.

Malek and Budhwar (2013 p.229) "*the expatriates could extend more effort for job related and social integration initiatives thus having positive performance outcomes. In addition, successful interaction and adjustment will in turn positively influence expatriates' contextual performance, which can be considered an important element that can spur task performance.*"

The fear of the unknown is something that affect all people, no matter how experienced they are.

This means that the determinant factor for succeeding in a foreign landscape, is bounded to how well a person adapts to the new environment. People with a high cultural intelligence will have increased chances of successfully adapt, and by this perform better. (Malek and Budhwar, 2013)

Another indication of a possible relation between cultural intelligence and job performance is the study of Svala Gudmundsdottir (2015). Gudmundsdottir studied a possible relationship between the four factors of cultural intelligence (meta-cognitive, cognitive, motivation and adjustment) and the dimensions of cross-cultural adjustment (general, interaction, work). The survey was conducted on a sample of 178 Nordic expatriates operating in the US.

In a study from 2013, Malek et. al. looked in to expatriate's ability to adjust to the host country. The background of the study was based on past research which proposes that expatriates which are well integrated, perform better than expatriates which has problems

adjusting to the culture of the host country. The relationship between cultural adaption and job performance is a complex field of science, but Kramer et. al (2001) found a positive relationship between these two factors.

Malek et. al (2013) highlights the role of the expatriate's partner as a key factor when it comes to successfully adapt to the new environment. The rationale behind this thought is that as expatriates in many cases will spend much of their time in the office, the partner of an expatriate will have time to involve themselves in the local society. The study suggests that there is a significant relationship between the CQ of the partner and the success rate of the expatriate's chances of a successful establishment in a new cultural setting. Malek et. al (2013) proposes that the partner of an expatriate could very well be the "missing link" when it comes to understand the factors influencing the success of adapting to a new culture when moving to a new country.

Another study by (Jyoti J., 2015), based on the response from 219 managers operating in nationalized banks in India, concludes that cultural intelligence is a driver behind task performance for employees operating in a multinational enterprise.

"*The result revealed that cultural intelligence positively affects task performance. Cultural intelligence enables managers to understand and perform the role or task assigned to them as a part of formal job responsibilities*" Jyoti J. (2015 p.250)

The conclusion of the research is: "*It is concluded that the managers who are culturally intelligent positively contributed to task performance. Further, individuals who are culturally intelligent are better able to adjust themselves in cross-cultural situation and which in turn results in increased performance. Therefor, cultural adjustment acts as a mediator between the CQ and task performance*" Jyoti J. (2015 p.251)

2.6 Conceptual framework and research hypothesis

This chapter has presented past research that has presented theories and evidence that there is a clear relationship between cultural intelligence and performance of employees in an international setting. Based on the results of these studies, the hypothesis and conceptual framework for this thesis will be presented in this chapter.

The aim of the conceptual framework is to illustrate the idea of BCIQ, which is a tool to measure business cultural intelligence among employees, to have a positive effect on an employee's job performance.

Today's work environment, where the new normal is that people from different cultures work together and often in foreign location, it is natural to assume that people handling foreign settings in a good way, also will perform better in a job setting? This is the very foundation of the hypothesis in this thesis. Is it possible to identify a clear relation between the BCIQ score of an employee in a multinational company and the same persons job performance?

The expectation is that there is some kind of linear relationship between the BCIQ score and the job performance indicator of employees operating in a multinational company,

This means that we expect to find a relation between the factors of BCIQ, and job performance.
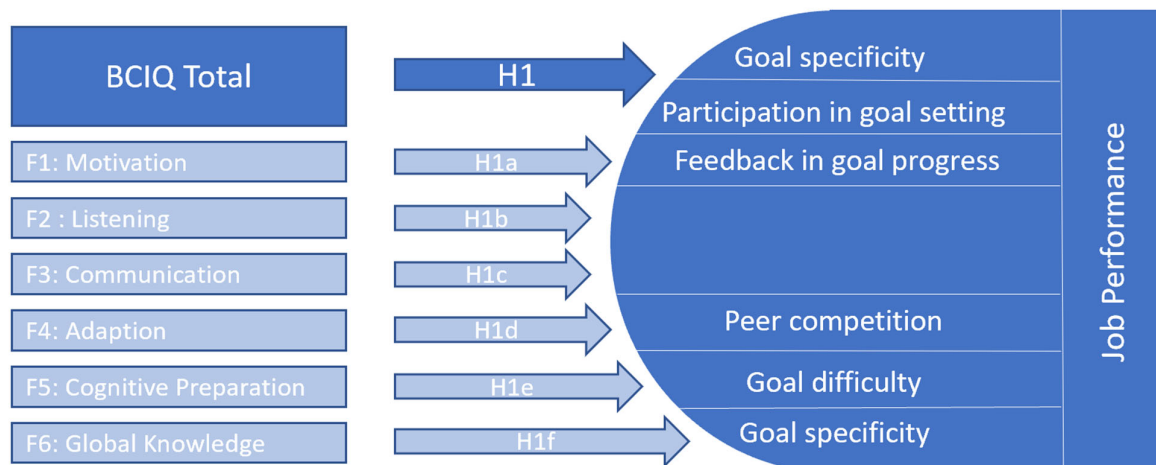
Figure 11 - Conceptual framework

Thus, the hypothesis can be defined as following:

H1 – BCIQ has a direct impact on job performance

H1a – Factor 1 "Motivation" has a direct impact on job performance
H1b – Factor 2 "Listening" has a direct impact on job performance
H1c – Factor 3 "Communication" has a direct impact on job performance
H1d – Factor 4 "Adaption" has a direct impact on job performance
H1e – Factor 5 "Cognitive Preparation" has a direct impact on job performance
H1f – Factor 6 "Global Knowledge" has a direct impact on job performance

3. Data

3.1 Data and sample

The research data in this thesis was collected using an online survey made in SurveyXact.

The survey itself consist of two parts:

1. Employee task performance based on existing research.
2. BCIQ instrument which is scientifically approved.

Employee performance consist of a range of question focusing on the employees influence when it comes to defining and modifying their personal goals for 2017. The rationale behind these questions is from the research committed by Steers (1973). Steers research concluded that the following attributes had a significantly effect on employee performance:

- Goal specificity

- Participation in goal setting

- Feedback on goal progress

- Peer competition for goal attainment

- Goal difficulty

- Goal acceptance

The second part of the survey is a pre-defined validated BCIQ measurement instrument, created by Ilan Alon, Michele Boulanger, Judith Meyers and Vasyl Taras. The BCIQ.

Alon (2015) described the instrument as a selection of self-reporting and true/false knowledge questions.

"The instrument that emerged from Phase 1 comprised 40 self-reported and 20 true/ false knowledge questions hypothesizing four to five factors. The self-reported section, containing a series of questions that measure frequency of behavior, ideas, and actions that represent different CQ levels, was answered on a five-point Likert Scale. The objective measure section contained a series of true/false factual questions. Faking this part of the test was impossible: one either knew the answer to the question (high CQ) or did not know the answer to the question (low CQ). This objective measure is to be compared against a reference point of 50 percent correctly answered questions, assuming random answers. The survey began with a

small section on demographics, exposure to different cultures, and business experience in a foreign country." Alon (2015, p.86)

The great part of the respondents, 92%, consists of employees in the same technological firm, operating in major markets corners of the world. The headquarters of the firm are situated in Oslo, Norway.

91,5% of the respondents were men, 3,4% women and 5,1% didn't want to reveal their gender. The highest educational level of the participants was; High school (8,5%), Some Post-secondary (15,3%), University or college degree (54,2%) and Post-graduate degree (22%).

The age of the participants ranged from 23 to 61.

20% of the participants reported that they did not live in the country they are born, which is interesting with regards to cultural intelligence, as they are most likely operating in a "foreign" culture.

Table 9 - Living in birth country

Living in birth country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	79,7	79,7	79,7
	No	12	20,3	20,3	100,0
	Total	59	100,0	100,0	

Table 10 - Country of residence	*Table 11 - Country of birth*

Country of res.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Belgium	3	5,1	5,1	5,1
	Hong Kong	1	1,7	1,7	6,8
	Denmark	1	1,7	1,7	8,5
	France	5	8,5	8,5	16,9
	Germany	1	1,7	1,7	18,6
	Greece	1	1,7	1,7	20,3
	Japan	2	3,4	3,4	23,7
	Norway	37	62,7	62,7	86,4
	Singapore	1	1,7	1,7	88,1
	Sweden	1	1,7	1,7	89,8
	Netherland	6	10,2	10,2	100,0
	Total	59	100,0	100,0	

Country of birth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Belgium	2	3,4	3,4	3,4
	China	2	3,4	3,4	6,8
	Denmark	1	1,7	1,7	8,5
	France	5	8,5	8,5	16,9
	Germany	1	1,7	1,7	18,6
	Great Britain	1	1,7	1,7	20,3
	Greece	1	1,7	1,7	22,0
	India	1	1,7	1,7	23,7
	Japan	2	3,4	3,4	27,1
	Norway	33	55,9	55,9	83,1
	Pakistan	2	3,4	3,4	86,4
	Portugal	1	1,7	1,7	88,1
	Serbia	1	1,7	1,7	89,8
	Netherland	4	6,8	6,8	96,6
	Tunisia	1	1,7	1,7	98,3
	Vietnam	1	1,7	1,7	100,0
	Total	59	100,0	100,0	

Based on the result of the survey, table 13 shows that it's clear that the participants found the defined goals to be very specific. The mean value is 4,17 out of 5.

As expected, based on the above result, goals where not found to be very vague. The mean value of this question is 2,35 out of 5, which indicates that the participants found their goals quite specific. The same goes for the question which asked if the participants were uncertain about their goals. The mean value on this question is 2,36 out of 5.

Questions around the participants chance to influence their own goals both independently and compared to their manager ended up in the range 3,61 – 3,64, which indicates that they had some possibility to influence their own goals, but the manager did also have a say.

Goal competition indicates if the personal goals opens for competition between employees and/or departments. With a mean score of only 2,07 this indicates that personal goals in general are very personal, and not influenced by others.

The participants seem to find the personal goals just about above average easy, with a score of 3,08.

With a mean score of 4,36, It's clear that most participants had a good understanding of what was expected, and by this accepted the personal goals.

Table 12 - Participants understanding and ability to influence their yearly goals.

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
specific goal assignment	59	1	5	4,17	,950	,902	-1,477	,311	2,128	,613
vague goal assignment	59	1	4	2,25	1,168	1,365	,555	,311	-1,176	,613
uncertain goal amounts	59	1	5	2,36	1,336	1,785	,657	,311	-,843	,613
goal influence regardless	59	1	5	3,61	1,204	1,449	-,606	,311	-,696	,613
goal influence compared	59	1	5	3,61	1,017	1,035	-,768	,311	,091	,613
goal determining	59	1	5	3,64	1,047	1,095	-,818	,311	,010	,613
chance from manager	59	1	5	3,86	1,106	1,223	-,990	,311	,208	,613
goal competition	59	1	5	2,07	1,096	1,202	,918	,311	,195	,613
easy personal goals	59	1	5	3,08	1,103	1,217	-,093	,311	-1,169	,613
understood and accepted	59	2	5	4,36	,826	,681	-1,328	,311	1,434	,613
Valid N (listwise)	59									

Descriptive Statistics

Looking at the job performance scores in table 14 and figure 12, the mean result in the survey ended up on 89,32 out of 100. The lowest performance was 60% goal achievements, while the highest was 100%.

The participants were also asked to specify their job position, choosing from 6 different categories.

1. Customer support (N=9)

2. Sales and sales support (N=10)

3. Manager (N=7)

4. Technical engineer (N=23)

5. Project manager (N=6)

6. Other (N=4)

It shows that the project managers performed best with a mean score of 93,50%, while the group "other" ended up with 76%, which is the lowest of all groups in the survey.

Table 13 - Job performance rating based on job position

Descriptives

Job performance rating

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Customer support	9	86,67	14,790	4,930	75,30	98,04	60	100
Sales and sales support	10	88,30	13,200	4,174	78,86	97,74	65	100
Manager (employees reporting to you)	7	85,43	12,340	4,664	74,02	96,84	67	100
Technical (system- and field engineer)	23	93,22	10,063	2,098	88,87	97,57	67	100
Project management	6	93,50	8,093	3,304	85,01	101,99	80	100
Other	4	76,00	4,546	2,273	68,77	83,23	70	80
Total	59	89,32	11,885	1,547	86,22	92,42	60	100

Means Plots
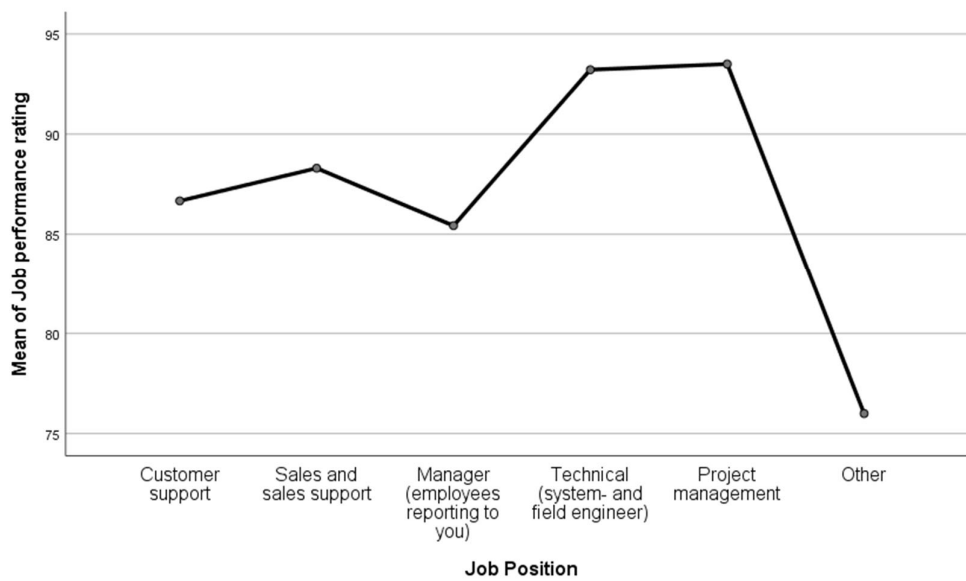
Figure 12- Job performance based on job position

Table 14 - Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	54	91,5	91,5	91,5
	Female	2	3,4	3,4	94,9
	3	3	5,1	5,1	100,0
	Total	59	100,0	100,0	

As most employees are men, it's not a surprise that more men than women participated in the survey. The balance in the company is about 80% men and 20% women. Looking at the job performance, and BCIQ score, it shows that the two women scored higher on both measures. It might be a result of the law of small numbers, but still it's an interesting observation.

One of the participants shared an interesting experience on doing business in Japan. This story is a good example of how the lack of cultural knowledge can complicate business.

 "After a training session, I asked the audience – a hand full of Japanese engineers working for a business partner, if it was clear what they were supposed to do after handing over the system. All of them replied 'yes'. I travelled back to Europe, reporting to the management that the Japanese are ready for the handover – they all confirmed that they understood what to do.

Our company then handed over the support responsibility to the Japanese firm, and we were very enthusiastic about it.

After only a few days, we started to get complaints from our customers – the feedback was unison, the support level was unacceptable low.

I discussed the situation with a colleague who had done business in Japan before, and it became quite clear where I had done wrong.

Asking a Japanese if they understand a something will most likely always result in a 'yes', even if they didn't understand a thing. Which is quite strange in a European context. In Japan, you should re-phrase the question to something like "do you want me to go over this once more?" or "was this a bit unclear?".

It ended up with a new trip to Japan, running through the training program once more, this time on a much slower pace, and several "do you want me to go through this once more?". And at the end, we did succeed."

With this story in mind, it's easy to understand Ang et al (2007) summary of CQ as, *"...the greater one's cultural intelligence, the more likely one is able to effectively manage culturally diverse settings*".

In a business context, a person with extensive experience doing business with Japanese, would probably have avoided that second trip to Japan, making the handover successful the first time.

3.2 Variables in the data sets

The analysis of the data was done using the statistical software named IBM SPSS Statistics 25.

When analysing data from a survey, the input data is defined as variables. It's important to distinguish between dependent- and independent variables. The dependent variables are affected by independent variables.

The research of Alon et al (2018) concluded that the following independent variables has a direct impact on the dependent variable BCIQ score:

- Number of countries lived in longer than 6 months
- Educational level
- Languages spoken

Individuals who scores high on the BCIQ test, will most likely also score high on the independent variables mentioned above.

3.2.1 Dependent variable

The job performance variable represents the performance of the employee for the full year of 2017. Most of the participants in this survey works in the same company and the job performance evaluation is part of the yearly appraisal. The score has a direct impact on the bonus payment of the employee, meaning that there are economic incentives for the employees to reach their defined yearly goals.

BCIQ score is calculated based on the participants input in the BCIQ-test section of the survey.

The test also allows us to analyse how the participants score on each of the four factors behind BCIQ.

Table 15 - Dependent variables

Variable	Source	Measurement
Job performance	Goal completion score 2017	0-100%
BCIQ Score	BCIQ test in survey	Scale, mean is 100
Listening, communication and adaptation	BCIQ test in survey	Scale, mean is 100
Cognitive preparation	BCIQ test in survey	Scale, mean is 100
Global knowledge	BCIQ test in survey	Scale, mean is 100
Motivation	BCIQ test in survey	Scale, mean is 100

3.2.2 Independent variables

The independent variables in the survey are job position, age, country born, country based, countries lived in for more than 6 months, educational level, number of spoken languages and gender.

Table 16 - Independent variables

Variable	Source	Measurement
Job position	Coded	1-6
Age	Survey input	1-100
Country born	Coded	1-199
Live in same country as born	Coded	1-2
Countries lived (> 6 months)	Coded	1-4
Education	Coded	1-6
Language speak	Coded	1-4
Gender	Coded	1-3

Table 17 - Job position coding

Job Position	Value
Customer support	1
Sales and sales support	2
Manager	3
Technical engineer	4
Project manager	5
Other	6

Table 18 - Living in same country as born coding

Are you living in the same country in which you were born?	Value
None	1
One or two	2
Three to five	3
More than five	4

Table 19 - Number of countries lived coding

Number of different countries lived for more than 6 months (beside origin country)	Value
None	1
One or two	2
Three to five	3
More than five	4

Table 20 - Educational level coding

Education	Value
Primary School	1
Secondary (High) School Completed	2
Some Post-Secondary education	3
University / College Degree	4
Post-graduate Degree	5

Table 21 - Number of languages speak coding

Language speak (except for your native)	Value
None	1
One	2
Two	3
Three or more	4

Table 22 - Gender coding

Gender	Value
Male	1
Female	2
Prefer not to say	3

4. Method

Research is a process that aims at providing new knowledge and increased understanding through systematic efforts, and is used by businesses to ensure clever, well-versed decisions. (Joyner, 2013)

This chapter contains an overview of the research design and methods used in the research on the relationship between cultural intelligence and job performance.

4.1 Research design

The research design provides a framework that identifies the methods and procedures for collecting and analysing the data that will be used in the research and offer an outline of actions to me made. (Joyner, 2013)

Research design is a structured set of rational decision-making choices, or guidelines, to assist in generating valid and reliable research results. (Cavana, 2001)

A research design in a positivist setting covers decisions about the choice of data collection methods, and about measurement and scaling procedures, instruments, samples and data analysis. (Cavana, 2001)

4.2 Quantitative method

The main intention of a quantitative method is to collect data from as many sources as possible. In this thesis, data has been collected using a survey distributed to current or past employees in multinational company. The questions in the survey does not allow any open questions, meaning that the participants had to select one of the pre-defined answers provided them.

The results are then typically sorted, and systemized in a computer, in this case by importing the survey data in to SPSS. By importing it in to a computer program, it becomes much easier to do the analysis, as most of the statistical methods are integrated in the tool. (Jacobsen, 2015)

Regression analysis, ANOVA and Pearson correlation are used to analyse the data.

4.3 ANOVA

ANOVA, Analysis of variance, is a statistical test developed to determine if there are statistically significant differences between the means of three of more independent groups.

The aim of the analysis is to check if the means from the different groups are statistically significantly from each other.

To determine this, it test the null hypothesis:

$$H_0: \mu_1 = \mu_2 = \mu_3 = \cdots = \mu_k$$

Where μ = group mean and k = number of groups.

If the one-way ANOVA gives us a statistically significant result, we accept the opposite hypothesis, H_A.

The opposite, or alternative hypothesis, tells us that there are at least two group means that are statistically significantly different from each other.

Table 23 - ANOVA structure of results

Source	SS	df	MS	F	Sig.
Between	SS_b	k-1	MS_b	MS_b/MS_w	p value
Within	SS_w	N-k	MS_w		
Total	$SS_b + SS_w$	N-1			

Table 24 - ANOVA structure of results example

Source	SS	df	MS	F	Sig.
Between	91.476	2	45.733	4.467	.021
Within	276.400	27	10.237		
Total	367.867	29			

Table 25 - Example of ANOVA

ANOVA

Job performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	333,555	3	111,185	,790	,505
Within Groups	7740,106	55	140,729		
Total	8073,661	58			

The example above shows the relation between the dependent variable job performance and the independent variable education, calculated in SPSS. Education is divided in to 4 different groups. What's important to look at in the result is the significance value Sig. If this value is < 0.05, we can say that there is a statistically significance between the groups of education and job performance.

The general way of writing the result of a one-way ANOVA is, with the result of the example:

$(F_{(3,55)} = 0.79, p = .505)$

If the p-value is greater than 0.05, you can state that there was no statistically significance between the groups.
On the other hand, if the results showed a statistically significant result, < .05. In this case, you can report the result as statistically significant, next step then is to run a post hoc test. The ANOVA test has told us that there is a statistically difference between the group, but it has not told us which groups differed - a post hoc test will tell you this.
If the data met the assumptions of homogeneity of variance, "Turkey" can be used. If not, "Games Howell" post hoc should be considered. (A. Lund, 2018)

4.4 Regression analysis

Regression analysis is a statistical method to examine the relationship between two or more variables. In a regression analysis you use one dependent Y variable along with one or more independent variables, X1, X2, X3, ….Xk.

Regression analysis can typically help us answering the following questions:

- Description: show the difference in the dependent variables mean value influenced by one or more independent values.

- Prediction: calculate how the independent variables are expected to score based on the dependent variable.

- Explanation: find the root variable that can explain the change of the dependent variable.

A linear model can be described by the following equation:

$Y^\wedge = b0 + b1X1$

Y = Dependent variable, where $Y^\wedge$ is the expected linear value.

$b0$ = The value of the dependent variable when the independent variable = 0.

$b1$ = defines how much the dependent variable changes when the independent variable increase with one

$X1$ = Independent variable

The deviation from the regression line is called residuals, e (error term).

$ei = yi – y^\wedge i$ (A. Lund, 2018)

4.5 Pearson Correlation

The Pearson correlation is a method that can be used to measure the strength and relation between two variables measured by at least an interval scale.

As an example, you can use a Pearson's correlation to investigate if here is any form of association between e.g. time spent on preparation, and the result of the job.

A Pearson's correlation will try to draw a line of best fit through the data from the two chosen variables, and the Pearson correlation coefficient, r [-1,1], describes the distance between the data points and the best fit line.

Before analysing data using Pearson's correlation, it's important to check if the data you want to analyse is suitable for this method. There's four assumption that can be of use when validating if the dataset is suitable for a Pearson correlation. (A. Lund, 2018)

1. The two variables should be measured using an interval or ratio level. Examples here are time (measured in hours), intelligence (measured using IQ score), job performance (measured from 0 to 100), weight (measured in kg), and so on. (A. Lund, 2018)

2. There must be some kind of linear relationship between the two variables.
   One way to check this is to create a scatterplot using SPSS, where the two variables can be visually compared. (A. Lund, 2018)

3. There shouldn't be any significant outliers, which is data points not following the pattern. E.g. if a person scores significantly better than the rest of the group, either on job performance or in an intelligence test (A. Lund, 2018)

4. The two variables should be approximately normally distributed. It it's a requirement that the data behind a Person correlation has a bivariate normality. This can be checked using a normality test called Shapiro-Wilk in SPSS. (A. Lund, 2018)

5. Findings and results

5.1 Analysis of the data and test of hypothesis

5.1. Hypothesis H1 – Relation between BCIQ and job performance

H1 – Relation between BCIQ and job performance

A regression analysis shows that the data is significant, $p = 0{,}018 < 0{,}05$.
The adjusted R square tells us how much the independent variable, BCIQ score, influences the variance in the dependent variable, job performance.

In the case of the data collected in this project, we can say that BCIQ has an influence of approximately 8% of the job performance of the participants.
This result shows that there is reason to believe that there are factors within BCIQ affecting the job performance of the participants in the survey.

The result is statistically significant ($F = 5{,}937$, $n = 58$, $p = {,}018$)

Table 26 - Result of regression analysis in SPSS

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,307[a]	,094	,078	11,326	,094	5,937	1	57	,018	2,059

a. Predictors: (Constant), BCIQ total score
b. Dependent Variable: Job performance

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	761,611	1	761,611	5,937	,018[b]
	Residual	7312,050	57	128,282		
	Total	8073,661	58			

a. Dependent Variable: Job performance
b. Predictors: (Constant), BCIQ total score

5.1.2 Hypothesis H1a-f – Relation between BCIQ factors F1-F6 and job performance

Before running the Pearson correlation, it's important to validate the results from the survey, described in chapter 4.5.

For simplicity, the validation is only performed on F5, which stands out as the most interesting factor, with a significance of 0,006 < 0,05.

Table 27 - Pearson Correlation between F1-F6 and job performance

		F5_SCORE	F6_SCORE	F4_SCORE	F3_SCORE	F2_SCORE	F1_SCORE	Job performance
F5_SCORE	Pearson Correlation	1	,139	,239	,525**	,374**	,469**	,357**
	Sig. (2-tailed)		,293	,068	,000	,004	,000	,006
	N	59	59	59	59	59	59	59
F6_SCORE	Pearson Correlation	,139	1	,169	,089	,100	,266*	-,039
	Sig. (2-tailed)	,293		,201	,502	,451	,041	,768
	N	59	59	59	59	59	59	59
F4_SCORE	Pearson Correlation	,239	,169	1	,555**	,663**	,520**	,204
	Sig. (2-tailed)	,068	,201		,000	,000	,000	,122
	N	59	59	59	59	59	59	59
F3_SCORE	Pearson Correlation	,525**	,089	,555**	1	,700**	,658**	,285*
	Sig. (2-tailed)	,000	,502	,000		,000	,000	,029
	N	59	59	59	59	59	59	59
F2_SCORE	Pearson Correlation	,374**	,100	,663**	,700**	1	,550**	,204
	Sig. (2-tailed)	,004	,451	,000	,000		,000	,121
	N	59	59	59	59	59	59	59
F1_SCORE	Pearson Correlation	,469**	,266*	,520**	,658**	,550**	1	,313*
	Sig. (2-tailed)	,000	,041	,000	,000	,000		,016
	N	59	59	59	59	59	59	59
Job performance	Pearson Correlation	,357**	-,039	,204	,285*	,204	,313*	1
	Sig. (2-tailed)	,006	,768	,122	,029	,121	,016	
	N	59	59	59	59	59	59	59

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Requirement 1*: The two variables should be measured using an interval or ratio level.*

Examples here are time (measured in hours), intelligence (measured using IQ score), job performance (measured from 0 to 100), weight (measured in kg), and so on. (A. Lund, 2018)

As described in chapter 3.2.1, job performance is a variable ranging from 0-100%. And "F1-F6" is a measure of intelligence, like an IQ score. We can conclude that both variables pass requirement 1 of a Pearson correlation.

Requirement 2: *There must be a linear relationship between the two variables.*

One way to check this is to create a scatterplot using SPSS, where the two variables can be visually compared. (A. Lund, 2018)

The linear relationship between the variables F5_Score and Job performance in SPSS confirms that there is a linear relationship between the two variables.

Table 28 – Scatterplot with fit line from SPSS

Simple Scatter with Fit Line of F5_SCORE by Job performance
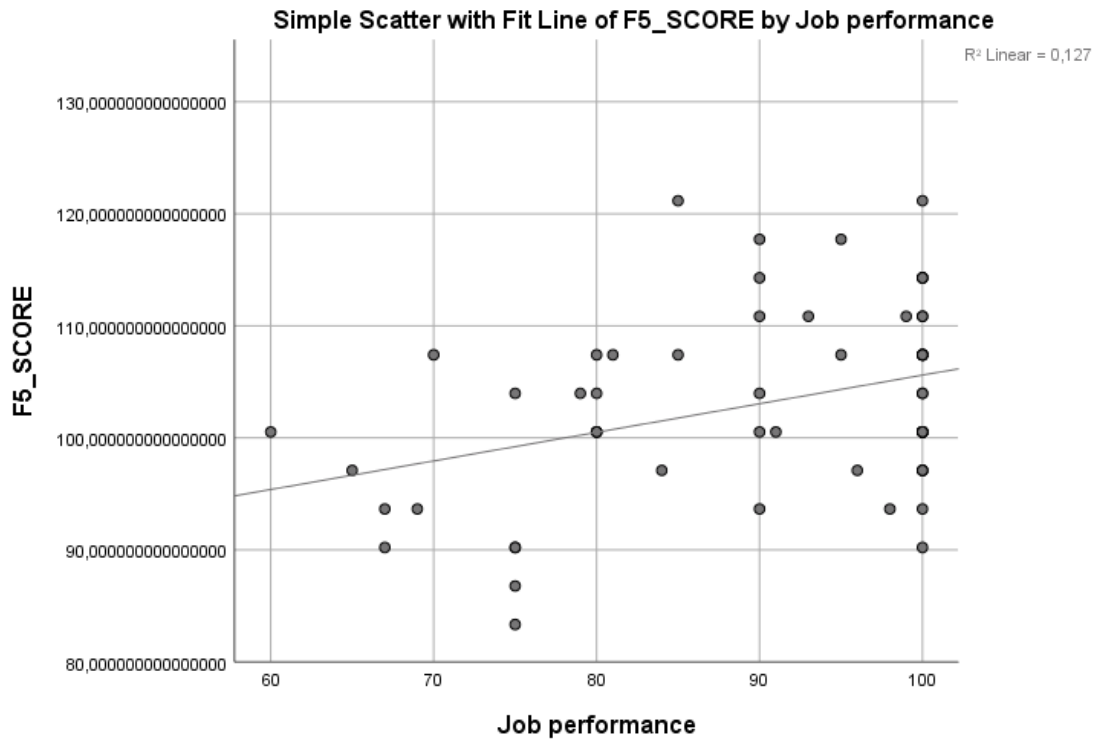
Requirement 3: *There shouldn't be any significant outliers, which is data points not following the pattern. E.g. if a person scores significantly better than the rest of the group, either on job performance or in an intelligence test* (A. Lund, 2018)

Job performance score ranges from 60% – 100%, and the F5 Score ranging from 83 – 121. Based on this it's safe to conclude that neither of the variables contains any significant outliers

Requirement 4: *The two variables should be approximately normally distributed. It it's a requirement that the data behind a Person correlation has a bivariate normality. This can be checked using a normality test called Shapiro-Wilk in SPSS.* (A. Lund, 2018)

Table 29 - Normal Q-Q plot of job performance and F5 score (example)

Normal Q-Q Plot of Job performance

for F5_SCORE= 90,215533333333320
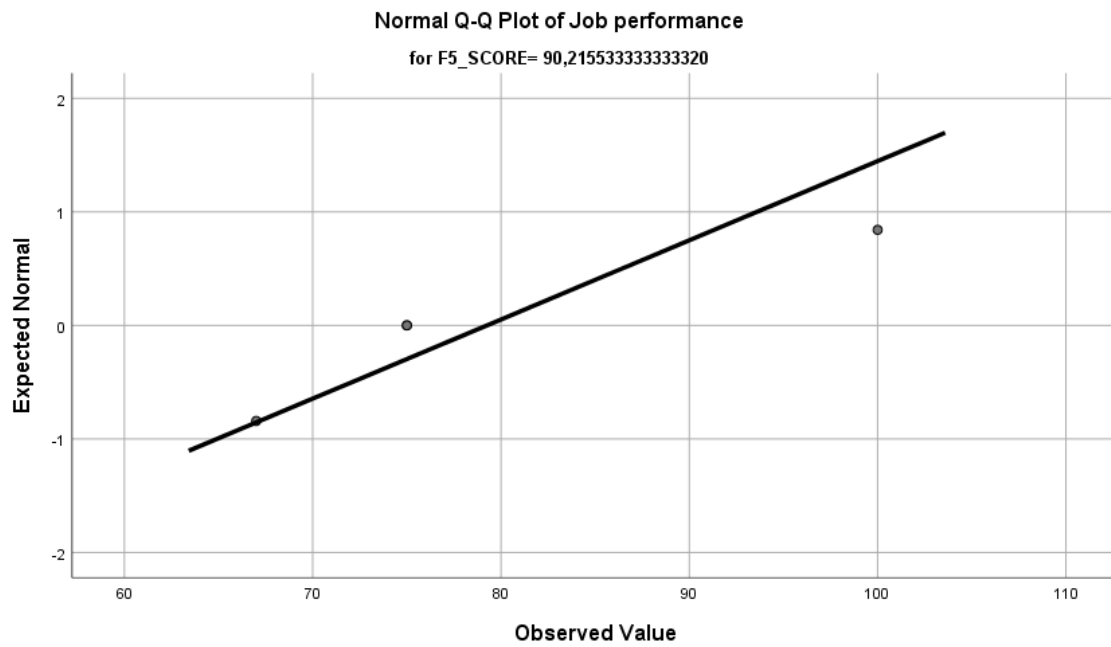
Data from the survey seems to be normally, which tells us that requirement 4 is also ok for the sample in this study.

H1a – Factor 1 "Motivation" has a direct impact on job performance

Running a regression analysis with between F1 "Motivation" and job performance tells us that the BCIQ factor F1 Motivation has a moderate positive effect on job performance with a factor of .228.

As the t-value 1.082 > 1, it indicates some relation between the two parameters.

The result is not statistically significant, $p = ,284 > .05$.

Table 30 - Regression analysis, highlighting F1 Motivation measured towards Job performance

➜ Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Job performance	89,73	11,798	59
F1_Score	93,32893020	10,21189465	59
F2_Score	94,55135593	10,43758979	59
F3_Score	96,68710311	10,46421364	59
F4_Score	92,11550000	11,87967639	59
F5_Score	102,9789028	8,448047531	59
F6_Score	101,8867661	9,288753154	59

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,605	23,867		1,827	,073
	F1_Score	,228	,210	,197	1,082	,284
	F2_Score	-,078	,225	-,069	-,348	,730
	F3_Score	,021	,237	,018	,088	,930
	F4_Score	,094	,175	,094	,536	,594
	F5_Score	,387	,213	,277	1,820	,075
	F6_Score	-,179	,168	-,141	-1,065	,292

a. Dependent Variable: Job performance

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H1b – Factor 2 "Listening" has a direct impact on job performance

Running a regression analysis with between F2 "Listening" and job performance tells us that the BCIQ factor F2 Listening has a slightly negative effect on job performance with a factor of -.078.

As the t-value -0.348 < 1, it indicates little relation between the two parameters.

The result is not statistically significant, p = ,730 > .05.

Table 31 - Regression analysis, highlighting F2 Listening measured towards Job performance

➜ Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Job performance	89,73	11,798	59
F1_Score	93,32893020	10,21189465	59
F2_Score	94,55135593	10,43758979	59
F3_Score	96,68710311	10,46421364	59
F4_Score	92,11550000	11,87967639	59
F5_Score	102,9789028	8,448047531	59
F6_Score	101,8867661	9,288753154	59

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	43,605	23,867		1,827	,073
	F1_Score	,228	,210	,197	1,082	,284
	F2_Score	-,078	,225	-,069	-,348	,730
	F3_Score	,021	,237	,018	,088	,930
	F4_Score	,094	,175	,094	,536	,594
	F5_Score	,387	,213	,277	1,820	,075
	F6_Score	-,179	,168	-,141	-1,065	,292

a. Dependent Variable: Job performance

H1c – Factor 3 "Communication" has a direct impact on job performance

Running a regression analysis with between F3 "Communication" and job performance tells us that the BCIQ factor F3 Communication has a slightly negative effect on job performance with a factor of -.078.

As the t-value .088 < 1, it indicates little relation between the two parameters.

The result is not statistically significant, p = ,284 > .05.

Table 32 - Regression analysis, highlighting F3 Communication measured towards Job performance

➡ **Regression**

Descriptive Statistics

	Mean	Std. Deviation	N
Job performance	89,73	11,798	59
F1_Score	93,32893020	10,21189465	59
F2_Score	94,55135593	10,43758979	59
F3_Score	96,68710311	10,46421364	59
F4_Score	92,11550000	11,87967639	59
F5_Score	102,9789028	8,448047531	59
F6_Score	101,8867661	9,288753154	59

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,605	23,867		1,827	,073
	F1_Score	,228	,210	,197	1,082	,284
	F2_Score	-,078	,225	-,069	-,348	,730
	F3_Score	,021	,237	,018	,088	,930
	F4_Score	,094	,175	,094	,536	,594
	F5_Score	,387	,213	,277	1,820	,075
	F6_Score	-,179	,168	-,141	-1,065	,292

a. Dependent Variable: Job performance

H1d – Factor 4 "Adaption" has a direct impact on job performance

Running a regression analysis with between F4 "Adaption" and job performance tells us that the BCIQ factor F4 Adaption has a slightly negative effect on job performance with a factor of -.078.

As the t-value .536 < 1, it indicates little relation between the two parameters.

The result is not statistically significant, p = ,594 > .05.

Table 33- Regression analysis, highlighting F4 Adaption measured towards Job performance

→ **Regression**

Descriptive Statistics

	Mean	Std. Deviation	N
Job performance	89,73	11,798	59
F1_Score	93,32893020	10,21189465	59
F2_Score	94,55135593	10,43758979	59
F3_Score	96,68710311	10,46421364	59
F4_Score	92,11550000	11,87967639	59
F5_Score	102,9789028	8,448047531	59
F6_Score	101,8867661	9,288753154	59

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	43,605	23,867		1,827	,073
	F1_Score	,228	,210	,197	1,082	,284
	F2_Score	-,078	,225	-,069	-,348	,730
	F3_Score	,021	,237	,018	,088	,930
	F4_Score	,094	,175	,094	,536	,594
	F5_Score	,387	,213	,277	1,820	,075
	F6_Score	-,179	,168	-,141	-1,065	,292

a. Dependent Variable: Job performance

H1e – Factor 5 Cognitive Preparation has a direct impact on job performance

Running a regression analysis with between F5 "Cognitive Preparation" and job performance tells us that the BCIQ factor F5 Cognitive Preparation has a moderate positive effect on job performance with a factor of .387.

As the t-value 1.82 > 1, it indicates some relation between the two parameters.

The result is not statistically significant, p = ,075 > .05.

Table 34 - Regression analysis, highlighting F5 Cognitive Preparation measured towards Job performance

→ Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Job performance	89,73	11,798	59
F1_Score	93,32893020	10,21189465	59
F2_Score	94,55135593	10,43758979	59
F3_Score	96,68710311	10,46421364	59
F4_Score	92,11550000	11,87967639	59
F5_Score	102,9789028	8,448047531	59
F6_Score	101,8867661	9,288753154	59

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,605	23,867		1,827	,073
	F1_Score	,228	,210	,197	1,082	,284
	F2_Score	-,078	,225	-,069	-,348	,730
	F3_Score	,021	,237	,018	,088	,930
	F4_Score	,094	,175	,094	,536	,594
	F5_Score	,387	,213	,277	1,820	,075
	F6_Score	-,179	,168	-,141	-1,065	,292

a. Dependent Variable: Job performance

H1f – Factor 6 Global Knowledge has a direct impact on job performance

Running a regression analysis with between F6 "Global Knowledge" and job performance tells us that the BCIQ factor F6 Global Knowledge has a slightly negative effect on job performance with a factor of -.179.

As the t-value -1.065 < 1, it indicates little relation between the two parameters.

The result is not statistically significant, p = ,292 > .05.

Table 35 - Regression analysis, highlighting F6 Global Knowledge measured towards Job performance

➡ **Regression**

Descriptive Statistics

	Mean	Std. Deviation	N
Job performance	89,73	11,798	59
F1_Score	93,32893020	10,21189465	59
F2_Score	94,55135593	10,43758979	59
F3_Score	96,68710311	10,46421364	59
F4_Score	92,11550000	11,87967639	59
F5_Score	102,9789028	8,448047531	59
F6_Score	101,8867661	9,288753154	59

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,605	23,867		1,827	,073
	F1_Score	,228	,210	,197	1,082	,284
	F2_Score	-,078	,225	-,069	-,348	,730
	F3_Score	,021	,237	,018	,088	,930
	F4_Score	,094	,175	,094	,536	,594
	F5_Score	,387	,213	,277	1,820	,075
	F6_Score	-,179	,168	-,141	-1,065	,292

a. Dependent Variable: Job performance

5.2 Other significant findings

5.2.1 Task-goal specific findings based on job position

Looking at the employee's ability to influence their personal goals, based on job position, gives a few significant results.

1. Managers has the best opportunity to influence their own goals. There is a significant difference, p = ,045, between the managers and the employees working with sales.

Question: Regardless of other interactions with my supervisor, I had much influence over the goals that was set for the year 2017

Table 36 - Possibility to influence personal goals, divided by job position

Manager (employees reporting to you)	Customer support	1,127	,570	,368	-,56	2,81
	Sales and sales support	1,671*	,557	,045	,02	3,32
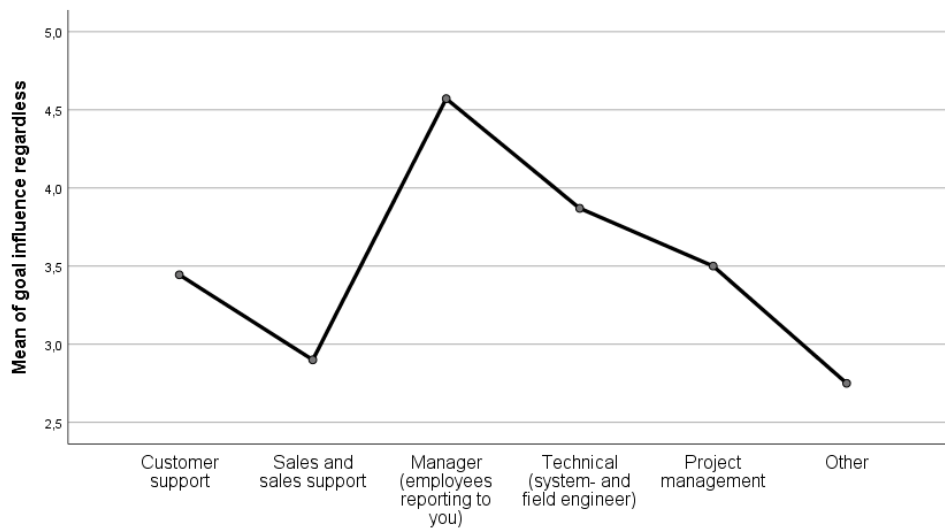
2. Sales personal had a significantly lower, p = ,000 chance to modify their goals during the year compared to the technical engineers.

Question: My manager offered me a chance to review and modify the goals I set during 2017

Table 37 - Possibility to modify personal goals during the year, divided by job position

Technical (system- and field engineer)	Customer support	,014	,369	1,000	-1,08	1,11
	Sales and sales support	1,748[*]	,356	,000	,70	2,80
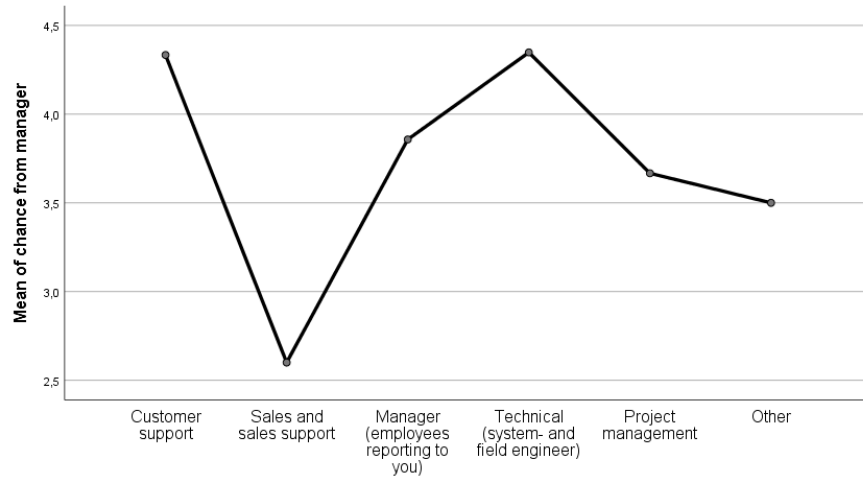
3. Compared to sales personnel and managers, technical engineers had significantly easier goals.
Technical engineers vs. Sales, p = ,001.
Technical engineers vs. Managers, p = ,031.

Question: My personal goals for 2017 was easy to complete

Table 38- Easy to complete goals, divided by job position

Technical (system- and field engineer)	Customer support	,918	,368	,144	-,17	2,01
	Sales and sales support	1,596*	,354	,001	,55	2,64
	Manager (employees reporting to you)	1,267*	,404	,031	,07	2,46
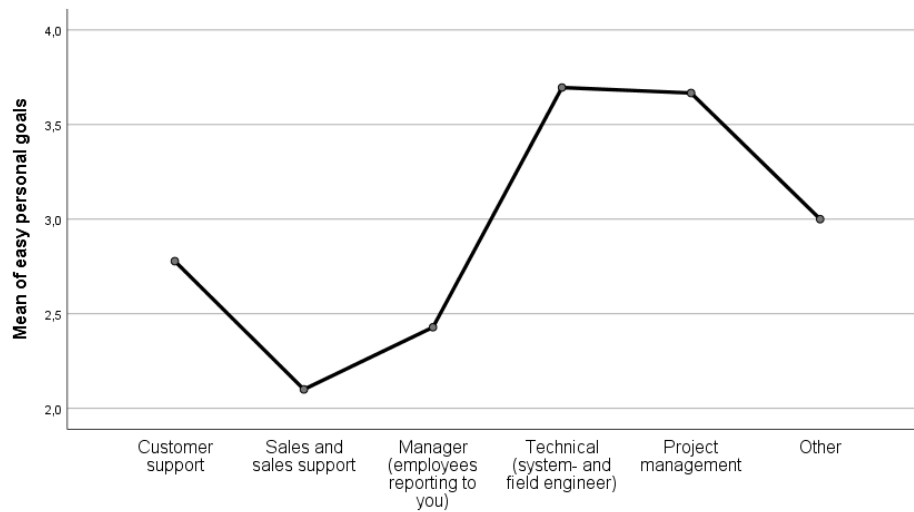
Looking at the job performance split by job position, shows that the technical engineers scored highest, with close to 95% success rate. While others score significantly lower, with a mean job performance rating of just above 75%.

Table 39 - Job performance by job position
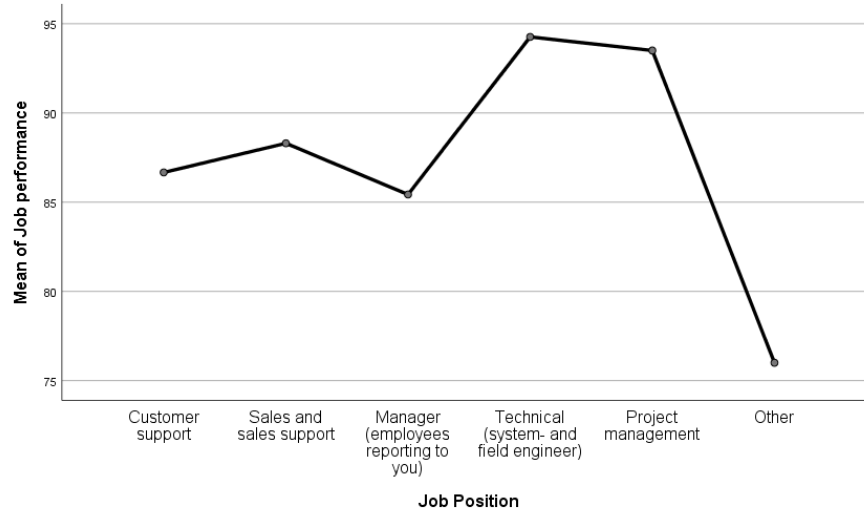
5.2.2 BCIQ factor score findings based on education

An ANOVA analysis of the 6 BCIQ factors score and education shows that there is a significant difference for Factor 6 – "Global Knowledge" between the group of Secondary (high) School completed compared to the participants which hold a Post-Graduate degree.

The highly educated group scored 14,4 points better than the group consistent of participants with the lowest degree of education.

Table 40 - ANOVA showing analysis of educational level on the 6 BCIQ factors

F6_Score	Secondary (High) School Completed	Some Post-Secondary (University, College, Polytechnic)	-11,032	4,890	,121	-23,99	1,92
		University or College Degree	-9,308	4,216	,134	-20,48	1,86
		Post-Graduate Degree (e. g. Masters, Doctorate, LLD, MD)	-14,414*	4,613	,015	-26,64	-2,19
	Some Post-Secondary (University, College, Polytechnic)	Secondary (High) School Completed	11,032	4,890	,121	-1,92	23,99
		University or College Degree	1,724	3,308	,954	-7,04	10,49
		Post-Graduate Degree (e. g. Masters, Doctorate, LLD, MD)	-3,382	3,801	,810	-13,45	6,69
	University or College Degree	Secondary (High) School Completed	9,308	4,216	,134	-1,86	20,48
		Some Post-Secondary (University, College, Polytechnic)	-1,724	3,308	,954	-10,49	7,04
		Post-Graduate Degree (e. g. Masters, Doctorate, LLD, MD)	-5,105	2,883	,298	-12,74	2,53
	Post-Graduate Degree (e. g. Masters, Doctorate, LLD, MD)	Secondary (High) School Completed	14,414	4,613	,015	2,19	26,64
		Some Post-Secondary (University, College, Polytechnic)	3,382	3,801	,810	-6,69	13,45
		University or College Degree	5,105	2,883	,298	-2,53	12,74

Table 41 - ANOVA showing analysis of educational level on the 6 BCIQ factors

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
F1_Score	Between Groups	272,218	3	90,739	,864	,465
	Within Groups	5776,184	55	105,022		
	Total	6048,402	58			
F2_Score	Between Groups	24,074	3	8,025	,070	,976
	Within Groups	6294,637	55	114,448		
	Total	6318,710	58			
F3_Score	Between Groups	215,593	3	71,864	,644	,590
	Within Groups	6135,393	55	111,553		
	Total	6350,986	58			
F4_Score	Between Groups	38,508	3	12,836	,087	,967
	Within Groups	8146,841	55	148,124		
	Total	8185,349	58			
F5_Score	Between Groups	77,086	3	25,695	,348	,791
	Within Groups	4062,346	55	73,861		
	Total	4139,431	58			
F6_Score	Between Groups	777,627	3	259,209	3,373	,025
	Within Groups	4226,667	55	76,848		
	Total	5004,294	58			

5.2.3 BCIQ factors score based on number of countries visited for more than 2 weeks

An ANOVA analysis of the 6 BCIQ factors score and number of countries visited shows that there is a significant difference for Factor 1 – "Motivation" between the participants.

The participants who has visited more than 4 countries, staying 2 weeks of longer, scored 11,2 points better than the group consistent of participants only been in one or two countries for 2 weeks or longer.

Table 42ANOVA showing analysis of number of countries visited for more than 2 weeks on the 6 BCIQ factors

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Countries visited	(J) Countries visited	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
F1_Score	One to two	Three to five	-10,454	4,848	,148	-23,30	2,39
		More than five	-9,059	4,554	,204	-21,12	3,01
		4	-11,246*	4,157	,044	-22,26	-,23
	Three to five	One to two	10,454	4,848	,148	-2,39	23,30
		More than five	1,395	4,073	,986	-9,40	12,19
		4	-,791	3,624	,996	-10,39	8,81
	More than five	One to two	9,059	4,554	,204	-3,01	21,12
		Three to five	-1,395	4,073	,986	-12,19	9,40
		4	-2,187	3,220	,905	-10,72	6,34
	4	One to two	11,246*	4,157	,044	,23	22,26
		Three to five	,791	3,624	,996	-8,81	10,39
		More than five	2,187	3,220	,905	-6,34	10,72

6. Conclusion

The main objective of this thesis is to investigate a possible correlation between job performance and cultural intelligence.

If you want to understand what cultural intelligence is, you need to be aware what the foundation of both culture and intelligence is.

To accomplish this, a review of past studies within each of these fields with its associated theory was conducted, and the essential research within each of these fields has been used in this thesis.

Today most of us either have a personal or professional relationship to someone from a foreign culture. Working in cross cultural teams is the standard in the company were the data used in this thesis comes from.

Past research has shown that there is a clear link between an employee's ability to interact with counter parts from different cultures, and the success rate of their work.

Shin et al. (2007) indicates that there is enough research available to support that expatriates need to adapt their behaviour to fit in to the key aspects of the local culture they are operating in.

Shay and Baack (2006) found a significant relationship between adjustment to the cultural context and expatriate task performance. This indicates that employees that are aware of cultural differences, and willing to adapt are more likely to perform well in a foreign cultural context.

In their study of the performance of expatriates in Malaysia, Malek and Budwhar (2013) demonstrated a significant relation between several cultural intelligence factors and the ability to adjust and task performance.

They further stated that expatriates with a high cultural intelligence would have a reduced amount of uncertainty and anxiety while operating in a foreign culturally context.

In this thesis, the relationship between job performance and the BCIQ score of 59 individuals, all working in a multination firm have been analysed, and the results supports the idea that cultural intelligence has a positive influence on job performance.

The main hypothesis of this thesis is to investigate if an employee's job performance could be explained by the his or her business cultural intelligence quotient. After comparing the two variables, it's clear that there is a positive significant relation between BCIQ and job performance. The analysis shows that with a certainty of $p = 0,018 < 0,05$, BCIQ can explain near to 8% of the participants job performance rating.

The sub-hypothesis looked at the relationship between each of the 6 factors behind BCIQ and job performance.

BCIQ "Factor 5 – Cognitive preparation" stands out as close to having a significant, $p = 0,075 > 0,05$, positive influence on employee's job performance.

This supports the thought of a possible relationship between job performance and cultural intelligence.

During the analysis, a few other significant results appeared. The first one, presented in chapter 5.2.1 showed that within the participants, the possibility to influence their personal goals. It showed that the managers had the best opportunity to influence their personal goals, and significantly better chances than the participants working in the sales department, $p = ,045$.

The second finding did also show that the sales personal operated in a stricter goal influencing environment, were they had a significantly lower chance, $p = ,000$, of modifying their personal goals compared to the technical engineers.

The third significant finding in this area was that technical engineers had significantly easier goals than sales personal and managers.

Technical engineers vs. Sales, $p = ,001$.

Technical engineers vs. Managers, $p = ,031$.

These findings indicate that there indicates that the goal setting regime on the company is a bit unevenly balanced within the different departments. But again, it might be natural that managers and sales have a bit hairier goals than the technical engineers behind the scenes of the company.

The analysis also revealed a couple of significant results when it comes to the educational level and the number of countries visited for 2 or more weeks among the 59 participants.

The highly educated group scored 14,4 points better than the group consistent of participants with the lowest degree of education, p = ,015.

And the participants who has visited more than 4 countries, for 2 weeks of longer, scored 11,2 points better than the group consistent of participants only been in one or two countries for 2 weeks or longer, p = ,044.

Both the educational level and number of countries visited for more than 2 weeks are two factors which Alon et al. (2018) found to have a significant influence on BCIQ score.

6.1 Strengths and weaknesses in the analysis

The goal of the survey was to collect data from more than 100 participates in a multinational firm. However, with many drop-outs this goal was not reached.

Table 43 - Participants finishing the survey
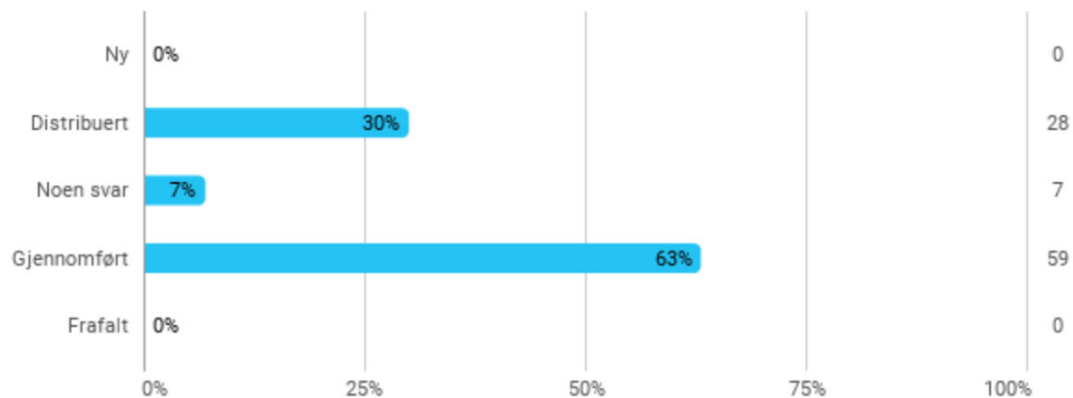
A total of 94 participants started the survey where only 59 (63%) finished all questions.

Feedback from the ones not finishing, mainly not Norwegians, was in the area of to personal questions, they did not want to give away all the info because they were afraid to be recognised.

Country of res.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Belgium	3	5,1	5,1	5,1
	Hong Kong	1	1,7	1,7	6,8
	Denmark	1	1,7	1,7	8,5
	France	5	8,5	8,5	16,9
	Germany	1	1,7	1,7	18,6
	Greece	1	1,7	1,7	20,3
	Japan	2	3,4	3,4	23,7
	Norway	37	62,7	62,7	86,4
	Singapore	1	1,7	1,7	88,1
	Sweden	1	1,7	1,7	89,8
	Netherland	6	10,2	10,2	100,0
	Total	59	100,0	100,0	

There are a few things which could have prevented the large amount of not finished surveys;

1. Not include gender.
2. Split age in groups of e.g. 10 years, instead of putting exact age.

These two modifications would probably been enough to prevent most of the ones not finishing, to finish the survey. The result would have been a much higher number of not Norwegian participants, making the data analysis a bit more interesting.

The job performance indicator persists of typically 4-6 personal goals, and the outcome depends of how many of the goals the employee managed to finish within the year. If the employee reach 80%, they are obliged a yearly bonus. Since the managers of each employee are to approve the personal goals, it's clear that some employees get easier goals than others – which definitely has an impact on the job performance rating.

The strength of the analysis is that ALL participants are working together with people from other parts of the world – different culture. The data comes from a international company, operating in all parts of the world. The Norwegian participants are communicating with people from other regions of the world daily.

6.2 Suggestion for future research

It would be interesting to see how the relationship between job performance and cultural intelligence would have looked like in a much larger population, as there's clear indications that cultural intelligence has a positive effect on the performance level of employees operating in multinational firms.

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Appendix- survey

Did you work for "company" in 2017?

(1) ❑ Yes

(2) ❑ No

What kind of position did you hold in 2017?

(1) ❑ Customer support

(2) ❑ Sales and sales support

(3) ❑ Manager (employees reporting to you)

(4) ❑ Technical (system- and field engineer)

(5) ❑ Project management

(6) ❑ Other

Please rate your job performance for the full year of 2017

_____

reconfirm your rating for the job performance of 2017

_____

The goals assigned for the year 2017 was specific

(1) ❑ not at all

(2) ❑ not really

(3) ❑ undecided

(4) ❑ somewhat

(5) ❑ very much

The goals assigned for the year 2017 was vague

(1) ❑ not at all

(2) ❑ not really

(3) ❑ undecided

(4) ❑ somewhat

(5) ❑ very much

The amount of the goals to be completed for the assigned year 2017 was uncertain

(1) ❑ not at all

(2) ❑ not really

(3) ❑ undecided

(4) ❑ somewhat

(5) ❑ very much

Regardless of other interactions with my supervisor, I had much influence over the goals that was set for the year 2017

(1) ❑ not at all

(2) ❑ not really

(3) ❑ undecided

(4) ❑ somewhat

(5) ❑ very much

Compared to the supervisor, I had much influence over the goals that was set for the year 2017

(1) ❑ not at all

(2) ❑ not really

(3) ❑ undecided

(4) ❏ somewhat

(5) ❏ very much

Regardless of other interactions with my supervisor, I had much to say in determining the goals for the year 2017

(1) ❏ not at all

(2) ❏ not really

(3) ❏ undecided

(4) ❏ somewhat

(5) ❏ very much

My manager offered me a chance to review and modify the goals I set during 2017

(1) ❏ not at all

(2) ❏ not really

(3) ❏ undecided

(4) ❏ somewhat

(5) ❏ very much

the goals for 2017 allowed for competition between me and my colleagues (between individuals or departments)

(1) ❏ not at all

(2) ❏ not really

(3) ❏ undecided

(4) ❏ somewhat

(5) ❏ very much

My personal goals for 2017 was easy to complete

(1) ❏ not at all

(2) ❏ not really

(3) ❏ undecided

(4) ❏ somewhat

(5) ❏ very much

I fully understood and accepted my personal goals for 2017

(1) ❏ not at all

(2) ❏ not really

(3) ❏ undecided

(4) ❏ somewhat

(5) ❏ very much

What is your age?

What is your gender?

(1) ❏ Male

(2) ❏ Female

(3) ❏ Prefer not to say

Country of Residence

in what country were you born?

What is your highest level of education? (Please select only one).

(1)   ❏ Primary School

(2)   ❏ Some Secondary (High) School

(3)   ❏ Secondary (High) School Completed

(4)   ❏ Some Post-Secondary (University, College, Polytechnic)

(5)   ❏ University or College Degree

(6)   ❏ Post-Graduate Degree (e.g. Masters, Doctorate, LLD, MD)

Were you born in the same country as:

(1)   ❏ Both Parents

(2)   ❏ Mother

(3)   ❏ Father

(4)   ❏ Neither parent

Are you living in the same country in which you were born?

(1)   ❏ Yes

(2)   ❏ No

Have you been part of on an Erasmus- or study abroad exchange program?

(1)   ❏ Yes

(2)   ❏ No

How many languages do you speak fluently other than your native language?

(1)   ❏ None

(2)   ❏ One

(3)   ❏ Two

(4)   ❏ Three or more

How many languages do you speak conversationally other than your native language?

(1) ❑ None

(2) ❑ One

(3) ❑ Two

(4) ❑ Three or more

In how many different countries have you lived for more than six months other than your country of origin? (Please select number).

(1) ❑ None

(2) ❑ One to two different countries

(3) ❑ Three to five different countries

(4) ❑ Over five different countries

How many countries have you visited for a period of time longer than 2 weeks?

(1) ❑ None

(2) ❑ One to two different countries

(3) ❑ Three to five different countries

(4) ❑ Over five different countries

I identify that I am a global citizen.

(1) ❑ strongly disagree

(2) ❑ disagree

(9) ❑ more or less disagree

(8) ❑ undecided

(10) ❑ more or less agree

(6) ❑ agree

(7) ❑ strongly agree

I identify that I am a local citizen.

(1) ❑ strongly disagree

(2) ❑ disagree

(3) ❑ more or less disagree

(4) ❑ undecided

(5) ❑ more or less agree

(6) ❑ agree

(7) ❑ strongly agree

In answering your questions, please select one of the choices

I read editorials on international business.

Never	Rarely	Sometimes	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I care about knowing global events.

(1) ❑ strongly disagree

(2) ❑ disagree

(3) ❑ more or less disagree

(4) ❑ undecided

(5) ❑ more or less agree

(6) ❑ agree

(7) ❑ strongly agree

I interact well with people from other cultures

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

I enjoy communication with locals in a new cultural setting.

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

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

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

I am open to new ideas, people, and cultures.

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

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

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

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

cultures.

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

I enjoy the novelty of experiencing new cultures.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

My heart mostly belongs to my local community.

(1) ❑ strongly disagree

(2) ❑ disagree

(3) ❑ more or less disagree

(4) ❑ undecided

(5) ❑ more or less agree

(6) ❑ agree

(7) ❑ strongly agree

I pay close attention to how my words affect the people I interact with.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I have a desire to experience cultures different from my own.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

In answering your questions, please select one of the choices

I change my non-verbal behavior when a cross-cultural interaction requires it.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I rely on the international media to stay abreast of new global developments.

Never	Rarely	Sometime	Often	Always
(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑

I make friends with people who are different from me

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

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

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I respect my local traditions.

(1) ❑ strongly disagree

(2) ❑ disagree

(3) ❑ more or less disagree

(4) ❑ undecided

(5) ❑ more or less agree

(6) ❑ agree

(7) ❑ strongly agree

I integrate well into other cultures.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I respond to cultural cues exhibited by body language

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

I believe people should be made more aware of how connected we are to the rest of the world.

(1)   ❏ not at all

(2)   ❏ not really

(3)   ❏ undecided

(4)   ❏ somewhat

(5)   ❏ very much

I am aware of how I impact the emotions of others during cross-cultural interactions

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

I research the rules to express non-verbal behaviors in a different culture that I am about to enter.

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

I establish and maintain relationships with people from other cultures.

Never	Rarely	Sometime	Often	Always
(1) ❏	(2) ❏	(3) ❏	(4) ❏	(5) ❏

I take an interest in the social practices of other cultures.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

In answering your questions, please select one of the choices

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

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I think about the feelings of others when communicating.

Never	Rarely	Sometime	Often	Always
(3) ❑	(4) ❑	(5) ❑	(6) ❑	(7) ❑

I am comfortable interacting with people of different cultures.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

When in a different culture, I research that culture and try to improve my knowledge about it.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I care about knowing local events.

(1)   ❑ strongly disagree

(2)   ❑ disagree

(3)   ❑ more or less disagree

(4)   ❑ undecided

(5) ❑ more or less agree

(6) ❑ agree

(7) ❑ strongly agree

I pay close attention to the words I use in cross-cultural situations.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I try to learn a few foreign words in the language of any culture I visit.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I follow international news.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

My heart mostly belongs to the whole world.

(1) ❑ strongly disagree

(2) ❑ disagree

(3) ❑ more or less disagree

(4) ❑ undecided

(5) ❑ more or less agree

(6) ❑ agree

(7) ❑ strongly agree

I learn a few words in the language of a culture I am immersed in, even for a short time.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I feel a natural drive to connect with other cultures.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

I study the culture of a country before I plan to visit.

Never	Rarely	Sometime	Often	Always
(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑

The next set of questions tests your knowledge - please answer either True or False

In the US, people greet each other formally in continuous business relations using their titles and sur (last) name.

(1) ❑ True

(2) ❑ False

East Indians sometimes shake their head from side to side to show agreement with what is being said.

(1) ❑ True

(2) ❑ False

The Muslim religion forbids eating milk products with meat.

(1) ❑ True

(2) ❑ False

The ethnic composition in South Africa is predominantly white.

(1) ❑ True

(2) ❑ False

In Japan, even the smallest tokens as gifts are considered bribes.

(1) ❑ True

(2) ❑ False

Israelis prefer indirect communications with others to avoid hurting their feelings.

(1) ❑ True

(2) ❑ False

The Euro is the currency of Switzerland.

(1) ❑ True

(2) ❑ False

The Japanese believe that a firm handshake and direct eye contact is good for establishing trust (or a sign of stature).

(1) ❑ True

(2) ❑ False

Confucianism suggests that a husband is the master of his wife.

(1) ❑ True

(2) ❑ False

It is common in the US to challenge your boss when you disagree.

(1) ❑ True

(2) ❑ False

A knife is not an appropriate gift in Russia.

(1) ❑ True

(2) ❑ False

The teachings of Islam emanate from Saudi Arabia.

(1) ❑ True

(2) ❑ False

Knocking on the desk as a way to clap is common for presenters in Germany.

(1) ❑ True

(2) ❑ False

Jamaica was once the center of African slave trading.

(1) ❑ True

(2) ❑ False

The thumb up "ok" is a universally understood sign around the world.

(1) ❑ True

(2) ❑ False

Standing close to one another is typical in Middle Eastern cultures.

(1) ❑ True

(2) ❑ False

The carnival of Brazil is always held immediately after Easter.

(1) ❑ True

(2) ❑ False

The counting systems of China, Korea, and Japan are known for being brief and logical.

(1) ❑ True

(2) ❑ False

If Power Distance is a measure of how much a country values a hierarchy, then Sweden is low on the Power Distance Index (PDI).

(1) ❑ True

(2) ❑ False

As a culture, Australians require a great deal of certainty.

(1) ❑ True

(2) ❑ False

thank you for answering this survey.