

The Role of Cultural Intelligence in the Success of Western Managers in Turkey

Author: Felix Kühne
University of Twente
P.O. Box 217, 7500AE Enschede
The Netherlands

ABSTRACT,

Background: Turkey is an attractive market for expat managers originating from the West. The cultural differences pose challenges and opportunities. Current research suggests that cultural intelligence can help to navigate those challenges and to exploit opportunities. However, there is a lack of focus on Turkey which poses a unique culture due to its geographical location on both the European and the Asian continents.

Objective: The objective of this study is to investigate how expat managers from the West can leverage cultural intelligence to maximize their managerial performance.

Findings: Based on a sample of four managers, several combinations of cultural intelligence dimensions and managerial performance dimensions were identified, in which the performance of the latter is directly affected by the performance in the respective cultural intelligence dimension. Some dimensions of cultural intelligence are more important than others and some managerial duties cannot be improved by applying cultural intelligence.

Conclusion:

Leveraging the metacognitive and behavioral dimensions of cultural intelligence has a direct impact on managerial performances that are closely related to interpersonal dealings and communications.

Graduation Committee members:

Dr. Martin Stienstra, Dr. Barbara Kump

Keywords

Cultural Intelligence, Managerial Performance, Turkey, Western countries

This is an open access article under the terms of the Creative Commons Attribution

License, which permits use, distribution and reproduction in any medium, provided

the original work is properly cited.



1. RESEARCH SITUATION & ARGUMENTATION

The 21st century can be described as the era of globalization of the world economy (Deng & Gibson, 2008). The work of managers in an international setting is becoming more important and has seen a rise in demand. The emerging Turkish market is subject to an increasing interest of joint ventures and foreign direct investment. Key to this progress has been the implementation of Turkey's radical economic liberalization program since the early 1980s (Özer, 2003). Although there is still heavy government involvement in the economy, the current trend and economic potential make the Turkish market an attractive option for managers of Western origin (Özer, 2003). Western origin shall be defined as originating from the United States, the United Kingdom or one of the 22 OECD member states with Protestant or Roman Catholic majority populations except for Chile.

The choice of Turkey for this research was a deliberate decision that has been influenced by several factors. As mentioned before, Turkey is considered one of the world's emerging economies and attracts significant foreign investment, therefore being an attractive choice for managers looking to work in a dynamic and growing market (Afsar, 2008). With its rich pluralistic history, Turkey has always been an ethnically and culturally diverse country (Faltis, 2014). Due to its strategic location Turkey also holds geopolitical significance *"(Turkey) is geopolitically significant precisely because it is a nexus of cultures, international trade (both legal and illicit), ideas, and influences"* (Cohen, 2006, p. 1). This significance can create distinct challenges and opportunities for managers (Goes & Bekkers, 2022). The unique cultural context provides a rich environment for exploring the role of cultural intelligence in overcoming these managerial challenges. All these factors and the current lack of research surrounding Turkey as an option for Western managers made it the obvious choice for this research.

Although an economically viable option for managers, there is an issue of compatibility when it comes to cultural differences between Western countries and Turkey. These differences were categorized in Hofstede's cultural dimensions theory. Initially, he proposed four key dimensions that aid in explaining cultural differences between countries: power distance, individualism-collectivism, masculinity-femininity, and uncertainty avoidance. After further research two more dimensions were added, long-term orientation and indulgence versus self-restraint (Hofstede, 2011).

These differences have implicit implications on the performance of managerial duties. Navigating through them can be the key to being a successful manager or be the reason a manager is failing. A comprehensive review of global leadership literature concluded that only 8% of Fortune 500 firms have comprehensive global leadership training programs (Suutri, 2002) and that one-third of international managers underperformed in their international assignments based on their superiors' evaluations. (Manning, 2003) It is not clear why these managers underperformed and this research can provide answers to why Western managers underperform in Turkey.

So, while there is an urgent need for global business managers, there is a serious shortage in the preparation of managers to deal with cultural differences in a global business.

Cultural intelligence can help navigate these differences and therefore maximize the performance of a manager. (Alon & Higgins, 2005) According to Earley and Ang, cultural intelligence is the capability to function effectively in contexts characterized by cultural diversity. They describe it as a set of

competencies allowing individuals to successfully navigate the complexities of cultural differences (Earley & Ang, 2003). Furthermore, four dimensions of cultural intelligence are conceptualized; cognitive, metacognitive, motivational, and behavioral.

Cognitive CQ refers to an individual's knowledge and understanding of different cultures. Metacognitive CQ refers to an individual's ability to plan, monitor and adjust their thinking in cross-cultural situations. Motivational CQ refers to an individual's drive, interest, and confidence in engaging with different cultures. The last dimension is behavioral CQ which relates to an individual's ability to demonstrate appropriate behaviors and adapt their communications and actions in cross-cultural interactions. These four dimensions of cultural intelligence are interconnected and mutually reinforcing. (Earley & Ang, 2003)

Cultural intelligence has been extensively studied in recent years, especially as a factor for managers working in an international setting. The current state of research suggests that having a high level of cultural intelligence has a significant impact on the success of managers working in cross-cultural environments (Deng & Gibson, 2008) (Araştırma, 2014) (Plessis, 2011). A high level of cultural intelligence refers to a high capability to function effectively in cross-cultural situations (Plessis, 2011). In addition, more research is needed to understand how cultural intelligence impacts specific dimensions of managerial performance, especially in the context of Turkey. These specific managerial dimensions were the subject of numerous studies and several definitions and frameworks are describing the dimensions of them. According to Borman and Brush, managerial performance consists of 18 dimensions. Their dimensions are based on the results of a study that used data from varying managerial jobs, thus avoiding the specificity that had been evident in other studies. (Borman & Brush, 1993)

As indicated before, there has been a lack of focus on Turkey as the international setting for managers originating from the West. This research will fill this gap and give explicit insights into the role of cultural intelligence in the success of managers and what aspects of cultural intelligence are more important than others for the specific managerial performance dimensions.

1.2 Research Objective

The objective of this study is to investigate whether cultural intelligence influences the success of managers originating from the West that are now working in highly autonomic leadership and management positions in Turkey. And if so, what aspects of cultural intelligence are the most important for which managerial performance dimension?

1.3 Research Question

How can managers originating from the West leverage cultural intelligence to maximize their managerial performance in Turkey to their best extent?

2. LITERATURE REVIEW / THEORETICAL FRAMEWORK

2.1 Defining Cultural Intelligence

According to Earley and Ang, cultural intelligence is the capability to function effectively in contexts characterized by cultural diversity (Earley & Ang, 2003). They describe it as a set of skills and abilities that enable individuals to effectively navigate and negotiate the complexities of cultural differences (Earley & Ang, 2003). Cultural intelligence is conceived as a multidimensional construct for which Earley and Ang propose

four CQ dimensions: metacognitive, cognitive, motivational, and behavioral. (Earley & Ang, 2003)

According to Flavell, metacognitive CQ reflects higher-order cognitive processes needed to acquire and comprehend cultural knowledge (Flavel, 1979). Planning, monitoring, and updating mental models of cultural norms for nations or groups of people are relevant capabilities. People who have a high metacognitive CQ are aware of the cultural preferences of others before and during interactions. They challenge cultural presumptions, and they modify their mental models both before and after interactions (Richard Brislin, 2006) (Triandis, 2006).

Cognitive CQ is about the knowledge of the norms, conventions, practices, economic, legal, and social systems as well as fundamental value frameworks from other cultures (Triandis, 1994). Individuals with a high cognitive CQ understand similarities and differences across cultures (Hofstede, 2001).

Motivational CQ demonstrates the capacity to direct attention and effort toward learning about and navigating situations distinguished by cultural differences. Individuals with high motivational CQ direct attention and energy toward cross-cultural situations due to an intrinsic interest (E. L. Deci, 1985) and confidence in the ability to succeed in cross-cultural settings (Bandura, 2002).

Behavioral CQ is the capacity to engage with people from other cultures while using appropriate verbal and non-verbal actions. Based on the cultural norms of certain contexts, appropriate verbal and nonverbal acts must be displayed to match intellectual abilities for cultural awareness and motivation (Hall, 1973). Individuals with high behavioral CQ exhibit situationally appropriate behaviors based on their wide range of verbal (words and tone) and non-verbal (gestures and facial expressions) capabilities (Earley & Ang, 2003).

These four dimensions of cultural intelligence are interconnected and mutually reinforcing. However, CQ dimensions do not necessarily have to correlate with each other, but it is their combination that defines overall CQ (Earley & Ang, 2003).

2.2 Defining Managerial Performance

According to Borman and Brush, managerial performance requirements can be summarized into 18 dimensions (Borman & Brush, 1993).

1. Planning and organizing: formulating short- and long-term goals and objectives, forecasting possible problems for the organization and developing strategies for addressing these problems, organizing and prioritizing work, planning and organizing own work, and time management.

2. Guiding, directing, and motivating subordinates and providing feedback: providing guidance and direction to subordinates; motivating subordinates by providing them with recognition, encouragement, constructive criticism, and other feedback as appropriate; helping to set goals and maintaining performance standards for subordinates and monitoring subordinate performance.

3. Training, coaching, and developing subordinates: identifying staff training needs and developing responsive training programs and materials or ensuring that such programs/materials get developed; training, teaching, and coaching subordinates; and assisting subordinates in improving their job skills.

4. Communicating effectively and keeping others informed: communicating orally and in written form; keeping subordinates, superiors, and others informed and obtaining and then passing on information to those who should know.

5. Representing the organization to customers and the public: representing the organization to those not in the organization; maintaining a good organizational image to customers, the public, stockholders, the government, and so on (as appropriate); and dealing with customer/client problems.

6. Technical proficiency: keeping up-to-date technically, solving technical problems, possessing sufficient technical job knowledge to perform effectively in own specialty, and providing technical advice to others in the organization.

7. Administration and paperwork: handling paperwork requirements; performing day-to-day administrative tasks such as reviewing reports, going through mail, approving routine requests, and so on; keeping accurate records; and administering policies, as appropriate.

8. Maintaining good working relationships: developing and maintaining smooth and effective working relationships with superiors, peers, and subordinates; displaying personal concern for subordinates; backing up and supporting subordinates as appropriate; and encouraging and fostering cooperation between subordinates.

9. Coordinating subordinates and other resources to get the job done: properly utilizing personnel and other resources to increase unit and organizational effectiveness; coordinating the work in own unit; and balancing the interests of own unit and those of the whole organization, if necessary.

10. Decision-making and problem-solving: making sound and timely decisions, paying attention to and considering all relevant information in making decisions, and developing effective solutions to organizational problems.

11. Staffing: maintaining staff and workforce; recruiting, interviewing, selecting, hiring, transferring, and promoting persons in the organization; and maintaining an effective career development system.

12. Persisting to reach goals: persisting with extra effort to attain objectives and overcoming obstacles to get the job done.

13. Handling crises and stress: recognizing and responding effectively to unexpected situations, handling crises and stress calmly and effectively, responding well to tight time deadlines, and addressing conflict appropriately.

14. Organizational commitment: working effectively within the framework of organizational policies, procedures, rules, and so on; carrying out orders and directives; and supporting reasonable policies of higher authorities in organizations.

15. Monitoring and controlling resources: controlling costs and personnel resources and monitoring and overseeing utilization of funds.

16. Delegating: assigning subordinates duties and responsibilities in line with their interests and abilities as well as the needs of the organization, and delegating authority and responsibility to aid in subordinate growth.

17. Selling/influencing: persuading others in the organization to accept own good ideas, presenting own positions clearly and decisively, and arguing effectively for position when appropriate.

18. Collecting and interpreting data: knowing what data are relevant to address a problem or issue; properly interpreting numerical data and other information, thus facilitating correct inferences, and effectively organizing data to help solve problems and make decisions.

All of these 18 identified Dimensions can be put into four categories, providing a simpler, more general taxonomy for these managerial performance requirements. Dimensions 4, 5, 8, and 17 are part of "Interpersonal dealings and communication".

Dimensions 2, 8, and 9 are part of "Leadership and Supervision". Dimensions 1, 6, 7, 10, 11, 15, 16, and 18 are part of "Technical activities and the mechanics of management". Dimensions 12, 13, and 14 are part of "Useful personal behavior and skills".

2.3 The Effect of Cultural Intelligence on Job Performance

A variety of studies have linked cultural intelligence to increased job performance for managers (Plessis, 2011). This proves that there is a positive relationship between the research variables cultural intelligence and the performance of managers. Based on this, I state the proposition that each CQ dimension has varying effects on each of the performance dimensions. I will use this as a base to further research and link specific aspects of cultural intelligence to specific managerial responsibilities.

3. RESEARCH DESIGN

To answer the research question, it is necessary to gather the right data appropriately. The general idea of the research design is a mix of semi-structured interview and a 20-item scale. Although the scale will lead to numerical data, the nature of my research is still qualitative since the majority of data collected is qualitative and the numerical data only provides a secondary supportive role (Plano, L., Creswell, O'Neil Green, & Shope, 2008). The qualitative approach is most appropriate since the object is to understand and investigate experiences, perspectives, and events (Carolyn Boyce, 2006).

3.1 Data Collection

The data on cultural intelligence is quantified with the "Cultural intelligence scale", a 20-item scale to assess cultural intelligence and the respective performance in the four sub-dimensions. Each item represents a statement regarding the use of cultural intelligence. The subject will rate the statement with a score from 1 to 7, indicating their agreement with the statement. The final score will be calculated based on the individual ratings.

The qualitative data is gathered by conducting a series of semi-structured interviews. The interviews will be set to last around an hour each to allow for extensive elaboration on the complex research variables of cultural intelligence and managerial performance. All research subjects will have worked in Turkey for a minimum of five years, this allows for sufficient evaluation of the adaptation process. The subjects were located via LinkedIn and the researcher's network of acquaintances in Turkey. The interviews will be conducted in person or via Microsoft Teams and the content of the interviews will be recorded and transcribed. Although the initial plan was to interview five managers, the nature of their profession led to one subject canceling spontaneously. The subject couldn't come up with an alternative appointment inside the time window of this research. This meant that only a total of four individuals were interviewed.

<i>Interviewee no.</i>	<i>Gender</i>	<i>Title</i>	<i>Nationality</i>
1	M	General Manager	United States
2	M	Marketing Manager	Germany
3	F	General Manager	United Kingdom
4	F	Operations Manager	Hungary

Figure 1. Demographic characteristics of the interviewees

3.2 Research Instrument

The numerical data on cultural intelligence will be gathered through the use of a 20-item scale called the "Cultural Intelligence Scale (CQS) – Self-Report". See Figure 9. 20 statements are divided over the four sub-dimensions of cultural intelligence. Per statement, the subject has to select a response from a 7-point Likert scale that best describes his capabilities ranging from "1 = strongly disagree to 7 = strongly agree" (Linn Van Dyne, 2015). Higher scores for the subdimensions indicate higher measured cultural intelligence in these dimensions. The total score is the combined score of all subdimensions and indicates the overall cultural intelligence. The assessment of cultural intelligence will aid in explaining the varying perceived importance of the subdimensions when linking them to managerial performance dimensions.

The qualitative data will be gathered through the instrument of a semi-structured interview consisting of a pre-determined set of open-ended questions. This allows for an extensive discussion and stating explicit examples of what dimensions of cultural intelligence affect what dimensions of managerial performance. According to Fossey et al, using semi-structured interviews is enabling a more focused exploration of a specific topic whereas an unstructured interview may be too vague leading to a lack of valuable information collected (Ellie Fossey, 2002). Specific examples of the use of cultural intelligence will allow to link it to explicit aspects of managerial performance. These may include incidents where a high metacognitive CQ was used effectively to overcome cultural differences and maximize the economic performance of the organization.

Interviewees can answer in English or German, depending on what language they are more proficient in. The automatic transcription of the interview will be reviewed to prevent inaccuracies. Before conducting the interviews, ethical considerations were taken into account. The interview subjects were informed about the purpose of the interview and what their data is being used for. In addition, complete anonymity and confidentiality are guaranteed by the researcher. No personal information that can lead back to them will be used or stored.

3.3 Data Analysis

The data gathered through the interviews was analyzed using the directed descriptive content analysis. It is a methodological, deductive approach that combines elements of both content analysis and qualitative coding techniques (Hsiu-Fang Hsieh, 2005). The key characteristic of directed descriptive content analysis is the pre-existing coding framework or categories that guide the analysis process. These categories are derived from prior research and existing literature. This analysis approach can provide predictions about variables or, more important for this research, about relationships among variables (Hsiu-Fang Hsieh, 2005).

According to Fang the first step of a descriptive content analysis is the identification of key concepts or variables as initial coding categories (Hsiu-Fang Hsieh, 2005). Each combination of CQ-type and performance dimension equals one category or theme. For this, I will use a matrix with the four CQ-types and the 18 managerial performance dimensions. Each field determines whether the subject indicated a link between the CQ-type and managerial performance dimension or does not indicate any relation at all. The second step is to determine operational definitions for each category. For this, I will use the previously mentioned definitions of the CQ-dimensions and the managerial performance dimensions. The third step is to begin coding with the predetermined codes. The result of this is four matrices, each representing the qualitative data of one interview. The last step is to generate the frequency of codes to enable comparison because

the initially coded data cannot be compared meaningfully. High frequencies indicate a strong link. Differences in the matrices will be analyzed via the numerical data to see if varying cultural

intelligence can account for those. The themes with high frequencies will be further investigated and illustrated with extracts from the interviews.

4. RESULTS

4.1 Relations between CQ-dimensions and managerial performance dimensions

	<i>Metacognitive</i>	<i>Cognitive</i>	<i>Motivational</i>	<i>Behavioral</i>	<i>Total</i>
<i>Planning and organizing</i>	2	1			3
<i>Guiding, directing, and motivating subordinates and providing feedback</i>	4		2	4	10
<i>Training, coaching, and developing subordinates</i>	3	3	4	3	13
<i>Communicating effectively and keeping others informed</i>	4			4	4
<i>Representing the organization to customers and the public</i>	3	2			5
<i>Maintaining good working relationships</i>	4	3	4	4	15
<i>Coordinating subordinates and other resources to get the job done</i>	3		2		5
<i>Staffing</i>	2			2	4
<i>Delegating</i>	3				3
<i>Selling/influencing</i>	3	2	4	4	13
<i>Collecting and interpreting data</i>		1			1
<i>Total per Sub Dimension</i>	31	12	16	21	80

Figure 2. Frequency-table of the relation between CQ-dimension and managerial performance dimension. Managerial performance dimensions without any relation to CQ-dimensions have been deleted.

In Figure 2 there are several strong relations indicated. A value of 4 indicates that every subject confirmed a relation between the CQ-dimension and the managerial performance dimension. An empty field relates to no indicated relation at all. All relations with a value of 4 are closer investigated and illustrated.

4.1.1 *Metacognitive-CQ & Guiding, directing and motivating subordinates and providing feedback*

Every subject that was interviewed indicated that the use of metacognitive cultural intelligence was related to the managerial performance dimension of “*Guiding, directing and motivating subordinates and providing feedback*” (Borman & Brush, 1993). This relation was made clear through the candidates indicating how the awareness of one’s own cultural biases and assumptions led to a constant adjustment of leadership techniques to “*better align with the norms and expectations of Turkish subordinates, resulting in a more inclusive and effective work environment, fostering better guidance and advice*” (Interviewee no. 3). Recognizing the diverse perspectives and needs of team members also allows for tailored feedback and recognition that resonate with their cultural expectations. “*I had to understand that feedback and incentives work differently here. Turkish people are very concerned about saving face, any form of negative feedback has to be given in a private eye-to-eye setting. That saves them from the embarrassment. Especially when it comes from a woman*” (Interviewee no. 4).

The metacognitive dimension seems to enhance managerial performance in guiding, directing, and motivating subordinates. Performance reviews and counsel are widely regarded as uncomfortable situations for a subordinate (Bacal, 2003). Creating a more comfortable feedback process requires adjustment from the supervisor. Tailoring this adjustment to the different cultural backgrounds further relaxes the situation and allows for more effective guidance and motivation.

4.1.2 *Metacognitive-CQ & Communicating effectively and keeping others informed*

The metacognitive dimension also seems to play a crucial role when it comes to communicating effectively and keeping others informed. The aspects of conflict resolution and reflective listening were described in one way or another by every subject. Being aware of one’s own communication tendencies and adjusting them allows one to approach conflicts with sensitivity and a willingness to find mutually beneficial solutions. “*In the States, we express information differently. Due to the [...] high power distance I initially seemed unapproachable. Some not-so-happy updates reached me way too late since they were too scared of telling me. I had to adapt by implementing clear requirements of communication that were a compromise from what I was used to and what the Turkish were used to*” (Interviewee no. 1).

The metacognitive dimension seems to empower expatriate managers in Turkey to communicate effectively by being culturally sensitive, self-aware, and adaptable in communication practices. It helps to bridge cultural gaps and promote clear and meaningful communication with Turkish colleagues and subordinates.

4.1.3 *Metacognitive-CQ & Maintaining good work relationships*

Throughout the four interviews, this link between these two dimensions was mentioned and emphasized the most. It seems to be vital for interpersonal relationships. Recognizing, valuing, and adapting to the Turkish culture allows for the necessary respect and empathy needed for healthy work relationships. “*After I [...] adapted my communication style to their norms it builds a common base that makes it easier to connect and relate. Especially on themes that are not really work related like a football match or something*” (Interviewee no. 4). Demonstrating a willingness to adapt to and embrace the Turkish culture was seen as necessary by all subjects in order to promote

collaboration and friendships. "Turkish people love their country. You better try and find things you love here too to find common ground. Fortunately, the [...] Turkish cuisine is full of things I love" (Interviewee no. 3). Another aspect that was described as important for good work relationships was the approach of continuous learning. Actively expanding knowledge of Turkish culture, tradition, and social dynamics shows commitment to understanding and engaging with Turkish colleagues and subordinates. "I hate football. Really, I couldn't care less. But for them, I pretend I love it. I learned the basics of the teams we have here in Istanbul, so if someone asks me now which team I support I know what answer to give and which one I better not say" (Interviewee no. 4).

The indicated strong link between these two dimensions shows that strong interpersonal connections are crucial to support and promote a positive and supportive work environment. Each interview subject knew of the importance of that to enhance teamwork and overall job satisfaction.

4.1.4 Motivational-CQ & Training, Coaching and developing subordinates

The intrinsic interest to engage in cross-cultural situations seems to have a strong impact on the managerial duty of developing subordinates. "[...] this genuine curiosity makes me appreciate the different backgrounds of my colleagues. And that gives me motivation to support their personal growth. Not just at work but outside of it too" (Interviewee No.1). This intrinsic interest seems necessary to direct attention and effort toward training subordinates, because proactively seeking opportunities to enhance their capabilities leads to a more effective work environment. In one instance, one of these enhanced capabilities was the cultural competence of the employees. "I enjoy working and living in a different culture. I think it's great to broaden my perspective and be more open-minded. That is also why I try and encourage a more open and appreciating mindset here when it comes to foreign cultures. Especially since Istanbul is full of tourists who not always behave like one should in a foreign and different country. Especially my fellow Germans. This apparently led to some prejudice towards foreigners I am now trying to put it into perspective for my colleagues." (Interviewee no. 2). This not only shows that the own fondness for cross-cultural interactions can foster subordinates to enhance their cultural intelligence and cultural sensitivity, but that the confidence and self-assurance aspect of the motivational-CQ dimension translates into an increased curiosity and confidence in the subordinates.

4.1.5 Motivational-CQ & Maintaining good working relationships

Every subject talked in detail about the importance of being motivated and interested in different cultures to build connections that go further than a professional work relationship. Embracing diversity was described as a working method to engage in dialogue and create a solid base for healthy work relationships. "For example, during meetings and informal conversations, I encourage my colleagues to share insight about their culture and traditions. That creates a dialogue where I can demonstrate my motivation to learn (about their cultural background)" (Interviewee No. 4). It seems like a high motivational-CQ leads to a higher drive to engage in cross-cultural communication, and communication is essential to develop peer friendships in the workplace (Patricia M. Sias, 1998). Another aspect of motivational-CQ that was described as important for good working relationships was the confidence to engage in cross-cultural situations. "In Turkey, it is also important to show confidence. I observed that my confidence to

engage helps to make me more approachable since my colleagues reciprocate the confidence."

The motivational-CQ appears to have a strong impact on maintaining good working relationships. Proactively engaging with cultural differences and demonstrating genuine interest and respect promotes and maintains relationships which in turn improves the team performance (Elok Mahmud Putri, 2019).

4.1.6 Motivational-CQ & Selling/Influencing

Persuading others in the organization to accept own good ideas is an essential skill for a manager. All subjects indicated that a high drive to engage in cross-cultural situations with confidence leads to more effective control and improved organizational effectiveness. To convince stakeholders from different cultural backgrounds, it is helpful to have the drive to adapt the approach according to the stakeholder. "When I am pitching a new idea, I try to adjust my arguments to better suit the stakeholders involved. But confidence is always the most important. Especially when the idea is coming from a woman, some people still struggle to make peace with that" (Interviewee No. 3). Embracing the challenges and opportunities that go along with cross-cultural situations also seemed to help identify the different motivations of Turkish subordinates. This is crucial for adjusting the leadership style to persuade others. "Their intrinsic instinct to perform at work is rarely related to organizational goals. [...] I realized that a lot of their motivation is related to making their families proud. So that's probably where I see the most potential for persuasion" (Interviewee No. 1).

In both of these situations, the motivational dimension allowed for more effective persuading power. Presenting ideas clearly and decisively is essential to guarantee the success of the organization.

4.1.7 Behavioral-CQ & Guiding, directing and motivating subordinates and providing feedback

The ability to demonstrate appropriate behaviors and adapt communications and actions in cross-cultural interactions seems to enhance the managerial performance dimension of guiding, directing, and motivating subordinates and providing feedback. Training a team with a different cultural background profits from an adaptation of the training approach accordingly. "I think it is important to adjust tone and gestures during a training session. I was told that my excessive hand movements make people distracted rather than helping me bring my point across." (Interviewee No. 3). When providing feedback, the subjects also indicated that it is helpful to select a more nuanced approach. As indicated earlier, saving face is important to the Turkish subordinates. "Sometimes I just want to shout. That's what I grew up with in Germany, it was normal. But here? I have to force myself to be tactful and always emphasize the strengths. Well at least I always try." (Interviewee No. 2).

Adjusting and matching the behavior to effectively guide, motivate and direct subordinates was a common theme throughout every interview. By being sensitive to cultural differences and showing awareness the managers can better support a supportive and effective work environment and foster individual growth.

4.1.8 Behavioral CQ & Communicating effectively and keeping others informed

It seems that the behavioral dimension of cultural intelligence helps managers effectively communicate and keep others informed by engaging with people from different cultures while displaying appropriate verbal and non-verbal actions. In a team consisting of individuals with different cultural backgrounds, it was indicated that effective communication is often based on adaptation and employing a mix of direct and indirect

communication accordingly. "Compared to Hungary, the communication style here is a lot more polite and indirect. I trained myself to use more polite phrases for example. It also helps to be more reserved with facial expressions." (Interviewee No. 4). Another factor that supports effective communication is being mindful of the traditional gender roles and hierarchy. Compared to the West, Turkey employs more traditional gender roles where the man tends to have inherently more authority (Hofstede, 2011). "Being aware of the traditional gender roles means that I have to change my style of communication sometimes. When talking to male suppliers for example, I tend to be extra respectful." (Interviewee No. 3).

Adapting direct and indirect communication with individuals from different cultural backgrounds to match the cultural norms is an effective tool to ensure effective communication in Turkey. This was deemed important to enhance collaboration and build trust.

4.1.9 Behavioral CQ & Selling/Influencing

All subjects agreed about the importance of behavioral-CQ when it comes to selling and influencing. Appropriate verbal and non-verbal actions help to persuade others and increase the likelihood of acceptance of ideas or proposals. "Using a softer more indirect approach works better than a direct approach highlighting all the facts. No matter how good the facts." (Interviewee No. 1). It was also highlighted that persuasiveness greatly profits from a solid rapport and trust. "Also, you have to make sure you are on good terms with the person. If he does not like you for whatever reason, persuading becomes almost impossible." (Interviewee No. 1).

By leveraging the behavioral dimension of cultural intelligence, the managers were able to enhance their persuasion abilities in Turkey. Building a solid rapport, showing respect, and adapting to indirect communication contribute to an effective persuasion approach.

4.2 Varying Importance of Cultural Intelligence Dimensions

To state the importance of a subdimension of cultural intelligence a ranking is applied. The total links of managerial performance dimensions with the sub-dimensions of cultural intelligence give insight into how often a cultural intelligence dimension is enhancing managerial performance. As seen in Figure 2, the ranking is as follows:

1. Metacognitive - 31
2. Behavioral - 21
3. Motivational - 16
4. Cognitive - 12

This means that in order to maximize managerial performance, the managers prioritized the metacognitive and behavioral dimensions of cultural intelligence. The ability to monitor and adjust thinking, behavior, and communication is the most applicable to managerial duties and will lead to a higher managerial performance.

The motivational and cognitive dimensions are less applicable. However, especially in the case of the motivational dimension it is hard to argue that they are significantly less important. In three instances motivational-CQ was deemed as important by every subject for a managerial performance. Having a high interest and confidence in cross-cultural situations is still essential for effective persuasiveness, developing subordinates, and creating a healthy work environment. The cognitive-CQ was the least applicable, there were zero cases where all subjects agreed on the importance for a managerial dimension. Besides knowing the legal and economic systems of a foreign culture there is little to

be gained for a manager. Knowing marriage systems, arts and crafts or several languages does not directly impact the performance of a manager in Turkey.

4.3 Varying Pertinence of Cultural Intelligence on Managerial Performance Dimensions

To state the pertinence of cultural intelligence on a managerial performance dimension, the sum of the four applied subdimension per managerial performance dimension is calculated. Four performance dimensions got a rating of 10 or higher, while the other 14 dimensions got a rating of five or lower.

The four managerial performance dimensions ordered after their sum of applicable subdimensions are:

1. Maintaining good working relationships - 15
2. Training, coaching, and developing subordinates & Selling / Influencing – 13
3. Guiding, directing, and motivating subordinates and providing feedback - 10

These dimensions are part of "Interpersonal dealings and communication" (Borman & Brush, 1993). It seems an individual's knowledge and understanding of different cultures is most useful when confronted with a cross-cultural situation. This is also made clear when looking at the seven performance dimensions that didn't have any relation to a cultural intelligence dimension and the one performance dimension was linked only once to a specific cultural intelligence dimension. These managerial dimensions are:

- Technical proficiency
- Administration and paperwork
- Decision-making and problem-solving
- Persisting to reach goals
- Handling crisis and stress
- Organizational commitment
- Monitoring and controlling resources
- Collecting and interpreting data

None of these dimensions have any relation to cross-cultural situations. Therefore, cultural intelligence does not affect performance in these dimensions.

4.4 Effect of Varying Cultural Intelligence Scores on the Ability to Leverage Cultural Intelligence

	<i>MC</i>	<i>COG</i>	<i>MOT</i>	<i>BEH</i>	<i>Total</i>
<i>Subject 1</i>	23	24	33	29	103
<i>Subject 2</i>	23	17	33	21	85
<i>Subject 3</i>	21	26	29	28	101
<i>Subject 4</i>	17	32	28	25	100

Figure 3. Cultural Intelligence per subject and subdimension

The subjects were given four statements for the metacognitive dimension, six for the cognitive dimension, and five each for the remaining two dimensions. Each statement was assessed with a score from 1 to 7 depending on how much the subject agreed or disagreed. "Strongly disagree" equals a 1 and "strongly agree" equals a 7.

When taking the cultural intelligence score of a manager into account, as seen in Figure 3, and comparing it with the ability to leverage cultural intelligence, it becomes clear that a higher score weakly indicates a higher ability to leverage cultural intelligence. The ability to leverage cultural intelligence is measured by the

subtotal of relations indicated per cultural intelligence dimension.

As seen in Figure 3, interviewees 1 and 2 have the highest score in metacognitive cultural intelligence. They also score the highest in the ability to leverage metacognitive cultural intelligence which is illustrated in Figures 5 and 6. Interviewee 4 scores the highest in cognitive intelligence and has the highest ability to leverage cognitive cultural intelligence. Interviewee No. 2 scores the lowest and has the lowest ability to leverage cognitive cultural intelligence. In behavioral cultural intelligence, interviewee 2 scores the lowest and also has the lowest ability to leverage behavioral cultural intelligence.

For the other rankings and the motivational dimension, no clear results or predictions are possible. However, this weak link between cultural intelligence and the ability to leverage it indicates that an increase in cultural intelligence leads to a better ability to leverage it for managerial duties, therefore increasing the overall performance of a manager.

5. DISCUSSION

5.1 Summary

This paper aims to determine the effects of cultural intelligence dimensions on managerial performance dimensions for managers in Turkey that were raised in the West, and how cultural intelligence can be leveraged to increase managerial performance. Nine links between specific cultural intelligence dimensions and managerial performance dimensions were found, investigated, and illustrated. In addition, the two cultural intelligence dimensions metacognitive and behavioral were proven to have the biggest impact on managerial performance overall. This study also found that the managerial performance dimensions related to Interpersonal dealings and communication profited the most from leveraged cultural intelligence. Lastly, it was confirmed that a higher cultural intelligence score does indeed improve the ability to leverage cultural intelligence and therefore increase the performance of a manager in Turkey that was raised in the West.

5.2 Theoretical Implications of Findings

This section will tie the findings to existing literature and discuss the hypothesized relationships between the cultural intelligence dimensions and managerial performance dimensions.

Existing literature has already proven that a high cultural intelligence “enables better relationships and facilitates organizational performance.” (Plessis, 2011, p. 43). My findings validate this by highlighting how increased cultural intelligence enables a manager to better leverage it to support his managerial duties. According to Plessis „Further research is needed on how managerial Cultural Intelligence can improve workplace performance, especially in understanding cultural identity and adaptation in multi-cultural environments [...]“ (Plessis, 2011, p. 43). The results of this study extend current theories in exactly that regard. This research provided specific examples of how understanding cultural differences and adaptation can improve the workplace performance through better interpersonal dealings and communication. This adds complexity to the current state of research *higher cultural intelligence = higher managerial performance* (Deng & Gibson, 2008) (Araştırma, 2014) (Plessis, 2011). Current theoretical frameworks therefore profit by adding dimensions to the research variables of “cultural intelligence” and “managerial performance” in the sense that results are more specific and can provide more specific real-life examples.

The results of this study also fill a research gap that existed regarding Turkey as a subject of interest when analyzing the effects of cultural intelligence on managerial performance. This

is important for all individuals in the West that strive for a management position in Turkey.

5.3 Practical Implications of Findings

Based on the findings, there are several recommendations to be made for expat managers from the West in Turkey that wish to increase their managerial performance by leveraging cultural intelligence.

5.3.1 *Interpersonal dealings and communication profit the most from cultural intelligence*

Leveraging cultural performance has the biggest effect on managerial duties that are closely related to interpersonal dealings and communication. A manager should be aware that the performance in these aspects profits the most from an increase in cultural intelligence. This avoids having wrong expectations about the increase in managerial performance measures based on an increase in cultural intelligence.

5.3.2 *Cultural intelligence cannot be leveraged in every managerial performance dimension*

Several managerial duties are unaffected by an increase in cultural intelligence. These duties are characterized by a lack of dependency on communication and cross-cultural situations. Improving in these dimensions should be done via alternative approaches and not by increasing cultural intelligence.

5.3.3 *Prioritize the metacognitive and behavioral dimensions of cultural intelligence*

When increasing managerial performance by increasing cultural intelligence, the focus should lie on the metacognitive and behavioral dimensions. The abilities to monitor and adjust thinking and behavior are more important than the knowledge of marriage systems and the drive to engage in cross-cultural situations. It has to be pointed out that although less applicable, the cognitive and motivational dimensions are still relevant for certain situations and managerial performance dimensions.

5.4 Future Research

5.4.1 *The effect of the differing home countries*

One variable that was not regarded in this study is the specific home country of the expat manager in Turkey. “The West” was chosen to be the manager’s origin of interest. Future research could specify this more into individual countries, therefore giving a more tailored guideline of how to leverage cultural intelligence as a manager from the respective country in Turkey. If this is done for a sufficient number of countries with a sufficient number of subjects per country, one could also research the differences per country in how to leverage cultural intelligence in Turkey. The differences in how to leverage cultural intelligence can then be compared with the difference in Hofstede’s dimensions in the respective countries. This could lead to predictions about how managers from unresearched countries can leverage cultural intelligence in Turkey based on the Hofstede scores of their home country.

5.4.2 *Different countries of interest*

This research was focused on Turkey but can be repeated for any other country of interest. This would result in a guideline for managers on how to leverage cultural intelligence to increase managerial performance in that respective country. If this is done for a sufficient number of countries with a sufficient number of subjects per country, one could then research the different results per country with the different scores in Hofstede’s six dimensions. If found that the differences between countries correlate with how to leverage cultural intelligence as a manager, one could make predictions about unresearched countries based on their scores in the six dimensions.

5.5 Limitations

As in most research, there are limitations to the findings presented above. Firstly, and most importantly, is the sample size. Only four subjects were interviewed which limits the generalizability of the findings. When assessing the relationship between the dimensions of managerial performance and cultural intelligence dimensions, this study treated the not mentioning of a link as the certain event that for this manager this link does not exist. However, due to the nature of the interview, it is entirely possible that the subject does in fact agree with a link but just failed to mention it according to the criteria of this study. With a larger sample, one could argue that the lack of mentioning is normally distributed across all possible links and can therefore be ignored.

There are also limitations to the approach of a directed descriptive content analysis. Using preexisting theory to define themes has some inherent limitations. The researcher approaches the data with an informed but strong bias. Therefore, the researcher might be more likely to find evidence that is supportive rather than non-supportive. Furthermore, some subjects answering the questions might get cues to answer a certain way or agree with the questions to please the researcher. (Hsiu-Fang Hsieh, 2005)

It also has to be mentioned that the Turkish culture, and any culture for that matter, cannot be described based on an individual's insight (Hofstede, 2011). Since the Turkish culture was set as the environment of interest when asking managers how they leverage cultural intelligence, their assessment of the Turkish culture has to be treated with great care.

6. CONCLUSION

Recall that this research paper aims at answering the following research question, as stated in the introduction:

How can managers originating from the West leverage cultural intelligence to maximize their managerial performance in Turkey to their best extent?

This question was answered by providing nine specific links between a managerial performance dimension and a cultural intelligence dimension. All these links were illustrated with real-life examples of how a high cultural intelligence can improve the respective managerial performance and how a low cultural intelligence leads to conflicts. Therefore, improving in the cultural intelligence dimension will lead to better performance in the respective managerial performance. It also highlights which managerial performances are stronger affected by cultural intelligence than others, which can be used as guidance for a manager born in the West and now working in Turkey that aims to improve in certain performance dimensions. A manager can use this as a guide to understanding which managerial duty profits from cultural intelligence and which one do not.

This study also highlighted the respective importance of each cultural intelligence dimension, further guiding a manager to improve by prioritizing which cultural dimension to focus on in general.

The main findings were the importance of metacognitive and behavioral cultural intelligence on the managerial duties that are closely related to interpersonal dealings and communication.

7. BIBLIOGRAPHY

Özer, M. (2003). Financial liberalisation in Turkey during the period 1980-2000. *Journal of Economic Cooperation*, 1-36.

- Suutri, V. (2002). Global Leader Development: An Emerging Research Agenda. *Career Development International*, 218-233.
- Manning, T. T. (2003). Leadership Across Cultures: Attachment Style Influences. *Journal of Leadership & Organizational Studies*, 9(3).
- Araştırma, K. Z. (2014). The Role of Cultural Intelligence in Cross-Cultural Leadership Effectiveness: 1 A Qualitative Study in the Hospitality Industry. *Journal of Yasar University*, 6099-6108.
- Plessis, Y. d. (2011). *Cultural Intelligence as Managerial Competence*.
- Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Readings in Psychology and Culture*, 2(1).
- Chockalingam Viswesvaran, D. S. (2008). Perspectives on Models of Job Performance. *International Journal of Selection and Assessment*, 8(4), 216-226.
- Harrison J. Kell, S. J. (2013). *Job performance*.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books.
- W.C. Borman, D. B. (1993). More Progress towards Taxonomy of Managerial Performance Requirements. *Human Performance*, 1-21.
- Ellie Fossey, C. H. (2002). Understanding and Evaluating Qualitative Research. *Australian & New Zealand Journal of Psychiatry*, 36(6).
- Borman, W. C., & Brush, D. H. (1993). More Progress Toward a Taxonomy of Managerial Performance Requirements. *Human Performance*, 1-21.
- Flavel, J. (1979). Metacognition and cognitive monitoring: A new area of cognitive developmental inquiry. *American Psychologist*, 906-911.
- Richard Brislin, R. W. (2006). Cultural Intelligence: Understanding Behaviors that Serve People's Goals. *Group & Organization Management*.
- Triandis, H. C. (2006). Cultural Intelligence in Organizations. *Group & Organization Management*, 20-26.
- Triandis, H. C. (1994). Culture and Social Behavior. *Group Organization & Management*.
- Hofstede, G. (2001). *Culture's Consequences: Comparing Value, Behaviors, Institutions and Organizations Across Nations*. SAGE.
- E. L. Deci, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York.
- Bandura, A. (2002). Social Cognitive Theory in Cultural Context. *Applied Psychology*, 269 - 290.
- Hall, E. T. (1973). The silent language. *Anchor*.
- Carolyn Boyce, P. N. (2006). CONDUCTING IN-DEPTH INTERVIEWS: A Guide for Designing and Conducting In-Depth Interviews for Evaluation Input. *Pathfinder International*.
- Linn Van Dyne, S. A. (2015). Development and validation of the CQS: The cultural intelligence scale. *Handbook of cultural intelligence*, 34-56.
- Hsiu-Fang Hsieh, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 1277-1288.

- Bacal, R. (2003). *Manager's guide to performance Reviews*.
- Patricia M. Sias, D. J. (1998). From coworkers to friends: The development of peer friendships in the workplace. *Western Journal of Communication*, 273-299.
- Elok Mahmud Putri, V. M. (2019). The effect of work environment on employee performance through work discipline. *International Journal of Reaseach Granthaalayah*.
- Afsar, M. (2008). The causality relationship between economic growth and foreign direct investment in Turkey. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 20 , 1-9.
- Faltis, C. (2014). Toward a race radical vision of bilingual education for Kurdish Usersin Turkey: A commentary. *Journal of Ethnic and Cultural Studies*, 1-5.
- Cohen, A. I. (2006). U.S. Strategy in the Black Sea Region. *Backgrounder*.
- Goes, C., & Bekkers, E. (2022). The impact of geopolitical conflicts on trade, growth, and innovation. *arXiv preprint*.
- Earley, C., & Ang, S. (2003). *Cultural Intelligence: Individual interactions across cultures*. Stanford, California: Stanford University Press.
- Deng, L., & Gibson, P. S. (2008). A Qualitative Evaluation on the Role of Cultural Intelligence in Cross-Cultural Leadership Effectiveness. *International Journal of Leadership Studies*, 3, 181-197.
- Alon, I., & Higgins, J. M. (2005). Global leadership success through emotional and cultural intelligences. *Business Horizons*, 48(5), 501-512.
- Plano, C., L., V., Creswell, J. W., O'Neil Green, D., & Shope, R. J. (2008). Mixing Quantitaive and Qualitative Approaches. An Introduction to Emergent Mixed Methods Research. *Handbook of Emergent Methods*.

8. APPENDIX

	<i>Metacognitive</i>	<i>Cognitive</i>	<i>Motivational</i>	<i>Behavioral</i>
<i>Planning and organizing</i>		1		
<i>Guiding, directing and motivating subordinates and providing feedback</i>	1		1	1
<i>Training, coaching, and developing subordinates</i>	1	1	1	1
<i>Communicating effectively and keeping others informed</i>	1			1
<i>Representing the organization to customers and the public</i>	1	1		
<i>Maintaining good working relationships</i>	1	1	1	1
<i>Coordinating subordinates and other resources to get the job done</i>	1			
<i>Staffing</i>	1			1
<i>Delegating</i>	1			
<i>Selling/influencing</i>	1		1	1
<i>Collecting and interpreting data</i>				
<i>Total per Sub Dimension</i>	9	4	4	6

Figure 4. Relations indicated by Interviewee No.1

	<i>Metacognitive</i>	<i>Cognitive</i>	<i>Motivational</i>	<i>Behavioral</i>
<i>Planning and organizing</i>	1			
<i>Guiding, directing and motivating subordinates and providing feedback</i>	1			1
<i>Training, coaching, and developing subordinates</i>	1		1	
<i>Communicating effectively and keeping others informed</i>	1			1
<i>Representing the organization to customers and the public</i>	1	1		
<i>Maintaining good working relationships</i>	1		1	1
<i>Coordinating subordinates and other resources to get the job done</i>	1			
<i>Staffing</i>				
<i>Delegating</i>	1			
<i>Selling/influencing</i>	1		1	1
<i>Collecting and interpreting data</i>				
<i>Total per Sub Dimension</i>	9	1	3	4

Figure 5. Relations indicated by Interviewee No.2

	<i>Metacognitive</i>	<i>Cognitive</i>	<i>Motivational</i>	<i>Behavioral</i>
<i>Planning and organizing</i>				
<i>Guiding, directing and motivating subordinates and providing feedback</i>	1			1
<i>Training, coaching, and developing subordinates</i>	1	1	1	1
<i>Communicating effectively and keeping others informed</i>	1			1
<i>Representing the organization to customers and the public</i>	1	1		
<i>Maintaining good working relationships</i>	1	1	1	1
<i>Coordinating subordinates and other resources to get the job done</i>				
<i>Staffing</i>	1			1
<i>Delegating</i>	1			
<i>Selling/influencing</i>	1			1
<i>Collecting and interpreting data</i>				
<i>Total per Sub Dimension</i>	8	3	2	6

Figure 6. Relations indicated by Interviewee No.3

	<i>Metacognitive</i>	<i>Cognitive</i>	<i>Motivational</i>	<i>Behavioral</i>
<i>Planning and organizing</i>	1	1		
<i>Guiding, directing and motivating subordinates and providing feedback</i>	1		1	1
<i>Training, coaching, and developing subordinates</i>		1	1	1
<i>Communicating effectively and keeping others informed</i>	1			1
<i>Representing the organization to customers and the public</i>		1		
<i>Maintaining good working relationships</i>	1	1	1	1
<i>Coordinating subordinates and other resources to get the job done</i>	1			
<i>Staffing</i>				
<i>Delegating</i>				
<i>Selling/influencing</i>			1	1
<i>Collecting and interpreting data</i>		1		
<i>Total per Sub Dimension</i>	5	5	4	5

Figure 7. Relations indicated by Interviewee No. 4

Read each statement and select the response that best describes your capabilities. Select the answer that BEST describes you AS YOU REALLY ARE (1 = strongly disagree; 7 = strongly agree)

CQ Factor Questionnaire Items

MC 1	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.
MC 2	I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.
MC 3	I am conscious of the cultural knowledge I apply to cross-cultural interactions.
MC 4	I check the accuracy of my cultural knowledge as I interact with people from different cultures.
COG 1	I know the legal and economic systems of other countries.
COG 2	I know the rules (e.g., vocabulary, grammar) of other languages.
COG 3	I know the cultural values and religious beliefs of other cultures.
COG 4	I know the marriage systems of other cultures.
COG 5	I know the arts and crafts of other cultures.
COG 6	I know the rules for expressing non-verbal behaviors in other cultures.
MOT 1	I enjoy interacting with people from different cultures.
MOT 2	I am confident that I can socialize with locals in a culture that is unfamiliar to me.
MOT 3	I am sure I can deal with the stresses of adjusting to a culture that is new to me.
MOT 4	I enjoy living in cultures that are unfamiliar to me.
MOT 5	I am confident that I can get accustomed to the shopping conditions in a different culture.
BEH 1	I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.
BEH 2	I use pause and silence differently to suit different cross-cultural situations.
BEH 3	I vary the rate of my speaking when a cross-cultural situation requires it.
BEH 4	I change my non-verbal behavior when a cross-cultural situation requires it.
BEH 5	I alter my facial expressions when a cross-cultural interaction requires it.

Figure 8. Cultural Intelligence Scale (Linn Van Dyne, 2015)