

THE IMPORTANCE OF CULTURAL INTELLIGENCE IN INTERNATIONAL  
ORGANIZATIONS AND ITS IMPACT ON EMPLOYEE MOTIVATION

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Approval of the Institute of Social Sciences

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## **PREFACE**

I would like to thank my advisor Prof. Kerim Özcan, for his tireless efforts and valuable contributions and mentorship throughout this study. His patience and understanding were of great help during the study.

Moreover, I would like to thank my colleagues both at the office and at both universities, in particular to Yasemin Kasap, Cihat Battalođlu and Müjdat Ertürk for their enormous support, understanding and assistance.

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## ABSTRACT

### THE IMPORTANCE OF CULTURAL INTELLIGENCE IN INTERNATIONAL ORGANIZATIONS AND ITS IMPACT ON EMPLOYEE MOTIVATION

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The concept of cultural intelligence (CQ) has grown to become a popular subject of discourse in the academic world, not least since Earley and Ang introduced the concept in 2003. According to Earley and Mosakowski, cultural intelligence is essentially associated with emotional intelligence, however the CQ takes over where emotional intelligence ceases. Triandis underlines the importance of cultural intelligence in today's global world and claims that being culturally intelligent may be "especially valuable" in overseas assignments. Writing in 2019, at a time when the world is unanimously accepted as a global village, intelligence and empathy alone are not enough to exhibit true leadership skills or effective performance. Cultural Intelligence plays a very important role – especially in multi-cultural organizations – when it comes to employee motivation and the annual success of a given organization. However, many organizations are omitting to introduce their expat employees to the social and cultural realities of the country they would be living in when assigned to another country/ culture. Culture shock does not necessarily always occur when in a different country in general, however, it is very likely to occur when an employee is assigned to another part of the country which has a markedly different culture. This study aims to analyse Cultural Intelligence in the intercultural organisations and its impacts on the employee motivation.

*Keywords:* Cultural intelligence, motivation, human resources, cross cultural adjustment, adaptation

## ÖZET

### ULUSLARARASI KURULUŞLARDA KÜLTÜREL ZEKÂNIN ÖNEMİ VE ÇALIŞAN MOTİVASYONU ÜZERİNDEKİ ETKİSİ

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Kültürel zekâ (CQ) kavramı, Earley ve Ang tarafından 2003 yılında literature kazandırıldığından bu yana akademik dünyada popüler bir söylem konusu haline geldi. Earley ve Mosakowski'ye göre, kültürel zekâ temelinde duygusal zekâ ile ilişkilidir ancak duygusal zekânın bıraktığı yerde kültürel zekâ bayrağı devralır. Triandis günümüz dünyasında kültürel zekânın öneminin altını çizirken, yüksek kültürel zekaya sahip olmanın özellikle kıtalararası görevlerde oldukça “değerli” olacağını savunur. Bu çalışmayı hazırladığımız 2019 yılında, dünyanın hiç tereddütsüz küresel bir köy olarak kabul edildiği bir zamanda, zekâ ve empati, gerçek liderlik yetenekleri göstermek veya verimli bir performans sergilemek için tek başına yeterli değildir. Kültürel zekâ, -özellikle uluslararası kuruluşlarda- çalışan motivasyonu ve ilgili kurumun yıllık başarısında ciddi bir rol oynar. Buna rağmen, birçok kurum yabancı çalışanlarını farklı ülke görevlerine atarken, o ülkenin sosyal ve kültürel gerçeklikleri ile ilgili çalışanlarını bilgilendirme gerekliliği hususunu görmezden gelir. Kültür şoku sadece başka bir ülkede değil, bir çalışan aynı ülkenin başka bir bölgesine tayin edildiğinde de yaşanabilecek bir durumken, hem yabancı çalışanların kültürel zekâ seviyeleri, hem de uluslararası kuruluşlardaki yerel çalışanların kültürel zekâ seviyeleri oldukça önem arz etmektedir. Bu çalışma, uluslararası kuruluşlarda kültürel zekânın önemini ve çalışan motivasyonu üzerindeki etkisini analiz etmeyi amaçlamaktadır.

*Anahtar Kelimeler: Kültürel zekâ, motivasyon, insan kaynakları, kültürler arası uyum, adaptasyon*

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## ABBREVIATIONS

CQ:	Cultural Intelligence
CQS:	Cultural Intelligence Scale
EM:	Extrinsic Motivation
EQ:	Emotional Intelligence
IM:	Intrinsic Motivation
IQ:	Intelligence Quotient
IsDB:	Islamic Development Bank Group
MWMS:	Work Motivation Scale
UN:	United Nations
UNHCR:	UN Refugee Agency
OIC:	Organisation of Islamic Cooperation
WHO:	World Health Organisation

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## 1 INTRODUCTION

The word “globalization” is right in the middle of our lives in almost every field since the 1990s, ever since the collapse of the Berlin Wall in 1989 (Öztürk, 2001). It does not only describe economic concepts but also the international system we are in<sup>1</sup>. While economic globalization refers to the globalization of markets (capital, labour resources, goods and services) and globalization of organizational structures of economy<sup>2</sup>; culturally it can be interpreted as the exchange of ideas, values, traditions and politically, international organizations became the focus of attention<sup>3</sup>. Especially following the rapid momentum in technology which has affected many different fields not limited to but including transportation, employment, globalisation of companies, accessibility of information etc. the number of people travelling for study or work purposes has enormously increased. Let alone the relocations of employees at Ministries of Foreign Affairs, even the international assignments of factories had reached a significant level.

While those changes are happening, individuals that travel or that have to relocate due to several reasons, started to be exposed to different cultures more than ever. Culture, as defined by Hofstede, is how one is raised, and it continues to develop while one grows up; and it is related to what we share with those around us<sup>4</sup>. When travelling for work purposes, employees not only face issues regarding motivation and adaptation, but also may have difficulties in cultural adaptation level. In 2003, Earley and Ang introduced the concept of Cultural Intelligence (CQ) as an individual’s potential to easily adapt new cultural contexts and situations. Groves et al. (2015) asserts that individuals with high CQ levels could be more efficient in cross-cultural contexts, and also, they could easily build more cooperative relationships, while also having more adjustable personalities (cited in Gökten, 2017). On the other hand, motivation is described as the process of one’s concentration, continuity and objective to reach a goal (Robbins, Stephen P. & Judge, Timothy A. (2013).

Expatriates assigned with international duties may ask their companies/organisations for a better benefit package, not only consisting of Herzberg’s hygiene factors, but also motivation

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<sup>1</sup> [http://www.mfa.gov.tr/uluslararasi-ekonomik-sorunlar-\\_mayis-2001\\_.tr.mfa](http://www.mfa.gov.tr/uluslararasi-ekonomik-sorunlar-_mayis-2001_.tr.mfa)

<sup>2</sup> <https://dergipark.org.tr/download/article-file/365532>

<sup>3</sup> <https://www.investopedia.com/terms/g/globalization.asp>

<sup>4</sup> <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/definition-culture/>

factors. They would need an environment which facilitates their adjustment process and helps them achieve better.

In many international work environments, those who have motivation difficulties or problems due to lower levels of CQ are not only expatriates. Also, locals of that country, working at similar levels with expat staff, automatically have to adapt their work environment, which consists of a good number of foreign employees and in most cases quite different than their native environment at home or social circle. While an expat's awareness level of cross-cultural context may be directly related to their success and motivation (Chen, Kirkman, Kim, Farh, and Tangirala, 2010), it could equally affect a local employee working at a similar level in an international team.

Having considered the literature on CQ and Motivation, with current rise in the relocations and increasing international staff of the international organisations, a study that aims analysing the Cultural Intelligence in the intercultural organisations and its impacts on the employee motivation was outlined. However, the existing studies have mostly concentrated on CQ or motivation alone and have mostly taken expatriates as sample group. Therefore, this study aims at analysing the relation between motivation and CQ levels of employees at Officer/Assistant/Professional/Managerial levels at an international organisation and targets filling the gap in the literature.

The literature review of the study focuses on definitions related to culture, international organisations, adjustment and other concepts, and concentrates on previous studies analysing CQ and Motivation. Quantitative data analysis was used in this study, with Cultural Intelligence Scale (CQS), of Cultural Intelligence Center (2005), analysing Cultural Intelligence and Work Motivation Scale (MWMS) by Gagne et al. (2010), analysing motivation. An online survey through a web-based survey tool was conducted on employees of international organizations. Following the statistical analysis, findings of the study was analysed, and hypotheses were tested. The findings of this study are expected to contribute to the development of human resources practises, management and analysis of training needs of a company/organisation in longer run.

## **2 LITERATURE REVIEW**

### **2.1 Cultural Intelligence and Motivation**

In today's world, cultural intelligence has a very powerful role when compared to half a century ago, when solely Intelligence Quotient (IQ) and mere Emotional Intelligence (EQ) were deemed important both in education and work. With the last few decades' technological developments, the world has become a global village in which lifestyles can be considered within a *glocal* context. The internet has had a serious impact on information sharing and access to knowledge, while developments in the realm of transportation have rendered even furthest the farthest reaches of the planet within reach. Those factors have had a serious impact on the increase of students who study abroad and companies working more globally either opening new offices abroad or signing agreements with different companies in countries other than their native one's. Plus, due to the growing conception of the need to face *global* problems, many international organizations such as the United Nations (UN), World Health Organization (WHO), the UN Refugee Agency (UNHCR), Organisation of Islamic Cooperation (OIC), Islamic Development Bank (IsDB) etc. have had to launch new offices in different regions with an aim to find a solution to rising problems. Because of all these developments and changes, many people find themselves relocating from their native environments. The cultural intelligence level of both the employees, employers and current colleagues has a crucial impact on their motivation and success in the new environment.

#### **2.1.1 Culture**

According to Raymond Williams (1958), culture is an ordinary thing for all societies and individuals and each society is unique in terms of its own ambitions, structure and values. They all express those ambitions, values, structure in different public spheres including work places, schools, and also including art. Culture is defined by Zhou and Griffiths (2011) as "any of the practices which distinguishes one group of people from others". An individual would understand their true culture only when away from their own and subjected to another culture. (Isfahani, Jooneghani, & Azar, 2013).

Pointing to a well-known HSBC advertisement at Heathrow Airport showing a grasshopper and classifying it as a pest in USA, pet in China and appetizer in Thailand, Earley and Mosakowski (2004) highlight the fact that culture is so powerful that it even affects how something as otherwise insignificant as an insect can be perceived. We should not be awed

by the fact that the human actions, gestures and speech patterns a person faces in a foreign setting can even be interpreted in a much different way, which could, unfortunately, result in serious misunderstandings (Earley and Mosakowski, 2004).

The very significant work of Hofstede (1980), *Cultural Dimensions*, a framework to understand the cultural differences among countries and how they affect business setting, categorizes culture in 6 dimensions:

1. Power Distance Index: How tolerated people are towards inequality and power.
2. Collectivism vs. Individualism: The degree of societies' dependence on groups.
3. Uncertainty Avoidance: Deals with a society's tolerance towards ambiguity
4. Femininity vs. Masculinity: Refers to the acceptance of force within society
5. Short-Term vs. Long-Term Orientation: While long-term orientation focuses on the future, short-term orientation focuses on the near future.
6. Indulgence: "Indulgence is about the good things in life. In an indulgent culture it is good to be free" (Hofstede, G.).

The more people come across people from different cultures, the more likely they are to witness cultural clashes. While even individuals from the same culture have many conflicts and clashes, it is almost impossible not having a conflict when one encounters a different culture than their own. Nevertheless, this is where Cultural Intelligence steps in towards development of intercultural relations and communications, which is naturally related to work life at intercultural environments.

### **2.1.2 International Organisations**

Following the 2<sup>nd</sup> World War and early beginning of globalization and its consequences, there was a need for the establishment of inter-governmental bodies in order to facilitate the reconstruction process and enhance cooperation among countries. As the Penguin International Relations Dictionary states (1998), "International organizations are formal institutional structures transcending national boundaries which are created by multilateral agreement among nation-states. Their purpose is to foster international cooperation in areas such as security, law, economic and social matters and diplomacy." The Encyclopaedia of Public International Law defines an international organisation as an "association of States established by and based upon a treaty, which pursues common aims, and which has its own special organs to fulfil particular functions within the organization." Most International



Organizations have a legislative body, creating legal acts such as resolutions and directives that bind the International Organization under international law. They are established following treaties among states. The United Nations (UN) is the biggest and most well-known international organization around the world. The Organisation of Islamic Cooperation (OIC), is the second-biggest international organisation after the UN.

International organisations also act as standard setting institutions<sup>5</sup>. They are mostly mandated to operate on behalf of the common good ( prioritizing of their member countries) and at a global level (Cammack, 2015).

Due to their nature, international organizations employ staff from different countries. Human resources of international organisations pay special attention to geographical distribution while employing staff in order to have equal representation of its member countries as well as providing opportunities to their citizens. As a result, many employees from different nations, languages, races, colours, beliefs, backgrounds etc. come together under one roof . Not unexpectedly, the work environment in international organisations is quite different and needs at least culturally aware managers and employees.

### **2.1.3 Cultural Adjustment and Cultural Effectiveness**

With globalization making the world smaller, increasing numbers of international assignments, expanding of international organizations, people started to travel more and interaction among cultures also rapidly developed.

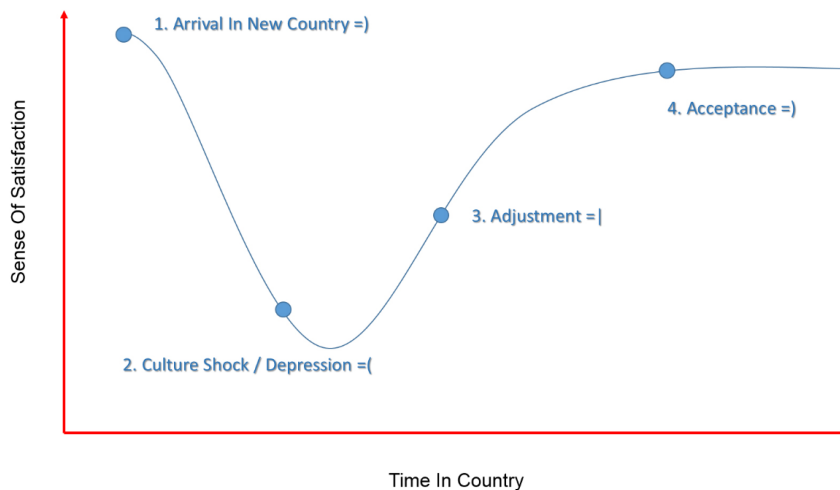
Adapting to a new environment and adapting to people from a different culture, may take some time. While changing from person to person, Vianen et al.(2004) explained cultural adjustment as the level of psychological comfort an expatriate enjoys with the various aspects of their host culture. Long before that, Kalervo Oberg (1954) introduced the stages of culture shock during a talk at the Women’s Club of Rio de Janeiro<sup>6</sup>. As can be seen at Figure 1, he explained those stages as “The Honeymoon”, “Culture Shock”, “Adjustment” and “Adaptation”. The Honeymoon stage can be summarized as the excitement of a new place/new people, Culture Shock stage can be explained as the gradual decrease of the excitement and start of focusing to new culture and realizing you are far from *home*, adjustment is when you start to accept where you are, and you feel more comfortable and

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<sup>5</sup> <https://www.oecd.org/gov/regulatory-policy/international-organisations-and-role-in-irc.htm>

<sup>6</sup> Cited in: <https://www.princeton.edu/oip/practical-matters/Cultural-Adjustment.pdf>

less alienated and adaptation/acceptance stage is when you accept where you are and feel like you are at second home.



*Figure 1: Oberg's Stages of Cultural Shock (Larsen, 2014<sup>7</sup>)*

Black (1990) defined cross-cultural adjustment as “the degree of psychological comfort and familiarity an individual has for the new environment”. According to Lee and Sukoco, the concept of “effectiveness” is not strictly the same as “adjustment”. While adjustment is the responses of expatriates to the environment, effectiveness is understood as how the expatriate uses their ability to achieve goals by interacting with host partners (2010).

In line with the existing studies and theories, final stage is where the motivation is not affected from other factors anymore and , where the job performance levels are getting back to routine.

## **2.2 Cultural Intelligence: Definitions**

While cultural adjustment creates an issue in our globalized world, at the same time , several concepts to help ease this process were developed. A key concept, the concept of cultural intelligence (CQ) was one of them. First introduced by Early and Ang in 2003, the CQ was defined as a person’s capability to function effectively in different cultural environments and situations (Earley and Ang, 2003). Thomas (2006) defines CQ as it is “meant to reflect the

<sup>7</sup> <http://www.pptpd.com/china-chuangkou/culture-shock-2/>

capability to deal effectively with people from different cultural backgrounds”. Of course, CQ cannot be thought of as separate from other intelligences; e.g. Intelligence Quotient (IQ) and Emotional Intelligence (EQ). The concept even has a significant relation with the latter, as Earley and Mosakowski (2004) highlight, with cultural intelligence showing strong links to emotional intelligence. However, the concept largely picks up where emotional intelligence leaves off (2004). Aksoy (2013) claims that cultural intelligence not only helps an individual to adapt and adjust to a single culture, but also helps them to adopt and adjust to a totally unknown culture and create a successful communication environment when introduced to it. An individual with high CQ can be visualized as a more open, easy-going, communicative, curious person. These traits allow them to wonder more about a different culture even before they encounter someone from another culture. According to Triandis (2006), one of the most important attributes to achieve cultural intelligence is not to criticize or judge before having enough information regarding the matter. He claims that the culturally intelligent mind directly presumes only with little information however, tend to receive more information prior to direct judgment regarding the characteristics of the person. “It is important for an individual to possess high interpersonal skills to be more successful at work however, just because an individual may possess high interpersonal skills within his or her own culture, this may not necessarily translate into being able to adjust easily and quickly to people and situations across new cultural contexts” (Imai and Gelfand, 2010, p.85). At the same time, an individual who appears to be lacking interpersonal skills within his or her own culture may still be able to adjust easily and quickly to new cultural contexts (Earley & Ang, 2003).

### **2.2.1 Dimensions of CQ**

Cultural intelligence is mainly conceptualized around four dimensions which are *metacognitive CQ*, *cognitive CQ*, *motivational CQ* and *behavioural CQ*.

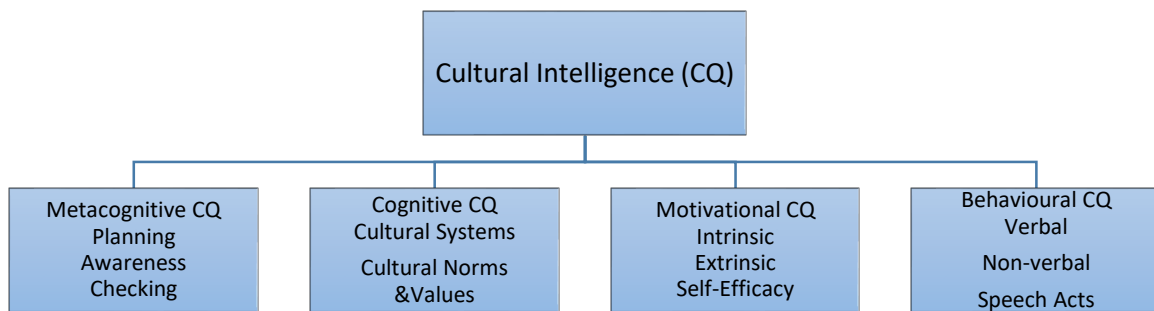


Figure 2: Dimensions of CQ (Source: Adapted from Van Dyne, Ang and Livermore (2010))

*Metacognitive CQ:* According to Ang et al. (2007), metacognitive intelligence refers to control of cognition which is the processes individuals use to acquire and understand knowledge. Ang et al. also claim that those with high metacognitive CQ are consciously aware of others’ cultural preferences prior, before and during interactions (2007). In other words, those with high metacognitive CQ are more prone to cultural preferences and differences prior to an interaction. Metacognitive CQ is also much associated with awareness, planning, and monitoring. According to Sahin et al. (2013), “metacognitive CQ refers to the capability for consciousness and awareness during intercultural interactions and it reflects the mental capabilities to acquire and understand cultural knowledge, including knowledge of and control over individual thought processes relating to culture” (p.135). According to Li, Mobley and Kelly (2015), metacognitive CQ refers to the processes of ‘thinking sense of intercultural experiences.

*Cognitive CQ:* Ang et al. highlight that cognitive CQ reflects knowledge of the norms, practices and conventions in different cultures acquired from education and personal experiences (2007). It refers to knowledge about cultures, norms, practices, and values. Cognitive CQ can be summarized as the recognition of the similarities and differences between dissimilar cultures. Individuals with high levels of cognitive CQ have a definite amount of knowledge of other cultures’ religions, values, political and economic systems, languages, etc. It is easier for those with high cognitive CQ to understand similarities and differences across cultures better (Brislin et al., 2006). According to Sahin et al. (2013),

cognitive CQ is general knowledge about the structures of a culture and it refers to knowledge of norms, practices, and conventions in different cultures that has been acquired from educational and personal experiences.

*Motivational CQ:* Motivational intelligence pertains to the mental capacity that is needed to use the energy at the most efficient way in a particular situation or on a particular task, and also admits its importance on solving actual problems. (Ceci, 1996). According to Ang et al., motivational CQ is related to the ability of managing the learning process when encountered in a culturally different environment and also functioning in particular situations in an intercultural context (2007). Individuals with higher level of motivational CQ could adjust easily at their work environment since their intrinsic motivation level which enables them to deal with new cultural experiences without facing major difficulties. (Templer, Tay and Chandrasekar, 2006). Higher motivational CQ also indicates how individuals are intrinsically motivated to function in new and different cross-cultural situations. (Earley & Ang, 2003).

*Behavioural CQ:* Behavioural CQ reflects the capability to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultures' (Ang et al., 2007). Lee and Sukoco argues that adaptation is not only restricted with the capability of knowing what to do and how to do it, but rather the way one reacts within limits of their own behavioural background (2010).

### **2.3 Motivation: Definitions**

The word motivation stems from the Latin word *movere*, which means “to move”. It could be summarized as the attribute that moves us to act, or not to act. Motivation is also described as the process of one’s concentration, continuity and objective to reach a goal (Robbins& Judge, 2013).

According to Legault (2016), intrinsic motivation (IM) could be interpreted as behaving in a certain way just because it is joyful and satisfactory, for example, a child's playing outside does not have to have any other reason but just the fact that it is fun. While IM could be described as so, extrinsic motivation (EM), on contrary, extrinsic motivation (EM), on contrary, is easily distinguishable from the action and could be seen in various dimensions, such as external or internal. Washing dishes to get an allowance is considered as an external

dimension whereas recycling since you think of yourself as an environment friendly citizen could be considered as an internal dimension. (Legault, L., 2016).

### **2.3.1 Definitions of MWMS Subscales**

*Intrinsic Motivation* is related to the joy people feel when they are doing a certain task. *Identified Regulation* is a type of extrinsic motivation, in which people do not intrinsically enjoy the task however their motivation stems from certain values that they have incorporated which require them to complete the certain task. *Introjected Regulation* is another type of extrinsic motivation, where people feel outside pressure which leads them to complete the task. *External Regulation* is a type of motivation where motivation emerges as a result of external forces such as rewards or punishments (Gagné & Deci, 2005).

### **2.3.2 Theories of Motivation**

Theories of motivation vary among the classical approaches, which are considered to form a base for the currently used methods; and to contemporary approaches, which are again valid, however in terms of usage, managers tend to use the most wide-spread classical approaches (Robbins, & Judge, 2013).

Considering the current stream and the importance of human resources management practices for this study, the most well-known four theories of motivation will be described.

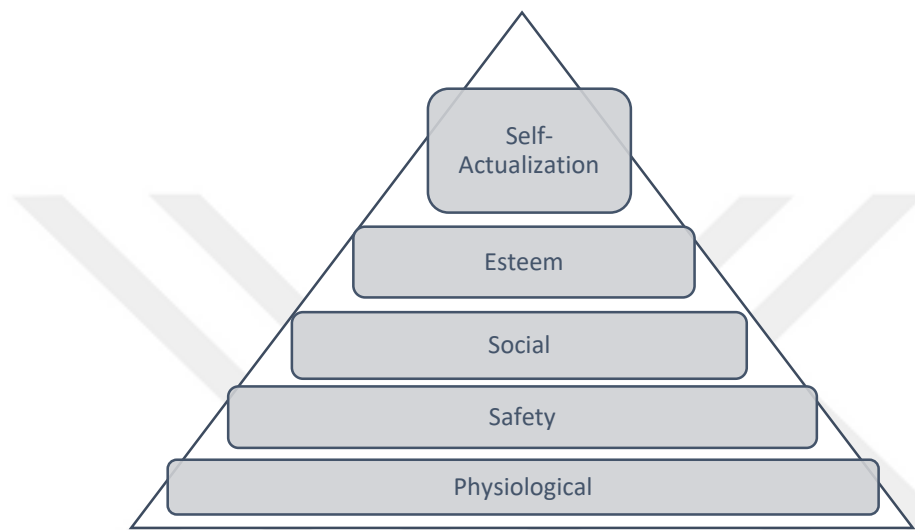
Most of those theories have been formulated during the 1950s and namely they are Maslow's *Hierarchy of Needs Theory*, McGregor's *Theory X and Theory Y*, Herzberg's *Two-Factor Theory* and McClelland's *Theory of Needs* (Robbins, & Judge, 2013).

#### **Hierarchy of Needs Theory**

The best-known theory of motivation is Abraham Maslow's hierarchy of needs. Maslow claimed that every human being has a hierarchy of five needs within themselves (Robins and Judge, 2013):

1. **Physiological:** Includes hunger, thirst, shelter, sex, and other bodily needs.
2. **Safety:** Security and protection from physical and emotional harm.

3. **Social:** Affection, belongingness, acceptance, and friendship.
4. **Esteem:** Internal factors such as self-respect, autonomy, and achievement, and external factors such as status, recognition, and attention.
5. **Self-actualization:** Drive to become what we are capable of becoming; includes growth, achieving our potential, and self-fulfilment.



*Figure 3: Maslow's Hierarchy of Needs (Source: Robins&Judge, 2013)*

### **Theory X and Theory Y**

Theory X and Theory Y was an idea constructed by Douglas McGregor in his 1960 book "The Human Side of Enterprise" which encapsulated a fundamental distinction between management styles (Economist, 2008). Theory X assumes that people dislike work and do not have enough motivation; and according to McGregor, those should be controlled, and an authoritarian management style should be used (Robins&Judge, 2013). This approach adopts micromanagement of people's work, which assures that work is done in a proper manner.

Theory Y of McGregor, on the other hand, emphasizes the intrinsic motivation of an individual towards their work, their self-starter skills, their high motivation level as well as their responsibility and initiation skills and how creative they are in solving problems. The management style to be adopted is most probably participative management style, meaning that managers do trust their employees (Robins&Judge, 2013).

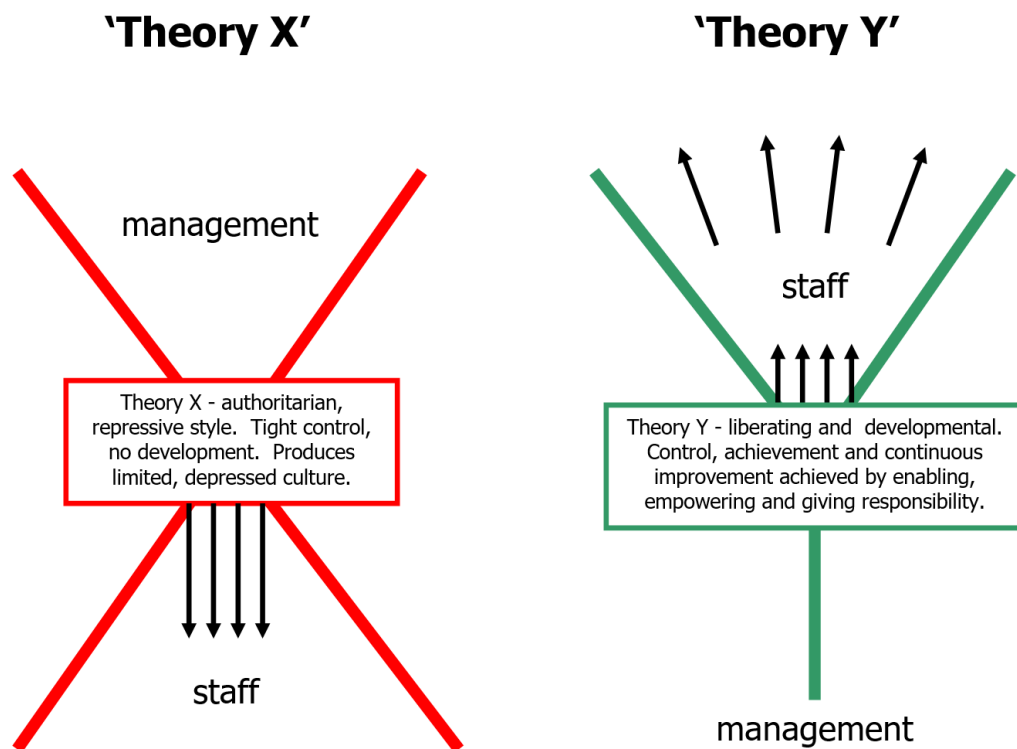


Figure 4: Theory X and Theory Y. (Source: Alan Chapman 2001-4 based on Douglas McGregor's X-Y Theory)

### Two-Factor Theory

Frederick Herzberg's Two-Factor Theory was designed in 1959 in USA following interviews conducted over two hundred professional employees regarding their feelings towards their work environments. following the study, Herzberg classified employees working attitudes and performance levels by two factors, named Motivation&Hygiene Factors. (Robbins, 2009). Motivation Factors are Intrinsic Factors that increase employees' job satisfaction; while Hygiene Factors are Extrinsic Factors to prevent any employees' dissatisfaction. Herzberg further claimed that even all Hygiene Factors are provided, this might not necessarily result as employees' job satisfaction. To increase employees' performance or productivity, motivation factors must be addressed (Yusoff, Kian and Idris, 2013).

According to Robins and Judge (2013), intrinsic factors such as advancement, recognition, responsibility, and achievement seem related to job satisfaction (Figure 5). Respondents who



feel good about their work relates these factors to themselves, while, at the same time, dissatisfied respondents point extrinsic factors, such as supervision, pay, company policies, and working conditions.

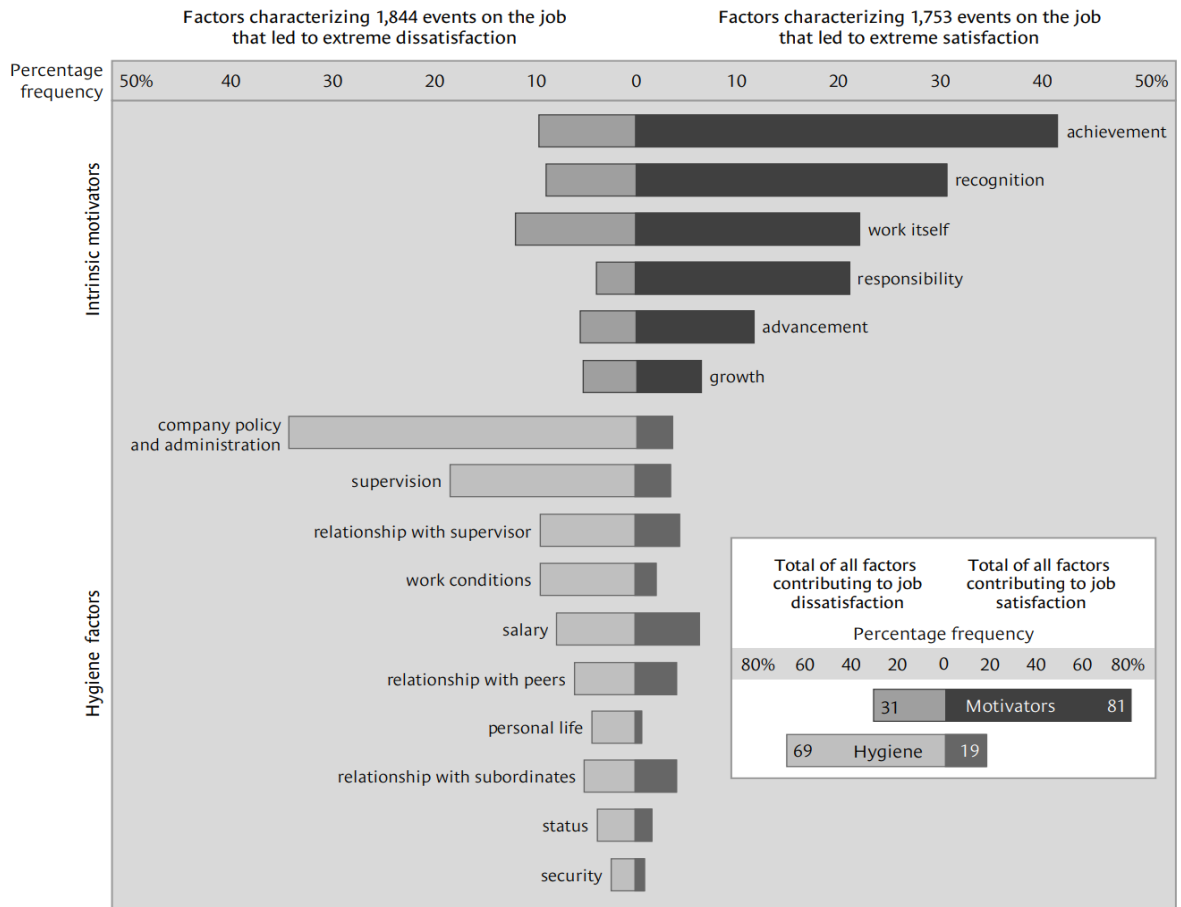


Figure 5: Factors affecting job attitudes (Herzberg, 1968)

Therefore, Herzberg has suggested that the opposite of “satisfaction” is “no satisfaction,” and the opposite of “dissatisfaction” is “no dissatisfaction” (Robbins, Stephen P. & Judge, Timothy A. 2013).

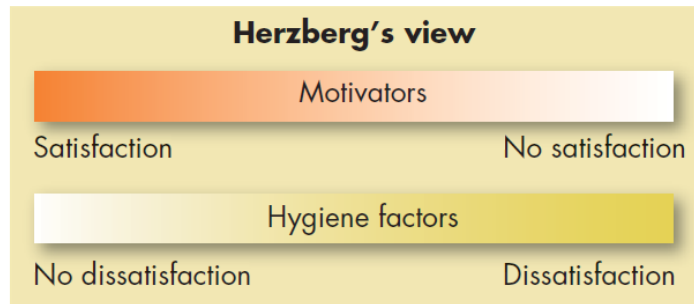


Figure 6: Herzberg's Two Factor Theory (Source: Source: Robbins&Judge, 2013)

**Theory of Needs (Power, Achievement and Affiliation)**

David McClelland, an American Psychologist, has developed a theory of needs which focuses on three aspects as three important needs that explain motivation: Achievement, Power and Affiliation (Kukreja, S. , 2013).

McClelland, in his theory of needs, divides motivation according to how needs are and how they should be approached. He highlights that, no matter what our sex, culture, age or race is, we all have one of these needs and it is what motivates us (Robbins&Judge, 2013).

**Table 1: McClelland's Theory of Needs**

<b>Dominant Motivator</b>	<b>Characteristics of This Person</b>
Achievement	<ul style="list-style-type: none"> <li>• Has a strong need to set and accomplish challenging goals.</li> <li>• Takes calculated risks to accomplish their goals.</li> <li>• Likes to receive regular feedback on their progress and achievements.</li> <li>• Often likes to work alone.</li> <li>• Wants to belong to the group.</li> </ul>
Affiliation	<ul style="list-style-type: none"> <li>• Wants to be liked and will often go along with whatever the rest of the group wants to do.</li> <li>• Favours collaboration over competition.</li> <li>• Doesn't like high risk or uncertainty.</li> <li>• Wants to control and influence others.</li> </ul>
Power	<ul style="list-style-type: none"> <li>• Likes to win arguments.</li> <li>• Enjoys competition and winning.</li> <li>• Enjoys status and recognition.</li> </ul>

In general, Cultural Intelligence dimension of Motivational CQ shows quite similarities with Motivation and the theories discussed here. However, due to the gap in the literature, it was not easy to benefit from existing studies which exactly focuses on the relationship between The CQ and Motivation.

## **2.4 Research Question**

Research questions of this study are:

1. Is there a positive correlation between the CQ levels of both expat and local employees at professional, managerial, officer/assistant positions, at international organisations and their motivation?
2. Is there a positive correlation between the Motivation levels of both expat and local employees at professional, managerial, officer/assistant positions, at international organisations and their tenure?

### **3 METHODOLOGY**

#### **3.1 Research Purpose**

The research purpose could be summarized as the goal of a study, since it provides information regarding "why" the study was conducted. "The goal of a study might be to identify or describe a concept or to explain or predict a situation or solution to a situation that indicates the type of study to be conducted" (Beckingham, 1974). Cultural Intelligence is a relatively recent phenomenon. Especially the relation of CQ with other disciplines yet to be discussed in detail still. With increasing number of studies that are being held currently and will be conducted in near future, CQ may facilitate the work of institutions, human resources departments, employees, managers and especially expats and those working with expats.

Companies often have a distinctive culture; and a person joining a new company will mostly spend their first few weeks trying to understand their own cultural code. Even companies, themselves, have subcultures, that clash with others. Different department divisions and professions all might have different backgrounds and it may cause the newcomer to become easily overwhelmed, if they do not have high CQ (Earley and Mosakowski, 2004).

Motivation consists of the psychological processes that determine the direction, intensity, and persistence of action (Kanfer, 1990). Expatriates assigned with international duties & positions are rather demanding and may oblige companies to exert every effort to help adjust and achieve effectively. Therefore, an expat's interest in cross-cultural contexts may have direct relation to their success and motivation in their new international environment (Chen, Kirkman, Kim, Farh, and Tangirala, 2010).

Following a careful review of current studies, it has not been possible to find a thorough study analysing the relation of CQ and motivation at international organizations. Also, the reason some people can behave more properly and efficient in other cultures or among people with different backgrounds while others struggle in behaving the most proper way does not, as was mistaken mostly, are related to implicit knowledge or their EQs or, social intelligence levels; and more so, are rather related to their CQ level and analyses as to whether they can behave properly in relevant situations and take the right action (Earley and Mosakowski, 2004). Especially following the definition of Motivational CQ, which reflects

the capability to direct attention and energy toward learning about and functioning in situations characterized by cultural differences (Ang et al., 2007), it was important to focus on this area and take note of the results.

All things considered, the purpose of this study is to see the relation between CQ and motivation at employees of international organisations. International organisations mostly have different promotion, career track and salary scales system than other employment areas such as governmental institutions or private companies. As being non-profit mechanisms, most of the international organisations provide similar kind of benefit packages to all their employees, which, sometimes may vary according to the duty station (Salary Scales, International Civil Service Commission, 2019). Since the nature of the work, duty stations, possible relocations, field studies, work locations may be quite different, factors effecting employee motivation may also be different. Again, following the literature review, it has been understood that, given the nature of the work and all possible factors in effect, such as, having a higher portion of employees having to speak in another language than their mother tongue at office, working in different countries than one's native, or having to work with colleagues from many different countries also in a way has a relation to CQ.

This study aims to fill a gap in the literature by providing the outputs of the survey and contribute to the literature. The study has not only focused on expats, but rather all employees in professional and managerial posts, since the CQ level of those who are not expats but working in the same environment have quite an effect on the adaptation of expats, therefore the motivation and success of employees, especially in teamwork.

### **3.2 Research Approach**

A research approach is highly crucial in connecting data to ideas or concepts in both qualitative or quantitative research (Neuman, 2011). Qualitative research focuses on the experiences, habit, culture of people and it furthermore looks into the perspective of people towards certain issues. Quantitative research, on the other hand, explores the relationship between variables, and waits for all results to be gathered to reach a decision regarding the results. Data analysis starts while gathering data in qualitative research as the researcher would have an opinion already while collecting the data (Neuman, 2011).

Considering the internationally broad universe and the accessibility via e-mail and other online sources, it was decided to use quantitative data analysis in this study. Moreover, the goal of the study coincides with the quantitative data analysis since it tests pre-existing theories and hypotheses (*Neuman, 2011*). However, it is not the only reason for this decision. Having two strong scales, namely, Cultural Intelligence Scale (CQS), of Cultural Intelligence Center (2005), analysing Cultural Intelligence and Work Motivation Scale (MWMS) by Gagne et al. (2005), analysing motivation, both originally in English, would facilitate data collection. Since the existing studies using those scales are quite reliable, it worked perfectly when used in an anonymous platform to gather data.

### **3.3 Data Collection Procedures**

Data collection has a very crucial role in the statistical analysis of a study. There are mainly two different methods used to gather information, i.e. primary and secondary data (Douglas, 2015). Primary data is collected for the first time by the researcher for a specific research purpose, from first-hand sources using methods like surveys, observations, experiments, interviews, questionnaire etc. It is directly collected from primary sources, with the research project in mind (Primary Data & Secondary Data: Definition & Example, Para 1, 2018).

Secondary data is the already-collected/produced data by others and it is data gathered from studies, surveys, or experiments that were collected by other researchers for different research purposes. Secondary data collection sources vary from websites to articles, books to archive folders, to encyclopaedias etc.

For this study, both primary and secondary data is used. Secondary data is almost essential to begin a project since it facilitates question formulation and hypotheses development. Several journal articles, books, online sources etc. have been studied carefully with an aim to gain a better understanding and to enrich the study area. Following the literature review part and further analysis of the secondary data, primary data is also used.

A questionnaire was sent to the officer/assistant /professional/managerial level employees of an international organisation's offices in *Ankara & İstanbul, Republic of Turkey; Rabat,*

*Kingdom of Morocco and Jeddah, Kingdom of Saudi Arabia.* The international organisation that was chosen for this study is one of the biggest international organisations in the world with over 50 Member Countries spread to 4 continents. This international organisation has centres, branches, subsidiary organs, affiliated organs in various countries and the employees are from all those 50+ countries, which had a big impact for being chosen as universe of this study. One other reason for choosing this international organisation overlaps with the purpose of the study since the study tries to examine the relation of CQ and Motivation of employees at international organizations. In light of the information provided above, the work environment, organizational culture, population of employees, this international organisation was a good fit to the study. Moreover, there is a high rank of expatriate employees in different country offices (a total average of 57.33% expatriates, an average of 42.67% locally recruited staff) which allows us to see the full picture of both nationally and internationally recruited staff.

The population of this thesis is the employees who work at this international organisation's offices in *Ankara & Istanbul, Republic of Turkey; Rabat, Kingdom of Morocco and Jeddah, Kingdom of Saudi Arabia.* Since the whole population is approximately 400 and it is not possible to conduct research on the whole population in terms of time, cost and access limitations, the representative sample was selected. The representative sample was chosen in coordination with the HR Units of the branches of this international organisation and in accordance with the main criteria which aimed at officer/assistant /professional/managerial level employees. The participants were chosen from full-time employees that fit the criteria and the sample size 150 was found appropriate. Out of 150, 79 participants responded the survey.

One of the most broadly used data-gathering technique is survey. Surveys help a researcher to obtain more accurate information. However, as Warwick D.P and Lininger, C.A. states, 'Every method of data collection, including the survey; is only an approximation to knowledge. Each provides a different glimpse of reality, and all have limitations when used alone' (1975, pp. 5-6). In terms of time and effort, along with being cost-efficient, surveys help us reach a larger number of respondents. Following the developments in the technology area, with online survey tools, we do not only reach a larger number of respondents, but we could also reach respondents in different parts of the world.

Surveys are mostly designed either in open-ended questions or close-ended questions. In a survey with open-ended questions, respondents are free to answer the question the way they desire. On the other hand, in a close-ended-questioned survey, respondents must choose from an already-determined sets of answers (Neuman, 2011). There is no such thing as the right form of questions. It mostly depends on the research purpose and possible limits to it.

With following advantages of closed-ended questions and nature of the research, an online survey was designed for this research.

**Table 2: Advantages of Closed Questions**

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Advantages of Closed Questions
<ul style="list-style-type: none"><li>• They are easier and quicker for respondents to answer.</li><li>• The answers of different respondents are easier to compare.</li><li>• Answers are easier to code and statistically analyse.</li><li>• The response choices can clarify a question’s meaning for respondents.</li><li>• Respondents are more likely to answer about sensitive topics.</li><li>• There are fewer irrelevant or confused answers to questions.</li><li>• Less articulate or less literate respondents are not at a disadvantage.</li><li>• Replication is easier.</li></ul>

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(Source, Neuman, P.325)

Using an already-developed scale has numerous advantages when first used is one of them, which also allows researchers to be confident that the survey would serve their purpose. And one other advantage is that they are time&cost efficient, since no extra labour will be needed for question developing and no need of an extra time for coding etc. (Hyman, Lamb, Bulmer, 2006).

Considering all these facts, the Cultural Intelligence Scale (CQS) was used (Cultural Intelligence Center, 2005) to analyse cultural intelligence. The scale has 20 questions aiming at measuring the cultural intelligence of the respondents in terms of cognitive, metacognitive, motivational, and behavioural cultural intelligence with a 7-point Likert scale



ranging between 1=strongly disagree; 7=strongly agree. The Cronbach's Alpha found for the CQS in this study is 0,893. A detailed reliability analysis is provided in the next section.

The Cultural Intelligence Scale is provided as Appendix D however, to have a closer look at how statements are classified according to subscales, a detailed list is provided below:

The CQS has following 5 questions measuring metacognitive CQ:

- I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
- I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
- I am conscious of the cultural knowledge I apply to cross-cultural interactions.
- I check the accuracy of my cultural knowledge as I interact with people from different cultures.

Cognitive CQ is being measured with following 6 questions within the CQS:

- I know the legal and economic systems of other cultures.
- I know the rules (e.g., vocabulary, grammar) of other languages.
- I know the cultural values and religious beliefs of other cultures.
- I know the marriage systems of other cultures.
- I know the arts and crafts of other cultures.
- I know the rules for expressing non-verbal behaviours in other cultures.

Following 5 questions measure Motivational CQ within the CQS:

- I enjoy interacting with people from different cultures.
- I am confident that I can socialize with locals in a culture that is unfamiliar to me.
- I am sure I can deal with the stresses of adjusting to a culture that is new to me.
- I enjoy living in cultures that are unfamiliar to me.
- I am confident that I can get accustomed to the shopping conditions in a different

Finally, CQS has following 5 questions measuring the behavioural CQ:

- I change my verbal behaviour (e.g., accent, tone) when a cross-cultural interaction requires it.
- I use pause and silence differently to suit different cross-cultural situations.
- I vary the rate of my speaking when a cross-cultural situation requires it.
- I change my non-verbal behaviour when a cross-cultural situation requires it.
- I alter my facial expressions when a cross-cultural interaction requires it.

Motivation was measured by the Work Motivation Scale (MWMS; Gagne et al., 2010). This scale consists of 12 items measuring the four types of motivation, namely, intrinsic motivation, identified regulation, introjected regulation, or external regulation, with a 7-point Likert scale ranging between 1= not at all; 2= very little; 3 = a little; 4 = moderately; 5 = strongly; 6 = very strongly; 7= exactly. The Cronbach's Alpha found for the MWMS in this study is 0,770. A detailed reliability analysis is provided in the next section.

The Work Motivation Scale is provided as Appendix E however, to have a closer look at how statements are classified according to subscales, a detailed list is provided below:

The MWMS measures intrinsic motivation with following 3 questions:

- Because I enjoy this work very much
- Because I have fun doing my job
- For the moments of pleasure that this job brings me

Identified regulation is being measured with following 3 questions within the MWMS:

- I chose this job because it allows me to reach my life goals
- Because this job fulfils my career plans
- Because this job fits my personal values

Following 3 questions measure introjected regulation within the MWMS:

- Because I have to be the best in my job, I have to be a “winner”
- Because my work is my life and I don’t want to fail
- Because my reputation depends on it

And finally, MWMS has following 3 questions that measures external regulation:

- Because this job affords me a certain standard of living
- Because it allows me to make a lot of money
- I do this job for the pay check

The survey was conducted through SurveyMonkey.com, online survey tool, due to its fast and easy accessibility in all countries and strong anonymity characteristics it provided.

Since the universe of the research consists of English-speakers (as English is one of the three official working languages and lingua franca of the main office environment), there was no need of translating or using the already-translated versions of both scales. This facilitated the process and minimized the problems that would occur due to translation.

### **3.4 Reliability**

The reliability is of great importance in a research study. Most-widely used reliability analysis is Cronbach’s Alpha. The Cronbach’s Alpha reliability coefficient is usually between 0 and 1, with no lower coefficient limit. Internal consistency of the scale items to be greater when the Cronbach’s Alpha coefficient is closer to 1.0 (Gliem and Gliem, 2002). George and Mallery (2003) provide the following criterion: “\_ > .9 – Excellent, \_ > .8 – Good, \_ > .7 – Acceptable, \_ > .6 – Questionable, \_ > .5 – Poor, and \_ < .5 – Unacceptable” (p. 231).

The reliability of the scales used in this study has been measured with Cronbach’s Alpha. As can be seen at Table 3, the Cronbach’s Alpha coefficient was found as 0,871 as a result which indicates good reliability for both scales.

**Table 3: Case Processing Summary and Reliability Statistics**

<b>Case Processing Summary</b>				<b>Reliability Statistics</b>	
		N	%	Cronbach's Alpha	N of Items
<b>Cases</b>	Valid	79	100,0	,871	32
	Excluded	0	,0		
	Total	79	100,0		

### **3.5 Population and Sample**

The population in this study was employees of international organizations and it took place at several locations by using online survey tool SurveyMonkey. An approximate of 150 employees fulfilling the criteria (Officer/Assistant/Professional/Managerial positions) worked at the selected offices when the study was conducted. The target group in this research were employees in Officer/assistant/Professional/Managerial positions in international organisations.

Sample was drawn from an international organisation's offices in *Ankara & Istanbul, Republic of Turkey; Rabat, Kingdom of Morocco* and *Jeddah, Kingdom of Saudi Arabia*. A total of 79 employees responded the survey.

Due to anonymity concerns, nationalities of the respondents were not asked in the survey. At the beginning, it was planned to ask their nationality to also see the possible relation between the geographical distribution of employees and their CQ and Motivation levels, however, the HR departments of the organisations who agreed for the surveys to be implemented in their organisations did not feel fine with a survey that clearly asks the nationality of the possible survey respondents.

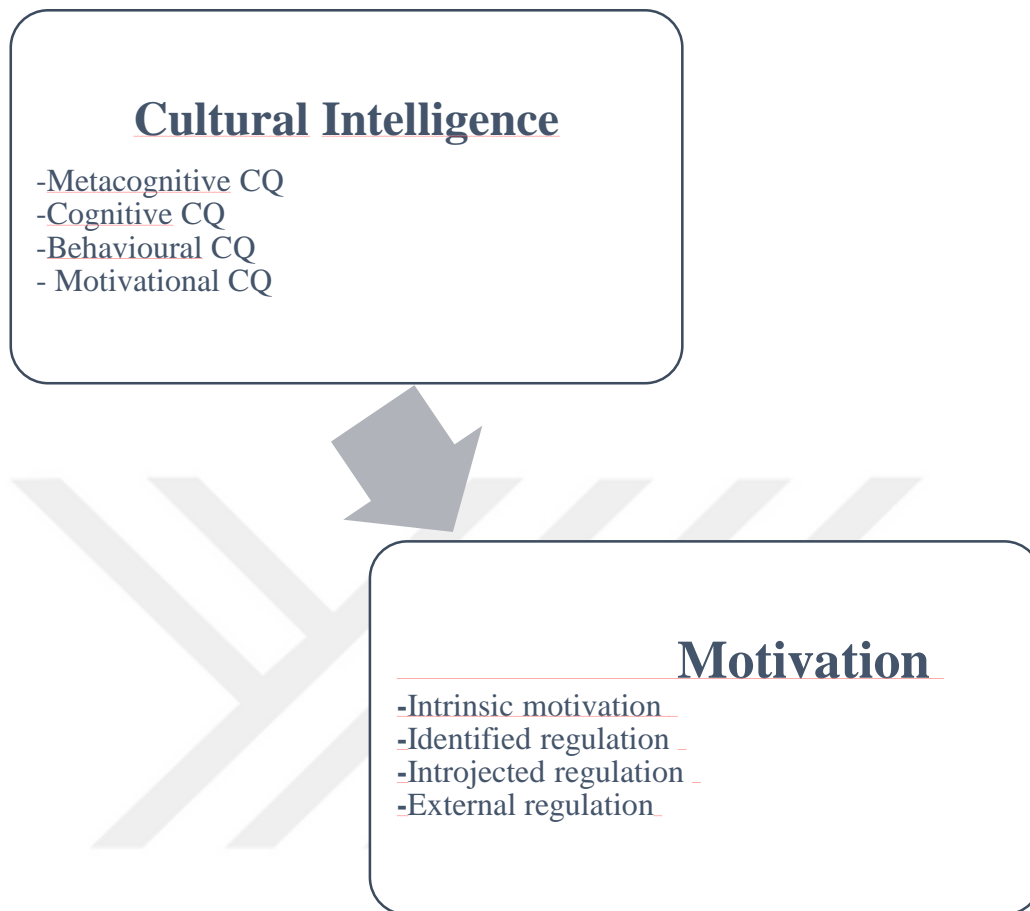
### **3.6 Research Ethics**

In research, the legitimate or illegitimate actions and decisions taken or proper procedure to follow is mostly defined by ethics (Neuman, 2011). Something that might be correct does not mean it is ethically doable. Ethics, in a study, quite depends on the researcher. Principles of an individual would be the barrier for unethical decisions to be taken. One of the most important issues regarding ethics is the privacy. The researcher should prioritize the privacy of the respondents.

In this research, creators of both scales were reached, and their permission was granted to use the scale for research purposes. An anonymous online survey was conducted through SurveyMonkey. Participants were clearly informed regarding the purpose of the study and its confidentiality, and they were not asked to provide any information that may reveal their identity or that they might feel uncomfortable with including name, the institution they work and nationality. Participants were assured that both raw data and results will be kept anonymous and will be confidential. Furthermore, Board of Ethics of the Ankara Yıldırım Beyazıt University was consulted prior the research and all research processed started following their approval.

### **3.7 Conceptual Framework and Hypotheses**

The purpose of this study is to examine the causal relationship between cultural intelligence and motivation levels of employees at international organisations. Following the literature review and analysing different studies that focus on the CQ and especially its impact on many other measures such as adaptation, adjustment, job performance etc., and the effect of Motivational dimension of the CQ on those measures, the CQ has been identified as the independent variable. Additionally, the dependent variable has been identified as Motivation in order to answer the main research question. Demographics such as gender, age, tenure, education, position, previous international organisation experience were also added in the conceptual framework following the careful analysis of the literature review and hypotheses identified.



*Figure 7: Conceptual Framework of this Study*

## **Hypotheses**

Some studies show how CQ could be related to motivation in a direct or indirect way. According to Earley, Ang and Tan (2006), individuals' capability to determine, notice and to mediate the possible cultural differences by their CQ would probably affect their work efficiency; which, therefore, confirms that expatriates with higher CQ would effortlessly accustom their thinking, behaviour, or motivation, by including other cultures in their daily lives (Lee and Sukoco, 2010).

Stone-Romeo's 2003 study (cited in Ang et.al 2007) claims that there should be a positive correlation between motivational CQ and task performance, since those with higher motivational CQ can easily learn and understand what is expected from themselves, even in culturally-different environments.

Ronen has defined five subfields required for the motivation of the expat, which are believing in the task, compliance with the career plan, interest in the experience of the foreign country, interest in the culture of the country of destination, and willingness to develop new forms of behaviour (cited in Aksoy 2013).

Following the existing studies and in line with the literature review, this study has developed a total of 13 Hypotheses with an aim to support the existing studies and filling the gap in the literature.

While all H1, H8, H9, H12 and H13 are looking for the relationship between the Motivation and CQ levels of employees and other measures, H1, in particular, focuses on the significant relationship between the cultural intelligence and motivation of the employees at international organisations.

H2, H3, H4, H5, H6, H7, H10 and H11 were used to explain the relationship of Motivation and CQ levels of employees with demographic measures such as gender, age, education level, tenure, position and previous international organisation experience.

#### **H1**

There is a significant and positive relationship between the cultural intelligence levels and motivation of the employees at international organisations.

#### **H2**

There is a significant difference at the Motivation levels of employees at international organisations by their gender.

#### **H3**

There is a significant difference at the CQ levels of employees at international organisations by their gender.

#### **H4**

There is a significant difference at the Motivation levels of employees at international organisations by their previous international organisation experience.

**H5**

There is a significant difference at the CQ levels of employees at international organisations by their previous international organisation experience.

**H6**

There is a significant difference at the Motivation levels of employees at international organisations by their age.

**H7**

There is a significant difference at the CQ levels of employees at international organisations by their age.

**H8**

There is a significant difference at the Motivation levels of employees at international organisations by their education level.

**H9**

There is a significant difference at the CQ levels of employees at international organisations by their education level.

**H10**

There is a significant difference at the Motivation levels of employees at international organisations by their tenure at their current office.

**H11**

There is a significant difference at the CQ levels of employees at international organisations by their tenure at their current office.

**H12**

There is a significant difference at the Motivation levels of employees at international organisations by their position.



### **H13**

There is a significant difference at the CQ levels of employees at international organisations by their position.

### **3.8 Data Analysis**

For the main data analyses of the study, Statistical Package for Social Sciences (SPSS) Programme Version 20 was used in order to analyse data and interpret the results. The data were analysed to see the relationships and differences between the groups, as well as testing the hypotheses. Statistical instruments such as inferential statistics, frequency, descriptive statistics, correlation, regression analysis, normality tests, T-test and ANOVA were used to generalize the analysed data and to test the hypotheses.

## 4 FINDINGS

### 4.1 Descriptive Statistics

The data for this study was accumulated from 79 respondents, who are employees of an international organisation's offices in *Ankara & İstanbul, Republic of Turkey; Rabat, Kingdom of Morocco and Jeddah, Kingdom of Saudi Arabia*, between February- March 2019. The whole population is approximately 400 and in order to conduct an accurate survey, a representative sample was selected. The representative sample was chosen in coordination with the HR Units of the branches of this international organisation and in accordance with the main criteria which aimed at officer/assistant /professional/managerial level employees. The participants were chosen from full-time employees that fit the criteria and the sample size 150 was found appropriate. Out of 150, 79 participants responded the survey.

Gender distribution of the respondents could be seen at Table 4. A total number of 79 employees participated in the main study. 25 of the respondents (31,6%) were female, 54 (68,4 %) were male.

**Table 4: Gender of Respondents**

Gender				
Gender	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Female</b>	25	31,6	31,6	31,6
<b>Male</b>	54	68,4	68,4	100,0
<b>Total</b>	79	100,0	100,0	

Age distribution of the respondents could be seen at Table 5. Respondents' age differs from 18 to 56 and over, with a mean of 4 respondents (5.1%) between 18-25, 39 respondents (49.4%) between 26-35, which also constitutes the vast majority, 24 of them (36.4%) were between 36-45, 9 (11.4%) of them were between 45-55, and 3 (3.8%) of them were 56 and over.

**Table 5: Age of Respondents**

<b>Age</b>				
<b>Age</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>18-25</b>	4	5,1	5,1	5,1
<b>26-35</b>	39	49,4	49,4	54,4
<b>36-45</b>	24	30,4	30,4	84,8
<b>45-55</b>	9	11,4	11,4	96,2
<b>56 and over</b>	3	3,8	3,8	100,0
<b>Total</b>	79	100,0	100,0	

The educational background distribution of the respondents could be seen at Table 6. 21 (26.6%) of the respondents held bachelor's degree, 40 (50.6%) of them held master's degree, again which is vast majority, 18 (22.8%) of them held PhD.

**Table 6: Education Levels of Respondents**

<b>Education</b>				
<b>Education Level</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Bachelor</b>	21	26,6	26,6	26,6
<b>Master</b>	40	50,6	50,6	77,2
<b>PhD</b>	18	22,8	22,8	100,0
<b>Total</b>	79	100,0	100,0	26,6

Tenure of the respondents at their current office could be seen at Table 7. 40 (50.6%) of respondents have been working at the same office for maximum of 3 years, 22 (27.8%) of them 4-7 years, 8 (10.1%) of them 8-11 years, 9 (11.4%) for more than 11 years.

**Table 7: Tenure of Respondents at their current offices**

<b>Tenure</b>				
<b>Tenure (in years)</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>0-3</b>	40	50,6	50,6	50,6
<b>4-7</b>	22	27,8	27,8	78,5
<b>8-11</b>	8	10,1	10,1	88,6
<b>11 and over</b>	9	11,4	11,4	100,0
<b>Total</b>	79	100,0	100,0	

The positions breakdown of respondents could be seen at Table 8. In terms of their positions, 14 (17.7%) of respondents were at managerial level, 46 (58,3%) of them at expert/researcher/professional level, 19 (24.1%) of them at assistant level.

**Table 8: Position of Respondents at their current office**

<b>Position</b>				
<b>Position</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Management</b>	14	17,7	17,7	17,7
<b>Expert/Researcher</b>	46	58,3	58,3	76
<b>Assistant</b>	19	24,1	24,1	100,0
<b>Total</b>	79	100,0	100,0	100,0

Prior experience of the respondents at an international organisation could be seen at Table 9. 42 (53.2%) of the respondents had an international organisation experience, whereas 37(46.8%) of them did not have a prior international organisation experience.

**Table 9: Previous International Organisation Experience of Respondents**

<b>Previous Intl. Org. Experience</b>				
<b>Yes/No</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Yes</b>	42	53,2	53,2	53,2
<b>No</b>	37	46,8	46,8	100,0
<b>Total</b>	79	100,0	100,0	

#### **4.2 Findings About Motivation**

The data analysis of the Motivation at Work Scale is given below in Table 10. The mean scores were calculated by finding the arithmetic means of the dimension that constitute the MWMS, and then their arithmetic mean was calculated. According to the calculations, the statements with the three highest averages were as following: the highest mean score was IDENT 2, ( $\bar{x} = 5,4177$ ), answering the question “*Because this job fulfils my career plans*”. The second highest mean score was IDENT 3 ( $\bar{x} = 5,3544$ ), answering the question “*Because this job fits my personal values*”, and the third highest mean score was IDENT 1 ( $\bar{x} = 5,3291$ ), answering the question “*I chose this job because it allows me to reach my life goals*”. On the other hand, the statements with the three lowest averages were in following order: The third lowest score was EXT 2 ( $\bar{x} = 3,7215$ ), answering the question “*Because it allows me to make a lot of money*”; the second lowest score was INTRO 3 ( $\bar{x} = 3,5190$ ), answering the question “*Because my reputation depends on it*” and the lowest score was EXT 3 ( $\bar{x} = 3,1772$ ), answering the question “*I do this job for the pay check*”. All responses could be seen at Figure 8.

**Table 10: Motivation Findings (MWMS Scale)**

	<b>Measures</b>	<b>N</b>	<b>Mean (Out of 7)</b>	<b>SD</b>
<b>Intrinsic Motivation</b>	Intrins1	79	5,3165	1,24596
	Intrins2	79	4,7595	1,29313
	Intrins3	79	4,7848	1,42028
<b>Identified Regulation</b>	Ident1	79	5,3291	1,29814
	Ident2	79	5,4177	1,32634
	Ident3	79	5,3544	1,43257
<b>Introjected Regulation</b>	Intro1	79	4,4557	1,69310
	Intro2	79	3,8987	1,83691
	Intro3	79	3,5190	1,76040
<b>External Regulation</b>	Ext1	79	4,8354	1,45382
	Ext2	79	3,7215	1,63250
	Ext3	79	3,1772	1,79572

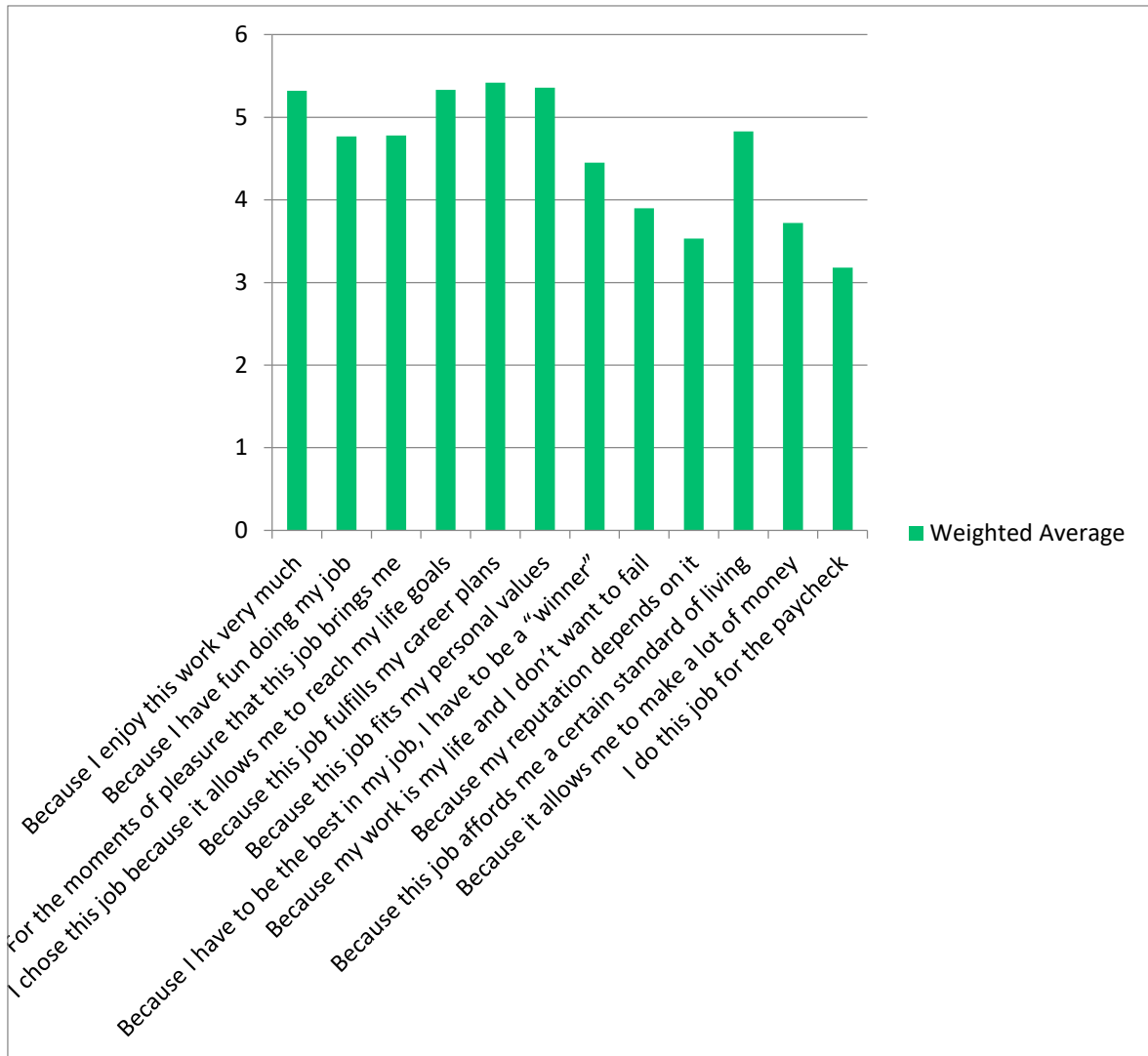


Figure 8: Average Response Per Question of MWMS

Averages of the four subscales of Motivation at Work Scale (MWMS), each composed of three questions which are related to intrinsic motivation, identified regulation, introjected regulation, or external regulation, were calculated by finding the arithmetic means of the dimension that constitute the MWMS, and then calculation of their arithmetic mean. The results are given at the Table 11. The identified regulation subscale received the highest agreement average ( $\bar{x} = 5,3671$ ), which could be interpreted as that the employees generally internalize their goals and, meaning that, there is a high level of agreement on identified regulation since employees are more enthusiastic with what they are doing since they take it as an essential part to their identity (Gagné & Deci, 2005, p. 334). The first three questions of the scale, which constitutes the intrinsic motivation subscale, had the second highest

agreement ( $\bar{x} = 4,9831$ ), which could be interpreted as “*employees enjoy what they are doing*”; whereas Introjected Regulation subscale resulted as ( $\bar{x} = 3,9578$ ), which could refer to the fact that employees personalize external influences&factors and feel pressure to complete those tasks (Dorner, 2011) . Average scores on External Regulation were the lowest ( $\bar{x} = 3,9114$ ), which shows us how employees “act with the intention of obtaining a desired consequence or avoiding an undesired one, so they are energized into action only when the action is instrumental to those ends” (Gagné & Deci, 2005, p. 334).

**Table 11: Average Subscale Results- MWMS**

	<b>Mean</b>	<b>N</b>	<b>SD</b>
<b>Intrins</b>	4,9831	79	1,20173
<b>Ident</b>	5,3671	79	1,20728
<b>Intro</b>	3,9578	79	1,40143
<b>Ext</b>	3,9114	79	1,36575
<b>Motivation</b>	4,5806	79	,86005

### 4.3 Findings About Cultural Intelligence

The data analysis of the Cultural Intelligence Scale is given below in Table 12. The mean scores were calculated by finding the arithmetic means of the dimension that constitute the CQS, and then their arithmetic mean was calculated. According to the calculations, the statements with the three highest averages were as following: The highest mean score was MOT 1, ( $\bar{x} = 6,4557$ ), answering the question “*I enjoy interacting with people from different cultures*”; the second highest mean score was MOT 2 ( $\bar{x} = 6,1519$ ), answering the question “*I am confident that I can socialize with locals in a culture that is unfamiliar to me*”; and the third highest mean score was MC1 ( $\bar{x} = 6,1013$ ), answering the question “*I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds*”. On the other hand, the statements with the three lowest mean scores were as



following: The third lowest scores were COG 1 ( $\bar{x}=5,1392$ ), answering the question “*I know the legal and economic systems of other cultures*”, and COG 2 ( $\bar{x}=5,1392$ ), answering the question “*I know the rules (e.g., vocabulary, grammar) of other languages*”; the second lowest scores were COG 4 ( $\bar{x}=4,8734$ ), answering the question “*I know the marriage systems of other cultures*” and COG 6 ( $\bar{x}=4,8734$ ), answering the question “*I know the rules for expressing non-verbal behaviours in other cultures*”, and the lowest score was measured with COG 5 ( $\bar{x}=4,7975$ ), answering the question “*I know the arts and crafts of other cultures*”. All responses could be seen at Figure 9.

**Table 12: Cultural Intelligence Findings (CQ Scale)**

Subscales	Code	N	Mean	SD
METACOGNITIVE CQ	MC1	79	6,1013	,84117
	MC2	79	5,8354	,80750
	MC3	79	5,9367	,86738
	MC4	79	5,8481	,90707
COGNITIVE CQ	COG1	79	5,1392	,95722
	COG2	79	5,1392	1,33718
	COG3	79	5,5823	1,02040
	COG4	79	4,8734	1,21283
	COG5	79	4,7975	1,26471
	COG6	79	4,8734	1,28469
MOTIVATIONAL CQ	MOT1	79	6,4557	,71248
	MOT2	79	6,1519	,84866
	MOT3	79	5,9873	,92672
	MOT4	79	5,6709	1,12912
	MOT5	79	5,7975	1,01754
BEHAVIOURAL CQ	BEH1	79	5,5443	1,20679
	BEH2	79	5,3418	1,20773
	BEH3	79	5,5570	1,02215
	BEH4	79	5,3797	1,20154
	BEH5	79	5,2025	1,37169

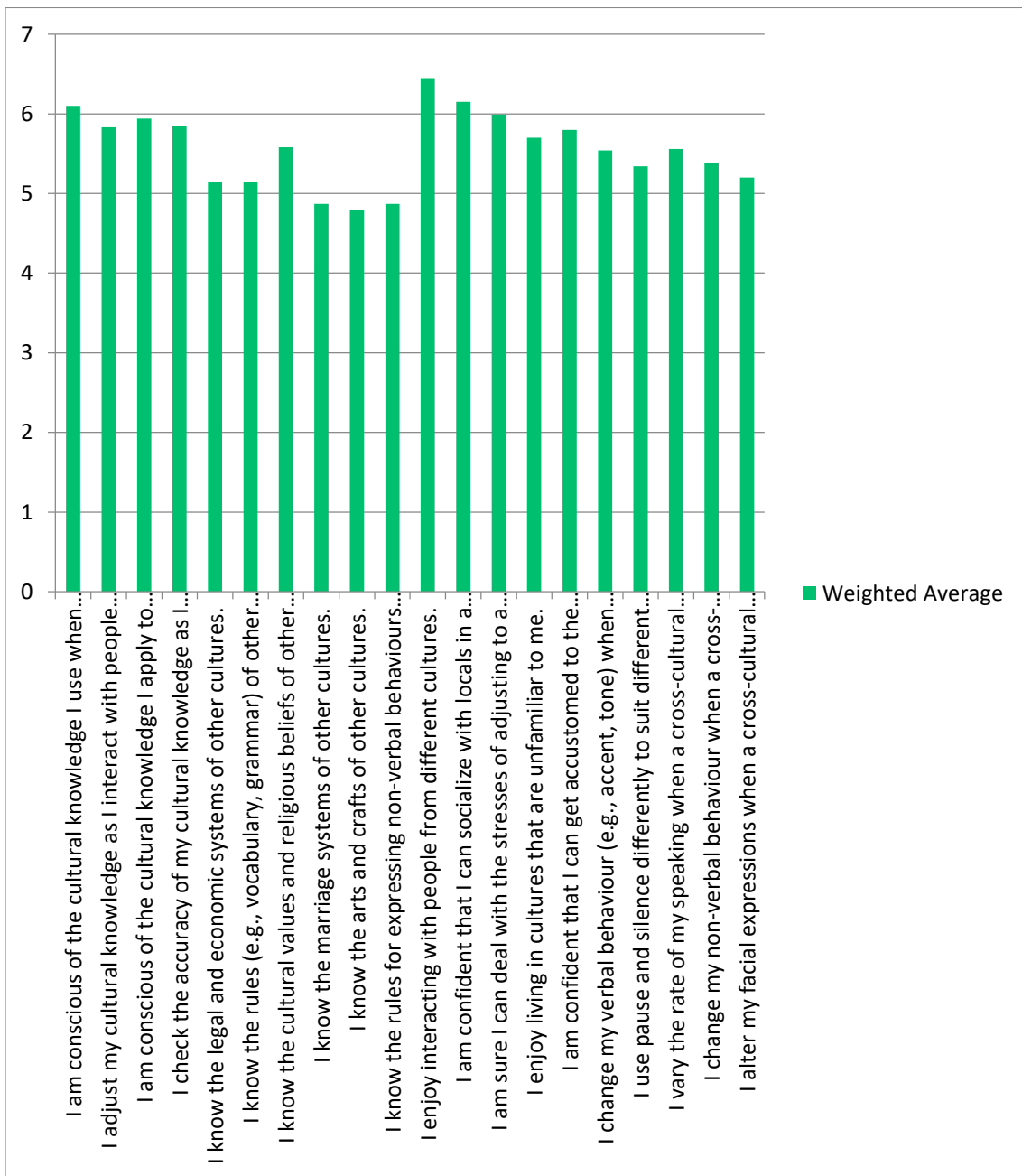


Figure 9: Average Response Per Question of CQS

Averages of the four subscales of Cultural Intelligence Scale (CQS), composed of a total of 20 questions which are related to different variables of the CQS such as metacognitive CQ, cognitive CQ, motivational CQ and behavioural CQ, were calculated. The mean scores were calculated by finding the arithmetic means of the dimension that constitute the CQS, and then their arithmetic mean was calculated. The results are given at the Table 13. The motivational CQ subscale received the highest agreement average ( $\bar{x} = 6,0177$ ), meaning

that, employees with high motivational CQ, by their very nature, are motivated for new and different cross-cultural encounters (Earley & Ang, 2003). The first four questions of the scale, which constitutes the metacognitive CQ subscale, had the second highest agreement ( $\bar{x} = 5,9409$ ), indicating that, employees with higher metacognitive CQ are aware of other people's cultural preferences before and during their interactions with them (Ang et al, 2007). On the other hand, behavioural CQ subscale resulted as ( $\bar{x} = 5,4076$ ), meaning that, employees are relatively capable "to exhibit appropriate verbal and nonverbal actions when interacting with people from different cultures" (Ang et al., 2007). Average scores on cognitive CQ, which measures the knowledge of an individual of other cultures' religions, values, political and economic systems, languages, etc. were the lowest ( $\bar{x} = 5,0823$ ), which could be interpreted that, the employees have a moderate understanding of similarities and differences across cultures (Brislin et al., 2006).

**Table 13: Average Subscale Results- CQS**

	<b>Mean</b>	<b>N</b>	<b>SD</b>
<b>MC</b>	5,9409	79	,67663
<b>COG</b>	5,0823	79	,88549
<b>MOT</b>	6,0177	79	,71513
<b>BEH</b>	5,4076	79	1,00483
<b>CQ</b>	5,5667	79	,63580

T-test and One-Way ANOVA analysis were performed to examine the relationship between the CQ and Motivation in accordance with the demographic data of the sample group.

**Table 14: T-test Analysis between Gender and MWMS and CQS**

	Gender	N	Mean	SD	t	df	Sig.
<b>Motivation</b>	<b>Female</b>	25	4,4633	1,07666	-,823	77	,476
	<b>Male</b>	54	4,6350	,74443			
	Gender	N	Mean	SD	t	df	Sig.
<b>CQ</b>	<b>Female</b>	25	5,7200	,57300	1,469	77	,128
	<b>Male</b>	54	5,4957	,65575			

p>0,05

As can be understood from the Table 14, Motivation at Work mean level of female employees is 4,4633, and it is 4,6350 for male employees. The average of Motivation levels of all employees in both genders had a mean score of 4.54915 out of 7, which shows us the average motivation level of employees in both genders is at medium level. According to the t-test results between Gender and Motivation and Gender, the t value obtained for Motivation is (t=-,823) showed that there is no significant difference at Motivation at Work level between male and female employees. According to this result, **H2**, “*There is a significant difference at the Motivation level of employees at international organisations by their gender*” is not supported.

On the other hand, CQ levels of female employees had a mean score of 5.72, whereas male employees had 5.4957, the average CQ levels of employees in both genders had a mean score of 5.60785 out of 7, which shows us the average of CQ levels at both genders is at relatively high level. The t value obtained for CQ (t=1,469) showed that there is no significant difference at CQ level of male and female employees. According to these results, **H3**, “*There is a significant difference at the CQ level of employees at international organisations by their gender*” is not supported.

**Table 15: T-test Analysis Between Prev. Intl. Org. Experience -MWMS and CQS**

Prev. Experience		N	Mean	SD	t	df	Sig.
Motivation	Yes	42	4,6028	,91833	,243	77	,807
	No	37	4,5555	,80060			
Prev. Experience		N	Mean	SD	t	df	Sig.
CQ	Yes	42	5,6413	,68263	1,113	77	,264
	No	37	5,4819	,57556			

p>0,05

As indicated at Table 15, the motivation at work level of employees with prior international organisation experience had a mean score of 4,6028, whereas employees with no prior international organisation experience had a mean score of 4,5555. The t value obtained for Motivation is (t= ,243), showed that there is no significant difference at the Motivation levels of employees at international organisations by their previous international organisation experience. According to these results, **H4**, “*There is a significant difference at the Motivation levels of employees at international organisations by their previous international organisation experience*” is not supported.

When we look at the relation between CQ levels and previous international organisation experience of employees, we see that CQ levels of employees with prior international organisation experience had a mean score of 5,6413, and employees with no prior international organisation experience had a mean score of 5,4819. The t value obtained for CQ (t=1,113) showed that there is no significant difference at the CQ levels of employees at international organisations by their previous international organisation experience. According to these results, **H5**, “*There is a significant difference at the CQ levels of employees at international organisations by their previous international organisation experience*” is not supported.

**Table 16: One-way ANOVA Test Analysis-Age Groups- MWMS and CQS**

	Age	N	Mean	SD	F	Sig.
<b>Motivation</b>	<b>18-25</b>	4	4,6667	1,11389		
	<b>26-35</b>	39	4,3937	,79529		
	<b>36-45</b>	24	4,7150	,87394	1,454	,225
	<b>45-55</b>	9	4,7062	,90010		
	<b>56 and over</b>	3	5,4444	,91793		
	Age	N	Mean	SD	F	Sig.
<b>CQ</b>	<b>18-25</b>	4	5,2625	,88353		
	<b>26-35</b>	39	5,5389	,62155		
	<b>36-45</b>	24	5,6458	,63962	,338	,852
	<b>45-55</b>	9	5,5944	,74349		
	<b>56 and over</b>	3	5,6167	,23629		

p>0,05

As can be seen at Table 16, the difference between the ages and Motivation at Work and CQ levels of employees were analysed and there is no significant difference found at p>0,05 level in both Motivation (Sig.=,225) and CQ (Sig=,852). When we look at the mean scores of motivation analysis, there is no relation with the age of employees and their motivation levels, although employees in the age group 56 and more ( $\bar{x} = 5,4444$ ) had a higher level of motivation than the closest following age group, 36-45 ( $\bar{x} = 4,7150$ ). According to these results, **H6**, “*There is significant difference at the Motivation levels of employees at international organisations by their age*” is not supported.

On the other hand, no remarkable difference was observed at the CQ levels of employees at international organisations by their age. According to these results, **H7**, “*There is significant difference at the CQ levels of employees at international organisations by their age*” is not supported.

**Table 17: One-way ANOVA Test Analysis-Education Level of Respondents- MWMS and CQS**

	Education Level	N	Mean	SD	F	Sig.
<b>Motivation</b>	<b>Bachelor</b>	21	4,5307	,95259	,087	,917
	<b>Master</b>	40	4,6203	,92117		
	<b>PhD</b>	18	4,5509	,60979		
	Education Level	N	Mean	SD	F	Sig.
<b>CQ</b>	<b>Bachelor</b>	21	5,5045	,76704	,202	,818
	<b>Master</b>	40	5,6100	,56730		
	<b>PhD</b>	18	5,5428	,64378		

p>0,05

The ANOVA results investigating whether there is a significant difference between education levels and Motivation at Work and CQ levels of employees, can be seen at Table 17. There is no significant difference observed at the Motivation levels of employees at international organisations by their education level at p>0,05 level (Sig.= ,917). According to these results, **H8**, “*There is significant difference at the Motivation levels of employees at international organisations by their education level*”, is not supported.

There is no significant difference observed at the CQ levels of employees at international organisations by their education level at p>0,05 level (Sig=,818). According to these results, **H9**, “*There is significant difference at the CQ levels of employees at international organisations by their education level*”, is not supported.

**Table 18: One-way ANOVA Test Analysis- Tenure of Respondents – MWMS and CQS**

	Tenure (in years)	N	Mean	SD	F	Sig.
<b>Motivation</b>	<b>0-3</b>	40	4,5797	,81012		
	<b>4-7</b>	22	4,3523	,87209	3,420	,022
	<b>8-11</b>	8	4,3456	,58356		
	<b>11 and over</b>	9	5,3519	,92212		
	Tenure (in years)	N	Mean	SD	F	Sig.
<b>CQ</b>	<b>0-3</b>	40	5,4529	,63043		
	<b>4-7</b>	22	5,5773	,70992	1,507	,220
	<b>8-11</b>	8	5,7125	,51182		
	<b>11 and over</b>	9	5,9167	,47697		

p>0,05

In Table 18, ANOVA results investigating whether there is a significant difference at the Motivation and CQ levels of employees at international organisations by their tenure at their current offices is shown. According to the results of Motivation levels of employees at international organisations by their tenure at their current office, a significant difference is observed Motivation (Sig.= ,022). The **H10**, “*There is a significant difference at the Motivation levels of employees at international organisations by their tenure at their current office*” is supported.

As can be seen on Table 18, there is no difference observed at the CQ levels of employees at international organisations by their tenure at their current office at p>0,05 level (Sig=,220). According to these results, **H11**, “*There is a significant difference at the CQ levels of employees at international organisations by their tenure at their current office*” is not supported.

In order to determine the group which resulted difference at tenure variable on motivation level, a post-hoc analysis was conducted.



As a result of Post Hoc test, which can be seen at Table 19, it was found that the difference in the effect of tenure variable on motivation level was caused by employees with over 11 years of tenure at their current offices.

**Table 19: Post-Hoc Analysis**

Multiple Comparisons

Dependent Variable: Motivation

(I) Tenure	(J) Tenure	Mean Difference (I-J)	Std. Error	Sig.
0-3	4-7	,22746	,21835	,301
	8-11	,23409	,31860	,465
	11 and over	-,77212*	,30349	,013
4-7	0-3	-,22746	,21835	,301
	8-11	,00663	,33963	,984
	11 and over	-,99958*	,32550	,003
8-11	0-3	-,23409	,31860	,465
	4-7	-,00663	,33963	,984
	11 and over	-1,00621*	,39972	,014
11 and over	0-3	,77212*	,30349	<b>,013</b>
	4-7	,99958*	,32550	<b>,003</b>
	8-11	1,00621*	,39972	<b>,014</b>

\*. The mean difference is significant at the 0.05 level.

This result is in line with the Oberg's Stages of Cultural Shock, ( Figure 1), which is discussed Section 2.1.3: "Cultural Adjustment and Cultural Effectiveness" of this study. According to Oberg, the stages of Culture Shock are "The Honeymoon", "Culture Shock", "Adjustment" and "Adaptation". The Honeymoon stage can be summarized as the excitement of a new place/new people, Culture Shock stage can be explained as the gradual decrease of the excitement and start of focusing to new culture and realizing you are far from home, adjustment is when you start to accept where you are, and you feel more comfortable and less alienated and adaptation/acceptance stage is when you accept where you are and feel like you are at second home. As a result of Post Hoc test, which can be seen at Table 19,

it was found that the difference in the effect of tenure variable on motivation level was caused by employees with over 11 years of tenure at their current offices, which, according to Oberg is the “Adaptation” stage.

**Table 20: One-way ANOVA Test Analysis- Position of Respondents - MWMS**

	Position	N	Mean	SD	F	Sig.
<b>Motivation</b>	<b>Management</b>	14	4,6088	,78942	,102	,959
	<b>Expert/Researcher</b>	42	4,5990	,72389		
	<b>Assistant</b>	19	4,5670	1,19851		
	<b>Other</b>	4	4,3542	,82039		
	Position	N	Mean	SD	F	Sig.
<b>CQ</b>	<b>Management</b>	14	5,6500	,58573	1,199	,316
	<b>Expert/Researcher</b>	42	5,5341	,51014		
	<b>Assistant</b>	19	5,6843	,87787		
	<b>Other</b>	4	5,0572	,60162		

p>0,05

As can be observed at Table 20, there is no significant difference at the Motivation levels of employees at international organisations by their position (Sig: = ,959). According to these results, **H12**, “*There is a significant difference at the Motivation levels of employees at international organisations by their position*” is not supported.

Also, there is no significant difference at the CQ levels of employees at international organisations by their position CQ (Sig.= ,316). According to these results, **H13**, “*There is a significant difference at the CQ levels of employees at international organisations by their position*” is not supported.

#### **4.4 Normality**

In order to test the normality of a variable, the number (ie z-scores) obtained by dividing Skewness and Kurtosis by its standard errors must be between -1.96 and + 1.96 (Kim, H. Y., 2013).

According to the results (Table 21), Skewness and Kurtosis values were between the boundaries of -1.96 and +1.96, validating the normality assumption.

**Table 21: Results of Skewness and Kurtosis (Motivation and CQ)**

		Result
Motivation	Skewness	,512/,271 = 1,88
	Kurtosis	,329/,535 = 0,61
CQ	Skewness	-,012/,271 = -0,04
	Kurtosis	,130/,535 = 0,24

Descriptive factors for both Motivation and CQ can be found at Table 22 and Table 23 below.

**Table 22: Descriptive Factors of Normality Test (Motivation)**

		Statistic	Std. Error
Motivation	Mean	4,5806	,09676
	95% Confidence Interval for Mean	Lower Bound Upper Bound	4,3880 4,7733
	5% Trimmed Mean	4,5537	
	Median	4,4167	
	Variance	,740	
	Std. Deviation	,86005	
	Minimum	2,42	
	Maximum	7,00	
	Range	4,58	
	Interquartile Range	1,00	
	Skewness	,512	,271
	Kurtosis	,329	,535

**Table 23: Descriptive Factors of Normality Test (CQ)**

		<b>Statistic</b>	<b>Std. Error</b>
CQ	Mean	5,5667	,07153
	95% Confidence Interval for Mean	Lower Bound 5,4242	
		Upper Bound 5,7091	
	5% Trimmed Mean	5,5608	
	Median	5,5500	
	Variance	,404	
	Std. Deviation	,63580	
	Minimum	4,05	
	Maximum	7,00	
	Range	2,95	
	Interquartile Range	,70	
	Skewness	-,012	,271
	Kurtosis	,130	,535

Shapiro-Wilk and Kolmogorov-Smirnov tests with significant values greater than 0.05 indicate that the distribution is normal (Table 24 and Table 25).

**Table 24: Test of Normality (Motivation)**

		<b>Kolmogorov-Smirnova</b>			<b>Shapiro-Wilk</b>		
Motivation	Statistic	df	<b>Sig.</b>	Statistic	df	<b>Sig.</b>	
	,507	79	<b>,056</b>	,970	79	<b>,061</b>	

*a. Lilliefors Significance Correction*

**Table 25: Test of Normality (CQ)**

CQ	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	,097	79	<b>,064</b>	,982	79	<b>,322</b>

a. Lilliefors Significance Correction

#### 4.5 Correlations

A Spearman's correlation analysis was run to determine the relationship between Cultural Intelligence and Motivation. The Spearman method was used since the number of respondents was not too high.

As could be seen on Table 26, according to the result of the correlation analysis which aims at analysing the relationship between Motivation and CQ levels of employees at international organisations, correlation between CQ and Motivation is significant at 0.01 level ( $r=,392$ ).

**Table 26: Correlations Between CQ and Motivation**

Correlations Between CQ and Motivation				
			Motivation	Cultural Intelligence
Spearman's rho.	Motivation	Correlation Coefficient	1,000	,392**
		Sig. (2-tailed)	.	,000
		N	79	79
	CQ	Correlation Coefficient	,392**	1,000
		Sig. (2-tailed)	,000	.
		N	79	79

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

On the other hand, according to the result of the regression analysis, which could be seen on Table 27, the CQ has a 14,9% effect on motivation.

**Table 27: Regression Analysis (Model Summary)**

	$\beta$	R <sup>2</sup>	R <sup>2</sup> Adjusted	Std. Error of the Est.
CQ→Motivation	,386 <sup>a</sup>	,149	,138	,59044

The regression model is valid and it is statistically significant as can be seen at Table 28 ( Sig: ,000<sup>b</sup> , p < 0,05).

**Table 28: Significance of Regression Analysis**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,687	1	4,687	13,445	,000 <sup>b</sup>
	Residual	26,843	77	,349		
	Total	31,531	78			

a. Dependent Variable: CQ

b. Predictors: (Constant), Motivation

According to the results of both correlation and regression analysis, **H1**, “*There is a significant and positive relationship between the cultural intelligence levels and motivation of the employees at international organisations*” hypothesis is supported.

The intercorrelation analysis for items of MWMS and CQS was completed by Spearman method.

The correlation between variables of both scales could be seen on Table 29. Several relationships at mostly moderate level has been observed among the variables.

**Table 29: Correlations between Subscales of MWMS and CQS**

		Correlations between Subscales of MWMS and CQS									
		1	2	3	4	Mot.	5	6	7	8	
1	INTRINS	1,000				,593**					
2	IDENT	,575**	1,000			,672**					
3	INTRO	,113	,307**	1,000		,657**					
4	EXT	-,043	,011	,255*	1,000	,492**					
	MOT.	,593**	,672**	,657**	,492**						
5	MC	,273*	,143	,187	-,005	,272*	1,000				
6	COG	,254*	,298**	,248*	,093	,343**	,444**	1,000			
7	MOT(CQ)	,167	,070	,249*	,003	,287*	,511**	,457**	1,000		
8	BEH	,171	,143	,234*	,127	,246*	,357**	,394**	,510**	1,000	
	CQ	,259*	,198	,331**	,164	,392**	,653**	,782**	,760**	,754**	

The relationship between intrinsic motivation and identified regulation of MWMS has resulted with highest correlation rate ( $r=,575$ ). The correlation between intrinsic motivation and identified regulation is moderately significant. High intrinsic motivation indicates that employees mostly enjoy what they are doing at their workplace and high identified regulation level signifies that employees generally internalize goals and values of their organisation. The relationship between identified regulation and introjected regulation has the correlation rate ( $r=,307$ ). The correlation between identified regulation and introjected regulation is weak correlation. Identified regulation level signifies that employees generally internalize goals and values of their organisation and introjected regulation refers to the fact that employees personalize external influences&factors and feel pressure to complete those tasks. Correlation rate between introjected regulation and external regulation is ( $r=,255$ ). The correlation between introjected regulation and external regulation is weak. External regulation, where motivation occurs as a result of external forces such as rewards or

punishments, such as an employee working hard because they know their boss is watching them or there will be a reward at the end of the task. Intrinsic motivation and introjected regulation have a correlation rate of ( $r=,113$ ), intrinsic motivation and external regulation have a correlation rate of ( $r =-,043$ ) and identified regulation and external regulation have correlation rate of ( $r =,011$ ). There is no evidence of relationship observed among intrinsic motivation&introjected regulation, intrinsic motivation&external regulation and identified regulation&external regulation. For precise information, kindly see Table 30.

**Table 30:Correlation Interpretation between subscales of MWMS**

<b>Subscale 1</b>	<b>Subscale 2</b>	<b>Correlation Rate</b>	<b>Correlation Interpretation</b>
Intrinsic motivation	Identified regulation	$r=,575$	Significant at 0.05 level
Identified regulation	Introjected regulation	$r=,307$	Significant at 0.05 level
Introjected regulation	External regulation	$r=,255$	Significant at 0.05 level

The identified regulation subscale received the highest agreement average ( $\bar{x} =5,3671$ ), which could be interpreted as that the employees generally internalize their goals and, meaning that, there is a high level of agreement on identified regulation since employees are more enthusiastic with what they are doing since they take it as an essential part to their identity (Gagné & Deci, 2005, p. 334). The first three questions of the scale, which constitutes the intrinsic motivation subscale, had the second highest agreement ( $\bar{x} =4,9831$ ), which could be interpreted as “employees enjoy what they are doing”; whereas Introjected Regulation subscale resulted as ( $\bar{x} =3,9578$ ), which could refer to the fact that employees personalize external influences&factors and feel pressure to complete those tasks (Dorner, 2011) . Average scores on External Regulation were the lowest ( $\bar{x} =3,9114$ ), which shows us how employees “act with the intention of obtaining a desired consequence or avoiding an undesired one, so they are energized into action only when the action is instrumental to those ends” (Gagné & Deci, 2005, p. 334).



When we look at the CQS, we see that metacognitive CQ and motivational CQ has resulted ( $r=,511$ ), which indicates that there is a moderately strong correlation. High level of Metacognitive CQ indicates that employees could easily analyse the situation at different cultural experiences and could strategize rules and next steps for new cultural interactions. High motivational CQ level signifies that employees have a strong drive and desire to adapt in cross-cultural environments. The correlation between motivational CQ and behavioural CQ has resulted ( $r=,510$ ), which also indicates a moderately strong correlation. Employees with high level of behavioural CQ tend to adjust verbal and non-verbal behaviours in a culturally more appropriate way. Cognitive CQ and motivational CQ have a correlation rate of ( $r=,457$ ) indicating a moderately strong correlation. High level of cognitive CQ, as Brislin (2006) highlights, signifies to what extent people understand similarities and differences across cultures (cited in Ang et al., 2007). A correlation rate of ( $r=,444$ ) was found between metacognitive CQ and cognitive CQ and stands as a moderately strong value whereas the correlation between cognitive CQ and behavioural CQ has a rate of ( $r=,394$ ), which is a weak correlation. The final subscales correlation of CQS subscales are among the behavioural CQ and metacognitive CQ resulting as ( $r=,357$ ) and indicating a weak correlation. For precise information, kindly see Table 30.

**Table 31: Correlation Interpretation between subscales of CQS**

<b>Subscale 1</b>	<b>Subscale 2</b>	<b>Correlation Rate</b>	<b>Correlation Interpretation</b>
Metacognitive CQ	Motivational CQ	$r=,511$	Significant at 0.05 level
Motivational CQ	Behavioural CQ	$r=,510$	Significant at 0.05 level
Cognitive CQ	Motivational CQ	$r=,457$	Significant at 0.05 level
Metacognitive CQ	Cognitive CQ	$r=,444$	Significant at 0.05 level
Cognitive CQ	Behavioural CQ	$r=,394$	Significant at 0.05 level
Behavioural CQ	Metacognitive CQ	$r=,357$	Significant at 0.05 level

When we look at the correlation rates between subscales of MWMS and CQS, we see that the correlation rate between identified regulation and cognitive CQ is observed as ( $r=,298$ ), which refers to a weak relationship. The correlation rate between intrinsic motivation and metacognitive CQ is ( $r=,273$ ) which is also weak. Intrinsic motivation and cognitive CQ had

a rate of ( $r=,254$ ), introjected regulation and cognitive CQ had a rate of ( $r=,248$ ) and introjected regulation and behavioural CQ rated ( $r=,234$ ). There was a weak relationship observed among all 3 of them. The very weak correlation has been interpreted among introjected regulation and metacognitive CQ, intrinsic motivation and behavioural CQ, intrinsic motivation and motivational CQ; identified regulation and metacognitive CQ, identified regulation and behavioural CQ; External regulation and behavioural CQ; external regulation and cognitive CQ; identified regulation and motivational CQ and External regulation and motivational CQ respectively. On the other hand, there were no sufficient evidence observed between external regulation and metacognitive CQ. For precise information, kindly see Table 32.

**Table 32: Correlation Interpretation between subscales of MWMS and CQS**

<b>MWMS Subscale</b>	<b>CQS Subscale</b>	<b>Correlation Rate</b>	<b>Correlation Interpretation</b>
Identified regulation	Cognitive CQ	$r=,298$	Significant at 0.05 level
Intrinsic Motivation	Metacognitive CQ	$r=,273$	Significant at 0.05 level
Intrinsic Motivation	Cognitive CQ	$r=,254$	Significant at 0.05 level
Introjected regulation	Motivational CQ	$r=,249$	Significant at 0.05 level
Introjected regulation	Cognitive CQ	$r=,248$	Significant at 0.05 level
Introjected regulation	Behavioural CQ	$r=,234$	Significant at 0.05 level

## 5 DISCUSSION

This section discusses the finding of this study and tries to analyse possible reasons behind it.

The aim of this study was to analyse the relation between motivation and CQ levels of employees at international organisations. The study also aimed at filling the gap in the literature by examining the causal relationship between cultural intelligence and motivation levels of employees at international organisations.

In order to examine this relationship, this study has conducted a survey which includes two separate reliable scales that measure Motivation at Work and Cultural Intelligence Respectively. The findings of the survey were analysed via Statistical Package for Social Sciences (SPSS) Programme Version 20.

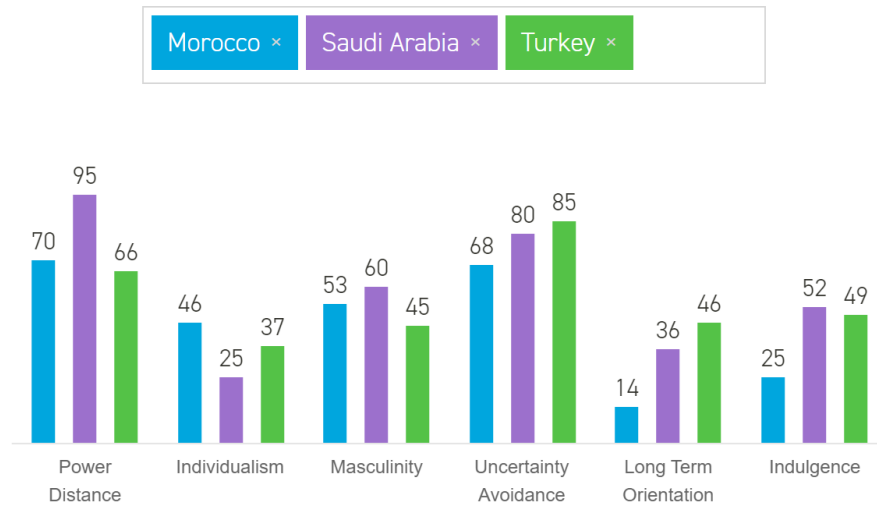
The first outstanding result of the study was that employees with higher CQ levels who participated in the survey had comparatively higher Work Motivation levels. One other preminent results was observed at Motivation levels of employees at international organisations by their tenure at their current office, where a significant difference was observed. In line with the post-hoc analysis, the difference in the effect of tenure variable on motivation level was caused by employees with over 11 years of tenure at their current offices.

Even though the nationalities of the respondents were not asked, since the offices are located in three countries, e.g. Morocco, Turkey and Kingdom of Saudi Arabia, an approximate of total 42.67% of locally recruited staff is expected to take part in the survey. Considering this, a country comparison test was run according to Hofstede's Cultural Dimensions<sup>8</sup>.

The result for those 3 countries could be seen at Figure 10.

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<sup>8</sup> <https://www.hofstede-insights.com/country-comparison/>



*Figure 10: Cultural Dimension Values Country Comparison*

According to Figure 10, Cultural Dimension Values vary among countries except Uncertainty Avoidance ( Morocco= 68%, Saudi Arabia= 80% and Turkey=85% ), however, still the answers to the survey questions had similar standard deviation ( lowest = ,71248 and highest=1,37169 for CQ) and (lowest=1,24596 and highest=1,83691 for motivation), which could be interpreted as several other factors rather than cultural values of the employees, such as religion, organizational culture etc. might be affecting their CQ levels and motivations, which could be topic of a further study.

While prior studies mostly focused on Cultural Intelligence alone or Motivation alone, or the relationship between Cultural Intelligence and Expatriate Adaptation, or motivation of Expatriates, this study has focused on the relationship between Cultural intelligence and motivation levels of employees working at international organisations. By not focusing only on expat employees, this study aimed at gaining a wider analysis.

The first research question of this study, asking whether there is a positive correlation between the CQ levels of employees at professional, managerial, officer/assistant positions, including many expats, at international organisations and their motivation, has resulted positive and a relationship between CQ and motivation has been observed.

The second research question of this study, asking whether there is a positive correlation between the Motivation levels of both expat and local employees at professional, managerial, officer/assistant positions, at international organisations and their tenure, resulted as positive since a significant difference was observed at motivation levels of employees at international organisations by their tenure at their current office. In line with the post-hoc analysis, the difference in the effect of tenure variable on motivation level was caused by employees with over 11 years of tenure at their current offices. This data could contribute to the work of HR division and also could shed a light to managers for their further understandings of employee motivation at international organisations.

There were thirteen hypotheses tested in this study and while two of them were supported according to the analysis of the findings, eleven of them were not supported. A detailed Table of Hypotheses testing could be seen at Table 33.

**Table 33: Hypotheses Testing**

	<b>Hypotheses</b>	<b>Status</b>
<b>H1</b>	There is a significant and positive relationship between the cultural intelligence levels and motivation of the employees at international organisations.	Supported
<b>H2</b>	There is a significant difference at the Motivation levels of employees at international organisations by their gender.	Not Supported
<b>H3</b>	There is a significant difference at the CQ levels of employees at international organisations by their gender.	Not Supported
<b>H4</b>	There is a significant difference at the Motivation levels of employees at international organisations by their previous international organisation experience.	Not Supported
<b>H5</b>	There is a significant difference at the CQ levels of employees at international organisations by their previous international organisation experience.	Not Supported
<b>H6</b>	There is a significant difference at the Motivation levels of employees at international organisations by their age.	Not Supported
<b>H7</b>	There is a significant difference at the CQ levels of employees at international organisations by their age.	Not Supported

<b>H8</b>	There is a significant difference at the Motivation levels of employees at international organisations by their education level.	Not Supported
<b>H9</b>	There is a significant difference at the CQ levels of employees at international organisations by their education level.	Not Supported
<b>H10</b>	There is a significant difference at the Motivation levels of employees at international organisations by their tenure at their current office.	Supported
<b>H11</b>	There is a significant difference at the CQ levels of employees at international organisations by their tenure at their current office.	Not Supported
<b>H12</b>	There is a significant difference at the Motivation levels of employees at international organisations by their position.	Not Supported
<b>H13</b>	There is a significant difference at the CQ levels of employees at international organisations by their position.	Not Supported

The study also examined the demographic similarities and differences. According to the data analysis, there were no significant difference at the Motivation levels of employees by their gender, age, education level, position and previous international organisation experience however there was a significant difference by their tenure. On the other hand, according to the data analysis, there were no significant difference at the CQ levels of employees by their gender, age, education level, position, tenure and previous international organisation experience.

## 6 CONCLUSION

This study aimed to analyse Cultural Intelligence in the intercultural organisations and its impacts on the employee motivation.

Having considered the literature on CQ and Motivation, with current rise in the relocations and increasing international staff of the international organisations, a study that aims analysing the Cultural Intelligence in the intercultural organisations and its impacts on the employee motivation was outlined. However, the existing studies have mostly concentrated on CQ or motivation alone and have mostly taken expatriates as sample group. Therefore, this study aimed at analysing the relation between motivation and CQ levels of employees at Officer/Assistant/Professional/Managerial levels at an international organisation and targets filling the gap in the literature.

One of the biggest international organisations in the world with over 50 Member Countries spread over 4 continents was chosen for this study is. This international organisation has employees are from all those 50+ countries, which had a big impact for being chosen as universe of this study and it overlaps with the purpose of the study since the study tries to examine the relation of CQ and Motivation of employees at international organizations.

Considering the internationally broad universe and the accessibility via e-mail and other online sources, it was decided to use quantitative data analysis in this study. An online survey was designed for this research using two strong scales, namely, Cultural Intelligence Scale (CQS), of Cultural Intelligence Center (2005), analysing Cultural Intelligence and Work Motivation Scale (MWMS) by Gagne et al. (2005), analysing motivation.

The population of this thesis is the employees who work at this international organisation's offices in *Ankara & Istanbul, Republic of Turkey; Rabat, Kingdom of Morocco* and *Jeddah, Kingdom of Saudi Arabia*. Since the whole population is approximately 400 a representative sample was chosen in coordination with the HR Units of the branches of this international organisation in accordance with the main criteria which aimed at officer/assistant /professional/managerial level employees. The participants were chosen from full-time employees that fit the criteria and the sample size 150 was found appropriate. A questionnaire was sent to the employees of this international organisation and out of 150, 79 participants responded the survey. The first outstanding result of the study was that employees with higher CQ levels who participated in the survey had comparatively higher

Work Motivation levels. One other preeminent result was observed at Motivation levels of employees at international organisations by their tenure at their current office, where a significant difference was observed. In line with the post-hoc analysis, the difference in the effect of tenure variable on motivation level was caused by employees with over 11 years of tenure at their current offices.

This result is found in line with the Oberg's Stages of Cultural Shock, which summarizes the stages of Culture Shock are "The Honeymoon", "Culture Shock", "Adjustment" and "Adaptation". As a result of the Post-Hoc test, the difference in the effect of tenure variable on motivation level was caused by employees with over 11 years of tenure at their current offices, which, according to Oberg is the "Adaptation" stage. A future study can be planned to make an in depth analysis of the relation between tenure of employees at organisations and Oberg's Stage of Cultural Shock.

This study has also aimed at contributing to the literature and had done so at some level, however it still misses some aspects that could be named as limitations.

At the beginning, an analysis also at the Motivation and CQ levels of employees by their nationalities was also planned however, due to anonymity concerns of the respondents, the demographic question regarding nationality was removed from the first draft of the survey. Thus, the possibility of distinguishing expatriates from locally recruited staff was dismissed. Moreover, again due to anonymity concerns, current residencies of the respondents were not asked. Therefore, it was not possible to analyse the data in terms of the country the respondents live in and possibility of being affected by the culture of the country in their answers.

Subscales of both Cultural Intelligence Scale and Work Motivation Scale could not be reflected to the questionnaire in a precise manner since the aim was receiving statements for all aspects of both, however, for future research, one combined scale seeking statements for the highly correlated items of this study would be quite beneficial.

As a further study, in order to contribute to the literature and to the training planning of the HR departments, the research model may be designed with two groups of employees: one who have received cross-cultural trainings and one who have never received cross-cultural trainings.



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## APPENDICES

### A: Approval Letter from AYBU Institute of Social Sciences Ethics Committee

 **ANKARA YILDIRIM BEYAZIT ÜNİVERSİTESİ (AYBÜ)**   
**ETİK KURULU**  
**PROJE ONAY BELGESİ**

Ankara Yıldırım Beyazıt Üniversitesi Sosyal Bilimler Fakültesi/Enstitüsü Yönetim ve Organizasyon bölümü akademisyenlerinden / öğrencilerinden Fatma Nur Zengin'in, "The importance of Cultural Intelligence in the multi-cultural organisations and its impacts on the employee motivation and adaptation" adlı araştırması değerlendirilmiştir. (Bu kısım başvuru sahibi tarafından doldurulmalıdır)

Proje etik açısından uygun bulunmuştur.

Proje etik açısından geliştirilmesi gerekmektedir.

Proje etik açısından uygun bulunmamıştır.

<b>AYBÜ ETİK KURULU KARARI</b> (Etik Kurul tarafından doldurulacaktır)	
Araştırma kodu (Yıl – Araştırma sıra no)	2018 – 418
Başvuru formunun Etik Kurula ulaştığı tarih	15.11.2018
Etik Kurul Karar toplantı tarihi ve karar no	21.11.2018 – 92
Yer	Yıldırım Beyazıt Üniversitesi, Esenboğa Külliyesi
Katılımcılar	Formda imzası bulunan üyelerimiz toplantıya katılmıştır.

**KURUL BAŞKANI, BAŞKAN YARDIMCISI VE ÜYELER:**

<b>İMZA</b>		
Prof. Dr. Cem Şafak ÇUKUR	Başkan	<input type="text"/>
Prof. Dr. Tekin AKDEMİR	Bşk. Yrd.	<input type="text"/>
Prof. Dr. Seldağ GÜNEŞ PESCHKE	Üye	<input type="text"/>
Doç. Dr. Özge GÖKBULUT ÖZDEMİR	Üye	<input type="text"/>
Dr. Öğr. Üyesi Fatma DOĞAN GÜZEL	Üye	<input type="text"/>
Dr. Öğr. Üyesi Behlül TOKUR	Üye	<input type="text"/>
Dr. Öğr. Üyesi Şule KAYA	Üye	<input type="text"/>
Dr. Öğr. Üyesi Birgül ÖZKAN	Üye	<input type="text"/>

9



## B: Permission for use of Cultural Intelligence Scale



Keyla Waslawski  
FATMA NUR ZENGİN, + 2

14.11.2018



2018 ECQS\_39 items\_v.3.18.pdf  
PDF - 313 KB

Dear Fatma,

Thank you for reaching out.

You have our permission to use our copyrighted CQ surveys in your research aimed at publication in scholarly journals.

There are two easy ways you can do this.

1) We offer on-line assessments using the E-CQS that provide personal feedback reports to participants. This provides them with an incentive to participate in your research because the reports allow people to compare their CQ scores with the world-wide norms and also gives them information on the CQ sub-dimensions. The

«« ▾ Tümünü Yanıtla



## C: Permission for use of Motivation at Work Scale

### Ynt: Permission for Using the MWMS



Marylene Gagne  
FATMA NUR ZENGİN, + 1

5.11.2018



Dear Fatma, the scale can be used for research/thesis purposes. Do you need a translation?

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## D: Cultural Intelligence Scale (CQS)

### Cultural Intelligence Scale (CQS)

Code	Items
MC1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
MC2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
MC3	I am conscious of the cultural knowledge I apply to cross-cultural interactions.
MC4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.
COG1	I know the legal and economic systems of other cultures.
COG2	I know the rules (e.g., vocabulary, grammar) of other languages.
COG3	I know the cultural values and religious beliefs of other cultures.
COG4	I know the marriage systems of other cultures.
COG5	I know the arts and crafts of other cultures.
COG6	I know the rules for expressing non-verbal behaviors in other cultures.
MOT1	I enjoy interacting with people from different cultures.
MOT2	I am confident that I can socialize with locals in a culture that is unfamiliar to me.
MOT3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.
MOT4	I enjoy living in cultures that are unfamiliar to me.
MOT5	I am confident that I can get accustomed to the shopping conditions in a different
BEH1	I change my verbal behaviour (e.g., accent, tone) when a cross-cultural interaction requires it.

BEH2	I use pause and silence differently to suit different cross-cultural situations.
BEH3	I vary the rate of my speaking when a cross-cultural situation requires it.
BEH4	I change my non-verbal behaviour when a cross-cultural situation requires it.
BEH5	I alter my facial expressions when a cross-cultural interaction requires it.

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Note: Use of this scale granted to academic researchers for research purposes only. For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to [cquery@culturalq.com](mailto:cquery@culturalq.com)

## E: Work Motivation Scale (MWMS)

### The Motivation at Work Scale (MAWS)

Code	Items
Intrins1	Because I enjoy this work very much
Intrins2	Because I have fun doing my job
Intrins3	For the moments of pleasure that this job brings me
Ident1	I chose this job because it allows me to reach my life goals
Ident2	Because this job fulfils my career plans
Ident3	Because this job fits my personal values
Intro1	Because I have to be the best in my job, I have to be a “winner”
Intro2	Because my work is my life and I don’t want to fail
Intro3	Because my reputation depends on it
Ext1	Because this job affords me a certain standard of living
Ext2	Because it allows me to make a lot of money
Ext3	I do this job for the pay check

Note: The stem is “Using the scale below, please indicate for each of the following statements to what degree they presently correspond to one of the reasons for which you are doing this specific job” and is accompanied by the scale 1= not at all; 2= very little; 3 = a little; 4 = moderately; 5 = strongly; 6 = very strongly; 7= exactly. The French version of the scale is available on request from the first author.