



BACHELOR THESIS

Spring 2012

Kristianstad University College
International Business and Economics Program

Managers' Communication

- How Cultural intelligence affects communication

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Abstract

As the world becomes more global and companies become internationalized there is a growing urge for companies to work more efficiently. A problem that might rise when people from different cultures work together, is the risk for misunderstandings when managers communicate with people from other cultures. For that reason, managers of internationalized companies need to be culturally intelligent to avoid misunderstandings. Hence, our aim with this dissertation is to see how managers' Cultural Intelligence (CQ) affects their Communication.

In order to see how managers' Cultural Intelligence affects their Communication we used a quantitative study (survey), where Swedish managers from international companies were target population. In the end though, we found no relation between CQ and managers communication skills. The number of responses from the survey was too small to in order to make any general conclusions.

The dissertation may however have some contribution and value for Swedish managers. For companies in general, the dissertation can give some indications that they should consider employees' CQ and not only managers' CQ. Communication however, is one of the most prominent factors when it comes to social interaction. Therefore, companies today should consider, when hiring, the new employees' ability to adapt into new environments.

Keywords: Cultural Intelligence, Communication, Managers, Culture

Acknowledgement

We have had a tough, but important journey, with this dissertation. We have written and rewritten several times but now we have reached the end of this journey. There are many people that we would like to thank. Firstly, we would like to thank Elin Smith for her excellent supervision. Elin has given good feedback, support and guidance. Secondly, we would like to thank Annika Fjelkner for helping us with grammar and language issues. Thirdly, we would like to thank Pierre Carbonnier for helping us with the statistics.

Moreover, Helena would like to thank her friends and family for their support and help. Jonathan would like to thank his wife for her support and patience during this dissertation. We would also like to thank each other for a good cooperation.

Kristianstad, 2012

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1. Introduction

Chapter 1 presents the introduction of this dissertation which contains; background, the problem formulation, purpose, research question, limitations and outline.

1.1 Background

Today, it is not enough to be a good manager in the domestic market, but as companies expand, it is important to be a good manager also in the global market (Lovvorn and Chen 2011). Companies today face new challenges when operating in foreign markets such as global cooperation and global exchange of labour and knowledge (Templer, Tay and Chandrasekar 2006). Moreover, companies expat employees abroad for both shorter and longer periods of time; hence, managers face new experiences with both personnel sent abroad and personnel from different cultural backgrounds (Gertsen and Sørderberg 2010). For that reason, companies need to, not only adapt products/services, but also deal with human resources when meeting new cultures as part of the internationalisation process.

One of us has heard of problems that may arise due to cultural differences, which has inspired us to include it in this dissertation. According to the manager from the affected company, Swedish managers faced communication difficulties when opening new stores in Finland. This shows that although Sweden and Finland are close in geographical terms, the countries are not as similar when it comes to culture, working conditions and communication. This made us wonder if a higher level of cultural understanding and ability to adapt to new cultures would have enabled the Swedish managers to do a better job communicating with the employees. Also, contemporary research addresses similar topics, for instance, the lack of interpret cultural cues when working abroad or with international assignments (Crowne 2008). This is how we came across the subject of Cultural Intelligence (CQ).

CQ can be defined by the effective outcome of intercultural interaction due to a company's behaviour (Chen, Lin and Sawangpattanakul 2011). In other words, CQ is based on the characteristics of this interaction such as good personal adjustment, the development and maintenance of interpersonal relationships with culturally different others, and the effective completion of common goals (Thomas *et al.* 2008). CQ

accentuates how individuals adapt to new, unfamiliar, social milieus and how to appreciate various cultural experiences and to apply them (Lovvorn and Chen, 2011). As an example of where CQ is needed, Crowne (2008) mentions what happened when a Turkish employee in an American multinational company visited the company at its French location to discuss the financial status of the company. Both the American and French executives were present to solve the issues concerning the company's poor performance. The Turkish employee did not only highlight the problem, he also criticized the executives, who also were his superiors, in an aggressive tone (because that is how to do it in Turkey). Thus, the Turkish employee thought that he had made a good impression with his knowledge about the company. Instead, during this interaction, the Turkish employee failed to interpret the cultural cues and ended up embarrassing himself and the executives, creating a negative impression and an uncomfortable situation (Crowne 2008).

Communication can be described as the exchange of information in verbal, written or electronic manner between two individuals or more (Durant and Shepard 2009). A company need good communication since it is a key factor to forward information and making changes (Quirke 1996), and with managers who forward information in an understandable way to the employees, it is possible to build a strong company culture and to share managers' knowledge (Karma and Vendina 2009).

An international company requires two extra variables regarding communication to think about. First, the company needs managers with abilities to work across multiple cultures to achieve the companies' objectives. Second, the company need adapted communication in order to reduce cultural misunderstandings, because people with different cultural backgrounds have different views on what shall be done and how it should be done (Ang, Van Dyne and Koh 2006). For that reason, personnel, particularly the managers and business executives, should develop a higher global state of mind and particularly a higher level of intercultural communication skills. That is why it is important for international companies to develop a high level of CQ, especially as this could make the communication within international companies aimed at dealing with different cultures.

1.2 Problem

Good communication is vital for companies if they wish to make changes within the organization in order to gain competitive advantages (Quirke 1996). Poor communication can sabotage rather than improve effectiveness in companies' various units. Companies recognize the necessity of a well functioning communication with their employees, although there is a lack of understanding what communication is and what role it plays in the organization (ibid.). Previous research has indicated that employees do not know the companies' objectives. If company objectives are not communicated properly, the employees do not know what they should try to achieve (ibid.). And if we cannot communicate properly, then how can we work together? In this global market, as companies establish themselves in new locations, there is also a growing urge among CEOs and top management teams to make employees aware of cultural differences (Gertsen and Söderberg 2010) so that people within the companies truly understand what is communicated (Quirke 1996). Both communication and cross-cultural understanding separately are key aspects in an organization's strive to become successful. However, if a company wishes to become prominent in the international market, it is important to successfully combine communication and cross-cultural understanding. Therefore, we suggest a connection between CQ and communication.

Research in the field of Cultural Intelligence has been done from several perspectives. A first perspective is the global perspective, since the research is often conducted within cultures that differ a lot from each other. Bahfen *et al.* (2007) use Hofstede's factors of individualism/collectivism to compare western cultures to eastern cultures (Bahfen, Fujimoto, Fermelis and Härtel 2007). A second perspective is the cultural learning process; when and how a person increases his/her cultural intelligence and how to share it with others (Ang, Ng and Van Dyne 2009; Gertsen and Söderberg 2010). For example, the research of Ang *et al.* (2009) involves how CQ helped "leaders to translate their international experiences into effective experiential learning in culturally diverse contexts", (Ang *et al.* 2009, p.225). A third perspective is research in the role of CQ and the performance of foreign workers (Chen *et al.* 2011). A fourth perspective is research in personality and its relation to the Four-Factor model of CQ: meta-cognitive, cognitive, motivational and behavioral (Ang *et al.* 2006). A fifth perspective is research in cross-cultural social intelligence (CCSI), an adaption on culture and social

intelligence. CCSI is explained as how a person's skills and abilities improve with cultural learning (Ascalon, Born and Schleicher 2008).

There is also research on the relation between culture and communication; however, the main focus is on the linguistic aspect of communication rather than communication as a whole (Durant and Shepard 2009). Thus, there is no research on the relation between CQ and communication.

The connection between communication and Cultural Intelligence involves the understanding of the fundamentals in cross-cultural interactions (Thomas *et al.* 2008). With a higher level of CQ, managers can build adaptive skills of their employees, build an effective repertoire of behaviour which will be of use in various intercultural situations and most importantly improve the communication between managers and employees in different international units (*ibid*). However, most research on Cultural Intelligence lack the aspect of communication as a whole, from a managerial perspective. Thus, this dissertation will focus the effects CQ can have on managers' communication skills in a multinational Swedish enterprise.

1.3 Purpose

The purpose of this dissertation is to explain the effect Cultural Intelligence has on managers' communication skills. The result of the dissertation will answer to what extent a manager's CQ affects his/her ability to communicate efficiently with employees from different cultural backgrounds; within the organization.

1.4 Research Question

How does managers' Cultural Intelligence affect their communication with other employees?

1.5 Theoretical limitations

This dissertation is limited to established theories and models in the field of Human Resource Management (HRM) and Culture. Firstly, within the field of HRM, this dissertation is limited to discuss different ways to communicate, with inspiration from the communication satisfaction theories. In order to get an overview of managers' communication, communication was divided into four factors Verbal/Nonverbal Communication, Formal/Informal Communication, Communication Climate and Superior Communication. Secondly, within the field of Culture, this dissertation will not discuss Company culture or CI. CI is another form of cultural intelligence, but it highlights other factors than CQ and suits a qualitative study better, consequently it will not be discussed in this dissertation. However, CQ including all four factors (meta-cognitive, cognitive, motivational and behavioral) will be discussed in this dissertation. CQ will be discussed, because CQ shows the underlying preferences behind a person's action. To sum up, within CQ we will look at the characteristics of each factor and then combine them to get the effect CQ, as a whole, has in relation to the chosen factors of communication.

1.6 Outline

The dissertation is divided into six main parts. First, the Introduction which is the foundation of the dissertation explaining background, problem, purpose, research question, theoretical limitations as well as outline. Second, the Research Method where the research philosophy and research approach of the dissertation is explained. Also, in this part, the choice of theory and methodology are described. Third, in the Literature Review, the different theories are presented with a summary and a theoretical model linking the theories together in the end. Fourth, in the Empirical Method is research design, research strategy, time horizon, data collection, sample collection, conceptualisation, reliability, validity, generalisability. Fifth, in the Analysis, the chapter consists of following sub-chapters; descriptive statistics, the independent variable-CQ, the dependent variable-Communication, test of hypotheses and to sum it up, a summary. Sixth, is the Thesis Conclusions' chapter where following sub-parts can

be found; research summary, conclusion, critical review, practical implications and future research. The sixth chapter is followed by references and appendices.

2. Research Method

Chapter 2 will present the methods used in this dissertation which contains; research philosophy, research approach, choice of theory, and choice of methodology.

2.1 Research philosophy

How one view the world will help determine which research philosophy one should adopt. One's assumptions will help when choosing research strategy and methods (Saunders, Lewis and Thornhill *et al.* 2007). The literature is dominated by three research philosophies; positivism, realism and interpretivism. This dissertation will reflect the philosophy of positivism, which adopts the view of the natural scientist (Saunders *et al.* 2007). The positivistic view is most suitable in this case, since the focus of this research is to try to find a general effect of managers' communication caused by managers' CQ. Furthermore, the dissertation will be an observation of a social reality. Also, the choice of collecting data and developing hypotheses is based on existing theories which also are aligned with this philosophy.

2.2 Research approach

You can approach research from two different ways; a *deductive* approach or an *inductive* approach. This dissertation will use the deductive approach since it allows the testing of a developed theory. From this theory, hypotheses are deduced, which explain the relationship between two variables. In this research the variables are CQ and communication. To test the hypotheses, the collection of quantitative data will be utilised which also is a characteristic of the deductive approach. Furthermore, the deductive approach allows the anticipation of a phenomenon and a prediction of the phenomenon's occurrence. In our dissertation, this phenomenon is represented by the link between CQ and managers' communication.

Furthermore, you can perform the research in three different ways; as an exploratory study, a descriptive study or an explanatory study. In this dissertation an explanatory study was conducted, because our aim is to explain how Cultural Intelligence affects

Communication. An explanatory study describes the causal relationship between variables and is therefore most suitable in this study (Saunders *et al.* 2007).

2.3 Choice of theory

The aim with this dissertation is to explain the effects CQ has on managers' communication skills. The Communication Satisfaction model is developed by Downs and Hazen (1977) and the Four-Factor CQ model/questionnaire is developed by Early and Ang (2003) (said in Ang *et al.* 2007), will be the foundation when creating our own theory. Both theories Communication Satisfaction and CQ are established and have successfully been used in other research. The communication satisfaction model will help illustrate which parts of communication we want to explore. Also, the two theories will be an aid to develop the questions needed for the questionnaire used in this dissertation. Moreover, the CQ questionnaire will help us to determine managers' level of CQ. In the end of this dissertation, the connection between the theories and the effects of it will be discussed.

2.4 Choice of methodology

As mentioned earlier, this dissertation will try to explain if there in reality is a connection between CQ and managers communication skills. This will be achieved by a deductive approach where the managers level of CQ and communication skills will be evaluated and analyzed. Both will be presented further in chapter 3. In order to achieve these results a questionnaire based on the theories will be constructed and sent out Swedish managers. By conducting a quantitative study we will hopefully be able to draw a generalisation if there is a connection between CQ and communication. For that reason, a qualitative study is not relevant in the thesis because it will only explain a few respondents answers, thus it is impossible to provide a general result. To sum up, the use of a quantitative study is more suiting than the use of a qualitative study, based on the thesis' aim to achieve a general conclusion. Further on, the collected data will be analyzed in a correlation test.

3. Literature Review

Chapter 3 will present the theories used in this dissertation and it will end with a summary that links the theories together.

3.1 Introduction

This chapter contains three main sub-chapters, they are; Communication, Cultural Intelligence and Cultural Intelligence's relation to Communication.

In the first part of communication as whole is described, and then the specific factors of communication will be discussed. The specific factors of communication are *Verbal/Nonverbal Communication, Formal/Informal Communication, Communication Climate* and *Superior Communication*. In the second part, culture is described which then leads to a discussion about Cultural Intelligence. Furthermore, in the second part, the four factors of cultural intelligence are discussed. In the third part, Cultural Intelligence, with all factors included, is explained and connected to each factor of the communication, which creates four sections. Each one, of the four sections of communication, is followed by hypotheses.

3.2 Communication

Within this part communication is defined and the process of communication is discussed.

Communication can be defined as: who says what to whom, and through which channel with what effect? In other words: a source/transmitter (who) issues a message (what) to an individual/a group (whom) through a communication mode (channel) to make the receiver(s) adopt a belief/an opinion (Grandjean and Guéguen 2011). During this process there are noises that might abrupt the flow of information; hence, it can be hard for the receiver to interpret the message.

Quirke (1996) states that from a business perspective communication creates, develops and sustains social structures. It also enables coordinated organizational actions.

Communication does not simply have a role in managing change, because it is a key aspect if companies want to see change happen (ibid.). It is a dynamic and ever-changing process; hence it may be used as aid in developing systems of meanings, in which employees make sense of their actions within the organization (Grandien and Johansson 2012). Quirke (1996) also states that, poor or the lack of internal communication may sabotage efforts of change. Furthermore, he claims (ibid.) that there are still companies which lack the understanding of what communication is and also how and why communication is important (ibid.). In addition, as communication is changing; the dispersion, adaption and hybridization of communicative norms are becoming increasingly significant. For that reason, it is important to develop the right communication system so that the information is interpreted correctly (Durant and Shepherd 2009). In today's information society, organizations needs and managers want a better outcome from communication than ever before (Quirke 1996).

Downs and Hazen (1977) have done research on communication satisfaction and from this research we have received inspiration to factors to look at (ibid.). This dissertation focuses on *Verbal/Nonverbal Communication*, *Formal/Informal Communication*, *Communication Climate* and *Superior Communication*, all of which will be further discussed in the next part of the text

3.2.1 Verbal- and Nonverbal Communication

Communication can be divided into *Verbal-* and *Nonverbal Communication*. *Verbal Communication* is the language we use when we communicate through speaking. Although people tend to choose a single language to use (for instance English which is often used in the international business environment), they often bring their own socio cultural expectations of the chosen language to the encounter (Durant and Shepherd 2009). However, verbal communication is not just all about language and how people speak, it is also about listening; hence it is important to adjust your communication to the needs of those who listen. *Nonverbal Communication* is communication that is expressed in other ways than verbally such as language usage, gestures/body language, behaviour and social interaction (ibid.). Nonverbal Communication also regards how people respond to communication which includes changes in facial expressions and voice but also psychological changes. It is extremely difficult for a person to try to

control how they show off emotions if they react strongly to the message received (Turner 2007). However, emotions derived from non-verbal communication can cause verbal incoherence. Much of what we do not intend to communicate is actually communicated in other subtle ways. What have to be considered is that while others are good at picking up on Nonverbal Communication, others may not have the same habit to pay attention to less direct communication (ibid.).

3.2.2 *Formal- and Informal Communication*

Formal- and Informal Communication are direct opposites of each other. *Formal Communication* includes social rules and what is considered to be appropriate or formality (Spinks and Wells 1997). The purpose of Formal Communication is to clearly state the attitude and intentions through pre-set agendas in the communicated message (Fay 2011). However, what may be considered to be appropriate, in for instance writing, in one culture may be considered offensive in another. The level of formality needed may also vary from organization to organization, but also from one culture to another (Spinks and Wells 1997). The characteristics of Formal Communication, however, can lead to a less rich content in the information compared to Informal Communication (Fay 2011).

While Formal communication is derived from rules, *Informal Communication*, on the other hand, focuses on the social interaction. Within business, Fay (2011) describes informal communication as the social glue of a workplace. A lot of the Informal Communication occurs person-to-person in a friendly and relaxed way such as “small-talk”. Furthermore, Fay (2011) states that informally communicated information may be more accurate than that provided in Formal Communication channels. Apparently, people tend to trust informal sources more than formal ones since Informal Communication seems to have a greater cognitive authority (ibid). Also, the Informal Communication networks may function as an aid in the Formal Communication and, therefore, improve decision making and encourage innovation within the organization (ibid). Fay (2011) also state that if a piece of information is overlooked or missing when going through a formal channel the Informal Communication help by making up for any weaknesses in the Formal Communication. Moreover, Informal Communication reduces uncertainty and organizational stress, but it also influences employees’ turnover beliefs

and behaviors. Also, it can clarify and reinforce the underlying values within the company which facilitates problem solving (ibid.).

3.2.3 *Communication Climate*

The Communication Climate in an organization can be described as a general guide to what is appropriate to say in a company. For example, in an atmosphere where a person feels that he/she is not appreciated, his/her motivation to speak his/her mind is reduced (Liu, Chua and Stahl 2010). The climate can be based on several things, but we will discuss two; *cultural background* and *social interaction*.

When a person is brought up he is taught to behave in a certain way due to his cultural background, and this might create tension when interacting with people from other cultures (Gertsen and Söderberg 2010). Turner (2007) mentions that people of African American descent can be seen as aggressive when they interact with people; hence people might feel threatened and vulnerable. This phenomenon is well documented and according to Turner (2007) “racial bias can cause people to perceive those of another race as aggressive even when their behavior is not more aggressive than anyone else's (p.247)”. In order to make a person learn from their mistake, they need feedback on how to alter their communication; that way they are more cautious in future situations (Turner 2007).

Another thing that sets the climate in a company, is social interaction. When people build relationships with co-workers the workplace becomes more united because they are accepted as part of a group. The social interaction can make individuals feel freer to communicate; both work related and non-work related information (Fay 2011). To have a climate where co-worker interaction is high might lead to a positive effect on the thinking process (Fay 2011). One effect of social interaction is that people feel more comfortable with the environment and this is reflected when they communicate (Liu et al. 2010).

3.2.4 Superior Communication

Superior Communication is the communication, both up and down in an organization, between a superior and an employee. There are several areas of superior communication to look into, and since the dissertation is from a manager perspective we chose to focus on one area, which is *Leadership style*.

The type of Leadership style a manager chooses affects the quality of communication within the company (Marques 2010). Judge and Piccolo (2004) mention three different leadership styles: *Transactional*, *Transformational* and *Laissez-faire* (Judge and Piccolo 2004). However, one style does not rule out the other, some managers mix leadership into what they think best fits the situation or that match their personal attributes (Oshagbemi and Ocholi 2006). First, the Transformational leadership gives, according to Judge and Piccolo (2004); “a purpose that transcends short-term goals and focuses on higher order intrinsic needs” (p. 755). A Transformational leader reaches his employees on an emotional level and encourages them to achieve company goals. The relationship between the leader and the employees is close and the leader acts more like a friend than a manager. As a result, the communication is friendly and caring (Zohar and Tenne-Gazit 2008; Judge and Piccolo 2004). However, a Transactional leader’s focal point is to trade resources in the most efficient way. He sets up goals for the employees to achieve by motivating them with rewards. In other words, if an employee fulfills a task the manager will reward him/her accordingly. Thus, the communication is all about results and from an objective angle (Judge and Piccolo 2004). The last form, Laissez-faire, is where the leader is absent in his role as leader. As a result, there is no communication between employee and manager because the manager does not intervene.

Now when all four factors of communication have been presented, the next theory, Cultural Intelligence, is discussed.

3.3 Cultural Intelligence

Within this part we start by defining culture and then explain the theory of Cultural Intelligence and its measurements.

According to Phillips and Sacksmann (2004) Culture can be defined as a code of conduct shared by a group; such as norms, beliefs, values and behavior. Through interaction, the culture is spread and learned by others (ibid). Also Triandis (2006) says that cultures can be either collectivistic or individualistic (Triandis 2006). A collectivistic culture is a culture with a focus on group cohesion, with a focus on “us”, while in an individualistic culture most people put themselves first. However, individuals within these cultures can be either idiocentric or allocentric; due mainly to how they are brought up. Idiocentric persons are often brought up in a home with two parents and with a safe economical background allowing him/her to explore a lot of things in life and some kind of higher status which means that they are used to be in charge. Triandis (2006) claim that idiocentric persons are very typical representatives of the western culture. However, Allocentric persons, on the other hand, are often brought up with limitations such as hard financial situation and strict religious beliefs. For that reason, they have learned to rely on others in the same situation.

One important researcher in the field of culture in the workplace is Geert Hofstede. Hofstede (1993) investigated the cultural differences of IBM’s workers in sixty-four subsidiaries. There he noticed four dimensions (a fifth was later introduced); Power distance, Individualism, Masculinity, Uncertainty avoidance. These dimensions would show a measurement of a country on a scale from 1 to 100. Although it is very specific for IBM; these dimensions are very common to use when comparing countries and cultures (Hofstede 1993). However, one should bear in mind that the data collected is quite old because the study took place between the years 1967-1973 (Geert-Hofstede 2012). Thus, cultures and countries have evolved and become more global, meaning that some dimensions are less accurate. Also, these dimensions show a country as whole whereas the individual is not highlighted.

A successor to Hofstede’s dimensions is Cultural intelligence (CQ). CQ is based on the same idea of cross-cultural training (McNab and Worthley 2012). Ward, Wilson and Fischer (2011) explain CQ as how an individual deals with new cultural scenery in an efficient manner (Ward *et al.* 2011). CQ has the following characteristics according to McNab and Worthley (2012, p. 62):

Cultural intelligence provides a potentially effective approach in preparing for multi-cultural settings, culturally vague contexts or culturally dynamic places because it has the

potential for assisting people in navigating culture specific realities (e.g. one identifiable target culture) as well as more culturally vague realities (e.g. multi-cultural teams without a specific cultural identity).
(Mcnab and Worthley 2012)

In other words, CQ works as an inner guide of past cultural experiences and learning, that can be applied when a person face a cultural setting. A higher level of CQ should therefore result in a better understanding of another culture.

The founders of the expression CQ, Earley and Ang (according to Ang *et al.* 2007), have divided it into four factors, *Meta-cognitive*, *Cognitive*, *Motivational* and *Behavioural*; these factors affect an intercultural situation in different ways (in Ang, Van Dyne and Koh 2006).

The first factor is the Meta-cognitive CQ, which is the level of control and perceptiveness of the intercultural interaction (Ng *et al.* 2009) and how to process the information they receive (Crowne 2008). According to Imai and Gelfand (2010, p. 85):

Individuals with high meta-cognitive CQ engage in higher order cognitive processes when trying to adapt to new cultures, including how to plan learning about the new culture as well as evaluating and monitoring their own progress.
(Imai and Gelfand 2010)

In other words, a person with high Meta-cognitive CQ first put efforts in preparations while keeping a critical mind to a culture's norms; before and during interactions. Secondly, the person checks if the assumption was correctly based on previous cross cultural interactions. Thirdly, the person accepts or adjusts; depending on the assumption was correct or not (Ang, Van Dyne and Koh 2006).

The second factor, Cognitive CQ is the knowledge of everything around the cultural environment; hence laws, financial systems and social codes are involved. A person with high cognitive can see differences between cultures; thus the possibility for a misunderstanding is lower than average (Ng *et al.* 2009). Cognitive CQ also makes a person see similarities between him and individuals from different cultural backgrounds (Ang *et al.* 2006). A person that is open to experience is according to Ang et al. (2006, p. 109): "intelligent, curious, broad-minded, and cultured". As a result, he/she should also be better informed about specific cultural differences (ibid).

The third factor is motivational CQ. Motivational CQ is how motivated a person is to learn a new culture (Ng *et al.* 2009). Motivational CQ can be divided into *enhancement*, *efficacy*, and *consistency* (Crowne 2008). Moreover, Ng *et al.* (2009) state that “those with high motivational CQ have intrinsic satisfaction and are confident about their ability to function in culturally diverse settings” (p.514). Ang *et al.* (2006) state that high motivational CQ is correlated to extraversion, which means that a person is daring and confident. Thus, he has no problems in tackling a new situation and is not afraid to ask questions (Ang *et al.* 2006).

The fourth and last factor is Behavioral CQ. Behavioral CQ is an individual’s capability to be flexible and adjust to the specific circumstances and cultures (Crowne 2008). It can also be explained as a person’s talent to operate by verbal and nonverbal communication in order to make himself/herself understood by individuals that are culturally different (Gertsen and Söderberg 2010). McNab and Worthley (2012) exemplify it as “adjusting one’s specific manner of communicating to more effectively interact with host nationals. In this component of cultural intelligence, a person might adapt the different scripts of the host culture in order to socially interact more effectively” (2012, p. 63).

All factors of CQ have now been discussed; however, this dissertation will only analyze CQ, as a whole, in relation to the different factors of communication to be in accordance to the research question.

3.4 The relation between CQ and Communication

The theories of Cultural Intelligence and Communication have been presented and within this section we will present four connections between them. After each text hypothesis/es on the relation between CQ and communication, are presented.

3.4.1 CQ’s relation to Verbal/Nonverbal Communication

Verbal and non-verbal communication regards how we communicate by using language, body language and how we tend to listen (Durant and Shepherd 2009). In this context, CQ may need to be higher when communicating with foreign colleagues. McNab and Worthley (2012) state that CQ can be crucial since it regards a person’s

ability to adjust his/hers specific manner of communicating in an effective way. Much of a managers' Nonverbal Communication derives from emotions and how we automatically respond to information (Turner 2007). For that reason, Nonverbal Communication is extremely difficult to control and also measure. Another issue with non-verbal communication is that people communicate things they do not intend to say (Turner 2007). However, some of our Nonverbal Communication such as body language comes from culture and for that reason it is hard to control. Hence, the level of CQ may affect how flexible and adjustable a person is, regardless if they choose to communicate verbal or nonverbally (Crowne 2008). This discussion leads to the following hypotheses:

H1a: CQ is positively related to a person's ability to communicate verbally.

H1b: CQ is positively related to a person's ability to communicate nonverbally.

3.4.2 CQ's relation to Formal and Informal Communication

Formal and Informal Communication regards social codes and conduct both in organizations and in national culture. As mentioned earlier, Formal Communication is based on pre-set agendas and rules, while Informal Communication is based on relaxed social interaction (Spinks and Wells 1997; Fay 2011). Therefore, our own culture and CQ may disturb the communication when interacting with others. A person with a high level of CQ may put a larger effort in preparing the formal and informal interaction before the encounter with a foreign colleague. Then, the person adjusts based on previous assumptions regarding the foreign culture, which can make both Formal and Informal Communication more fluent (Ang *et al.* 2006). Formal Communication might also be affected by the cognitive aspect of CQ since this factor explains a person's knowledge around cultural environment such as laws, financial systems and social codes (Spinks and Wells 1997; Crowne 2008). This discussion leads to the following hypotheses:

H2a: CQ is positively related to a person's ability to communicate in an informal way.

H2b: CQ is positively related to a person's ability to communicate in a formal way.

3.4.3 CQ's relation to Communication Climate

As said earlier, a person with high CQ is trying to make the cultural interaction as fluent and smooth as possible (Fischer et al 2011; McNab and Worthley 2012). Moreover, a person with high CQ tries to adjust his intercultural approach with the right words in order to match the other person's culture and norms (Gertsen and Söderberg 2010). With high CQ you will not get a feeling of being threatened when interacting with people from cultures with a different communication style, because you understand their cultural background and know that they mean no harm (Ng *et al.* 2009). As a result, the person interacting with a person with high CQ should feel more comforted that even though he is from another culture he is understood and he can interact in the way he is used to (Ang et al 2006; Turner 2007). Also as we said earlier, when people know their co-workers and feel that they are part of the company or unit, their communication enhances (Fay 2011; Liu et al. 2010). A person with high a CQ is very sure about their abilities and bold. Thus, he/she makes himself comfortable in any social situation and this affects his/her communication positively (Ang et al 2006; Liu et al. 2010). This discussion leads to the following hypothesis:

H3: CQ is positively related to a positive communication climate.

3.4.4 CQ's relation to Superior Communication

People with high CQ are more suited to handle international contacts and work-related tasks better, because they know how to smoothly forward information and they understand the needs of their contacts abroad (Imai and Gelfand 2010). When it comes to the style of leadership, a manager often chooses a leadership style that fits his/her personality best as Transactional leader, Transformational leader or Laissez-faire leader. Besides his/her personal traits, the manager takes the cultural norms into consideration, depending on his/her level of CQ. Furthermore, based on the circumstances of cultural norms mixed with a leadership style the manager interacts with the employees more or less frequently. Consequently, sometimes he/she communicates on a personal level, while other times he interacts only when it is necessary to check results or, in rare cases, not at all (Ang *et al.* 2006; Ng *et al.* 2009; Judge and Piccolo 2004).

People with a high CQ are very involved and motivated to interact and to understand the other person (McNab and Worthley 2012). Thus, CQ is more related to Transactional

and Transformational leadership, because those leadership communications are emotional, open and motivational. The Laissez-faire leadership, on the other hand, is less related to CQ because Laissez-faire leadership lacks communication. This discussion leads to the following hypotheses:

H4a: CQ is positively related to emotional and open communication

H4b: CQ is positively related to motivational communication.

H4c: CQ is negatively related to a lack of communication.

To begin with, the hypotheses have mainly been formulated in a positivistic way since this dissertation has a positivistic point of view in the research. Based on previous research, we chose the point of view that the level of CQ may have a positive impact on managers' ability to communicate. This point of view concerns all aspects and contexts of communication, consequently the only negative hypothesis is H4c, regarding the lack of communication.

4. Empirical method

Chapter 4 will present the empirical method. In the chapter research strategy, time horizon, data collection method, population, operationalization, reliability and validity are discussed. In the end of the chapter there is a discussion about generalizability.

4.1 Research strategy

In this dissertation a survey will be used. With a survey we will be able to reach a larger number of respondents, since in a quantitative study there is a focus on a general conclusion, meaning that the significant results could be tested on another research and give the same result. The survey can be found in appendix 1 (Swedish version) and appendix 2 (English/translated version).

4.2 Time horizon

According to Saunders *et al.* (2007) there are two different types of time horizons used in studies; Longitudinal and cross-sectional. The first, longitudinal time horizon is described by Saunders *et al.* (2007) as a *diary*, with the explanation that a diary records events over a longer period of time just like a longitudinal study. The second, Cross-sectional time horizon is described by Sanders *et al.* (2007) as *snapshot*, because the study is limited due to time shortage, and that information is gathered at a specific moment. The cross-sectional horizon is often combined with the usage of a survey. However, having a cross-sectional study does not rule out the usage of a qualitative method, such as short-time interviews (*ibid.*).

According to Saunders *et al.* (2007) the choice of study is based on how the research question is formulated (*ibid.*). Thus, in this dissertation, a cross-sectional will used, because we will only study a manager's CQ in relation to his/her communication a specific point in time.

4.3 Data collection method

When choosing a data collection method and the type of questionnaire, Saunders *et al.* (2007) state that your choice will be influenced by a variety of factors. In this case, the

factors that must be considered are size of sample, characteristics of respondents, number of questions. For this dissertation, the data was collected by a self-administered electronic questionnaire which was completed by the respondents. A self-administered type was mostly suitable since the chosen population was easily contacted by e-mail, it was easy to construct the questionnaire, and a rather short amount of time was needed to complete the sample collection (Saunders et al 2007). Also, during the progression of the dissertation, further questionnaires were sent to enable a larger number of responses. Furthermore, since this dissertation tries to explain the connection between CQ and communication, standardised questions were found most suitable. Standardised questions gave a better confidence that the questionnaire would be interpreted in the same way by all respondents.

4.4 Population

In this dissertation, all Swedish companies with an international perspective can be seen as the population. To start with, we limited the population to three MNEs (multinational enterprises) who we believed had a large amount of international managers. We had some contacts in the companies who helped us find and contact managers within the organization. However, since we did not receive enough respondents from the three chosen MNEs, we sampled the 40 largest internationalized companies in Sweden, based on information from the Swedish web page *allabolag* (allabolag homepage 2012), and started contacting them. The participants of this survey are Swedish managers in an international company placed in Sweden. The companies were chosen based on accessibility and through personal contacts, assuming that one or more employees could fit the survey description. To be part of the survey the respondent must fulfill two criteria. Firstly, the respondent must be a manager (regardless level). Secondly, the respondent must have had continuously contact with co-workers from other countries.

4.5 Sample selection

For this dissertation self-selection sampling was used to begin with. Self-selection sampling occurs when individuals desire to take part in the research. Although self-selection sampling has a low likelihood of being representative, self-selection sampling was most suitable to answer the research question and, also, to find managers with the

right characteristics. As mentioned earlier, we limited ourselves to three MNEs, and in this case, the sampling occurred by asking as many managers as possible from the three contacted MNEs to take part. However, as it proved hard to receive enough respondents, we started to contact 40 companies from based on the list from allabolag (ibid.).

Thus, what started as a self-selection sampling turned into a snowball sampling. A snowball sampling is when individuals refer you to other individuals or cases, and those other individuals refer to further individuals or cases (Saunders *et al.* 2007). In this survey some respondents referred us to other suitable respondents; hence, leading to a snowball sampling (ibid.). Furthermore, in this survey, some managers even helped by sending the survey to prior co-workers who matched the survey criteria. Yet, many companies refused to respond or did not want to participate in the survey. Out of the 60 questionnaires we sent out to the managers of the 40 companies, 15 managers responded. From there, the collected data from respondents were analyzed.

4.6 Operationalization

The conducted survey consists of three main parts. In the first part, questions 1-6, the respondents are supposed fill in answers regarding demographics. In the second part, questions 7-17, the respondents are asked to answer questions regarding the theory of cultural intelligence. The questions are answered by checking one box in the scale from disagree to agree. In the third part, questions 18-33, the respondents are asked questions regarding theory of Communication. These questions are also answered in a scale from disagree to agree, just like the part concerning CQ. In the previous research conducted by Early and Ang (Ang *et. al* 2007), a seven-point scale was used. However, since it was enough to use a five-point scale in Communication section of the questionnaire, a five-point scale was used in the section regarding CQ as well. Thus, the questionnaire was easier for the respondents to follow since most questions can be answered similarly. The questionnaire is available in appendix 1(Swedish) and appendix 2(English).

4.6.1 Demographic questions

Questions 1-6 in the questionnaire are demographic questions where the respondent is supposed to answer the following questions: What is your work title? What is your year

of birth? Do you have a college education? If yes; in which subjects? In which line of business is your company operating in? How many years of experience do you have with co-workers working abroad? These questions are easy for the respondent to answer and work as a warm-up before the central questions.

- Q1: What is your work title?

Question 1 is a text variable, and it is asked to see on what position they have in the company. The answer can be used in an analysis if managers in some positions tend to have a higher level CQ leading to a better communication. Also, the question can be put in relation to the questions regarding leadership communication style.

- Q2: What is your year of birth?

Question 2 is a quantitative variable, and it is asked to see if there is a difference between old and young in their communication style.

- Q3: Do you have a college education?

Question 3 is asked in order to see if a person with higher education has a higher level of CQ.

- Q4: If yes; in which subjects?

Question 4 is an extra question for question 3 regarding college educations. The question is only addressed to the respondents who have college educations. Furthermore, the respondents can choose more than one answer, and if a subject is missing it is possible to write the name of the subject next to the answer “other”.

- Q5: In which line of business is your company operating in?

Question 5 is asked to see if the respondents are from different industries. Based on the answers, we will have estimation if communication is better in some industries or the same in all. The Swedish business newspaper Dagens Industri (2012) categorize businesses in different industries on its website, this is where the response alternatives are collected from.

- Q6: How many years of experience do you have with co-workers working abroad?

Question 6 is asked to see how well the respondents are accustomed to interact with co-workers abroad, measured in years.

4.6.2 Cultural Intelligence questions

Questions 7-17 concern the theory of Cultural Intelligence. The aim with the questions is to evaluate if the respondent's degree Culturally Intelligence. The questions, in the questionnaire, cover all four factors of Cultural Intelligence; Meta-cognitive CQ, Cognitive CQ, Motivational CQ and Behavioral CQ. Although all factors are covered CQ is still judged as whole. In other words, a low score on some answers are weighed up by a high score on other answers. Ang *et al.* (2007) have developed a multidimensional Cultural Intelligence scale (CQS), which is the foundation to our questions regarding CQ. Ang *et al.* (2007) captured CQ through statements where the respondents are to, on a 7-graded Likert scale, indicate if they agree or not agree (*ibid.*).

4.6.2.1 Meta-cognitive CQ questions

- Q7: I have experience and knowledge of different countries' cultures.
- Q8: I adapt my language when I talk with people from other cultures.

Questions 7-8 are asked in order to measure the meta-cognitive factor of CQ of a person. Question 7 highlights if the respondent is active and in control of the information he receives. And that the respondent has learned from previous experiences. Question 8 is asked in order to see if the person is prepared to speak in a certain way, because with preparation he shows that he is aware of the cultural differences.

4.6.2.2 Cognitive CQ questions

- Q9: I am familiar the religion in the area where my co-workers are situated.
- Q10: I am familiar with the laws and rules in the area where my co-workers are situated.

- Q11: I am familiar with the social systems in the area where my co-workers are situated.

Questions 9-11 are asked in order to measure the cognitive factor of CQ of a person. The questions are asked to see if the respondent is familiar with the cultural environment, because a person with a high CQ has knowledge of the differences between cultures (Ng *et al.* 2009). In order to make it easier for the respondent, the questions are divided into three parts of the cultural environment; religion, laws and rules and social systems.

4.6.2.3 Motivational CQ questions

- Q12: I like to meet people from other cultures.
- Q13: I feel comfortable to socialize with people from different cultures.

Questions 12-13 are asked in order to measure the Motivational factor of CQ of a person. The questions are asked to see if the respondents have an inner drive to socialize with other cultures and if it satisfies them to do so (Ng *et al.* 2009).

4.6.2.4 Behavioral CQ questions

- Q14: I adapt my tone when I speak with people from different cultures.
- Q15: I adapt my choice of words when I speak with people from different cultures
- Q16: I adapt my body language when I speak with people from different cultures.
- Q17: I adapt my way of writing when I write to people from different cultures.

Questions 14-17 are asked in order to measure the behavioral factor of CQ of a person. The questions are asked to measure how willing a person is to adapt his/her behavior, so that people from other cultures can understand. In other words, how flexible the respondent feels he/she is (Gertsen and Söderberg 2010; Crowne 2008). Furthermore, the questions are divided into four areas; tone, words, body-language, writing.

4.6.3 *Communication questions*

Questions 18-33 concern the theory of Communication. The aim with the questions is to evaluate how the respondents communicate and why. The respondent will rank the statements of each communication question, in a scale from disagree to agree.

4.6.3.1 Verbal/Nonverbal Communication questions

- Q18: I feel comfortable to communicate through my body language with my co-workers in other countries.
- Q19: I feel comfortable to communicate verbally with my co-workers in other countries.

In order to see any potential connection between CQ and communication, it was necessary to evaluate Verbal- and Nonverbal Communication separately. Also it may be easier to analyze how well the respondents communicate with their co-workers abroad. The international factor is important to include since CQ regards a person's ability to adjust his/her manners in new environments (Mcnab and Worthley 2012).

4.6.3.2 Formal/Informal Communication questions

- Q20: Cultural differences at my workplace create misunderstandings in the communication.

Question 20 was asked to see if the respondents themselves thought that cultural differences could affect the communication. If a respondent ranks this question low but has a high CQ, the respondent may underestimate his/her ability to adapt to new cultures.

- Questions 21-24 regards the formal aspects of communication, and are shortened here.

I prefer to communicate with my co-workers in other countries through:

- written information
- planned meetings
- oral presentations

- e-mail

- Questions 25- 28 regards the informal aspects of communication, and are shortened here.

I prefer to communicate with my co-workers in other countries through:

- telephone
- handwritten notes
- by talking to them in the passage
- text messaging

In order to simplify the questionnaire and make it easier for the respondent to understand what Formal Communication and Informal Communication is, we divided each part of Formal- and Informal Communication into more specific questions. The questions are based on everyday communication and the respondents answer what they think is best suited when communicating with co-workers in other countries. Moreover, by dividing it will be easier to see if the person is prefers Formal- or Informal Communication and which style within Formal- and Informal Communication.

4.6.3.3 Communication Climate questions

- Q29. I think there is a good atmosphere in the workplace.
- Q30. I think the communication is well functioning in the organization.

The questions above regard what the respondent thinks of the communication climate within the organization. The questions are asked to see if the respondent likes the Communication Climate.

4.6.3.4 Superior Communication questions

- Q31: I focus on motivating the team and let my co-workers discuss and make decisions together with me how the work will be performed. In this context, I act as coach and advisor.

- Q32: I am fastidious that rules and routines are being followed. Allocated work tasks will be executed in the way that was agreed by both parts. I engage if things do not work properly.
- Q33: I do not control or instruct my co-workers. Instead, I let them make their own decisions how the work should be performed.

The style of leadership may also have an effect on how well a manager communicate. In this part the respondents were asked to take a stand on the statements above. The ranked level of each statement explains which style that best fit the various respondents. Three scenarios describe each style in order to clarify and simplify each style. Question 31 describes the Transformational leadership style; question 32 describes the Transactional leadership style; question 33 describes the Laissez-faire leadership style.

4.7 Data analysis

Firstly, the questions that measured the same thing will be tested to see the alpha value (Cronbach) is adequate. Hence, the alpha value should exceed 0,6 (Hair *et al.* 2010) to be considered acceptable. Secondly, a bivariate correlation (Spearman) will be used to see if there is a connection between CQ and the factors of communication; Verbal/Nonverbal Communication, Formal/Informal Communication, Communication Climate and Superior Communication. Thirdly, due to the low number of respondents, a Chi 2-test will be made on the questions where the alpha value is low and the questions that by itself measures a factor for the hypothesis. However, one should have in mind that a Chi 2-test is less reliable than, for example, a spearman correlation, since the Chi 2-test is a non-parametric test. The communication questions in the Chi 2-test are recoded in to following; *agree*, or 5, is recoded into 1 and from *disagree* to *agree to some extent*, 1-4, is recoded into 0. The reason for recoding this way is to separate they high answers (5) from the low ones (1-4). CQ was recoded into 1:s and 0:s, making every number from 47 up to 55 into 1:s, consequently every number under 47 is 0:s, since it will be the second variable cross-tabulation with communication.

4.8 Reliability and validity

In this section, the reliability and validity will be discussed. If you have designed your research in a correct way, the results will have a high credibility. However, in order to

reach a highly credible result, both the reliability and the validity have to be emphasized (Saunders *et al.* 2007).

4.8.1 Reliability

If you have collected the data correctly it will yield consistent findings or in other words, high reliability (Saunders *et al.* 2007). In this case the level of CQ, which is our measuring tool, will determine if our questionnaire and data collection technique was accurate. In order to determine if the questions in the questionnaire were properly constructed and had a high reliability, Cronbach's Alpha-test was made on the questions regarding CQ. Although the response rate on the survey was low, the test showed a high reliability on the questions measuring level of CQ (0.718). The result from the alpha test indicates that there was a consistency to our questions and that they can be used again in further research. However, in this dissertation, the alpha test's result is useless if it is not set in correlation with the variables of communication.

4.8.2 Validity

According to Saunders *et al.* (2007) validity means that you have measured exactly what you intended to measure. In this dissertation, the level of managers' CQ was used as a measuring-tool. However, in order to determine if the research was valid, the level of CQ was tested in correlation with the variables of communication. Therefore, a criterion-related validity or predictive was used to create validity. This validity tests the question's ability of making accurate predictions (Saunders *et al.* 2007). In our research, the validity was tested with a correlation statistical analysis, in order to determine if there is a relationship between Communication and CQ. However, due to the low response rate, it was difficult to establish any correlation between CQ and some of the communication variables, even though we did two correlations in some variables. Although it was known beforehand that self-selection sampling and snowball sampling have a lower likelihood of being representative, it was a surprise that the response rate was not higher. Hence, the low response rate gave a high reliability but a low validity (*ibid.*).

4.9 Generalizability

A deductive method has been used in this dissertation. By using a deductive method, the study can be generalized, if the study reaches a sufficient number of respondents from the population (Saunders *et al.* 2007). The results from this dissertations' study, however, can not be generalized, because only 15 different managers from different companies.

5. Analysis

In this chapter, the analysis of the data collected from the survey is presented. It starts with descriptive statistics which is followed by the analysis of the independent variable of CQ and the dependent variable of communication. Finally, the test results of the hypotheses are presented, followed by a short summary.

5.1 Descriptive statistics

Table 1. Respondent's demographic information

| Respondent | Year of birth | University | Title | Line of business |
|-------------------|----------------------|-------------------|---------------------------------|----------------------------|
| 1 | 1959 | Yes | Director | Media |
| 2 | 1975 | No | Owner | Medicine |
| 3 | 1970 | Yes | Financial manager | Telecommunication |
| 4 | 1957 | Yes | General manager | Finance |
| 5 | 1963 | Yes | Director | Finance |
| 6 | 1972 | Yes | Director | Energy |
| 7 | 1975 | Yes | Team leader | Energy |
| 8 | 1974 | Yes | Vice president | Industrial |
| 9 | 1966 | No | Business consulting manager | Telecommunication |
| 10 | 1972 | Yes | Director | Industrial |
| 11 | 1965 | Yes | General manager | Finance |
| 12 | 1971 | No | VP operations | Telecommunication |
| 13 | 1969 | Yes | Project-leader | IT |
| 14 | 1965 | Yes | Market manager | Consumer goods |
| 15 | 1977 | No | HR operations senior specialist | IT |
| Mean | 1968 | | | |
| Median | 1969 | | Director | Finance, Telecommunication |

Table 1 shows the respondents' demographic information. We have highlighted four things, *year of birth*, *University*, *title*, *line of business*. First, there are 20 years between youngest and oldest, with a mean year of birth in 1968. The median year of birth,

however, is year 1969. With a mean of 1968 and a median of 1969 it is fair to say that within those 20 years in difference, the respondents are evenly spread. Second, most people have gone to university and most of them are younger than average. Third, the respondents themselves could freely write their title, although, many of them are titled “director” which is just a happy coincidence. Also, attending university or not does not lead to a specific title. Fourth, the managers are from similar line of businesses, three people from Telecommunication and three from Finance.

5.2 Independent variable-CQ

In this part the reliability of CQ is tested. There are eleven questions that concern different factors of CQ, two Meta-cognitive CQ questions, three Cognitive CQ questions, two Motivational CQ questions, four Behavioral CQ questions. Since we want to measure CQ as a whole, we need to see if the questions are reliable together, meaning that people answer every question to some extent similar. The alpha value is 0,718, and as the alpha-value is over 0.6, it is considered as acceptable (Hair *et al.* 2010). Also, since the numbers of respondents are quite few, a non parametric test gives a better picture of the results. This non parametric test is a Chi 2-test. Before a Chi 2-test was made, CQ was recoded into 1:s and 0:s, making every number from 47 up to 55 into 1:s, consequently every number under 47 is 0:s.

5.3 Dependent variable-Communication

In this part the reliability of the communication variables are tested. First, we check reliability of verbal- and non-verbal communication. Verbal communication is measured with one question; hence, there is no alpha value. Non-verbal communication is also measured with one question and has no alpha value either. Secondly, we check reliability of formal and informal communication. Formal communication is measured with four questions and for that reason its alpha value can be tested. However, the alpha value of formal communication, when measured separately from the rest, is 0,307; consequently, the questions are not reliable because they are below the accepted limit. As a result, the questions will be tested separately in the next part, using a Chi 2 test. Formal question four has a value of 0,660 and is not significant either. Informal

communication, on the contrary, is also measured with four separate questions and the alpha value is 0,695, which is regarded as legitimate (ibid). Thirdly, Communication climate is measured with two questions; hence, an alpha value-test is applicable. The alpha value is accepted since it has a value 0,740, which is over the lowest limit. Thus, the two questions regarding communication climate are considered reliable together. Fourthly, for Superior Communication, three leadership communication styles are measured with one question each; hence, no alpha test could be made on them. All the variables have now been presented and the variables that have an alpha value that is not acceptable or missing will be tested with two correlation tests in the next part.

5.4 Test of hypotheses

In the table 2 below, all the variables involved in the hypotheses are presented and discussed in this text. *Mean*, *Standard deviation* and *range* are measured individually on each variable marked nr.1-9, while *Spearman correlation* and *Chi 2-test* (on some variables), test the relation between CQ and the communication variables marked nr 2-9. Mean is the collected number sum divided with the numbers of responses, while standard deviation (Std. Dev) shows how much the value deviate from the mean value. Range, on the other hand, shows the distance from the highest answer is to the lowest answer. Furthermore, some variables have higher numbers than others, because they consist of the result from several questions. The mean, standard deviation and range will only be displayed in table two and not further discussed, except for the CQ variable due to its big role in this dissertation.

In the tests both the Spearman correlation test and the Chi2-test, a significance level (p) of 5% is used. Thus, when a value is significant, it is indicated with a star after the value (*). The indication means that there is a correlation between the variables. In the Chi 2 tests each of the selected communication questions will be cross-tabulated with CQ. Also, the variables in the Chi 2-test are recoded. The communication questions are recoded 1-4=0 and 5=1 while the CQ questions are recoded <47=0 and 47-55=1.

First is the independent variable, CQ. The CQ variable is a sum of the result from question 7-17; hence, the highest possible mean is 55, because a 5 is ranked as highest

answer. CQ is used as the independent variable in the Spearman correlation and the Chi 2-tests. According to the answers the mean of CQ is quite high, thus, one can assume that most respondents are culturally intelligent. Next are the independent variables, starting with Verbal and Nonverbal Communication variables. Verbal Communication and Nonverbal Communication are both measured with one question each, and none of them shows a significant correlation with CQ. Also, as said earlier, Verbal and Nonverbal Communication are recoded for a Chi 2-test. The test results from the Chi 2-test show no significance either. Thus, neither of the tests accepts the hypotheses.

After that come the Informal- and Formal Communication variables, each are measured by four questions. For Informal Communication the mean is quite low, which means that there are many respondents that have a low score while a few have high, which is seen in the range column. Since the alpha test was accepted, as reported earlier, the only test made was the Spearman correlation and, therefore, no Chi 2-test. The value from the Spearman correlation showed no significance. Formal Communication, however, has a low alpha value and is for that reason tested with both a Spearman correlation and a Chi 2-test. The result from the Spearman correlation shows no significance. In the Chi 2-test, the result from the Formal Communication one and two shows no value results at all, because they are constants. Formal Communication's third question has a value of 0,49 and is not significant. Formal Communication's fourth question has a value of 0,660, and it is not significant either.

Next is Communication Climate, which has a good alpha value (0,740). As a result, only the Spearman correlation test was made; no significance correlation was found. Last come Transformational Leadership Communication, Transactional Leadership Communication and Laissez-faire Leadership Communication. Since the three Leadership Communication styles are answered by one question each, as said in 5.2, the correlation between the Leadership Communication styles and CQ is tested with both a Spearman correlation test and a Chi 2-test. In the Spearman correlation test, Transformational Leadership Communication shows a negative correlation in the Spearman correlation test; hence, there is a connection, but it is reversed to our hypothesis (H4a), but there is no significance in the Chi 2-test. Furthermore, the Transactional Leadership Communication shows a positive significance in the

Spearman correlation test while the Chi 2-test shows no significance. The Laissez-faire Leadership Communication shows no significance in either of the tests.

Table 2. Test of hypotheses with Spearman correlation and Chi 2-tests

| | Variables | Mean | Std. Dev | Range | Spearman Correlation | Recoding for Chi 2 | Chi 2 |
|---|--|-------------|-----------------|--------------|-----------------------------|---------------------------|-------------------------|
| 1 | CQ | 46,07 | 4,131 | 13 | | 0<47>1 | |
| 2 | Verbal communication*CQ | 4,53 | 0,834 | 2 | ,341 | 3-4=0, 5=1 | 0,117 |
| 3 | Non-verbal communication*CQ | 4,50 | 0,674 | 2 | ,000 | 3-4=0, 5=1 | 0,343 |
| 4 | Informal communication*CQ | 9,92 | 3,378 | 11 | ,016 | | |
| 5 | Formal communication*CQ | 12,08 | 2,722 | 9 | ,101 | 1-4=0, 5=1 | - - 0,49 0,660 |
| 6 | Communication climate*CQ | 8,93 | 1,100 | 4 | -,010 | | |
| 7 | Transformational leadership-communication*CQ | 4,33 | 0,617 | 2 | -,625* | 1-4=0, 5=1 | 2,941 |
| 8 | Transactional leadership-communication*CQ | 3,64 | 1,216 | 4 | ,579* | 1-4=0, 5=1 | 1,264 |
| 9 | Laissez-faire leadership communication*CQ | 4,13 | 0,990 | 4 | -,500 | 1-4=0, 5=1 | 1,659 |

* $p < .05$

5.4.1 Hypothesis Acceptance/Rejection

Table 3. Hypothesis Acceptance/Rejection

| Hypothesis | Accepted/Rejected |
|-------------------|--------------------------|
| H1a | Rejected |
| H1b | Rejected |
| H2a | Rejected |
| H2b | Rejected |
| H3 | Rejected |
| H4a | Rejected |
| H4b | Accepted |
| H4c | Rejected |

- H1a: CQ is positively related to a person's ability to communicate verbally.

This hypothesis has been tested both with a Spearman correlation and a Chi2-test. None of the tests showed that there was a significant correlation that higher CQ would lead to more verbal communication. Therefore, H1a is rejected.

- H1b: CQ is positively related to a person's ability to communicate non-verbally.

This hypothesis has also been tested both with a Spearman correlation and a Chi2-test. As in H1a, none of the tests showed that there was a significant correlation that higher CQ would lead to more verbal communication. Therefore, H1b is also rejected.

- H2a: CQ is positively related to a person's ability to communicate in an informal way.

This hypothesis has been tested only with a Spearman correlation test. A Chi2-test was not necessary since the result of the Spearman showed that there was no significant correlation that higher CQ would lead to more verbal communication. Therefore, H2a is rejected.

- H2b: CQ is positively related to a person's ability to communicate in a formal way.

This hypothesis has been tested both with a Spearman correlation and a Chi2-test. None of the test showed that there was a significant correlation that CQ is positively related to a persons ability to communicate in a formal way. Therefore, H2b is rejected.

- H3: CQ is positively related to a positive communication climate.

This hypothesis has been tested with a Spearman correlation test. As in H2a, a Chi2-test was not necessary since the Spearman correlation test showed that there was no significant correlation that CQ is positively related to a positive communication climate. Therefore, H3 is rejected.

- H4a: CQ is positively related to emotional and open communication.

This hypothesis has been tested both with a Spearman correlation and a Chi2-test. None of the test showed that there was a significant correlation that a higher CQ is related to a more emotional and open communication. Therefore, H4a is rejected.

- H4b: CQ is positively related to motivational communication.

This hypothesis has been tested both with a Spearman correlation and a Chi2-test. Both of the tests showed that there was a significant correlation that a higher CQ is related to a motivational communication. Therefore, H4b is accepted.

- H4c: CQ is negatively related to a lack of communication.

This hypothesis has been tested both with a Spearman correlation and a Chi2-test. None of the test showed that there was a significant correlation that a managers level of CQ is negatively related to a lack of communication. Therefore, H4c is rejected.

5.5 Summary

All the hypotheses except one, was rejected. In the cases where the spearman correlation did not show any significance, the hypotheses were also tested by a Chi 2-test. However, both tests gave negative results except in H4b. The results showed that CQ may have an impact on managers' motivational communication. In the end though, the size of the sample is too small in order to conclude any general connection.

6. Thesis Conclusions

The last chapter begins with a summary of the research and a conclusion. In addition, a critical review and practical implications can be found. Finally, some suggestions regarding future research are made.

6.1 Summary of research

The purpose of this dissertation was to explain the effects cultural intelligence has on a manager's intercultural communication skills. As companies expand and becomes more internationalized, it is important not only to be a good manager in the domestic market but also in the global market (Lovvorn and Chen 2011). Managers face new experiences and communication challenges both with personnel sent abroad and personnel from different cultural backgrounds (Gertsen and Söderberg 2010). Also, there is a growing urge among CEOs and top management teams to make employees aware of cultural differences (Gertsen and Söderberg 2010) in order to clarify communicated information and reduce misinterpretation (Quirke 1996).

The research was based on the Communication satisfaction model developed by Downs and Hazen in 1977 and Early and Ang's Four-Factor model of CQ (Ang *et al.* 2006). The purpose of the Four-Factor model was to determine a manager's level of CQ and correlate it to the chosen communication variables based the communication satisfaction model. These variables were Verbal/Nonverbal Communication, Formal/Informal Communication, Superior Communication and finally, Communication Climate. The data for this dissertation was collected in a quantitative study.

6.2 Conclusion

In conclusion, all of the hypotheses except one were rejected. Therefore we can not conclude a connection between CQ and a manager's communication skills. The sample size was too small (n=15) in order to make any generalization. Also, the results were affected since one or two respondents answered in contrast to the rest of the respondents. However, in the statistical analysis we found a negative correlation between CQ and the transformational leadership style hypotheses H4a; *the level of CQ*

is positively related to emotional and open communication. This was somewhat of a surprise since a transformational leadership style regards a manager's ability to adapt and be open-minded. The characteristics mentioned suite a person with a high level of CQ. The only accepted hypothesis was H4b; *the level of CQ is positively related to motivational communication*, regarding a transactional leadership style. This result may depend on the fact that most of the managers may work in or with countries where a motivational leadership style is valued higher. Although the results did not find a link between communication and CQ, the test indicates that Swedish managers have a high level of CQ. Therefore, they are considered to be open-minded and have a high ability to adapt to new cultures.

6.3 Critical review

As mentioned earlier, the aim with this dissertation was to explain the connection between CQ and managers' communication skills. Although the findings in the study showed some indications that there is a relation between them, the sample group is too small. Hence, the results cannot be generalized.

Some critical reflections arose during the study process, for instance the choice of self-selection sampling and snowball sampling. The companies were selected if they had managers who operated or have had operated abroad. Since each company was contacted by telephone, it took longer time than expected to find the right person to talk to. Also, it was necessary for us to speak to every manager in order to convince them to participate in the study. Although the sampling gave us respondents that fitted the criteria, the sampling did not give us the right number of respondents. Furthermore, the sampling selections lead to a mix of various sizes of the companies. This mix of company sizes may also have had an effect on the level of CQ, which we did not investigate. Also, the small sample group of companies can not represent all companies that are internationalized.

Both communication and CQ can be seen as sensitive subjects for the respondents. People do not want to come across as bad communicators or to have a low tolerance regarding other cultures. Therefore, the answers may be more positive and may not

show the reality since the survey reflects the managers' own opinion. Afterwards we realized that the questions regarding CQ should have had a more extensive ranking width. This would enable a preferable evaluation of both CQ and communication. Also, many of the contacted managers felt that they did not fit the profile or that their contribution was necessary.

Finally, the time horizon of the dissertation can be criticized. It was decided late in the process which variables of communication should be studied. Therefore, the questionnaire was constructed and sent out in late May. If we would have found the Downs and Hazen (1977) model of communication satisfaction sooner, we would have been able to send out more questionnaires and write some parts of the theoretical chapter sooner.

6.4 Practical implications

The purpose of this dissertation was to explain the effects cultural intelligence has on managers' communication skills. The study was limited to Swedish companies which to some extent operate abroad. Earlier studies' regarding communication and culture have mainly focused on the linguistics and not communication within organizations (Durant and Shepherd 2009). However, Quirke states in his article (1996) that manager's communication with their employees is of great importance in order to reach the organizations objectives. Although our study does not enable a generalization on the topic, the study may still have some relevant aspects. For instance, it may raise the question to streamline communication between foreign units within the organization.

Research in the field of cultural intelligence has been done from several perspectives. In this study, the Four-Factor model (Ang *et al.* 2006) was mainly used since we considered it to be the best model to evaluate a manager's level of CQ. The model pin points some key aspects on how people adjust their personality and behaviour in new environments. This is somewhat confirmed from the collected responses in the study. Also, the study indicates that Swedish managers are very adaptable.

The analysis and conclusion in this dissertation may be of some value to Swedish managers. It may give managers indications how an open mind to new cultures can improve their communication skills but also how they may streamline the communication within the organization. Furthermore, companies should consider not only new managers but all new employees' level of CQ and their ability to adapt to new milieus when hiring. Communication is, however, one of the most prominent factors when it comes to social interaction. Therefore, this dissertation may be of some relevance for managers.

6.5 Ethical reflection

Since CQ is a theory based on a person's appreciation about his/her own cultural skills, one must have in mind that it can be hard to measure its accuracy. Thus, the work from Ang et al 2007 has been a guideline. Also, as CQ can be a sensitive subject, because a low score might indicate that a person is badly educated or has preconception against other cultures. For that reason, all respondents and companies are anonymous in the thesis. Communication, however, is something that we do every day and vary for individuals depending on variables such as culture, education and personality traits. The essence of Cultural understanding and communication plays a vital role today, because more and more societies are culturally mixed.

6.6 Future research

For future research, it would be interesting to conduct a similar research to ours, but on a larger scale. If the research is done in a larger scale, it would be easier to generalize the analysis. A larger response group would give the research a higher validity. Also, it would be interesting to perform a similar research, but in different countries. With research questions such as "do Asian managers have better communication skills due to a higher level of CQ?" or "Does a person's position in a company also influence the level of CQ?". Another angle on the research is from the employees' perspective; "do the employees agree with the managers' responses regarding their communication skills?" After all, communication is a two way channel.

One of the respondents, who gave us feedback on the questionnaire, suggested that one part of the questionnaire should describe how different countries demand various ways

of leadership. According to him, he did not communicate in the same way when managing the staff in France as he did in India. This feedback raised a number of questions. As companies become more and more internationalized, will the same research give the same results in the future? Is it inevitable that companies adapt themselves to new cultures and also adapt their way of communicating in the organization? In the future, will there even be differences in how people communicate?

Lastly, it would be interesting to study one large internationalized organization. Communication and CQ are two large variables to measure, and by focusing on just one company you may see how CQ affects the communication within the entire organisation. The results from such a study could be used as an aid to streamline the communication of the organisation.

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Appendices

Appendix 1: Survey (Swedish)

Fråga 1

Vilken titel har du i företaget?

Fråga 2

När är du född?

Fråga 3

Har du högskoleutbildning?

- Ja
- Nej

Fråga 4

Om JA: Inom vilket ämnesområde ligger dessa kurser?

- Företagsekonomi
- Humaniora och teologi
- Juridik
- Matematik och natur
- Medicin
- Samhällsvetenskap
- Teknik
- Annat område

Fråga 5

Det företag du arbetar på huvudsakligen verksam i?

- Olja och gas
- Råvaror
- Industriverksamhet
- Konsumentvaror
- Sjukvård
- Konsumenttjänster
- Telekommunikation
- Allmännyttiga tjänster
- Ekonomi
- Teknik
- Övrigt:

Fråga 6

Hur många års erfarenhet av arbete tillsammans med utlandsanställda har du?

Fråga 7

Jag har erfarenhet och kännedom av olika länder och deras kulturer.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 8

Jag anpassar mitt sätt att prata när jag pratar med människor från olika kulturer.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 9

I det landet där mina medarbetare befinner sig känner jag till religionen.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 10

I det landet där mina medarbetare befinner sig känner jag mig bekant med deras lagar och regler.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 11

I det landet där mina medarbetare befinner sig känner jag till de sociala system.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 12

Jag tycker om att träffa människor från olika länder.

- Stämmer inte
- Stämmer delvis inte
- Varken eller

- Stämmer delvis
- Stämmer

Fråga 13

Jag känner mig bekväm med att umgås med människor från olika länder.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 14

Jag anpassar mitt tonläge när jag samtalar med människor från olika länder.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 15

Jag anpassar mitt ordval när jag samtalar med människor från olika länder.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 16

Jag anpassar mitt kroppsspråk när jag samtalar med människor från olika länder.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 17

Jag anpassar mitt sätt att skriva när jag skriver till människor från olika länder.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

Fråga 18

Jag känner mig bekväm med att kommunicera genom kroppsspråk med mina medarbetare i andra länder.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 19

Jag känner mig bekväm med att kommunicera muntligt med mina medarbetare i andra länder.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 20

Kulturella skillnader inom min arbetsplats skapar missförstånd i kommunikationen.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 21

Jag föredrar att kommunicera med mina medarbetare i andra länder genom skriven information.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 22

Jag föredrar att kommunicera med mina medarbetare i andra länder genom formella möten.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

- Ingen åsikt

Fråga 23

Jag föredrar att kommunicera med mina medarbetare i andra länder genom muntliga framföranden av presentationer.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 24

Jag föredrar att kommunicera via mail med mina medarbetare i andra länder.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 25

Jag föredrar att kommunicera med mina medarbetare i andra länder genom telefon.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 26

Jag föredrar att kommunicera med mina medarbetare i andra länder genom handskrivna anteckningar som mina medarbetare får ta del av.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 27

Jag föredrar att kommunicera med mina medarbetare i andra länder genom korridorssnack.

- Stämmer inte
- Stämmer delvis inte

- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 28

Jag föredrar att kommunicera med mina medarbetare utomlands genom SMS meddelanden.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 29

Jag anser att det råder en god stämning på arbetsplatsen.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 30

Jag anser att kommunikationen fungerar bra i vår organisation.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Nedan följer ett antal beskrivningar av sätt att agera som ledare. Vänligen ta ställning till följande påståenden:

Fråga 31

Jag fokuserar på motivation i arbetsgruppen och låter mina medarbetare tillsammans med mig i gemensamma diskussioner fatta beslut om hur arbetet ska utformas. I detta sammanhang fungerar jag som rådgivare och coach.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer

- Ingen åsikt

Fråga 32

Jag är noga med att rutiner och regler följs. Tilldelade arbetsuppgifter ska utföras på det överenskomna sättet och jag griper in när saker och ting inte fungerar

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Fråga 33

Jag kontrollerar och instruerar inte mina medarbetare utan låter dem fatta egna beslut till hur arbetet ska bedrivas.

- Stämmer inte
- Stämmer delvis inte
- Varken eller
- Stämmer delvis
- Stämmer
- Ingen åsikt

Appendix 2: Survey (English)

Question 1

What is your work title?

Question 2

What is your year of birth?

Question 3

Do you have a college education?

- Yes
- No

Question 4

If yes; in which subjects?

- Business and Administration
- Humanities and Theology
- Law
- Mathematics and Nature
- Medicine
- Social science
- Technics
- Other subjects

Question 5

In which line of business is your company operating in?

- Oil and gas
- Raw material
- Industrial
- Consumer goods
- Health care
- Consumer services
- Telecommunications
- Public service
- Financial
- Technology
- Other:

Question 6

How many years of experience do you have with co-workers working abroad?

Question 7

I have experience and knowledge of different countries' cultures.

- Disagree
- Disagree to some extent

- Neither
- Agree to some extent
- Agree

Question 8

I adapt my language when I talk with people from other cultures.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

Question 9

I am familiar the religion in the area where my co-workers are situated.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

Question 10

I am familiar with the laws and rules in the area where my co-workers are situated.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

Question 11

I am familiar with the social systems in the area where my co-workers are situated.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

Question 12

I like to meet people from other cultures.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

Question 13

I feel comfortable to socialize with people from different cultures.

- Disagree
- Disagree to some extent

- Neither
- Agree to some extent
- Agree

Question 14

I adapt my tone when I speak with people from different cultures.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

Question 15

I adapt my choice of words when I speak with people from different cultures.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

Question 16

I adapt my body language when I speak with people from different cultures.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

Question 17

I adapt my way of writing when I write to people from different cultures.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

Question 18

I feel comfortable to communicate through my body language with my co-workers in other countries.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 19

I feel comfortable to communicate verbally with my co-workers in other countries.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 20

Cultural differences at my workplace create misunderstandings in the communication.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 21

I prefer to communicate with my co-workers in other countries through written information

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 22

I prefer to communicate with my co-workers in other countries through planned meetings.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 23

I prefer to communicate with my co-workers in other countries through oral presentations.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 24

I prefer to communicate with my co-workers in other countries through e-mail.

- Disagree
- Disagree to some extent

- Neither
- Agree to some extent
- Agree
- No opinion

Question 25

I prefer to communicate with my co-workers in other countries through telephone.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 26

I prefer to communicate with my co-workers in other countries through handwritten notes.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 27

I prefer to communicate with my co-workers in other countries through by talking to them in the passage.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 28

I prefer to communicate with my co-workers in other countries through text messaging.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 29

I think there is a good atmosphere in the workplace.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree

- No opinion

Question 30

I think the communication is well functioning in the organization.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Coming up are three questions where you will act as a leader. Please take a stand to following questions:

Question 31

I focus on motivating the team and let my co-workers discuss and make decisions together with me how the work will be performed. In this context, I act as coach and advisor.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 32

I am fastidious that rules and routines are being followed. Allocated work tasks will be executed in the way that was agreed by both parts. I engage if things do not work properly.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion

Question 33

I do not control or instruct my co-workers. Instead, I let them make their own decisions how the work should be performed.

- Disagree
- Disagree to some extent
- Neither
- Agree to some extent
- Agree
- No opinion