

# MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

By

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**“I can no other answer make, but thanks, and thanks.”**

**William Shakespeare**

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## Table of Contents

Chapter 1 – Introduction.....	1
1.1. Introduction .....	1
1.2. Background to the study .....	2
1.3. Problem Statement .....	5
1.4. Purpose Statement .....	5
1.5. Research Objectives .....	5
1.6. Academic value and contribution of the proposed study .....	6
1.6.1. Theoretical Value.....	6
1.6.2. Methodological Value.....	6
1.6.3. Practical Value .....	7
1.7. Delimitations and Assumptions.....	7
1.7.1. Delimitations.....	7
1.7.2. Assumptions.....	8
1.8. Definition of Key Terms .....	8
1.9. Outline of the Study .....	9
1.10. Conclusion .....	10
Chapter 2 – Literature Review.....	11
2.1. Introduction .....	11
2.2. Understanding Motivation.....	12
2.2.1. Understanding Intrinsic Motivation.....	13
2.2.2. Past Theories on Motivation .....	14
2.2.3. Two Sides of Managerial Motivation .....	16
2.3. Dissecting the Concept: Culture and Cultural Interaction.....	19
2.3.1. Culture .....	19
2.3.2. Cultural Conditioning.....	20

2.3.3. Theories on Cross-Cultural Interaction .....	22
2.4. South Africa’s Multi-Cultural History .....	24
2.4.1. Pre Democratic Shift – Apartheid Era .....	25
2.4.2. Post Democratic Shift – Post 1994.....	25
2.4.3. Current Situation – South African Democracy and Globalisation..	26
2.4.4. Current Situation – South African Demographic Diversity in the Work Place.....	27
2.5. Building a Multi-Cultural Understanding.....	28
2.5.1. Cross-Cultural Interaction .....	29
2.5.2. Developing Intercultural Sensitivity.....	31
2.6. Cultural Intelligence.....	33
2.6.1. The Cognitive and Meta-Cognitive component of CQ.....	36
2.6.2. The Motivational component of CQ .....	37
2.6.3. The Behavioural component of CQ.....	39
2.7. Impact on Management .....	40
2.8. Conclusion.....	41
Chapter 3 – Research Design and Methodology.....	43
3.1. Introduction .....	43
3.2. Research Design and Strategy of Inquiry .....	45
3.3. Description of The Strategy of Inquiry and Broad Research Design ...	46
3.3.1. Description of the proposed strategy of enquiry – Survey Design	46
3.3.2. Basic Characteristics of Quantitative Research .....	48
3.3.3. Classification of the proposed study’s overall research design....	49
3.4. Sampling.....	50
3.4.1. Unit of Analysis .....	51
3.4.2. Target Population .....	51
3.4.3. Sampling Method.....	51

<b>3.5. Data Collection .....</b>	<b>52</b>
<b>3.5.1. Specific Attributes and Characteristics of the units of analysis ....</b>	<b>52</b>
<b>3.5.2. Data collection Method .....</b>	<b>53</b>
<b>3.5.3. Measurement Instrument .....</b>	<b>53</b>
<b>3.5.4. Specific Form of Data to be Collected .....</b>	<b>53</b>
<b>3.6. Data Analysis.....</b>	<b>53</b>
<b>3.6.1. Preparation of data for analysis .....</b>	<b>54</b>
<b>3.6.2. Analysis Techniques .....</b>	<b>54</b>
<b>3.6.3. Specific Statistical Techniques to be used .....</b>	<b>55</b>
<b>3.7. Assessing and Demonstrating the Quality and Rigour of the Proposed Research Design.....</b>	<b>55</b>
<b>3.7.1. Reliability.....</b>	<b>56</b>
<b>3.7.2. Validity.....</b>	<b>56</b>
<b>3.7.3. Bias and Error .....</b>	<b>57</b>
<b>3.7.4. Rigour .....</b>	<b>58</b>
<b>3.7.5. Generalisability.....</b>	<b>58</b>
<b>3.7.6. Limitations .....</b>	<b>59</b>
<b>3.8. Research Ethics .....</b>	<b>59</b>
<b>3.8.1. General Ethical Issues .....</b>	<b>59</b>
<b>3.8.2. Protection from Harm and Risk.....</b>	<b>60</b>
<b>3.8.3. The Concept of Informed of Consent.....</b>	<b>61</b>
<b>3.8.4. Right to Privacy .....</b>	<b>61</b>
<b>3.8.5. Ethical Issues during design and gaining access .....</b>	<b>61</b>
<b>3.8.6. Ethical Issues associated with the data processing and storing ...</b>	<b>62</b>
<b>3.8.7. Ethical Issues relating to analysis and reporting data .....</b>	<b>63</b>
<b>3.9. Conclusion.....</b>	<b>63</b>
<b>Chapter 4 – Data Analysis.....</b>	<b>65</b>

4.1. Introduction .....	65
4.2. Phase 1: Demographics Results.....	66
4.3. Phase 2: Analysis of Results Pertaining to Measurement.....	75
4.4. Phase 3: Cross Tabulations .....	77
4.5. Phase 4: Analysis of Anovas .....	84
4.6. Summary of Results and Conclusion.....	88
Chapter 5 – Discussion of Results .....	89
5.1. Introduction .....	89
5.2. Discussion of findings.....	90
5.2.1. Research Objective 1: To conceptualise the motivational element of cultural intelligence from the literature. ....	90
5.2.2. Research Objective 2: To determine the extent to which managers in general are willing to engage multi-culturally in the work environment.	91
5.2.3. Research Objective 3: To determine in general whether there are any differences between the different management levels and the extent to which they are motivated to engage multi-culturally in the work environment.....	92
5.2.4. Research Objective 4: To determine whether there are any significant differences between the different management levels in the extent to which they are motivated to engage multi-culturally in the work place. 94	
5.3. Discussion on results with no statistical significance .....	95
5.4. Conclusion.....	96
Chapter 6 – Conclusion and Recommendations .....	97
6.1. Introduction .....	97
6.2. Overview of the Study .....	97
6.2.1. Purpose of the Study.....	98
6.2.2. Research Objectives .....	98
6.2.3. Content of the Study .....	98

<b>6.3. Conclusions drawn from the study</b> .....	99
<b>6.3.1. Conclusions from the literature</b> .....	99
<b>6.3.2. Conclusions from the data interpretation</b> .....	101
<b>6.4. Limitations</b> .....	102
<b>6.4.1. Limitations as a result of the research design</b> .....	102
<b>6.4.2. Limitations as a result of the data collection method.</b> .....	102
<b>6.5. Recommendations for future research</b> .....	102
<b>6.5.1. The measurement instrument.</b> .....	102
<b>6.5.2. The concept of motivation as a facet of cultural engagement and cultural intelligence.</b> .....	103
<b>6.6. Effects of the study on an organisational level</b> .....	103
<b>6.7. The practical application of the outcome of the study</b> .....	104
<b>6.8. Closing Remarks</b> .....	105
Reference List .....	i



## List of Tables

Table 2-1 - Trompenaars Six Dimensions of Culture.....	24
Table 3-1 - Research Design .....	44
Table 3-3 - Advantages and Disadvantages of Survey Research .....	47
Table 3-2 - Characteristics of Quantitative Research.....	48
Table 3-4 - General Ethical Considerations.....	60
Table 4-1: Age Distribution.....	66
Table 4-2: Gender Distribution .....	67
Table 4-3: Marital Status .....	68
Table 4-4: Home Language.....	69
Table 4-5: Number of Languages.....	70
Table 4-6: Level of Education.....	71
Table 4-7: Economic Sector .....	72
Table 4-8: Length of Service. ....	73
Table 4-9: Level of Employment.....	74
Table 4-10: Visits to Other Countries .....	75
Table 4-11: Descriptive Statistics .....	76
Table 4-12: Reliability Statistics .....	76
Table 4-13 Descriptive Statistics .....	77
Table 4-14: Response per Sub-Element and Management Level.....	78
Table 4-15: Analysis of Variance.....	85
Table 4-16: Dunnett T3 Comparison – Response 1 .....	86
Table 4-17: Dunnett T3 Comparison - Response 5.....	87

## List of Figures

Figure 1-1: Document Layout.....	1
Figure 2-1: Document Layout.....	11
Figure 3-1: Document Layout.....	43
Figure 4-1: Document Layout.....	65
Figure 4-2: Age Distribution.....	67
Figure 4-3: Gender Distribution .....	67
Figure 4-4: Marital Status .....	68
Figure 4-5: Home Language .....	69
Figure 4-6: Number of Languages .....	70
Figure 4-7: Level of Qualification.....	71
Figure 4-8: Economic Sector .....	73
Figure 4-9: Length of Service .....	74
Figure 4-10: Level of Employment .....	75
Figure 4-11: Overall Motivation per Management Level.....	78
Figure 4-12: Overall Response Rates Across Management Levels .....	79
Figure 4-13: Response 1 – Gain More information about other cultures in work group.....	80
Figure 4-14: Response 2 – Learn more about dealing with people from different cultures.....	81
Figure 4-15: Response 3 – Plan in advance how to interact with people from different cultures.....	82
Figure 4-16: Response 4 – Think about views of other cultures.....	83
Figure 4-17: Response 5 – View of other cultures will changed if learning more about them .....	83
Figure 5-1: Document Layout.....	89
Figure 6-1: Document Layout.....	97

## Abstract

### Background and Aim

Cultural Intelligence (CQ) is becoming one of the essential competencies for the modern manager who regularly functions in a multi-cultural environment. CQ in essence refers us to the concept of developing those skills, be it through self-development, knowledge gathering or experience, which allows managers to effectively develop strategies to deal with new environments and multi-cultural settings as well as work groups (Earley & Ng, 2006). The concept of CQ can also be divided into 4 specific dimensions identified by Earley and Ang (2003) as a Meta-Cognitive dimension, a Cognitive dimension, a Motivational dimension and a Behavioural dimension. Specifically when one looks at motivational cultural intelligence one can define it as the extent of an individual's interest and drive to adapt to new cultural situations (Templer, Tay & Chandrasekar, 2006). This study aims to investigate the concept of motivational cultural intelligence in relation to managerial motivation to engage in multi-cultural situations, and specifically focuses on the South African manager.

### Method

A cross-sectional survey research design was used in this study. The Managerial Cultural Intelligence measure developed (Du Plessis, O'Neil & Vermeulen, 2007) was administered amongst a purposive convenience sample of managers in various industries (N = 550).

### Results

There was no statistically significant result between motivation and managerial engagement, however it was found that the middle management and supervisory level had:

- The highest overall level of motivation in terms of engaging in multi-cultural activities.
- The highest level of motivation to change their view points when gaining new information about other cultures.
- There was, however, not a very high level of motivation to plan in advance for multi-cultural engagements.

Those on a senior managerial level on the other hand showed:

- The highest level of motivation in terms of learning more about people from other cultures.
- The highest level of motivation to learn more about how to deal with people from other cultures.

- The lowest level of motivation to change their views of other cultures when gaining new information about other cultures.
- They also showed the lowest level of motivation in terms of preparing in advance for multi-cultural engagements.

Based on an ANOVA analysis of the data it was found that:

- There was no statistically significant result between the overall motivational levels of the managers and their willingness to engage in multi-cultural environment.
- There was, however, a statistically significant result in terms of managerial motivation to learn more about other cultures in their work groups.

### **Practical Relevance**

It was clear from the literature review that there is little information available about managerial CQ and motivation to engage in multi-cultural settings, such as those within the South African environment. It was therefore deemed important to investigate this construct and especially the dimension of motivation in order to better understand the role it plays in the South African managerial environment. With a better understanding of how it impacts South African managers, future researchers can look at identifying the other drivers of multi-cultural engagement, as well as developing training and development programs that will be better suited to the South African manager in terms of developing CQ. Lastly this was also seen as an important study in order to advance and fill the gap in South African literature within this specific field.

### **Key Words**

Motivation, Cultural Intelligence, Motivational Cultural Intelligence, Diversity Management, Multi-Cultural, Managerial Engagement, Multi-Cultural Engagement, Culture.

# Chapter 1 – Introduction

## 1.1. Introduction

This first chapter will introduce the concepts of motivation and cultural intelligence, while also introducing the rationale and purpose of the study that will be conducted. This chapter will specifically highlight the underlying theoretical basis for the study, as well as pose the questions that will be investigated in this study. This chapter ultimately serves as the starting point and, in a sense, the “opening speech” towards the study that will be conducted on the motivation of managers to engage in multi-cultural situations.

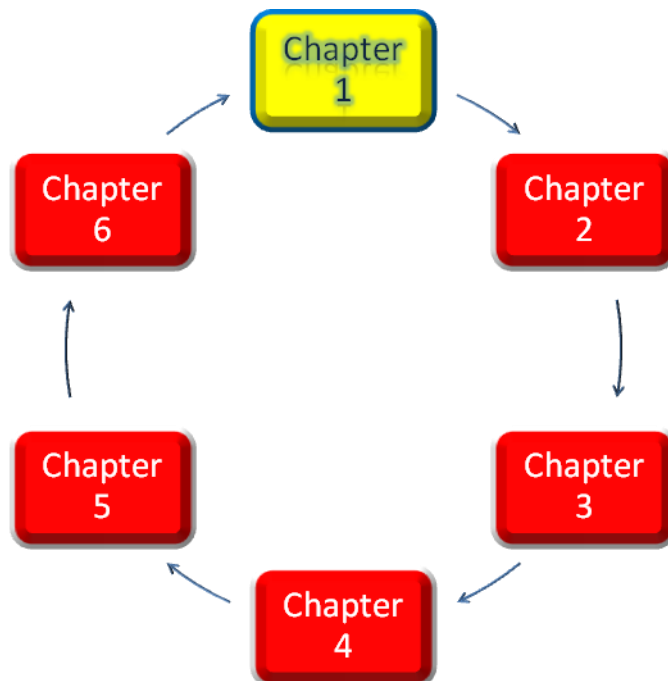


Figure 1-1: Document Layout

## 1.2. Background to the study

After Apartheid a set of new challenges and considerations came to the fore for managers. Managers now had to start dealing with issues of inclusivity and exclusivity in the workplace, ensuring that individuals from diverse backgrounds performed successfully in working teams. Whilst the walls of segregation in South Africa were still crumbling, suddenly the “Global Village” also arrived at our front door, bringing more diversity as business men and woman from around the world started to deal with each other more regularly. Romero (2002) states that if the world economy continues to integrate as it does, one will be likely to see more and more people moving around the world for business purposes, and that the concept of expatriates will become almost the norm.

In the 21<sup>st</sup> century organisation, a homogeneous working environment as we knew it has become obsolete. In fact Kanungo (2006) states that through multi-cultural exposure one will be likely to find the development of a homogeneous mosaic within the organisation, encompassing values from a variety of cultures. Managers are therefore faced with a work group comprised of a multitude of different value orientations, each stemming from an individual with his or her own background and story that can be vastly different from the rest of the group's. As a manager this can be a daunting issue, trying to find ways of not only making the group function effectively, but also finding a way of engaging successfully with individuals from such diverse backgrounds. One will be likely to find that managers will only be effective in managing such diversity, once they embrace it and reach such a homogeneous mosaic state as discussed by Kanungo.

According to Shen, Chanda, D'Netto and Monga (2009) it is becoming increasingly important for companies to utilise their diverse workforce effectively. These authors further highlighted the positive outcomes of managing a diverse workforce which included, amongst others; better results, new opportunities, higher levels of competitiveness and even better returns.

This role now largely falls on the managers of such diverse work groups, whether they need to work with such a group on a daily basis, or whether it is part of a short term project with a local or international group. As per Maniruzzaman's (2007) statement, due to the rapid increase in communication and transport technology, the face of globalization has changed from how it was seen in the past. He states that over the last two decades the pace of globalisation has in fact increased. One can thus expect that with elements such as rapid transport and ease of communication, most managers will engage with multi-cultural work

groups more often than ever before, and in order to be successful in their dealing, the motivational factor will be most likely to play an important role in this. Furthermore Browning (2001) also stated that one can expect large corporate entities to grow even bigger in the years to come due to the increasing pace of globalisation. This statement further highlights the increased likelihood that managers will be faced with more multi-cultural situations in the near future.

If this is true it will likely entail a need of 21st century companies for managers who are more engaged in multi-cultural work environments, in order to deliver such results as proposed by Shen et al. (2009). Managers will possibly be able to extract “top dollar” from their employees, not only through diversity management, but also through engagement in multi-cultural work environments, and be able to identify and invest in otherwise missed opportunities.

In light of the above it is clear that managers need to adopt the necessary competencies in dealing effectively with a multi-cultural workforce. In particular the concept of Cultural Intelligence (CQ) is becoming one of the distinguishing competencies for the modern manager. CQ in essence refers us to the concept of developing those skills, be it through self-development, knowledge gathering or experience, which allows managers to effectively develop strategies to deal with new environments and multi-cultural settings as well as work groups (Earley & Ng, 2006).

CQ is an emerging concept and very limited research currently exists on the concept and its dimensions within the South African context. In a study done by Du Plessis, O’Neil and Vermeulen (2007), managerial CQ was defined in terms of cultural identity, adaptability to a multi-cultural situation and willingness to learn more about other cultures. The focus of this study is on the third element of cultural intelligence as identified by Du Plessis et al. (2007), namely willingness or motivation to learn more about other cultures.

When considering human nature it is no secret that in order to “do” anything, let alone “doing it effectively”, one needs to have some level of motivation. Bandura (1993) discussed this within the concept of self-efficacy as a person’s opinion on whether or not they can achieve something, and one can therefore expect it to impact on the motivation processes as well as the selection processes. He noted that an individual is likely to select and engage in activities that they believe they are capable of performing. One would therefore need to

consider the motivation or willingness of the modern day managers in terms of their willingness to engage in a multi-cultural setting.

The benefits of managers who are motivated and are able to engage multi-culturally has been widely documented. These benefits include amongst others: Competitive advantages for both work groups and organisations (Tan, 2004), better return on investment from a diverse work group (Shen et al., 2009) and increased effectiveness of global projects with diverse work forces (Earley & Ang, 2003). In addition managers can adjust to new cultures effectively and quickly, a need expressed by Earley and Peterson (2004) in their research on training Cultural Intelligence. Finally the motivation and engagement of managers in multi-cultural work settings can result in increased competitiveness due to identification of opportunities as well as to stronger functioning working teams (Shen et al., 2009; Caveleros, Vuuren & Visser, 2002).

From the abovementioned one can see that a key element or ingredient for multi-cultural organisations it to have an effective manager in place whom is fully engaged with the work group. As summarised by Du Plessis (2011; p. 36) cultural intelligence and, as a sub component thereof, motivation to engage in multi-cultural situations will ultimately impact the strategic capabilities of leaders and managers and therefore place the entire organisation at an advantage.

Considering the discussion held thus far one can see that CQ is rapidly becoming one of the areas of critical importance for organisational strategic capabilities. But it can also be noted that there are two components lacking, in the first case, as noted by Earley and Peterson (2004), a new approach needs to be developed to offer training and development for managers which includes the concept of CQ as well as its corner stones. Secondly one can note the severe lack of research on the components of CQ, especially in the South African environment. Considering the diversity of the South African work place it's not surprising that one finds a great deal of research on diversity management or cross cultural studies, \* yet when one looks for CQ one only finds the occasional publication here and there.

It is therefore imperative that the researchers become more actively engaged in studying the phenomenon of CQ as well as its corner stones within the South African environment. Therefore the study of the motivation of managers to engage multi-culturally is imperative from a research point of view.



### **1.3. Problem Statement**

The problem currently being faced is one of how motivated or willing managers are to engage in such multi-cultural work settings. Motivation plays a large role in whether or not we engage in an activity and whether or not such an activity will be successful. A lack of motivation could therefore result not only in missed opportunities, but also unsuccessful ones. This is based on the statements of Bandura (1993) and his research on self-efficacy, whereby he stated that “self-belief”, “self-reactive influences”, affective processes and selection processes will be likely to result in a person being more prone to engaging in certain activities over others. He further stated that one will usually find people tend to avoid something if they believe it is beyond their coping ability. Motivation and multi-cultural engagement can therefore play a critical role in the success of any organisation with a largely diverse work force or business interests, and one will therefore need to understand the extent to which these two elements are interrelated.

The question this research study would therefore like to answer is; Are managers within the South African environment motivated to engage in a multi-cultural environment? Only once this has been answered can one start looking deeper at the extent and sources of this motivation.

### **1.4. Purpose Statement**

The purpose of this study is to investigate whether or not managers are actually willing to engage in multi-cultural situations as a factor of CQ.

### **1.5. Research Objectives**

The main research objective for this study was:

- To better understand the role of motivation as a factor impacting managerial engagement in multi-cultural environments.

The specific research objective for this study was:

- Research Objective 1: To conceptualise the motivational element of cultural intelligence from literature.
- Research Objective 2: To determine the extent to which managers in general are willing to engage multi-culturally in the work place.
- Research Objective 3: To determine in general whether there are any differences between the different management levels and the extent to which they are motivated to engage multi-culturally in the work place.
- Research Objective 4: To determine whether there are any significant differences between the different management levels in the extent to which they are motivated to engage multi-culturally in the work place.

## **1.6. Academic value and contribution of the proposed study**

### **1.6.1.Theoretical Value**

From a theoretical basis the value of this study cannot be overstated in the current multi-cultural and academic environment. As mentioned at the start of this chapter, there is a distinct lack of academic information available on the elements of CQ. Since the discussions of Earley and Ang in 2003 the research in this specific field has increased slightly, but there is still not enough known about the impact of these elements on the working environment, especially the multi-cultural South African environment.

This study will therefore look at adding much needed value contributions to the currently limited pool of knowledge on the subject of CQ and specifically motivational CQ within the South African environment. This is also of great importance in the South African environment where we are faced with a national culture which is already diverse and has been highly diverse for a very long time. South Africa is perhaps in a unique position to deliver knowledge on CQ from an already diverse perspective.

### **1.6.2.Methodological Value**

This study will also provide valuable information on the scale of motivational cultural intelligence as it is found in the measurement instrument developed by Du Plessis *et al.* (2007). By conducting a study focusing specifically on one of the three elements measured

by their instrument, a better understanding can be developed on the reliability and validity of the instrument.

Once the measurement of this specific element or scale has been utilised and the data analysed, one can make further recommendations on how to improve on the scale for future use. This will naturally be done in light of statistical tests performed on the instrument.

### **1.6.3. Practical Value**

Practically a great deal of value can be gained from this study, particularly in terms of understanding what leads to managerial engagement in multi-cultural situations. As previously stated, in the 21<sup>st</sup> century one will need managers who are motivated to engage with a multi-cultural work group in order to effectively manage the diversity in a company as well as to find new opportunities for business within multi-cultural environments.

Furthermore Earley and Peterson (2004) state that there is a distinct need for new approaches to training and developing managers and leaders to be more multi-culturally aware. Caveleros, Vuuren and Visser (2002) also state that diversity awareness training currently does not have an impact on diversity awareness. In addition Zulu and Parumasur (2009) state that diversity within the work place is not being effectively managed within the South African environment.

Based on the findings of the above mentioned, it can be seen that practically this study holds great value for the South African managerial environment. This study will hopefully add practical value in terms of identifying components that can assist in the development of training interventions to improve the level of diversity awareness and CQ of managers within the South African environment. Furthermore it could also assist in better understanding where managerial engagement in multi-cultural environments comes from.

## **1.7. Delimitations and Assumptions**

### **1.7.1. Delimitations**

The delimitations are as follows for this study;

- This will be a cross-sectional study and will thus only look at the motivation to engage at a specific point in time.

- This study makes use of a self-administered questionnaire. Based on the personal interpretation of the participants the response may differ, and in addition it may also differ if the participants are being observed by other individuals in their work place.
- The results and conclusions of this study are meant to be generalised for managers who work in multi-cultural environments only.

### 1.7.2. Assumptions

A few assumptions that apply within this study;

- The participants who will form part of the sample group are expected to all be functioning within a multi-cultural environment.
- It is assumed that all participants will be working on either a supervisory level, middle management or senior management level.
- It is assumed that all participants are literate and will be able to read and respond to the measurement instrument.
- It is assumed that all participants will be able to return the self-response questionnaire once completed.
- It is assumed that there will be a high response rate as most organisations would be interested in the results of such a study.

## 1.8. Definition of Key Terms

**Culture:** Though defining culture is complicated for the purpose of this study one will look at the following:

- A set of common experiences, as shared by a particular group of people, that translates back to their values, attitudes and behaviours (Thomas & Inkson, 2003)
- A specific pattern in which a person or group of people think, feel and react to various external stimuli, and which is acquired and shared between people of the same group (Earley, Ang & Tan, 2006)

- Culture will therefore be seen as a specific set of behavioural patterns, as shared by a group of people, which governs their thinking and reacting styles, and can be based on ethnicity, interest, religion, sexuality or any one or more of such elements.

**Cultural Intelligence:** A concept focusing on an individual's ability to adapt effectively in various cultural settings, further referred to as CQ. (Ng & Earley, 2006) This concept also looks at the individual's skill in terms of understanding and making sense of the finer details inherent to each culture (Thomas & Inkson, 2003).

**Intercultural Competence:** This will be discussed in Chapter 2 which focuses on those characteristics of an individual that allow them to function competently on an intercultural level (Graaf, 2004).

**Motivation:** This too is a highly problematic concept to encapsulate in a single definition, as its meaning is highly divergent based on perception, situation, and culture. What might motivate one might not motivate another. However, for the purpose of this study, motivation is seen as a synonym for willingness, more specifically the willingness of an individual to engage in multi-cultural work settings. Therefore the definition of motivation that will be used in this study is one proposed by Brislin, Macnab, Worthley, Kabigtin and Zukis (2005, p. 8) who define motivation in the work context as "... the willingness to exert high levels of effort to reach organisational goals, modified by the ability to satisfy some individual (or group) need." Motivation will be discussed in more detail in Chapter 2.

**"Alien Culture":** For the purposes of this study the term alien culture refers to any culture that is not the own culture of an individual. This is therefore any culture except your own culture, whether similar or completely foreign.

## 1.9. Outline of the Study

Following will be a description of the chapters that will be covered in this document.

**Chapter 1** will give a brief overview regarding the background and purpose of the study as well as why this is an important study to undertake. It "sets the scene" so to speak, for the motivation behind the study as well as what the researcher wishes to accomplish in the study.

**Chapter 2** is a more focused literature review of previous studies regarding the concepts of cultural intelligence, cultural engagement and motivation of managers. In addition a slightly broader look is included regarding some elements that further impact the concept of cultural engagement as well as the current cultural situation both in South Africa and the world at large.

**Chapter 3** focuses on describing the methodology surrounding the current study, looking at the methods used both for the study and the data gathering, as well as the interpretation of the final results. Furthermore this chapter takes a look at the ethical considerations that need to be kept in mind when undertaking such a study.

**Chapter 4** discusses the results obtained after administration of the data gathering instrument and interpretation of the results gained. This will reflect and be compared to the motivational discussions held in chapter one of this study.

**Chapter 5** will provide an interpretation of the results obtained through the statistical analysis of the data. This will focus on the primary purpose of the study and how the statistical results impact that purpose, either proving it to be true or dismissing it.

**Chapter 6** will draw the final conclusion between the results of the data and the purpose of the study, indicating the findings and possible future considerations that need to be taken into account. It will also consider the extent to which the objectives of this study were met and give a short guiding discussion on what could possibly be done in order to further academic understanding in this field.

## 1.10. Conclusion

This chapter focused on asserting the importance of this study and why it will be conducted. A brief introduction was given to the concept of motivation and engagement as well as stressing the importance of the value-adding nature of this study, especially in light of the lack of current research on the components of CQ. In addition this chapter looked at establishing the purpose and goals of this study and introducing some of the key terms that will be used throughout the study. Following will be a deeper look at the literature available on the concepts of Motivation, Culture and CQ.

## Chapter 2 – Literature Review

### 2.1. Introduction

This chapter will look more closely at the concepts of Culture, Intrinsic Motivation and Cultural Intelligence, with specific reference to managers, and how current research describes these concepts. This will serve as a theoretical basis for this research study. It is important to firstly develop a proper grasp of the concepts within the research before attempting to investigate or draw conclusions about its presence or effect.

This chapter will also present an overview of the South African cultural environment and the importance of managerial intrinsic motivation as part of cultural intelligence. Specifically this discussion will look at the pre and post democratic era in South African history.

Firstly a discussion of the concept of motivation will take place, including past theories and managerial motivation. As the focus of the study the theory discussed in this first section, namely motivation, will also be continually referenced throughout the remainder of the chapter.

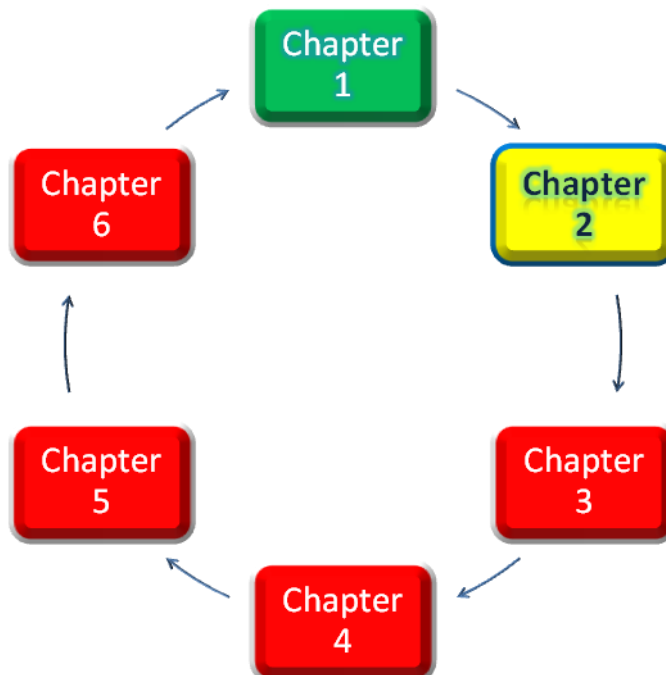


Figure 2-1: Document Layout

## 2.2. Understanding Motivation

Motivation is a concept that has received a great deal of attention over the years, possibly even more attention than culture, especially if one looks at the amount of research available on motivation in all spheres of life. As an example simply searching for the word “Motivation” in the Periodicals Online Archive within the Journal of Psychology between 1940 and 2012 resulted in 1 023 articles, all of which focused on different elements of motivation. When refining the search parameters to “Managerial Motivation” 63 articles were listed. Through the years various theorists, academics and scholars have developed, adapted, enhanced or changed perceptions of motivation, and one could, without a doubt, write volumes on this subject. To name but a few academics and scholars:

- E.M. Lopez (1981) Increasing Intrinsic Motivation with Performance Contingent Rewards.
- R. Bardwell and E.F. Braaksma (1985) Motivation as a Multifactor Trait,
- J. Reeve and S.G. Cole (1987) Integration of Affect and Cognition in Intrinsic Motivation.
- F.W. Wicker, G. Brown, J.A. Wiehe and W. Shim (1990) Moods, Goals, and Measures of Intrinsic Motivation.
- J.C. Wofford (1990) Experimental Analysis of a Cognitive Model of Motivation.
- A. Wigfield and J.S. Eccles (2000) Expectancy-Value Theory of Achievement Motivation.
- C.C. Pinder (2008) Work Motivation in Organisational Behavior.

Multiple journal articles are available on motivational theories within specific contexts such as education, organisational, financial and government organisations as well as many others. However for the purpose of this research study the focus has been on motivational theories and its application in managerial settings.

Additionally, as concepts are discussed and explained the possible impact on motivation will also be considered, while more attention will be given to motivation as a corner stone of CQ, later on in this chapter. However before any further discussion in this section can continue one will need to understand the concept of intrinsic motivation, as well as willingness to engage, as will be discussed in the following section.



### **2.2.1. Understanding Intrinsic Motivation**

It is evident that motivation is a difficult concept to capture and understand clearly. Many people have tried to do so and given their own opinions and views on the concept, yet there is still no definitive, ideal description that captures motivation in all of its glory. Brislin, Macnab, Worthley, Kabigtin and Zukis (2005, p. 8) define motivation in the work context as "... the willingness to exert high levels of effort to reach organisational goals, modified by the ability to satisfy some individual (or group) need." From this definition one can see that motivation has to do with the amount of effort an individual places in their actions in an attempt to reach specific goals, as well as how long they will maintain this goal-directed intensity without giving up. In addition one can see that there is also some underlying personal need that requires fulfilment, which could possibly be ascribed to intrinsic motivation which will be discussed later in the chapter.

The above definition of motivation would also appear to be appropriate for this study as it specifically looks at the motivation of a manager in a specific direction, being that of multi-cultural engagement within an organisational setup. Intensity and persistence are also closely related to the study, as managers who are not willing to engage in such multi-cultural situations will possibly also not place a great deal of effort into their attempts to engage, nor are they likely to persist in their attempts if they perceive themselves to be failing (Bandura, 1993; Earley & Ang, 2003; Earley & Peterson, 2004).

It is evident from the above definition of Brislin et al. (2005; p. 8) that motivation entails some form of driving force and some type of goal. On the one hand there needs to be a goal that has a level of importance to the individual, whether it be an organisational goal or a personal one (Earley & Peterson, 2004). On the other hand one can identify a driving force or source of energy that propels the person towards the achievement of this goal. Motivational theory often refers to this driving force as stemming from an intrinsic source (Bandura, 1993).

When considering intrinsic motivational factors Robbins and Judge (2007) refer us to the theory of Fredrick Herzberg, specifically his two-factor or motivation-hygiene theory. Intrinsic factors being identified as personal and internal factors such as recognition, achievement and responsibility are likely to have a positive effect on a person's motivation. On the other hand extrinsic factors, meaning outside factors that do not form part of a personal construct, such as supervision, working conditions or remuneration are likely to decrease an individual's motivation. Though this view has been highly contested ever since its inception,

according to Robbins and Judge (2007), one still needs to take into consideration that both internal and external motivational elements could possibly play a role in a manager's level of motivation to engage in multi-cultural work situation.

Thus the goal for managers can possibly be seen as the successful engagement in multi-cultural situations, whether it be a personal goal or related to achieving work objectives. The driving force for this goal can however be based on various intrinsic and or extrinsic rewards. Depending on how much value the manager places on these rewards, they are inclined to either persist longer or give up sooner.

### **2.2.2.Past Theories on Motivation**

As previously stated there is an entire collection of theories on motivation, however only a few of the more common and well known theories will be discussed in terms of their contribution to the understanding of motivation in relation to this study. The reason that only a few such theories were selected is simply due to the extensive amount of research available to discuss, none-the-less there exists a multitude of motivational theories that can still be investigated. It is also important to compare these theories with a cultural concept as this study specifically looks at motivation of managers to engage within a multi-cultural environment.

One of the historical motivational theories that one can take note of is that of Fredrick Herzberg and his two-factor or motivation-hygiene theory. As discussed by Herzberg (2005) this theory states that individuals are motivated and ascribe job satisfaction to internal driving forces. Specifically he states that job satisfaction is based on the concepts of achievement, recognition, challenging work, responsibility and advancement. Consequently they ascribe lack of motivation and job dissatisfaction to extrinsic factors that are outside the control of the individual.

The two theories discussed thus far are seen as two of the earlier or traditional theories on motivation stemming from the early to mid-1900's. Though one can argue that they are ground-breaking in setting the scene for the further development and advancement in the modern understanding of motivation, they are in fact lacking when one brings a multi-cultural understanding into the equation. Robbins and Judge (2007) argue that Maslow's theory is lacking in terms of the layout of the levels which are closely aligned to an American style of thinking. They note that if one should take into consideration collectivist cultures, one might

find that concepts such as security and social affinity are much higher on the list. In addition they argue that Herzberg's theory might not be as accurate across cultures in terms of what classifies as positive or negative intrinsic and extrinsic motivators.

There are however some motivational theories that are more suited to a multi-cultural view point as stated by Robbins and Judge (2007), and these include theories such as the Reinforcement Theory and the Self-Efficacy Theory, which is also cited in the work of Earley and Peterson (2004) on cultural intelligence. Self-Efficacy Theory, also known as "social cognitive theory" and "social learning theory" could perhaps be seen as the most closely related to the motivation to engage in multi-cultural situations. This will be explained in the following section.

As explained by Bandura (1982), the basis for Self-Efficacy resides in an individual's belief that they can perform a specific task. Thus the higher one's levels of self-efficacy, the higher one's confidence in one's own ability, and therefore the more motivated one will be to persist or engage in a specific situation (Earley & Peterson, 2004). Bandura (1982) further explains in his research that personal self-efficacy can also be seen as a major influencing factor with regard to changes in a person's coping behaviour. This theory further states that the higher ones self-efficacy, the more positively the individual tends to respond to negative feedback. This could be an important element for novice managers who are not yet as experienced in working in multi-cultural environments, and are thus likely to make more mistakes. One could argue in light of the preceding statement, that such novice managers who possess \*a high level of self-efficacy, could be better equipped to deal with negative feedback and internalise this feedback in such a manner as to improve future interactions.

Albert Bandura, as discussed in Robbins and Judge (2007) postulated that self-efficacy can be increased in four ways, namely;

1.) Enactive Mastery:

Bandura considered this to be the most important of the four methods for increasing self-efficacy. This method stipulates that we build experience as we actively participate or physically carry out an activity. Therefore if we were able to successfully complete a task in the past, we have more confidence, and hence more motivation, that we will be able to successfully do it in the future.

2.) Vicarious Modelling:

This method focuses on your own confidence in relation to someone else of similar stature. This means that, if we see someone else complete a task, and we can relate to this person, we become more confident that we can also perform such tasks.

3.) Verbal Persuasion:

This method taps into the verbal element and is most often employed by Motivational Speakers. This method states that one can become more confident in carrying out a task if someone persuades you that you can do it.

4.) Arousal:

The last method for increasing self-efficacy is that of arousal, which one can describe in every day terms as the feeling of being “pumped” or “psyched”, meaning that the individual’s drive and motivational levels are extremely high. One typically sees this when a person becomes almost obsessed with achieving a specific goal, sometimes to the exclusion of other goals.

One can see that the elements discussed above regarding self-efficacy could potentially be related back to the concept of multi-cultural engagement. Before a manager is likely to engage in a multi-cultural setting, they will most likely need to be confident in their ability to successfully engage, i.e. possess a high level of self-efficacy. Earley and Peterson (2004) in fact stated that self-efficacy is a vital element in motivating a person. This self-concept of confidence could possibly translate back to their level of motivation, considering that if the individual’s confidence is low, there is a higher probability that their motivation will also be low.

It is important for one to understand the theories of motivation in order to understand how and what could possibly affect a manager’s levels of motivation towards engaging in multi-cultural work situations. In his research, Applebaum (1975) discussed a set of managerial motivators, and though this was from the point of view of a manager motivating employees, one could certainly find that these also apply to managers as they too are subordinates of the organisation.

### **2.2.3. Two Sides of Managerial Motivation**

The concept of managerial motivation is one that has already received a great deal of attention over the past few decades. In 1975 Steven Applebaum proposed various considerations on this subject from the point of view of managers motivating their

subordinates. One could possibly also transfer these elements back to the manager as an employee of the organisation at large, and contemplate the effect of such forms of motivation on the managers' willingness to engage in multi-cultural situations. Stahl (1983) has already stated in his research that one is likely to find higher levels of managerial performance, if a manager is also highly motivated. One can therefore also consider how such results would correlate with managerial willingness to engage in multi-cultural situations.

Applebaum (1975) proposed motivation by: a.) Theory, b.) Fear, c.) Development, d.) Objectives, e.) Intrinsic Need Satisfaction, and f.) Management. Though these concepts have been adapted and changed over the years as our understanding of motivation in the workplace has developed, they are likely to still form the basis of workplace motivation. Stahl (1983) further states in his research that especially in terms of performance, one will be likely to find that high levels of managerial motivation will lead to higher motivation. Motivation by theory has already been discussed in the preceding section and therefore this element will not be discussed again. One can however note that Applebaum (1975) mainly focused on Maslow's hierarchy.

Motivation by fear could possibly play a large role in whether or not a manager is willing to engage in a multi-cultural working environment. This fear could be seen as fear of the unknown, referred to by Triandis (2006, p 21) in his discussion on Suspended Judgement, which will be discussed later in the chapter, and fear of one's own ability. The latter refers to the discussion by Bandura (1993) whereby he states that a person with high levels of self-efficacy is more likely to believe they can control the fear in a situation and will thus be able to function better under higher levels of fear, stress or depression.

Though Applebaum's (1975) discussion is mostly based on the premise of managers using fear as a form of motivation on their subordinates, one could also consider a similar effect on the manager. Applebaum (1975) further conceptualised that the polar opposite of fear within the work context is likely to be security. One could therefore also consider how security can be used as a motivational factor to increase the willingness of a manager to engage in multi-cultural situations. If one considers the research of Earley and Ang (2003) and Bandura (1993) one can propose that if a manager is confident in their ability to perform certain tasks they will also be motivated to engage in such tasks. This could further be conceptualised as a manager being secure in their belief that they can deal with multi-cultural work-related situations, thereby countermanding the fear of the unknown and personal insecurities over capabilities.

Secondly Applebaum (1975) proposed motivation through development, whereby managers present employees with developmental opportunities within the work place. Developmental opportunities could therefore also be seen as a motivator for managers. Further to what has been discussed in terms of self-efficacy, if a manager is better equipped to deal with multi-cultural situations one could expect them to be more confident in their ability to successfully engage, and thus also be more motivated.

Motivation by objective as discussed by Applebaum (1975) could however be seen as a contested element. As previously discussed by Robbins and Judge (2007), attempting to motivate someone through objectives or goals would be highly culture dependent as, different cultures will have different views on different types of objectives. None-the-less Earley and Peterson (2004) ascribe goal-setting as an important element in terms of motivational CQ. This will also be discussed further when the concept of motivational CQ is discussed.

The concept of motivation through intrinsic need satisfaction was also previously mentioned and will require one to have a better understanding of the individual as well as the culture from which they come. This would therefore mean understanding what, on a personal level, will motivate the manager to engage in a multi-cultural situation.

Lastly Applebaum (1975) also discussed the concept of motivation by management, in which sense we need to consider the motivation of an individual based on the management or leadership they receive. Within this study one could perhaps look at this element more in terms of a coaching or mentoring relationship, relating back to the vicarious modelling as discussed under self-efficacy. If one considers this within the framework proposed by Applebaum (1975) one could expect a manager to be more confident and willing to engage in multi-cultural situations if they believe that they have or had good leadership guiding them in their interactions.

Apart from the discussions held by theorists such as Applebaum (1975), Bandura (1993), Earley and Ang (2003), Earley and Peterson (2004) it is perhaps prudent to suggest that a proper investigation should be conducted with regard to the South African managerial willingness to engage in multi-cultural settings, which is the purpose of this study. One can then consider whether the findings of Stalh (1983) are also applicable in terms of managerial motivation to engage in multi-cultural work situations. Based on the findings of this study one

can then further investigate what exactly the motivational factors are that drive managers to engage in multi-cultural situations, or perhaps to even hold them back.

## **2.3. Dissecting the Concept: Culture and Cultural Interaction**

### **2.3.1. Culture**

Before one can embark upon any discussion on a concept, one must first make sure that you understand it properly. When one starts to consider the concept of culture, before even looking at the literature, one can already see that this is not a simple term. It includes facets from individuals, groups, history, religion, social norms and many more. It has no perfectly confirmed definition, nor will everyone interpret the concept in the same way. This is evident in the multitude of definitions that one can find for the term “Culture”, whether you are looking at the work of Thomas and Inkson (2003), Kanungo (2006), Earley, Ang and Tan (2006), Meyers (1996) or any of the many other theorists.

Most people will agree on the concept of culture, i.e. that different groups of people have different cultures based on various common elements, however when one starts to look for a definition one will find various definitions postulated by different academics and specialists. Kanungo (2006) postulated that most definitions for culture are based on core elements including; language, religion, class, values, status, manners and customs, education and several other elements.

Already in 1980 the acclaimed Geert Hofstede proposed that culture is built out of shared mental programmes that guide a person’s responses to their environment. Meyers (1996) in turn stated that culture is a set of rules that govern people’s lives and are in turn passed down from generation to generation, thereby highlighting the almost hereditary nature of culture.

One could write up an entire book filled only with various definitions of culture, however all such definitions would be likely to at their core contain one or more of the elements identified by Kanungo (2006). Whether you are referring to it as programming, response patterns, behavioural patterns, conditioning or teachings the concept of culture tends to include some of these elements at its basis, and tends to be shared by a group of people.

Culture can be found from the smallest most insignificant thought to the intricate interactions between people. Culture permeates our entire being from our thoughts to our behaviours, and even our motivation. Culture forms our hand guide, directing our social and moral behaviour and ultimately manifests uniquely in each individual (van den Bergh, 2008; p 9).

Based on this understanding of only the concept of culture, one can already start to understand the impact that it will have on management. If culture is the guiding light for our behaviour and influences our motivation, then it will most likely also have an impact on managers. But before one can start to consider how it will impact on managers, one will need to still delve deeper into the concept and understand the various elements in this particular equation.

### **2.3.2. Cultural Conditioning**

The first concept that one needs to explore is that of cultural conditioning, meaning the manner in which culture conditions or directs our behaviour. Lewis (2000) postulated that cross-cultural problems are not simply caused by unfamiliarity with cultural concepts, indeed most concepts are universal, i.e. love, hate, compassion, honour, etc. The problem however occurs because these concepts are more often than not interpreted differently by people from different cultures, ultimately leading to the differences in culture.

It is no secret that children learn through a process of conditioning, i.e. learning what is right and what is wrong as well as how to behave. Coverdell (2007) states that as adults we are also involved in a conditioning process whereby we learn new behaviours or even recondition old behaviours, whether through reinforcement or replacement. He further states that adult conditioning progresses in a similar manner to that of a child, but takes longer, due to the fact that often an old behaviour needs to be unlearned before being replaced by a new one. For managers who need to deal with multi-cultural working environments this often means a great deal of re-conditioning in order to learn how to effectively engage with people from diverse cultures.

Bowens (as cited in vd Berg, 2008) described such a process of conditioning as consisting of five specific steps, namely;

- Step 1 – Involving a process of observation whereby an individual becomes aware of a particular behaviour,
- Step 2 – Centres on imitation of such observed behaviour by the individual,



## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

- Step 3 – Once the individual is aware of the new behaviour and starts to utilise it, one will also need to reinforce this behaviour, i.e. encourage the right behaviour and correct the person when he or she reverts back to the old behaviour.
- Step 4 – As the new behaviour becomes the norm, i.e. as the individual internalises the behaviour, the level of reinforcement will become less.
- Step 5 – Refers to spontaneous manifestation which entails that the specific behaviour has become the “new norm” for the individual. They are now showing such behaviour without actively having to consider its implementation.

It is therefore important that we understand the concept and process of cultural conditioning, especially when considered with regard to managers who need to participate and manage multi-cultural work groups and environments. It could possibly become necessary that managers need to undergo such re-conditioning activities, especially when working with cultures that are highly divergent from their own. One could possibly propose a relationship between Bowens’s conditioning process and Bandura’s self-efficacy learning process, as the one focuses on experience and building a skill while the other focuses on confidence and a perception of one’s ability to perform. If such a relationship does exist, it could possibly hold a great deal of value for the concept of Cultural Intelligence and the development thereof. However research into the existence of such a relationship will first need to be undertaken in more detail, in order to determine the existence or extent of such a relationship.

Lewis (2000) proposed that an individual is likely to experience one of three situations when confronted with cultural situations. They are likely to either perceive a culture as their own, in which case there will be minimal to no discrepancy between their interactions, as “friendly” in which case the culture is highly similar to their own, or alternatively as “alien” in which case the culture is completely different to their own. In the first two cases it will be far easier for the manager to engage and deal with situations as they either have a full understanding or they can adapt easily, conciliate their differences and show a degree of empathy. On the other hand, should they perceive the culture to be “alien” to their own, they might find it far more difficult to deal with such individuals and this could ultimately lead to conflict, withdrawal and deadlocks in their dealings. In such a case cultural conditioning would become very important and could play an important role in assisting the manager to deal with such “alien” cultures.

If we compare what Coverdell (2007), Bowens (as cited in vd Berg, 2008) and Lewis (2000) said with the concept of self-efficacy as discussed by Bandura (1993), then we can see that

cultural conditioning and the process as described by Bowens (as cited in vd Berg, 2008) could possibly play a central part in terms of managers increasing their levels of self-efficacy. Considering that Bandura (1993) further stated that a person is more likely to engage in something in which they believe they are competent, one could propose that a manager who is confident in his or her ability to adapt to a different culture could be more motivated to engage with “alien” cultures.

### **2.3.3.Theories on Cross-Cultural Interaction**

Undoubtedly Geert Hofstede and Fons Trompenaars are two big names in terms of contributing to our understanding of cross-cultural interactions, specifically in terms of their writings on the dimensions of national culture, the value dimensions of culture and the applicability thereof in a cultural setting. The work of these two subject matter experts is being elaborated upon in order to develop a better understanding of the interaction in a multi-cultural situation.

#### **Hofstede’s Dimensions of National Culture**

Hofstede’s initial studies in various IBM affiliates during the 80’s lead to the development of some ground-breaking theories in the sphere of cross-cultural research. In addition to the previously discussed interpretation of culture by Hofstede, he also postulated that each person’s mental programmes can be distinguished on three levels (Hofstede, 1981: p.17); the *universal level*, as shared by most people around the world, the *collective level*, shared by people belonging to a similar group, and the *individual level* which is unique to each and every individual.

In this study one could expect the collective and individual levels to be the primary contributors to the motivation of managers to engage in multi-cultural interaction. As described by Hofstede (1981, p 17) one can expect the universal level to be focused more on elements that transcend specific cultures, for, as he explained, this level is shared by people around the world. Thus one can see that the collective level, being mental programs shared by a group of people, will be more likely to contain culturally specific elements.

Hofstede identified five dimensions of national culture through his research, namely;

- *Power Distance*: The inequality gap between people in a country.
- *Uncertainty Avoidance*: The level of preference for structure, i.e. clear rules and procedures.

- *Individualism*: The level of preference for individualism in relation to collectivism: being your own person or being part of a group.
- *Masculinity*: The level of preference for more masculine values, i.e. assertiveness, performance, success to mention a few, over more feminine values such as care and relationship-building.
- *Long-Term Orientation*: The degree of values aimed at a long term mind-set.

All of the above dimensions could certainly impact on a manager's mind-set and could thus also influence their points of view and degree of motivation towards multi-cultural engagements.

The findings discussed above regarding mental programming were however established well before globalisation became the fast paced, growing trend that it is today. There have subsequently been many sceptics of Hofstede's work. These critiques include assumptions of cultural homogeneity to the exclusion of sub-cultures, potential bias in responses during the study and "*technical difficulties*" with the identified dimensions.

For this reason it is also important that one does not focus solely on Hofstede's view point, but should also look at the research of other specialists. Fons Trompenaar looked at expanding on the initial research done by Hofstede.

### **Trompenaars's value dimensions of culture**

What Trompenaars and his partner Hampden-Turner established, was that cultures are in a sense, mirror-images of each other (Hampden-Turner & Trompenaars, 2002). What one will usually find in cultures that are different from each other is not necessarily a complete difference, but rather elements that stand in opposition, such as individualism vs. collectivism or masculinity vs femininity in terms of value orientations.

One can therefore see that most differences are due to similar concepts that can be placed on a sliding scale, ranging from one extreme to another. To this extent they identified the following six dimensions of culture;

**Table 2-1 - Trompenaars Six Dimensions of Culture**

<b>Universalism</b>	<b>Vs.</b>	<b>Particularism</b>
<b>Individualism</b>	<b>Vs.</b>	<b>Communitarianism</b>
<b>Specificity</b>	<b>Vs.</b>	<b>Diffusion</b>
<b>Achieved Status</b>	<b>Vs.</b>	<b>Ascribed Status</b>
<b>Inner Direction</b>	<b>Vs.</b>	<b>Outer Direction</b>
<b>Sequential Time</b>	<b>Vs.</b>	<b>Synchronous Time</b>

Source: Hampden-Turner and Trompenaars (2002:11)

In line with the discussion under section 2.2 regarding cultural conditioning one can see that value dimensions such as those established by both Hofstede and Trompenaars could create an impact on a manager's perception of different cultures and how they identify them, being either friendly, similar or "alien" as discussed by Lewis (2000). These elements could certainly form part of the basis of an individual's motivation to engage in the myriad multi-cultural settings that one finds in South Africa.

## 2.4. South Africa's Multi-Cultural History

When one looks at management and culture in the South African context, one must naturally also consider the rich history that goes with it. This study recognises this history and the fact that it will in many ways play a role both in management and culture within the work place, however only a precursory look is given to the history in order to give a degree of context for the study.

Jackson (1999: p 307) perhaps best captured the essence of the South African multi-cultural environment with his words; "With the end of apartheid, the situation has been left, perhaps as it always was, with a multicultural, polyglot society (with eleven official languages) of overwhelming complexity, deep historical antagonisms, profound differences between rich and poor, but now with unlimited potential to achieve centre stage in the global community."

South Africa can be seen as a rich country in terms of the variety and diversity that can be found here and, as stated so eagerly by South Africans, we live in a rainbow nation. According to statistics released by Statistics South Africa in mid-2011 estimates, the country stands at a population of approximately 50,586 million people. In population terms this might

not seem that large when compared to countries such as China or the United States, but when looking at the variety in this small population group, a different picture starts to form.

When contemplating this relatively small population group of approximately 50 million it is important to note aspects such as the demographic diversity, 79.5% being African, 9% being white and the remainder consisting of the various other racial groups, as per the released statistics by Statistics South Africa. Then we also need to take into consideration the 11 official languages, as well as the multitude of French Africans, Asians, Indians, and other population groups that still speak their mother tongue. In addition to this diversity the Constitution in South Africa further protects various freedoms of individuals which in turn add to the cultural diversity one finds in the country.

At the heart of all the diversity in South Africa is the concept of “Ubuntu” and, whether one looks at this as a traditional African philosophy or African world view, the concept remains the same. From descriptions and definitions given by people such as Nelson Mandela, Archbishop Desmond Tutu or Leymah Gbowee, the concept of “Ubuntu” remains that of social and cross-cultural inter-connectedness. Gbowee stated that “I am what I am because of who we are”. From this we can see that at the heart of this concept are the notions of cross-cultural and multi-cultural understanding, empathy and engagement.

#### **2.4.1. Pre Democratic Shift – Apartheid Era**

Prior to 1994 South Africa followed the apartheid structure with its doctoring of separate development, not only on a governmental and political level, but also in terms of business (Davids, Theron & Maphunye, 2005). During this time company structures were very much dominated by the white male, creating a largely homogeneous culture in the work place (Horwitz, Falconer & Searll, 1996). As Jackson (1999) stated, one of the driving forces during apartheid was the protection of skilled jobs for white people and keeping wages low. Though this had its own advantages and disadvantages as a philosophy it did not have as high a requirement for diversity management (Horwitz, Falconer & Searll, 1996).

#### **2.4.2. Post Democratic Shift – Post 1994**

During the reform period centring on 1994, the country moved from its previous apartheid structure to an inclusive democratic system. As stated by Horwitz, Falconer and Searll (1996) previously employment and job discrimination was institutionalised, but now business

needs to deal with an increased demand in representation from all racial classes. Along with these changes came policies promoting employment equity, affirmative action and preferential treatment, amongst others, all of which are enshrined in the Constitution of South Africa as well as its legislation, i.e. the Labour Relations Act, the Employment Equity Act and the Affirmative Action Policy's etc. The impact of such governmentally enforced policies was that business as it was known had to change from an exclusive pre-democratic culture to an inclusive post-democratic one. Suddenly management had to start dealing with the issue of cultural management, diversity management and understanding how to deal with a multi-cultural work force, on a whole new scale.

This led to an extended period of adjustment in the South African business environment and a call for the development of new thinking and management styles (Davids, Theron & Maphunye, 2005). Ultimately business, both big and small, had to adapt its strategies, policies and procedures to attend to this new diverse work force and comply with new governmental regulations. If one considers that prior to this democratic shift, company management and higher level positions were mainly occupied by white males, it is assumed that managers also had to re-condition themselves in terms of the new cultures with which they had to deal. This was however only one chapter in the South African story and is for the most part still continuing into the 21<sup>st</sup> century.

#### **2.4.3. Current Situation – South African Democracy and Globalisation**

Still very much entangled in the internal changes that the apartheid-democratic shift brought to the South African working environment, as well as the business world, managers also had to start addressing a rapidly advancing global shift. As the 21<sup>st</sup> century dawned, the trend in globalisation also sped up and reached new levels, specifically due to the rapid advancements in transportation and communication technology (Maniruzzaman, 2007). National and international borders started to fall away as the world truly became a global community, and South African business had to adapt both to the changes in the country, as well as the changes in the world. While managers were still re-conditioning themselves and finding ways to engage in an African multi-cultural work space, the global community also started to play a bigger role in business.

With the increase in ease of international business, South African managers now have to yet again re-condition themselves to not only the broader South African culture, but also the cultures from around the globe. Managers in South Africa have to deal with both of these

changes in the same breath and this could possibly impact on the motivation of managers to actually engage in such multi-cultural situations, especially if they should perceive it to be outside of their range of ability, for as stated by Bandura (1993) if someone perceives a task to be beyond their capability, they will be far more likely to avoid it.

Du Plessis (2011) states that one might expect South African managers to actually have a higher CQ specifically due to the fact that they have had to deal with such multi-cultural working environments for a long period of time, starting with an already multi-cultural national setup and continuing to the current multi-cultural global setup. In addition one could argue that South Africa \* has a rich history of international involvement, from the days of merchant capitalism and colonialism, through neo-colonialism, apartheid and finally to our modern day (Davids, Theron & Maphunye, 2005). Though the level of international interaction might have fluctuated over this span of time and though it might not have been as rapid as it is in the modern day, it was none-the-less present.

One can therefore see Jackson's (1999) point of view as very relevant to our situation, being a country starting from a highly diverse background, with the potential to take centre stage in a multi-cultural global village. With such an understanding of the multi-faceted cultural environment that the South African manager needs to deal with, one can then start to look more closely at the actual meaning of building a multi-cultural understanding, developing cultural intelligence and effective multi-cultural engagement.

#### **2.4.4. Current Situation – South African Demographic Diversity in the Work Place.**

Currently one can see that South Africa is still very much a mecca of diversity and it is easy to find support for such a statement in the 11<sup>th</sup> Annual Employment Equity Report for 2010 – 2011. This report perfectly highlights the diversity that one can find in the South African Environment.

Currently the Economically Active Population (EAP) of South Africa is distributed as follows:

- On a gender basis men form 55% of the EAP while women form 45%.
- Specifically one will find African males forming 40.5% of this group and African females forming 33%.
- Additionally one can find the smaller male population groups being comprised of 6% Coloured, 2% Indian and 7% White, while the remaining female population is comprised of 5% Coloured, 1% Indian and 5.5% \*White.

Furthermore the Employment Equity Report looked at the representation of these various groups across organisational level. Representation was found to be as follows (excluding foreign nationals):

- Top management comprised primarily of 73% White and 24% Black, keeping in mind that Black includes African, Coloured and Asian.
- Senior management comprised primarily of 64% White and 33% Black.
- Professionally qualified individuals were found to be primarily comprised of 49% Black and 48% White.
- Lastly the skilled portion was found to be comprised primarily of 70% Black and 28.5% White.

Therefore, based on the above outline of the 11<sup>th</sup> Annual Employment Equity Report of 2010-2011, it can be seen that simply based on race, there is already a great deal of diversity across organisational and skills levels within companies. Furthermore one should keep in mind that the abovementioned outline does not even include Foreign Nationals, nor does it take into account religious or sub-cultural differences between the groups. Within the groupings of white and black one will still find further cultural distributions based on various sub-cultural elements such as sexual preference, religion such as Christianity, Buddhism, Taoism, Atheism etc., and a more accurate racial split such as English White and Afrikaans White, or in terms of African; Zulu, Tswana, Sesotho etc.

The abovementioned divisions can therefore be seen as a very broad overview of the racial composition of the South African work force. It is by no means a true or accurate representation of the actual cultural composition of modern South Africa.

## **2.5. Building a Multi-Cultural Understanding**

When one starts to look at multi-cultural engagement it is important to also build a multi-cultural understanding, which in itself is an important element in the process of developing Cultural Intelligence (CQ) (Earley & Ang, 2003). Earley and Ang (2003) make a convincing argument for the role of CQ within the modern multi-cultural environment. One can deduce from their definition that it would lead to a manager who is more capable of understanding people and situations within a multi-cultural environment. Following the concept of self-efficacy, as discussed previously, one could expect a CQ manager to be more confident in



dealing with situations in a multi-cultural environment, thus possibly to be more motivated to engage in a multi-cultural situation.

As previously discussed, one can see that CQ possibly already has a long history in the South African context, as well as playing an important role within the already diverse population. As stated by Du Plessis (2011) South Africa is an inherently multi-cultural environment and though this might mean that managers are likely to be more CQ due to involvement in such an environment, it also indicates that a manager has to be culturally intelligent in order to both engage and be effective in this environment.

One will be likely to find that concepts such as Cross-Cultural Interaction and Cultural Sensitivity are closely tied to CQ. Each of these elements form part of the larger understanding of CQ and could therefore also possibly play a role in the motivational component. A short overview of these elements in order to understand how they fit together and add to the equation of CQ, before a closer look is given to the concept of motivation as part of CQ, will follow.

### **2.5.1. Cross-Cultural Interaction**

Cross-cultural interaction could be seen as one of the first steps in the process of building CQ. When considering prior discussion regarding the development of skills through Exposure, Enactive Mastery (Robbins & Judge, 2005) and the Conditioning Process described by Bowens (as cited in vd Berg, 2008), one could possibly also argue that through exposure to cultural settings and situations one will also build the experience needed to overcome cultural differences and develop a level of intercultural sensitivity. Motivation, confidence and self-efficacy play an especially important role during these initial stages of developing CQ, for as Bandura (1993) states, if one is confident in what one does, you are more likely to persist and engage in future. Therefore if a manager is not willing to engage in cross-cultural interactions, one could expect that they will be likely to experience more difficulty in developing CQ.

Cross-cultural interaction can happen in a variety of settings and is not just reserved for large international business ventures. In fact cross-cultural interaction happens in day-to-day business dealing with co-workers or clients from different cultures, even when meeting someone from a different culture on the street. As an example, one can simply take into

consideration the multi-ethnic, racial and religious composition of the South African population.

Possibly for this reason, above all others, the concept of Ethnocentric management practices has become obsolete. In fact as stated by Kanungo (2006) "...organisations are dependent on the effective interaction with their environment for existence and survival." meaning in this case effective interaction with the diverse global community.

Kanungo (2006) further states that organisational culture very much shapes and moulds the management practices within a specific organisation. In turn when dealing with a multi-cultural organisation you could ultimately end up with a homogeneous set of managerial values, incorporating such diversity. It is possible that such organisational as well as national cultural elements play a large role in the South African environment. Should South African managers not be willing to engage in multi-cultural situations, one could expect a great deal of difficulty in reaching such a homogeneous set of managerial values.

As part of such successful multi-cultural engagements Triandis (2006) refers us to the concept of "suspending judgment". Suspending Judgement is very much part of the competencies related to CQ, if not also stemming from Emotional Intelligence (EQ) (Triandis, 2006). As he explained, it requires the manager to suspend forming an opinion or judgement until they are sure they understand the situation. Under normal circumstances an individual usually experiences a degree of stress when placed in uncertainty and attempts to avoid such situations; however the concept of suspending judgement explicitly requires the individual to remain in such a situation for longer than they are normally comfortable to do so. This could very well influence the motivation of a manager to engage in multi-cultural situations, typically relating to avoidance behaviour due to uncertainty.

A second competence associated with this concept is therefore what Triandis refers to as Confusion Acceptance. This means that with the understanding that you will be interacting in an environment where you will need to suspend your judgement, you also accept the stress of such a situation. As Triandis (2006) states, a basic tenant of human behaviour is that we are capable of more rationally evaluating, and ultimately understanding, a situation if we are less stressed.

Based on what Triandis (2006) states, one can see that in terms of cross-cultural interaction it is likely to be important for managers to develop both the ability to suspend judgement

when faced with unfamiliar cultural situations, as well as the ability to accept confusion. With these competencies in place it is possible that the potential impact on a manager's motivation will be different in terms of their willingness to engage in unfamiliar cultural situations.

Based on the discussions held thus far, one could assume that if a manager understands that cross-cultural interactions could be inherently stressful and uncertain at times, it is less likely that their motivational levels will be adversely affected. Based on Bandura (1993) and Earley and Ang (2003) one could expect that these competencies coupled with higher self-efficacy will result in a better understanding of multi-cultural interactions and more confidence in one's ability to deal with such situations. Therefore one could also expect managers to be more motivated to engage in unfamiliar multi-cultural situations, based on Earley and Ang's (2003) statement that lower self-efficacy could result in demotivation.

### **2.5.2. Developing Intercultural Sensitivity**

As with any form of interaction between two different polarities, there are likely to be misunderstandings and possibly competing viewpoints. As previously discussed people tend to avoid situations if they are not confident in their ability to successfully deal with them. Therefore it would be important for managers to develop a level of intercultural sensitivity in order to better deal with such situations.

As stated by Bhawuk and Brislin (1992) for an individual to be effective in cultural settings, one must be a.) interested in other cultures, b.) sensitive enough to notice cultural differences and c.) willing to adapt and align their behaviour with other cultures. Motivation could possibly play an important role in the development of cultural sensitivity, especially when considering a. and c. in the above statement.

The Developmental Model of Intercultural Sensitivity (DMIS) as found in Gardenswartz et al. (2003) is a model that consists of two stages and six phases, depicting the processes through which an individual progresses as they develop intercultural sensitivity. Primarily this model is split into the Ethnocentric stages, when the individual's own culture is perceived as central, and the Ethnorelative stage, when the individual is capable of successfully blending multiple cultures.

As discussed by Gardenswartz et al. (2003) during the ethnocentric stage one can typically find the individual moving through the phases of Denial, Defence and Minimization. Herewith explanations of each phase: Each of these phases holding the meaning that;

- Denial:  
Categorised by isolation from other cultures and refusal to recognise the existence of differences in the cultures.
- Defence:  
Categorised by some recognition of differences between cultures, but the host culture is seen as superior to the alien culture. The individual typically focuses on a negative evaluation of the alien culture in relation to their own culture.
- Minimization:  
A level of recognition and acceptance is achieved in the individual, but he/she mainly focuses on the surface differences. The individual predominantly holds that people are still the same, no matter the culture.

Following the ethnocentric stage the individual will be likely to start progressing to a more understanding, ethnorelative stage. This stage includes the phases of Acceptance, Adaption and Integration, and is explained as follows:

- Acceptance:  
During this phase the individual reaches a level of acceptance for the differences between cultures. The individual starts to understand that one should not change different cultures but rather work with these differences.
- Adaption:  
Typically categorised by the development of intercultural skills, including communication skills. The individual becomes more proficient at intercultural exchanges and being able to change their frame of reference to accommodate and incorporate the alien culture.
- Integration:  
The individual internalises different cultural points of reference in such a manner that they are more open and able to interact across cultural boundaries.

One can identify the importance of this process for managers who are required to regularly engage in diverse cultural settings. If a manager still resides in the ethnocentric stage of this model, one could expect them to find it much harder to engage in multi-cultural settings, and consequently be much less motivated to do so. On the opposite side, one could expect a manager who resides in the ethnorelative stage to be much more open and motivated

towards multi-cultural engagement. This however resides in the presumptions of self-efficacy as previously discussed.

Gardenswartz et al. (2003) notes that this is however not a process or skill that one can simply guide a manager through as, for the most part, this process takes place in the person's subconscious mind. The key element here is that the more exposure the manager gets to such multicultural interactions, the more likely they are to progress through these phases and develop a sense of cultural sensitivity. One could possibly start to form a unified relationship between this process, the conditioning process and self-efficacy as jointly facilitating the development of cultural intelligence.

Van Woerkom & de Reuver (2009) further note that a leader or manager is not likely to be effective at inspiring, stimulating or strengthening a team, if they do not show proper empathy for cultural diversity, an element that is also identified in the research of Applebaum (1975) as motivation by management. Earley and Peterson also stress the importance of empathy as a key element in development of motivational CQ. One can therefore see that in the broader scheme of cultural sensitivity, empathy could possibly also play a large role in the effective engagement of managers in a multicultural environment.

## **2.6. Cultural Intelligence**

Before one can start discussing CQ in all its elements, one first needs to understand what it means. Brisling, Worthy and Macnab (2006:42) refer to this as a person's ability to recognise that they will encounter differences across cultures. This recognition typically refers to skills, competencies or traits held by people that allow them to effectively adjust to multicultural engagements, with a minimal amount of stress, i.e. suspended judgement as previously discussed. This has particular reference to such engagements where the culture in question is different from their own. CQ can typically be increased through experience with or exposure to such situations and practicing the skills involved.

In addition to the CQ discussed above, it can also be seen as an individual's ability to adapt effectively across cultures (Earley & Ang, 2003; Earley & Peterson, 2004; Earley & Mosakowski, 2004; Earley & Ng 2006; Earley, Ang & Tan, 2006). Earley and Ang's theory (2003) specifically holds that CQ is based on four concepts; metacognition, cognition, motivation and behaviour. It is from this research that the current research study will focus

on the specific element of motivation and how it functions as part of CQ within a multi-cultural working environment.

CQ is however not a straight forward concept, rather it is one that holds a multitude of sub concepts that influence one's own CQ. It is therefore important to also give a quick precursory look at the broader spectrum of intelligence as well.

### **CQ as a component of Intelligence and Emotional Intelligence (EQ)**

Intelligence is a concept that has received much attention over the years, along with various interpretations of its meaning ranging from a person's ability to reason, to make sense of their situation, to utilise prior knowledge, to function within society and more (Wechsler, 1944). Further it is no secret that as a manager you need to possess more than a modicum of intelligence, and it is in line with this that Martin (2001) identified multiple intelligences that are required by managers. These include aspects such as;

- Linguistic Intelligence,
- Visual Intelligence,
- Interpersonal and Intrapersonal Intelligence
- Naturalistic Intelligence,
- And more.

It is from this concept of multiple intelligence and the work of Earley and Ang (2003), Diggins (2004) and others, that we can identify CQ as a corner stone for managers who engage in multicultural situations. CQ is however a relatively new addition to the family, with possibly its closest "sibling" being that of Emotional Intelligence or EQ. Diggins (2004) states that EQ is the capability of one to recognise and understand emotion within oneself as well as others and effectively adapt our behaviour in line with both sides of the emotional coin. This in essence also forms part of being CQ, though only one facet of it. Thomas and Inkson (2003) also hold that the CQ element further builds on the concepts of Intelligence, specifically that of Emotional Intelligence.

Diggins (2004) identified several components of EQ relating to *self-awareness*, *self-regulation*, *social awareness* and *social skills*. One could possibly propose a similar relationship to the concept of CQ, based on Thomas and Inkson's (2003) statement that CQ builds further on EQ;

- Self-awareness; of one's own culture in all its facets,

- Self-regulation; in terms of managing ones responses and actions towards cultural situations,
- Social awareness; whereby one exercises empathy and cultural sensitivity towards other cultures as well as suspending judgement until a better understanding is reached, and
- Social skills; in terms of understanding how to communicate and behave in response to various cultures.

One can see from the above discussion that where EQ refers to a manager's ability to understand emotional connotations of a situation and thus appropriately adjust their behaviour, so too does CQ hold that a manager needs to understand the cultural connotations and appropriately adjust their behaviour to the cultural situation.

### **Cultural Intelligence: Cultural Strategic Thinking, Motivation and Behaviour**

When consulting the available literature one can see that there are two dominant impressions with regard to the composition of cultural intelligence.

On the one hand authors Thomas and Inkson (2003) propose that CQ, and in relation, intercultural flexibility and competence, involves three components namely knowledge, mindfulness and behaviour. Each of these components relates to CQ and together form the basis of a manager's CQ.

On the other hand CQ can also be seen as consisting of (Earley & Ang, 2003; Earley & Ng, 2006);

- Meta-Cognitive and Cognitive – thinking, learning and strategizing, as well as one's own knowledge about cultures, typically reflecting the enquiry into why and how people behave in different cultures.
- Motivation – efficacy and confidence along with persistence, value congruence and affect for new cultures, relating to whether or not someone is motivated to engage in multicultural situations.
- Behaviour – social mimicry and behavioural repertoire, reflecting the person's belief in their ability to behave in a culturally acceptable manner.

Each of these components will be examined more closely in terms of their role in CQ. However cognitive CQ and behavioural CQ will only be given a short overview as they do not form part of the main objective of this study. Motivational CQ will however receive slightly

more attention as this forms the core purpose of the current study into multi-cultural engagement.

### **2.6.1. The Cognitive and Meta-Cognitive component of CQ**

It is well known that when one refers to the concept of cognition, you are referring to the ability to think and reason and learn. It is therefore only natural that cognition forms part of the bigger concept of CQ, i.e. thinking about other cultures, reasoning about one's own culture in relation to the alien culture and learning from both past experiences or through training programs.

As previously discussed one can see that the cognitive component is likely to play a critical role in the DMIS model as proposed by Gardenswartz et al. (2003) and the Conditioning process discussed by Bowens (as cited in vd Berg, 2008). On the one hand we invest and develop our CQ through experience and involvement with different cultures, and through the cognitive processes we typically move through the DMIS model from the point of ethnocentric stages to the more multi-culturally accepting ethnorelative stages.

One can see that cognition could further also play a role in the concept of cultural conditioning and the five-step process as described by Bowens (as cited in vd Berg, 2008). Inherent to this process is the element of experience of own or alien cultures, and through this process of experience one thinks and rationalises and eventually internalises cultural elements.

Thinking and learning are however only two of the facets of cognition as discussed in the work of Earley and Ang (2003). In addition, they also identified the concept of cultural strategic thinking as a third facet, involving the meta-cognitive aspect. Meta-cognition being the concept of "thinking about thinking" or in these terms finding new ways of learning about alien cultures. Earley and Peterson (2004) broke this concept of meta-cognition down into two components, namely; *meta-cognitive knowledge* and *meta-cognitive experience*. Meta-cognitive knowledge dealing with how a person assimilates the knowledge gained and Meta-cognitive experience referring to how a person assimilates their experiences into a personal framework.

One can see that cognition and meta-cognition do not stand on their own either, as motivation will be likely to play an important role in a person's forming of new strategies to



engage in multi-cultural settings. Earley and Peterson (2004) state that motivational CQ is likely to result in a person engaging in more strategic thinking, which in turn will also result in higher levels of motivation.

Cognition and Meta-cognition however form only one part of the CQ model, the next element and most important to this study is that of Motivational CQ which will be discussed in the following section in more detail.

### **2.6.2. The Motivational component of CQ**

Ang et al. as cited in Templer, Tay and Chandrasekar (2006) defined motivational CQ as the extent of an individual's interest and drive to adapt to new cultural situations. Templer, Tay and Chandrasekar (2006) further state that motivational CQ is characterised by an individual's intrinsic motivation and level of self-efficacy.

Sadeghain (2011) identifies motivational CQ as the most obscure and difficult component of CQ. He further notes that self-confidence plays a large role in this component in that a manager who is high in self-confidence is less likely to give up when faced with obstacles. This would appear to be supported by the research of people such as Bandura (1993) and Earley and Ang (2003) in terms of the concept of self-efficacy.

Sadeghain (2011) found in his research that high levels of motivational CQ had a positive effect on organisational effectiveness. If this holds true one can expect it to hold significant value within the South African environment as well, since South African managers deal with an inherently multi-cultural environment (Du Plessis, 2007).

Etebarian, Damirchi and Darban (2011) refer to motivational CQ as a person's ability to learn and function within a multi-cultural environment, and that motivation will further determine a person's level of energy aimed at functioning in such an environment.

If one considers all of the above mentioned, it becomes clear that motivational CQ is not only about the amount of effort that a person places into their multi-cultural engagements. Rather this would appear to extend to a person's level of persistence, the likelihood of engaging in future opportunities as well as a person's overall view on such multi-cultural engagements. One can therefore see that efficacy is likely to play a vital role in motivational CQ.

Efficacy has been discussed several times thus far and one can see that it forms a critical part of motivational CQ. Earley and Ang (2003) state that a person who possesses high-efficacy is much more likely to persevere and work towards overcoming obstacles, instead of simply giving up or avoiding them. Part of self-efficacy as described by Bandura (1993) is that one assesses one's own ability to deal with a situation and if you perceive yourself to be capable, it is far more likely that you will actually engage in such activities. Considering this relationship between efficacy and motivation, one can therefore also expect someone with low-efficacy to be more demotivated.

In addition to self-efficacy Earley and Peterson (2004) also ascribe goal-setting as an important motivational factor towards CQ. They state that goal-setting stems from a person's evaluation of a situation and their perception of possible outcomes. Considering a person with high-efficacy one could possibly expect them to set higher, more positive goals. Robbins and Judge (2007) further state that if an individual is involved in the setting of their own goals, they are more likely to be motivated in persisting and achieving those goals. They further state that the type of goals a person is likely to set will also be based to some extent on the type of culture they come from.

Earley et al. (2006) states that a person's values, confidence and goals are central to the motivational element of CQ. Where a person's values tend to be highly related to their culture (Bergh & Theron, 2006) one can see that a person's confidence is highly related to their perception of a situation and the possible outcomes (Kanter, 2004). In addition one could expect a person's goals to be related to both their values and their confidence. Berg and Theron (2006) state that people are usually more committed to goals they set for themselves, if they see these goals as clear, challenging and achievable, in other words if they are confident in their ability to achieve these goals.

From the above discussion one could possibly see confidence as one of the additional values as it not only ties in with motivational CQ but also plays a role with another element mentioned, that being efficacy. Kanter (2004) noted that one's confidence levels tend to fall if you believe you cannot succeed. Following on what has already been discussed with regard to self-efficacy, if one perceives a situation to be beyond your ability, you tend to avoid it. One could therefore draw the conclusion that in combination; confidence, self-efficacy and motivation could possibly lead to an almost self-fulfilling prophecy. If a manager's confidence is low, there is a chance for him/her to be less motivated to engage in a particular action, which also results in a lower level of self-efficacy. This could possibly lead to a continuous

cycle of avoidance behaviour in which case managers could find it difficult to develop the necessary CQ skills.

Ultimately one can see that motivational CQ plays an important role in the concept of CQ as a whole. It allows for goal-directed, persistent multi-cultural engagement which in turn benefits not only the manager and working teams but also the organisation as a whole. Furthermore one can see that efficacy is likely to play an important role in terms of the level of energy as well as perseverance of one's motivational CQ.

### **2.6.3. The Behavioural component of CQ**

The last component of CQ which will also only be given a quick overview, is that of behavioural CQ. Behavioural CQ can be seen as the last element of CQ and thus also the enactive part thereof. Where cognitive CQ and motivational CQ can be seen as predominantly internal, the behavioural CQ element actually leads us to the actively engaging (Earley and Peterson, 2004).

Earley and Peterson (2004) state that behavioural CQ encompasses primarily the way we act in multi-cultural settings but can also include other indirect mannerisms, such as non-verbal ques. Earley *et al.* (2006) further states that behavioural CQ can be seen as an individual's ability to "observe, recognize, regulate, adapt, and act" in such a manner that is conducive to multi-cultural situations.

One can once again see the efficacy and conditioning processes start to play a role in terms of behavioural CQ. As stated by Earley and Peterson (2004), this element of CQ is based on a person's ability to accurately role-play and mimic cultural behaviour, in an attempt to not only learn, but also to internalise them. One can see that such a process is likely to be related to both cogitative CQ and the person's ability to condition themselves to new cultural experiences, as well as motivational CQ in terms of a person's perceived self-efficacy, or confidence in their ability to successfully perform such tasks.

Earley and Peterson (2004) also state that in order for a person to learn appropriate behaviours for cultural situations, they need to persist over periods of time. A person might attempt such behaviour as part of their learning process but receive negative feedback from the host, and as previously discussed, a person with low self-efficacy could easily become demoralised by such events and avoid them in future. Furthermore one can also see that the

concept of Suspending Judgement could also start to play an important role in such multi-cultural interactions.

Based on the preceding discussions on the various elements or corner stones of CQ one can see that motivational CQ is not only contained in its own sphere, but also has an impact on the cognitive / meta-cognitive level and the behavioural level. It is therefore important that we understand the role and extent that motivation can play within a manager's ability to engage in multi-cultural situations.

## **2.7. Impact on Management**

Based on the preceding discussions regarding CQ and especially motivational CQ one can see that this is not simply a concept that can be ignored. With the state of globalisation as it is, it is becoming more and more important for managers to develop the required skills to interact effectively on a multi-cultural level. As stated by Earley and Peterson (2004), "The global economy and shifting political tides make the need for intercultural understanding and education obvious." Especially for South African managers it is important to develop CQ as they not only have to deal with global multi-cultural environments but also local multi-cultural environments (Du Plessis, 2011).

It is important therefore that managers possess a strong level of motivational CQ as one can expect such managers to experience a higher level of work adjustment (Templer, Tay and Chandrasekar, 2006). Such managers will be more likely to deal effectively with new cultural experiences and thus also become more effective when placed in new multi-cultural working environments.

Earley and Ang (2003) proposed that managers with a high motivational CQ will possibly be more confident in their social interactions. Templer, Tay and Chandrasekar (2006) further state that they will also be more confident in their ability to empathise with people in a multi-cultural environment. Consequently one could expect them to be more comfortable to interact with others in a multi-cultural environment, increase their level of strategically thinking about cultural interactions, and be more confident in consecutively participating in multi-cultural situations (Earley & Peterson, 2004).

As stated by Sadeghain (2011) in his research on motivational CQ and organisational effectiveness, if management within the organisation holds a high motivational CQ you can expect it to translate to more positive returns within the organisation. This could ultimately translate to reduced costs, better marketing advantages, more creativity and innovation, better problem solving and increased organisational functionality (Kanungo, 2006).

The key factor however remains a high level of CQ amongst those in management and leadership positions, as motivational CQ only forms a component thereof. As previously discussed CQ is developed through engagement in multi-cultural situations and this in turn is influenced by the motivational factor. As stated by Earley and Ang (2003) if the individual has a high level of efficacy, meaning confidence in their ability to perform, they are likely to be more motivated to engage.

One can therefore see that motivational CQ can play an important role in management, not only for the benefit of the manager but also for the benefit of the work team as well as the organisation as a whole. The question then is whether or not motivational CQ is perceived by managers to play a role in the South African environment, which is what this study aims to investigate.

## **2.8. Conclusion**

Earley and Peterson (2004) state that it is not enough to simply gain knowledge on CQ, you must also be motivated to utilise such knowledge and actually implement it in culturally appropriate ways. Templer, Tay and Chandrasekar (2006) state that managers with high motivational CQ are driven to continually find new ways of not only gaining more cultural knowledge, but also finding ways of implementing this knowledge. Lastly Sadeghain (2011) found in his research that a high level of motivational CQ could lead to higher levels of organisational effectiveness.

One can deduce from such statements that motivational CQ plays an important role in the modern multi-cultural working environment. Though CQ has only recently received such a great deal of attention, it can be seen as having a long-standing relationship with South African managers who need to deal with an inherently multi-cultural national work force.

One can see from the discussions throughout this chapter that motivational CQ plays a role in many facets of developing a cultural understanding and cultural intelligence. From becoming more culturally aware, cultural conditioning and cultural sensitivity through to the concept of cultural intelligence, each level requires motivation in some form or another. Furthermore one can see that motivational CQ is also closely related to the concept of self-efficacy as they have a mutually beneficial relationship.

It is therefore important to consider how the concept of motivational CQ functions within the South African environment. Does this play as important a role in South Africa as literature suggests in its broad view? The unique nature of the South African environment requires managers to be culturally intelligent in order to function effectively within such an environment. Therefore this study specifically looks at investigating the motivational component and identifying the impact it has on South African managers.

## Chapter 3 – Research Design and Methodology

### 3.1. Introduction

This chapter focuses on the methods used to investigate the research problem as discussed in Chapter 1. Firstly an explanation will be given regarding the research paradigm, design and the specific strategy of inquiry that is used. This will be followed by more detailed discussions on the sampling and data collection methods as well as the approach towards analysis of the data collected.

This section will conclude with a discussion on the aspects of reliability and validity as it holds for the study as well as the ethical considerations and implications that need to be kept in mind throughout.

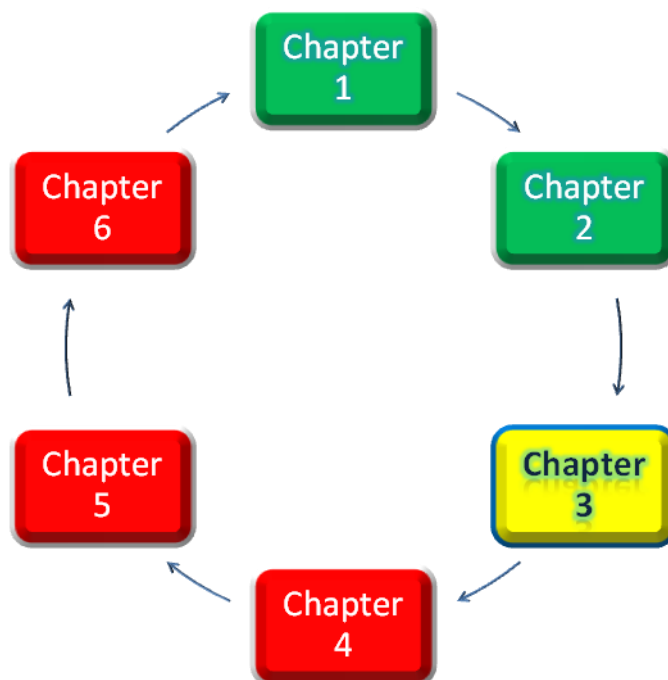


Figure 3-1: Document Layout

The discussion on the research design and methodology in this chapter can firstly be summarised as depicted in Table 3.1 below. A more elaborate discussion on these elements will follow in the ensuing section.

**Table 3-1 - Research Design**

<b>Aspect</b>	<b>Concept</b>	<b>Explanatory Summary</b>
<b>Research Design</b>	Quantitative Approach	Creswell (2009) describes this approach as a method of investigating and testing objective theories through analysis of the existing relationships between variables. This approach typically involves the use of instruments that collect numerical data, *thus resulting in statistical interpretations to form conclusions.
<b>Philosophical World View</b>	Post-positivist Worldview	According to Creswell's (2009) discussion that this view entails an identification and assessment of cause and effect relationships as investigated through various experiments.
<b>Descriptive Research Design</b>	Survey Research	This entails the gathering of quantitative data from a sample of a large population for analysis in light of the purpose of the study.
<b>Sampling Method</b>	Convenience Sampling	This method can be seen as one that, in simple terms, allows the researcher easy access to candidates. In addition this method is also inexpensive to use and does not follow as strict sampling rules as other methods.
<b>Research Instrument</b>	Self-Administered Multiple Choice Questionnaire	Data was collected through the use of a <i>Managerial Cultural Intelligence Questionnaire</i> developed by Du Plessis <i>et. al.</i> (2007) consisting of 24 items, specifically the motivational scale comprised of 7 items, out of which 5 were utilised for the study.
<b>Analysis Method</b>	Statistical Analysis,	Statistical Analysis refers to the analysis and interpretation of statistical information as gained through various research instruments which allow for deductions



	Descriptive Analysis	<p>from the more general research hypotheses to a more objective/logical conclusion.</p> <p>Descriptive Analysis refers to the generation of descriptions based on set statistical data, entailing short narratives and explanations of the data sets.</p>
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### 3.2. Research Design and Strategy of Inquiry

This study adopts the post-positivist worldview as the researcher only presumed that there is a likely relationship between motivation and managerial engagement in multi-cultural situations. Such presumptions form one of the key assumptions of the post-positivist world view and this choice can be further justified as an appropriate philosophy when considering the words of Creswell (2009, p. 7) who states that“... the intent is to reduce the ideas into a small, discrete set of ideas to test,...” since this holds true for an investigation into managerial motivation to engage in multi-cultural situations.

Further research into post-positivism, specifically the writings of Phillips and Burbules (2000) highlights a few key assumptions of this worldview;

- All knowledge gained is basically abstract, meaning it is subject to universal change. Therefore what constitutes truth today might not hold as truth tomorrow.
- Research is a process of taking one’s own presumptions and subjecting them to tests of validity and reliability and thus abandoning those presumptions that hold untrue for ones that are better warranted.
- Knowledge is constructed through the collection of data, its analysis and subsequent factual interpretation.
- Objectivity forms a corner stone of research and thus research should be subject to high degrees of validity and reliability.

It can be seen from the above short discussion that the post-positivistic world view is ideal for this study. The current study presumes that motivation plays a role in managerial engagement in multi-cultural situations. Thus one needs to subject this presumption to statistical tests in order to determine whether this holds true. Objective measures such as a survey were used to gather and interpret data, thereby adding to the validity and reliability of

the study. Furthermore this study holds that knowledge is largely abstract, especially in light of the fact that there is very limited current literature on the concept of Cultural Intelligence and specifically the Motivational element of Cultural Intelligence. The study therefore focuses on Cultural Intelligence and more specifically on investigating the motivational component thereof.

### **3.3. Description of The Strategy of Inquiry and Broad Research Design**

This section focuses on discussing the strategy of inquiry for the current study as well as the basic characteristics of quantitative research.

#### **3.3.1. Description of the proposed strategy of enquiry – Survey Design**

This research is based on a quantitative research approach. Quantitative research was considered the best method to address the research question at hand, namely; *To what extent are South African managers motivated or willing to engage in multi-cultural situations?* More specifically a Survey Design was used, as this allows for the gathering of quantifiable information that can then be used to determine the impact of trends, attitudes and or opinions of a specific population as evident through a sub-set thereof, i.e. a sample of the population (Creswell, 2009).

Creswell (2009) described survey research as a process that provides the researcher with quantifiable descriptions of trends, attitudes or opinions of a larger population, by studying a sample of that population. Brown *et al* (2003) also refers to this type of research as research focusing on a large sample derived from a pre-determined population for the purpose of collecting a relatively small amount of information. It is meant to give a “snap-shot” of a situation at a specific time. This type of research also involves a large sample size when collecting data in order to ensure the accuracy of conclusions drawn; in this research a proposed sample size of 500 was considered.

The survey research design entails that the researcher poses a series of questions to willing participants, either through interviews, questionnaires or observations amongst others; quantifying their responses and drawing conclusions that can be generalised back to the

population at large (Leedy & Ormrod, 2007). In this study a group of South African managers who worked within multi-cultural environments were approached and asked to answer a series of questions related to the research study.

Brown *et al* (2003) noted that a survey is often regarded as an “easy” approach toward conducting research, however, as with any form of research, it can ultimately lead to a poor quality report or to one that holds real value and contributions. In order to ensure the quality of such a research approach they highlighted the following advantages as well as disadvantages (Table 3-3) of this particular research design that one must keep in mind when embarking on research, as well as through the research process.

**Table 3-2 - Advantages and Disadvantages of Survey Research**

<b>Advantages</b>	<b>Disadvantages</b>
This approach delivers “real world” empirical data.	The significance can be lost if focus shifts from the meaning of the data to ensuring that as much data as possible is gathered.
Due to the large sample size these results can more accurately be generalised to the larger population.	It is possible that the collected data lacks enough depth to be relevant to the investigation.
It allows for the collection of large amounts of data within a short time-frame and at lower costs.	It can be difficult to ensure the collection of enough data, especially since people cannot be forced to participate.

In addition to the above discussion one also has to consider the inherent problems caused by self-report as this results in data based on the beliefs of one individual and what they think is right or wrong or what they think the researcher wants to hear. This ultimately leads to a degree of contamination in the data set, as the information might not be as relevant to the purpose of the research. Furthermore one needs to remember that some of the questions the researcher might pose to the participants could involve aspects that they do not generally consider, thus leading to “on-the-spot” answers which might be divergent from answers the participant could have given if they had more time to consider the answers (Leedy & Ormrod, 2007).

Ultimately the survey design is considered the most appropriate strategy for this research endeavour as it complies with all the requirements that the study entails.

### 3.3.2. Basic Characteristics of Quantitative Research

When deciding on the type of research to conduct, several elements were taken into consideration, ultimately leading to the choice of a quantitative approach over a qualitative one. These elements include consideration of objectivity, reliability and validity for sample versus population, explanation of presumption and measurability of quantifiable data.

When considering the following two definitions of quantitative research one can see \* that it holds true for the aforementioned elements;

Creswell (2009, p. 4) “Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures.”

Maree (2007, p. 145) “a process that is systematic and objective in ways of using numerical data from only a selected subgroup of a universe to generalise the finding to the universe that is being studied.”

It can be seen from these two definitions that quantitative research therefore meets those elements taken into consideration as previously discussed. It is therefore an objective method for testing certain presumptions through the collection of quantifiable data, utilising an instrument, that can then be analysed and the results thus transferred back to the population at large.

Furthermore the following characteristics, as depicted in Table 3-2, of quantitative research can be found in the writings of Leedy and Ormrod (2007):

**Table 3-3 - Characteristics of Quantitative Research**

<b>Element</b>	<b>Characteristic</b>
<b>Purpose</b>	Any theory is built out of certain presumptions, therefore the purpose of quantitative research is to validate these presumptions and allow the generalisation or transfer of conclusions back to the large population.
<b>Process</b>	Quantitative research can be conducted along carefully developed guidelines, allowing for the planning and defining of processes and concepts, variables, measurement instruments, etc. This in turn allows

	the quantitative researcher to remain objective and unbiased.
<b>Data collection</b>	In quantitative research specific variables are identified in line with the research question, in this study these variables were identified as motivation or willingness and engagement in multi-cultural work environments. A specific measurement instrument is then selected or developed in order to collect information relevant to the research question and the identified variables. In this study the Managerial Cultural Intelligence Questionnaire, as developed by Du Plessis <i>et al.</i> (2007)was used. This instrument is then administered to a specific population or sample of the population. In this study the questionnaire was administered to a convenience sample of 550 South African managers, and the results can thus be quantified for analysis.
<b>Data analysis</b>	In quantitative research objectivity is maintained throughout the analysis of the available data. This is partially done through the use of deductive reasoning whereby logical interpretations are made out of the available statistical data. This interpretation is then used to either support or disclaim the presumptions that were made.

A quantitative approach can therefore be seen to be the best approach for the purpose of this study. Furthermore a Survey design was used and will be discussed in the following section.

### 3.3.3. Classification of the proposed study's overall research design

The following descriptors are used in order to classify the research design and approach used for this study:

- *Quantitative Research:* this research followed a quantitative approach whereby quantifiable information was collected and ultimately analysed in order to draw conclusions. With quantifiable information it is meant that the data collected is of a numerical nature and one will be able to convert it to a numerical format (Creswell, 2009).
- *Empirical Research:* this research study will use empirical data gained directly from a “real-world” setting- South African managers who are currently involved in or work in multi-cultural work settings.

- *Basic Research*: the research can be classified as basic research as it aims at adding to or improving the current body of knowledge. This study is primarily done for academic purposes and is aimed at understanding the relationship between the willingness of managers to engage in multi-cultural settings.
- *Descriptive research*: this research focuses on identifying and discussing the factors related to the research question in order to arrive at an informed conclusion that can be generalised back to the larger population. Specifically, this research will look at investigating and accurately understanding managers within the specific event of multi-cultural engagement (Saunders, Lewis & Thornhill, 2007).
- *Survey Research*: a survey research design is used in order to gain as much data as possible from a sample that is large enough to accurately represent the population. Leedy and Ormrod (2007) note that survey research is ideally suited to descriptive research, especially in a business environment.
- *Cross-Sectional Data Collection*: the data for this research will be collected within a specific time frame and participants will only be required to participate in the study once (Creswell, 2009). This is done as the study focuses specifically on the current perception or role of motivation in terms of managerial engagement in multi-cultural situations, and not as an example of the development thereof over a time period.

### 3.4. Sampling

The following section focuses primarily on the methods used to identify and select the population and subsequent sample that was used for the data collection. As highlighted by Brown et al (2003), sampling forms an integral part of survey research as it would be impractical to try and collect data from the entire population. Therefore due consideration needs to be given to the approach to sampling for a research study. Three of the most important elements in determining the sample include: 1.) Identifying the target population, 2.) Determining the sample size, and 3.) How the sample will be selected. These elements are discussed in the ensuing sections.

### **3.4.1. Unit of Analysis**

When discussing the units of analysis in a research study one typically refers to the group from which you wish to draw your conclusions. This study specifically used senior and middle management level employees as well as supervisory level employees who currently work within a multi-cultural organisational environment. This group was selected considering that the study aims to specifically investigate the dimension of motivation on a managerial level.

### **3.4.2. Target Population**

The target population for this study was identified as South African managers who work within a multi-cultural work environment, across various organisations. Specifically it was decided to target those on Senior and Middle management levels as well as those on a supervisory level.

### **3.4.3. Sampling Method**

The sampling design for this study, as previously mentioned, is based on a purposive convenience sampling method. The reason that a purposive sampling method was used is simply due to the fact that a very specific type of manager who is involved in a specific type of working environment is needed for the study. Due to this requirement the researcher is required to choose the appropriate sample from the larger managerial group.

Convenience sampling can be seen as a nonprobability sampling method whereby the researcher selects the sample due to ease of access (Creswell, 2009; Hesse-Bieber, 2010). Purposive convenience sampling can be seen as a nonprobability sampling method whereby the researcher specifically identifies a subset of the population in order to ensure that the relevant people are selected to take part in the study (Creswell, 2009). This usually includes selecting the sample group based on a common characteristic, such as experience in a multi-cultural work environment.

Lastly one should note the recommendation of Maree (2008) stating that when selecting a sample careful consideration needs to be given in light of several elements;

- Sample size,
- Planned statistical analysis,
- Level of accuracy required, and
- The characteristics of the particular population.

As mentioned previously a sample size of approximately 550 South African Managers who are involved in multi-cultural work environments was used in the study. Further discussions on the sample group will be held in Chapter 4, including their compositions.

### 3.5. Data Collection

Following will be a more detailed discussion regarding the collection of the data in question. This discussion will focus on the obstacles that might impede successful data collection, the methods and time frame as well as the variables and instruments used.

When collecting data the researcher should always remain aware of that fact that data should be collected in both a rigorous as well as an ethically fair manner. Brown *et al* (2003) notes that a researcher should always keep the following in mind;

- The how, where and frequency of contact attempts,
- The amount of individuals approached and the amount who participated,
- The difference between participants and those who rejected participation,
- The method of administration, i.e. how the data was collected,
- The overall response rate for the study.

#### 3.5.1. Specific Attributes and Characteristics of the units of analysis

As previously mentioned managers, specifically on the senior, middle and supervisory levels, were selected as the units of analysis. Within this study a sample group of 550 managers was selected to participate. Before one can start to analyse the results obtained one will have to better understand the sample population. Candidates were therefore asked to complete a short demographic survey in relation to the overall survey. This included elements such as age, gender, home language, number of additional languages known, sector of the economy they currently reside



in how long they have worked in that sector as well as their management level and lastly whether or not they have visited other countries.

The most important of the above mentioned elements was that of their current management level, namely senior, middle or supervisory level. This will ultimately allow the researcher to draw a comparison between the different management levels and identify how motivated the various management levels are in terms of multi-cultural engagement.

### **3.5.2. Data collection Method**

The respondents were provided with a questionnaire and required to complete it and return the questionnaire in hard copy format.

### **3.5.3. Measurement Instrument**

The motivational scale of the Cultural Intelligence Measurement was used for the purpose of this study. This scale consisted of five items. Respondents were required to respond on a five point scale from Never (1) to Always (5).

### **3.5.4. Specific Form of Data to be Collected**

This study made use of secondary data which had already been collected. The advantage of this form of data collection is that the data is already available for the research to use in a relevant study. It further saves the researcher a significant amount of time in terms of having to identify the sample, distribute the data collection instrument and collect them. It is however important that the researcher makes sure that the data set fulfils all the relevant requirements for the current study and that it is truly applicable to the study in question.

## **3.6. Data Analysis**

The statistical program SPSS was used to analyse the data, specifically in context to the current study. The data was analysed by means of descriptive statistics, reliabilities, cross-tabulations and ANOVA's.

### 3.6.1. Preparation of data for analysis

All preparations for data analysis were previously performed by the original researcher and therefore there was no need for the current researcher to undertake similar steps. The data had already been screened for problems such as missing data, irregularities in the data and incorrect data.

### 3.6.2. Analysis Techniques

The information gained from the questionnaire was quantified and subjected to statistical analysis through the use of the SPSS statistical analysis program. Following will be a description and motivation for the types of analysis that were used:

#### **Descriptive Statistics**

Descriptive statistics can be seen as a method used to summarise various forms of statistical data in such a manner that it is easily understood (Maree, 2008). Creswell (2009) states the following reasons for the use of descriptive statistics:

- For describing the characteristics of the sample used.
- To investigate the assumptions made for any violations that could impact the statistical tests.
- To assist in addressing the research question.

As identified by Field (2005), one will find the primary types of descriptive data as being the mean, median, mode, standard deviation, counts, skewness and kurtosis. The current study will utilise these descriptive statistics as part of the data analysis.

#### **Frequency Distribution**

Frequency tables will be used in order to analyse the demographics involved in the study, as this allows one to determine the distribution of the sample group across the various characteristics as previously discussed. Typically a frequency distribution can be found as a graph depicting the amount of responses within each dimension.

### **3.6.3. Specific Statistical Techniques to be used**

As previously mentioned the SPSS statistical program was used to analyse the data. Specifically for this study the Cronbach's alpha coefficient was determined in order to ascertain the reliability of the measurement. Field (2005) prescribes that if one uses a factor analysis in line with a questionnaire, one should also use a reliability test in order to ensure the actual reliability of the measurement instrument. In addition descriptive statistics were used in order to identify the mean, standard deviation, skewness and kurtosis of the various dimensions.

The Analysis of Variance or ANOVA test was also administered in order to test if the mean across the various groups was equal. Field (2005) explains the Anova as a statistical tool to use when faced with three or more means since performing several t-tests will increase the likelihood of a Type I error occurring, thus the Anova would be a better choice.

Cross Tabulations were also used as this statistical tool is typically incorporated when dealing with multiple variables that you wish to compare with one another. This was specifically used in order to compare the mean response of the various managerial levels as well as the overall mean motivational scores of the various levels.

## **3.7. Assessing and Demonstrating the Quality and Rigour of the Proposed Research Design.**

As with any research approach, two critical elements that need to be considered are the reliability and validity of the data collection and results. Ultimately one needs to ensure that the research study can be accurately administered in such a manner as to ensure that the desired elements are measured. Subsequently it should also be possible to administer this study again in future in order to measure the same concepts. It is therefore important that concepts such as Bias, Reliability and Validity are carefully considered in the design and implementation of the study.

### 3.7.1. Reliability

Saunders et al. (2007) defined the concept of reliability as the extent to which data collection will supply the researcher with consistent results. In addition it should also allow other research making similar assumptions to come to similar conclusions, and that one's research should thus be of such a transparent nature that others could understand how results were obtained from the raw data set.

When testing for reliability in a quantitative study the Cronbach's correlation coefficient is often used, though this is not a statistical test but rather a coefficient of reliability. Fields (2006) summarises the Cronbach alpha as the most common measure of scale reliability and therefore the questionnaire and data collected will be assessed using this test in order to ensure the reliability.

### 3.7.2. Validity

Validity can be seen as the twin of reliability, where reliability focuses on consistency, validity focuses on accuracy. Saunders et al. (2007) refers to this as the level at which a data collection instrument accurately measures what it was intended to measure.

Du Plessis et al. (2007) noted in their report that further validation studies should be conducted on the instrument in future in order to enhance its validity. It would therefore appear that the questionnaire did perhaps not undergo extensive rigorous validations. They did however note that after development and testing of the instrument, the same three conceptual constructs as per current literature were not as evident. They noted that instead the factors would appear to be more in line with the following;

- Factor 1: Cultural Identity; which related back to the cognitive component,
- Factor 2: Adaptability to a multi-cultural setting; which related back to the behavioural component, and;
- Factor 3: Willingness to learn about different cultures; which related back to the motivational component.

As can be seen from the above new factors, though related to the original constructs, are somewhat divergent. This could possibly indicate that the instrument either needs

to be further refined in future, or that the original conceptual constructs are not as relevant within the South African environment. The latter could especially be true due to multi-cultural history in South Africa, and managers having to deal with multi-cultural work environments for almost two decades.

### 3.7.3. Bias and Error

Leedy et al (2005) described bias as any distortion to information caused individually or collectively by any influencing element or condition or set of conditions. Information or data is highly sensitive and therefore highly subject to distortions, especially if one is not aware or prepared for them. It is therefore of high importance to eliminate any form of bias that might impact a research study, or at the least have the necessary counter measures in place, to help mitigate possible distortions.

Possible bias that could be found in this study includes;

- **Statistical Analysis:** Since this study focuses on quantitative data, there is always the possibility of miss-calculation or measurement errors that could occur. Since a questionnaire is used as part of the data collection the information gained should also be exposed to the Cronbach's alpha test, in order to ensure its reliability as well as opting for ANOVA tests over multiple T-tests to avoid the increased chance of Type I errors.

In addition one must also consider the deliberate distortion of data, where Saunders et al. (2007) refer to data collected being recorded in such a manner as to place the managers in a favourable light in terms of their motivation to engage multi-culturally.

- **Use of Language:** In line with numerical problems, data collection can also experience problems from a linguistic perspective. Cooper et al. (2003) refer to bias that can be found in the wording of questions as well as the language that is used. Especially in South Africa with 11 official languages, there is always the problem of a candidate not being familiar with the language being used for the study. This could result in lack of understanding as well as miss-understanding and could ultimately distort the data collected and leave the researcher with errors in terms of the quality and accuracy of the data.

In addition one must also take into consideration the fact that not everyone thinks in the same way, therefore one individual might find completely different meaning to a question than another. It is therefore important that the questions in the measurement instruments are structured and phrased in such a manner as to be clearly understandable. Simple, straight forward terminology is therefore often more desirable.

- In relation to the discussion by Leedy et al. (2005) regarding mailed questionnaires, one could also argue that self-response questionnaires, even when completed in hard copy and returned as such, could also be exposed to similar problems. This specifically relates to a low level of personal interaction between the researcher and the participant

#### **3.7.4. Rigour**

In terms of rigour it is important that the correct sampling strategy is followed when selecting the sample group. The rigour of this study was enforced already by the original researchers who utilised a purposive convenient sampling method. The advantage of this form of convenience sampling is that there is a higher chance that the sample group will be representative of the target population (Creswell, 2009).

It is also important that the correct statistical analysis is applied to the data set in order to reinforce the rigour of the study. Considering the wide variety of applications for the statistical program SPSS, it is vitally important that careful consideration is given to selecting the right types of statistical output on which to base ones findings. This will ultimately result in better and more accurate findings that can be correctly generalised back to the target population.

#### **3.7.5. Generalisability**

Generalisability as mentioned previously refers to the ability to take the results obtained from the sample group and transfer them back to the larger target population. In essence this means that what is relevant to the sample will also be relevant to the population (Saunders *et al.*, 2007). The nature of this study is quantitative and therefore the results obtained will be evaluated for generalisations applicable to the target population.

### 3.7.6. Limitations

In the first case this study is limited in that only a cross-sectional survey was conducted. Therefore the data gathered and subsequent findings will be based on how motivation is currently being seen by the sample group. One will not be able to judge or draw long-term conclusions on that state of motivation or its influences on managerial willingness to engage in multi-cultural situations.

Secondly there are limitations to the use of a purposive convenience sample, namely that the sample group was selected from the large population. This could lead to some discrepancies when applying the findings to the population, as there might be misrepresentation of some groups.

## 3.8. Research Ethics

Most fields of work are governed by a stringent set of ethical guidelines, which form the governing boundaries wherein we function. A research study is no different in that it needs to take into consideration various ethical limitations, requirements and considerations in order to make it ethically applicable, fair and thus also accurate. For this reason a researcher must also identify and consider the relevant ethical implications of a study, as well as the ethical implications on the study, and thus conduct the study in accordance with them.

Saunders *et al* (2007) defines research ethics as the pertinence of the behaviour and conduct of the researcher in relation to the participants, those affected by the research and their rights. Overall the ethical considerations in this study can be grouped into five distinct categories throughout the research study, which will now be discussed.

### 3.8.1. General Ethical Issues

Above and beyond the ethical consideration to be discussed in the remainder of the section, one needs to also give due accord to some general ethical considerations. Table 3-4 below gives a short summary of such ethical considerations;

**Table 3-4 - General Ethical Considerations**

Concept	Defined
1.) Privacy	The privacy of the participant is of utmost importance and must be maintained throughout the research process as well as thereafter.
2.) Nature of Participation	Research such as this involves <u>voluntary</u> participation from the population and thus the participants have the right to decline as well as to withdraw from a study.
3.) Consent	The purpose of the research study must be clearly outlined to the participants and once this is done, all participants must give their consent to take part. This once more emphasises the voluntary nature of a research study.
4.) Confidentiality	Confidentiality and privacy are two elements that go hand-in-hand, and, as noted, the confidentiality of all personal information obtained must be maintained.
5.) Reaction	The researcher must consider the impact that the data collection will have on the behaviour of the participants, specifically in light of possible embarrassment, discomfort and anxiety.
6.) Effect on Data Collection	How participant reactions will impact the collection of data, such as anxiety which could lead to less disclosure and lower quality of data.
7.) Effect on Participant	What effects the research study will have on the participants as well as the population as a whole. No research should ever be conducted should it lead to discrimination of the target population.
8.) Researcher	It is the responsibility of the researcher to control his/her behaviour and remain objective throughout the study.

Found in (Saunders et al., 2007)

### 3.8.2. Protection from Harm and Risk

It is imperative throughout the study that the researcher undertakes cautionary measures to prevent those who participate from any form of harm or risk. The anonymous nature and lack of access to the raw data further enforces this in the current study.



### **3.8.3. The Concept of Informed of Consent**

As stated above consent is an important part of any research study as no participant may be forced to participate in a study. Furthermore any participant holds the right to withdraw themselves from a study if they so wish. This was also enforced in the current study and all participants were requested to give their informed consent.

### **3.8.4. Right to Privacy**

Closely related to informed consent and protection is privacy, specifically the privacy of the individuals taking part in the study. The researcher should at all times show due respect for the privacy and confidentiality of information gained.

### **3.8.5. Ethical Issues during design and gaining access**

In order to conduct and collect data for the study in question, access will have to be gained to the relevant target population and the specific sample, as previously discussed. This would therefore entail the identification of the target sample within the specific environment as well as the identification of the “gate keeper” or the individual who holds the authority to grant the researcher access to the sample.

This ultimately means that the researcher will have to conduct careful planning and preparation with regard to the aforementioned, the reason being than one would not want to waste the time of either party by completing preparations or arrangements that could have been done prior to this.

In line with the above discussion the researcher will need to consider the concept of Informed consent, meaning: A participant gives their full consent to participate, in a voluntary manner, in the proposed research study, being fully aware of all the details regarding the nature, rationale, method, and results of the study and the rights entailed to them (Saunders et al., 2007). All the information mentioned should be discussed and explained to all relevant parties and should also be summarised before data collection commences in the form of a consent letter that each participant needs to sign off on.

The researcher needs to pay special attention to the voluntary nature of research as well as confidentiality during this phase of the research study. The parties involved, both “gate keeper” as well as participants, need to be aware that confidentiality and privacy is ensured throughout the study, especially if this involves gathering data not only about the individual, but also about others in their environment as well as the company itself.

In relation to the above discussion one must keep in mind that the current research is based on the research already done by Du Plessis et al. (2007). Considering this fact all the discussed ethical elements have already been implemented and adhered to as part of the original study. It is therefore the responsibility of the researcher of the current study to ensure the continuation of and adherence to such ethical standards and decisions made within the scope of the original study.

#### **3.8.6. Ethical Issues associated with the data processing and storing**

During the processing and storage of the data it remains of the utmost importance that the details of the participants remain confidential. Since the questionnaire was completed anonymously, the main focus falls on the safe and secure storage of the data given through to the researcher. Furthermore, since the data is obtained from the original researchers, the researcher of the current study must also adopt the same considerations in ensuring the security of data.

In part the ethical considerations state that when processing data for a study one should only use such data for the purpose it was intended. The focus of the original study was in part to develop a measurement instrument for Cultural Intelligence and in part to assist South African managers to better understand cultural interactions.

The current study can be seen as an extension of this purpose as it specifically focuses on one of the three factors that were originally investigated. Thus where the original study looked at a broader picture, the current study focuses more on the motivational component. None-the-less the aim of the study remains the same, in terms of assisting South African managers to better equip themselves in terms of multi-cultural interactions.

The current study therefore still adheres to the ethical requirements of utilising data for its intended purpose. The aim of the study is therefore still the same, only with a deeper focus on one of the three elements, and is thus still in line with the concept of assisting managers in developing a better understanding of multi-cultural interactions.

### **3.8.7. Ethical Issues relating to analysis and reporting data**

Though this could be seen as the final step in the research process, one must still keep in mind the confidentiality of participants. For the previously stated reasons this matter is not of such high relevance as the storage of the information to the current study. The researcher of the current study must however still place stringent control measures over the secure and safe storage of the data, especially once it has been analysed.

Furthermore the researcher must ensure proper reporting of the findings in the study. Saunders et al. (2007) notes that the researcher must keep in mind objectivity, and not misinterpret the data at his disposal. The researcher must therefore exercise personal integrity in analysing and reporting the data, and provide a factual, honest report on his findings.

Lastly it is also important that the researcher keeps in mind that no person must be directly or indirectly harmed through this study. This meaning that when reporting on the findings, the researcher must also ensure that his final report will not lead to discrimination, subjugation or any form of harm to any of the parties mentioned or referenced.

## **3.9. Conclusion.**

This chapter focused firstly on discussing and explaining the research design, the strategy of inquiry, sampling and data analysis. This is the method that will be used in order to gather the relevant data and ultimately support or disprove the role of motivation in managerial engagement in multi-cultural situations.

Secondly this chapter looked at the ethical considerations as well as concepts such as reliability and validity of the study in question. In any study it is of the utmost importance that the researcher follows a strict code of conduct, namely the ethical considerations, in order to prevent any harm or risk to the participants. Furthermore it is important that the researcher follows similar processes in terms of his/her data analysis in order to ensure accurate, factual and objective interpretations and conclusions on the data.

In the following section the data collected as per the processes described in this chapter, will be discussed. The data will primarily be analysed and through the use of tables and graphs it will also be displayed. No in-depth interpretations will be made in the next chapter, but rather in Chapter 5.

## Chapter 4 – Data Analysis

### 4.1. Introduction

Following will be a discussion on the various elements of the data collected and will thus be structured into four phases:

**Phase 1:** Demographics

**Phase 2:** Results Pertaining to Measurement

**Phase 3:** Results of the Cross Tabulations

**Phase 4:** Results of the Analysis of Variance (Anovas)

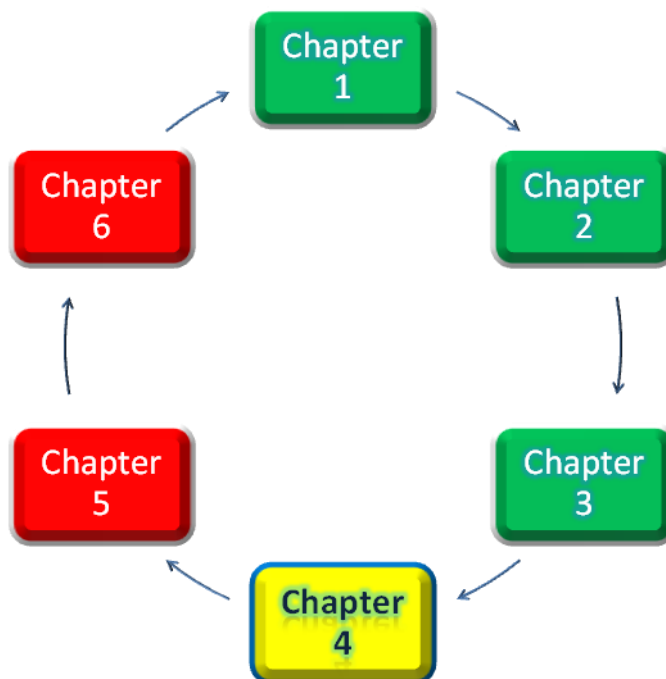


Figure 4-1: Document Layout

## 4.2. Phase 1: Demographics Results

The respondents were asked to indicate the following demographic characteristic as part of the study:

- Age,
- Gender
- Marital Status,
- Home Language
- Number of Languages
- Highest Qualification,
- Economic sector in which they work and length in employment in sector,
- Current level in the organisation
- Number of visits to other countries

A total of 550 questionnaires were distributed on a purposive convenience sample. All 550 questionnaires were returned indicating a 100% response rate, this was due to the purposive and convenience sampling technique used, where the sample group was interested in completing the questionnaire.

The demographic breakdown of the respondents is presented in the ensuing section.

### 4.2.1. Age Distribution

Table 4-1 depicts the age distribution of the sample. The results showed that the majority of the respondents in the sample were aged between the age of 31 to 40 years (48.7%), while those above 50 years of age, formed the definitive minority (6.4%)

**Table 4-1: Age Distribution**

	Frequency	Percentage	Cumulative Percentage
<b>20 to 30</b>	140	25.5	25.8
<b>31 to 40</b>	268	48.7	75.1
<b>41 to 50</b>	100	18.2	93.6
<b>51 and older</b>	35	6.4	100.0
<b>Total</b>	543	98.7	

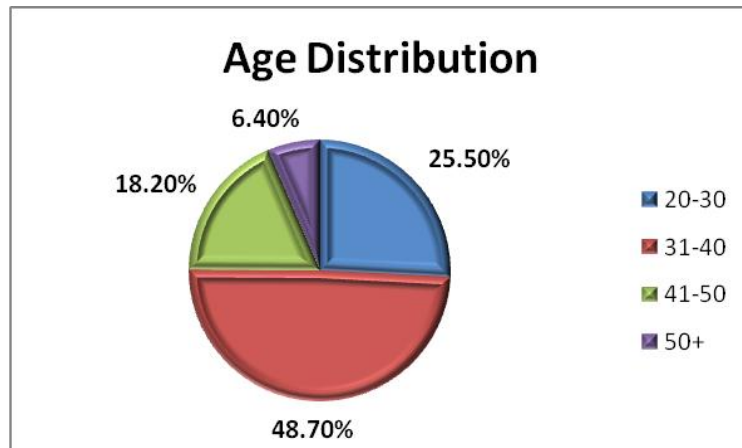


Figure 4-2: Age Distribution

#### 4.2.2. Gender Distribution and Marital Status

Based on the gender distribution one can identify that men formed the majority of the study group with 54.9% of responses stemming from male participants, as opposed to 30.7% stemming from female participants; results are depicted in Table 4-2 below.

Table 4-2: Gender Distribution

	Frequency	Percentage	Cumulative Percentage
Male	302	54.9	64.1
Female	169	30.7	100
Total	471	85.6	

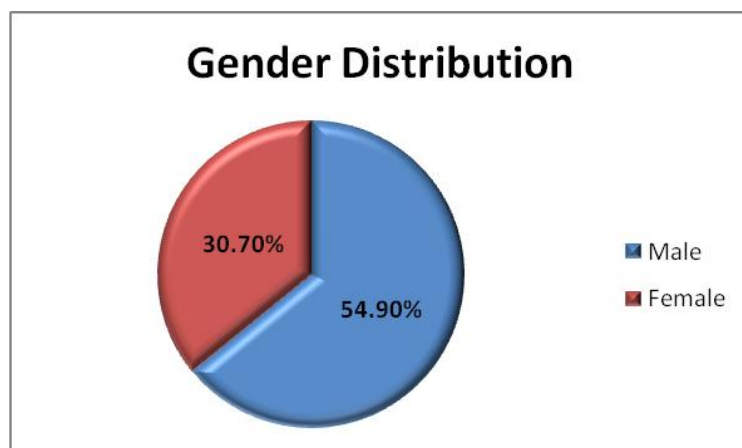


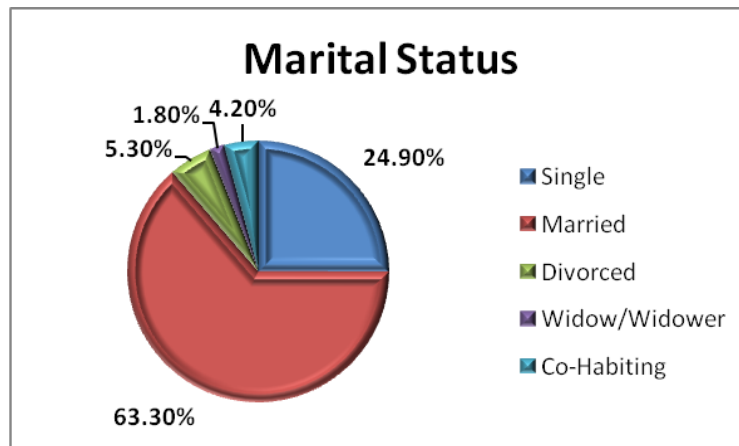
Figure 4-3: Gender Distribution

When taking into consideration the participant group, comprised of 54.9% male and 30.7% female, one can also note their marital status, as depicted in Table 4-3. Based on the data received it would appear that the majority of participants were at the time married (63.3%) or single (24.9%). The remainder of the participants stated that they were either divorced (5.3%), Co-Habiting (4.2%) or widowed (1.8%).

**Table 4-3: Marital Status**

	Frequency	Percentage	Cumulative Percentage
Single	24.9	25.0	25.0
Married	63.3	63.5	88.5
Divorced	5.3	5.3	93.8
Widow/Widower	1.8	1.8	95.6
Co-Habiting	4.2	4.2	99.8
Total	.2	.2	100.0

Figure 4-4 below gives a graphic depiction of the distribution of the sample groups' marital status.



**Figure 4-4: Marital Status**

#### 4.2.3. Home Language

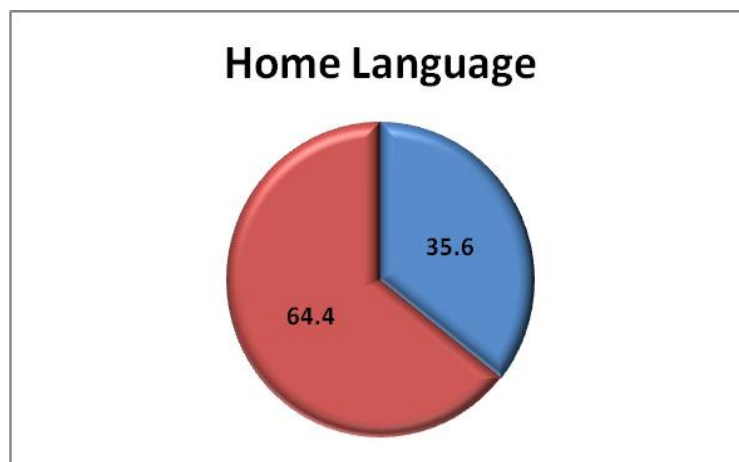
Considering that the current study focuses on an element of multi-cultural interaction it would be natural to also investigate the home language of the participants.



Table 4-4 below shows that the majority of participants spoke an indigenous language (48.7%), while only 25.5% of participants noted Afrikaans or English as their home language.

**Table 4-4: Home Language**

	Frequency	Percentage	Cumulative Percentage
Afrikaans / English	140	35.6	35.6
Indigenous	268	64.4	100.00
<b>Total</b>	<b>543</b>	<b>98.7</b>	



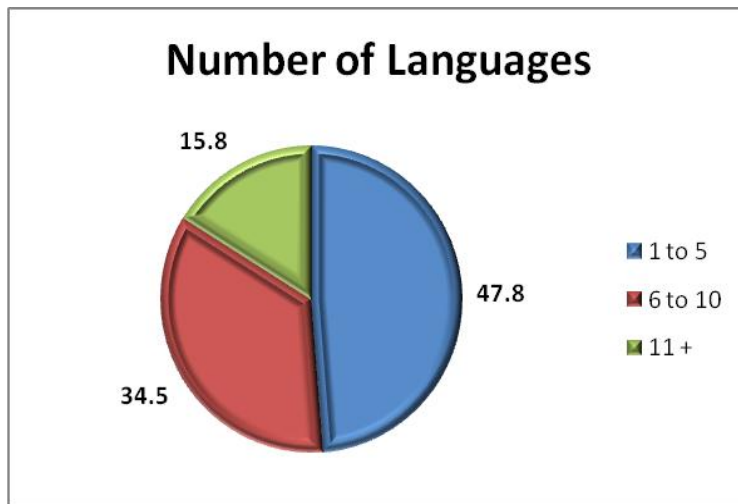
**Figure 4-5: Home Language**

#### 4.2.4. Number of Languages

It is also important to note the amount of languages that participants can speak. The majority of participants (47.8%) noted that they are capable of conversing in 1 to 5 different languages. Additionally 34.5% of participants noted that they can speak 6 to 10 languages and a minority (15.8%) noted that they could speak at least 11 or more languages. Considering that South Africa has 11 official languages, over and above languages from other countries, one can understand that South African managers will need to be highly linguistically skilled in order to deal with multi-cultural work environments.

**Table 4-5: Number of Languages**

	Frequency	Percentage	Cumulative Percentage
1 to 5	263	47.8	48.7
6 to 10	190	34.5	83.9
11 or more	87	15.8	100.0
<b>Total</b>	<b>540</b>	<b>98.2</b>	



**Figure 4-6: Number of Languages**

#### 4.2.5. Level of Education

It is important to consider the level of education that the respondents possess, and though various results were received, they were grouped into 3 groups to better facilitate the interpretation of the data. These groups can be seen as;

- Secondary School to Grade 12 or equivalent,
- Post School Certificate / Diploma, National Diploma / National Higher Diploma and Bachelor’s Degree or equivalent,
- Honours Degree, Master’s Degree, Doctoral Degree or Equivalent.

**Table 4-6: Level of Education**

	Frequency	Percentage	Cumulative Percentage
Secondary to Gr 12	20	3.6	3.7
Post School Diploma or Degree	278	50.5	55.0
Post-Graduate; Honours, Masters, Doctoral	244	44.4	100.0
Total	542	98.5	

It can be seen from the results obtained, as per table 4-6, that only a very small minority of respondents (3.6%) only held a secondary or grade 12 level education. Most of the respondents possessed some level of higher or further education post grade 12 (94.9%). Out of this majority one can further see that 50.5% of the respondents claimed they possessed at least some form of under-graduate qualification while the remaining 44.4% claimed a post-graduate qualification.

As illustrated by the below Figure 4-7 one can see a large distribution of professionally qualified managers took part in this study.


**Figure 4-7: Level of Qualification**

#### 4.2.6. Economic Sector

As discussed throughout the document thus far, the concept of a multi-cultural work environment is not one you can hide from; especially in the South African environment. It permeates almost every occupational field, wherever you find employees from different cultures. For this reason a wide range of economic sectors were approached in the study in order to gain as wide a response as possible.

The majority of responses stemmed from industries other than those listed (28.6%), the Financial Intermediation, Insurance, Real Estate and Business Services (15.1%) as well as the Mining and Quarrying (12.7%), Manufacturing (12.2%) and Electricity, Water and Gas (10.7%) sectors.

**Table 4-7: Economic Sector**

	Frequency	Percentage	Cumulative Percentage
<b>Agriculture, Forestry and Fishing (1)</b>	16	2.9	3.1
<b>Mining and Quarrying (2)</b>	70	12.7	16.4
<b>Manufacturing (3)</b>	67	12.2	29.2
<b>Electricity, Water and Gas (4)</b>	59	10.7	40.5
<b>Construction (contractors) (5)</b>	15	2.7	43.3
<b>Wholesale and Retail Trade, Catering and Accommodation (6)</b>	18	3.3	46.8
<b>Transport, Storage and Communication (7)</b>	12	2.2	49.0
<b>Financial Intermediation, Insurance, real estate, and business services (8)</b>	83	15.1	64.9
<b>Community, Social and Personal Services (9)</b>	24	4.4	69.5
<b>Other (10)</b>	157	28.6	100.00
<b>Total</b>	524	95.3	

The response rate from the different sectors can more easily be seen in figure 4-8(numbers correspond with above table 4-7).

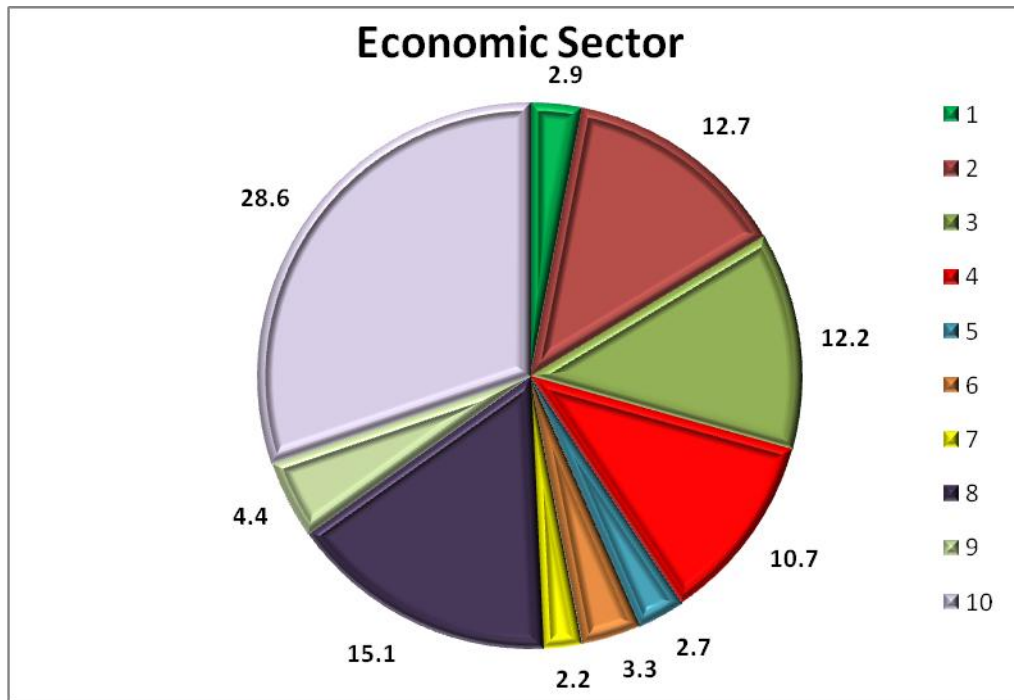


Figure 4-8: Economic Sector

#### 4.2.7. Length of Service

In addition to considering the sector in the economy where the participants work, one must also consider their length of service. This could possibly also have an impact on their level of experience in terms of dealing with situations within that particular economic sphere.

Within this study it can be seen that the majority (46.5%) of respondents have been in service for a period of 11 to 20 years, while 35.6% noted that they have been in service for less than 11 years. Additionally 16.5% of the respondents indicated a service level exceeding 20 years.

Table 4-8: Length of Service.

	Frequency	Percentage	Cumulative Percentage
0 to 10 years	196	35.6	36.1
11 to 20 years	256	46.5	83.2
more than 20 years	91	16.5	100.0
Total	543	98.7	

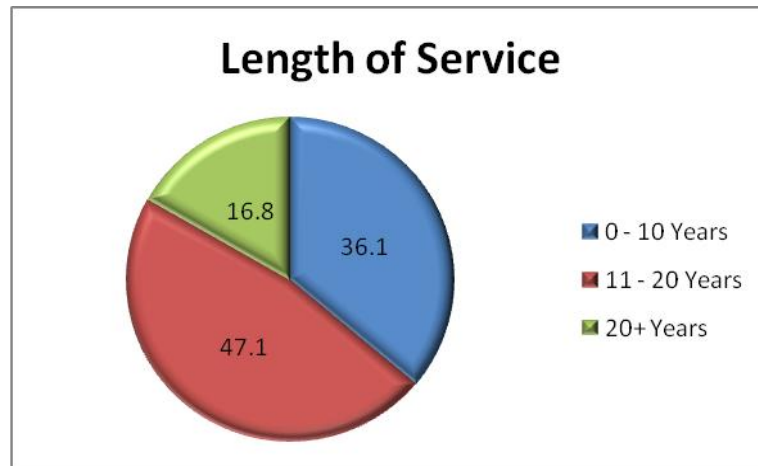


Figure 4-9: Length of Service

#### 4.2.8. Level of Employment

It is also of importance to consider the level at which the respondents operate within their organisations: whether it is senior or middle management or a supervisory role. As per the results and table 4-7 below one can see that the majority (47.8%) of respondents fell within middle management. The remainder of the sample could be grouped as 27.1% being within senior management while the other 18% were functioning in a supervisory role.

Table 4-9: Level of Employment

	Frequency	Percentage	Cumulative Percentage
Senior Management	149	27.1	29.2
Middle Management	263	47.8	80.6
Supervisor	99	18.0	100.0
Total	511	92.9	

Based on these results one can see a clear distribution between the levels of employment in Figure 4.10. Note that the same colour allocation between management levels will be used in subsequent graphs.

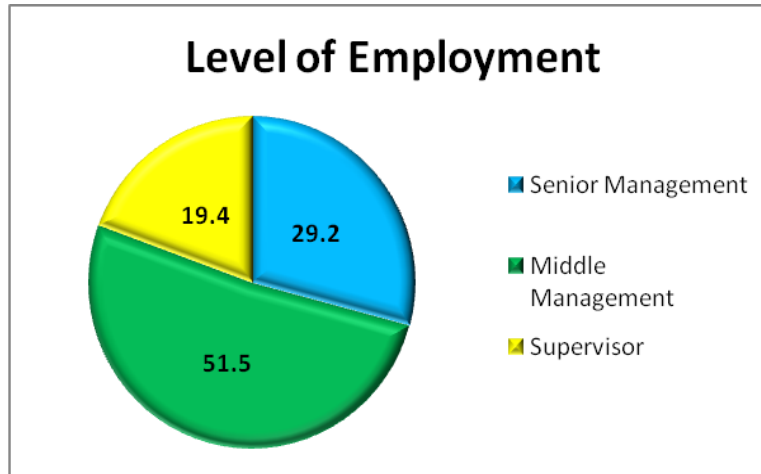


Figure 4-10: Level of Employment

#### 4.2.9. Number of visits to Other Countries

Since this study focuses on multi-cultural engagement, not only on a local level but also globally, it is also important to understand the level of international exposure that the respondents have had. To this extent the question of whether or not they have travelled internationally, or outside the borders of South Africa, was asked.

Based on the response rate of the question it would appear that the majority of the respondents (81.3%) have indeed travelled outside the borders of South Africa. Only 17.6% of the respondents noted that they have never travelled beyond South African Borders.

Table 4-10: Visits to Other Countries

	Frequency	Percentage	Cumulative Percentage
1 – Yes	447	81.3	82.2
2 – No	97	17.6	100.0
Total	544	98.9	

### 4.3. Phase 2: Analysis of Results Pertaining to Measurement

This research only focused on the motivational scale of cultural intelligence. The motivational factor consists of five items. The descriptive results of the overall scale of motivation as well as the different items are presented in Table 4-11 below.

**Table 4-11: Descriptive Statistics**

	N	Mean	Std. Deviation	Skewness	Kurtosis
<b>Overall Motivation</b>	547	3.66	0.716	-.494	-.035
<b>Gain more information about other cultures in work-group</b>	550	3.78	1.130	-.471	-.684
<b>Learn more about dealing with people from different cultures</b>	550	4.36	.918	-1.316	1.667
<b>Plan in advance how to interact with people from different cultures</b>	550	2.72	1.287	.374	-.766
<b>Think about views of other cultures</b>	548	3.56	1.060	-.367	-.408
<b>View of other cultures will change if learning more about them</b>	549	3.94	1.284	-.786	-.125
<b>Valid N (listwise)</b>	547				

As previously discussed, a 5 point rating scale was used in the instrument, with an additional 6<sup>th</sup> element marked “Unsure”, whereby the respondents could rate their responses as either being, Never, Seldom, Sometimes, Often and Always. The mean value for the overall motivational statistic can be seen as 3.66, while the mean for the sub elements ranged from 2.72 to 3.94. From these results one can observe that most respondents answered more to the middle and upper middle of the range.

The standard deviation for each of the sub-elements ranged from .918 to 1.287, while the standard deviation for the overall motivational element rests at 0.716. The skewness values for the sub-elements ranged from -1.316 to .374, while the skewness value for the overall motivation resides at a -.494 indicating an overall negatively skewed distribution. When considering the kurtoses of the results, one can find that in terms of the sub-element this ranged from 1.667 to -.766 and the overall motivational kurtosis was found at -.035 indicating a slightly flat distribution.

Lastly one also needs to consider the reliability of the overall scale of Motivation, which is indicated in Table 4-12 below

**Table 4-12: Reliability Statistics**

Cronbach's Alpha	N of Items
.613	5



The Cronbach's Alpha Co-efficient for the overall motivational element. In this case the Cronbach's Alpha was found to be .613 for the measure of overall motivation. Though Field (2005) prescribes a .7 and .8 result as most ideal, the .613 found in this measure still indicates a relatively reliable measure.

#### 4.4. Phase 3: Cross Tabulations

During this phase a closer analysis was done on both the overall motivational element as well as the sub-elements per each managerial level. As previously discussed the three managerial levels that were included in this study were: senior management, middle management and supervisor. Cross Tabulations were used to differentiate between management level and motivation.

##### 4.4.1. Cross Tabulation per Overall Motivation Scale

The results of the difference between the management levels and overall motivational scales are present in Table 4-13 below.

**Table 4-13 Descriptive Statistics**

		N	Mean	Std. Deviation
Senior Management	Motivation	147	3.6395	.76808
	Valid N (listwise)	147		
Middle Management	Motivation	262	3.6855	.68326
	Valid N (listwise)	262		
Supervisor	Motivation	99	3.6768	.71811
	Valid N (listwise)	99		

It can be seen from the below indicated figure 4-11 (Note that the same colour allocation between management levels will be used throughout), that the mean response across the three management levels are 3.64 at the senior management level, 3.69 at the middle management level and 3.69 at the supervisor level. Though this indicates a relatively equal

distribution one could expect those on a middle management level to be slightly more motivated to engage in multi-cultural situations.

In relation to the scale used in the questionnaire it can be seen that the majority of responses ranged between Sometimes and Often.

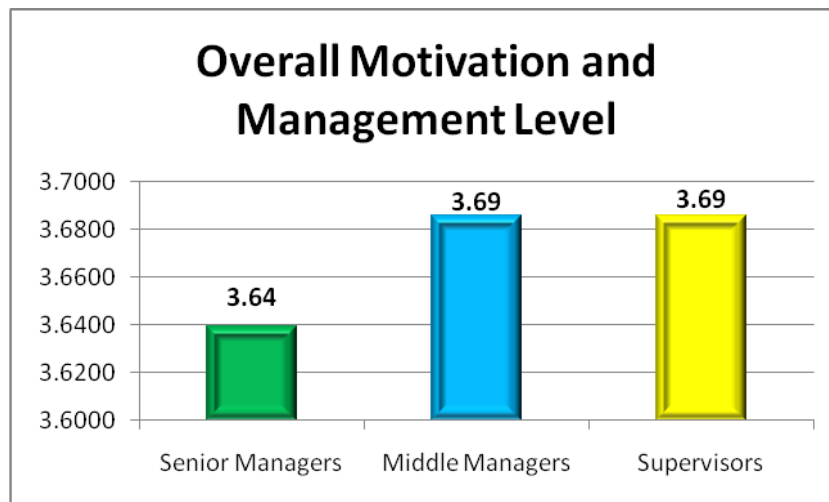


Figure 4-11: Overall Motivation per Management Level

#### 4.4.2. Cross Tabulation per Dimension

Secondly a closer look also needs to be given to the dimensions and their response rate in relation to each of the managerial levels as outlined in Table 4-14.

Table 4-14: Response per Sub-Element and Management Level

		N	Mean	Std. Deviation
Senior Manager	Response 1: Gain more information about other cultures in work-group	149	4.02	1.087
	Response 2: Learn more about dealing with people from different cultures	149	4.38	.912
	Response 3: Plan in advance how to interact with people from different cultures	149	2.67	1.260
	Response 4: Think about views of other cultures	148	3.42	1.172
	Response 5: View of other cultures will change if learning more about them	148	3.74	1.300

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

Middle Manager	Response 1: Gain more information about other cultures in work-group	263	3.73	1.143
	Response 2: Learn more about dealing with people from different cultures	263	4.37	.845
	Response 3: Plan in advance how to interact with people from different cultures	263	2.74	1.252
	Response 4: Think about views of other cultures	262	3.60	.981
	Response 5: View of other cultures will change if learning more about them	263	4.02	1.188
Supervisor	Response 1: Gain more information about other cultures in work-group	99	3.66	1.117
	Response 2: Learn more about dealing with people from different cultures	99	4.28	1.134
	Response 3: Plan in advance how to interact with people from different cultures	99	2.69	1.353
	Response 4: Think about views of other cultures	99	3.68	1.058
	Response 5: View of other cultures will change if learning more about them	99	4.08	1.345

When taking an overall view of all responses it can be seen that Response 2 rated the highest with a mean response of 4.34 across all managerial levels. In line with this one can see that Response 3 had the lowest mean response across all management levels with a score of 2.7.

Below depicted Figure 4-12 shows an overall response rate for all elements, a detailed discussion on each individual dimension will follow.

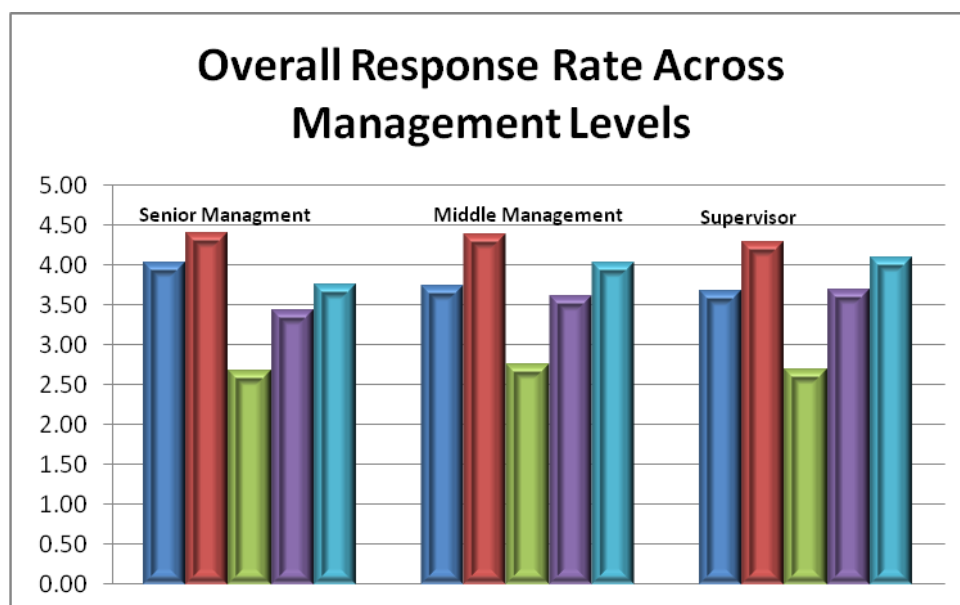


Figure 4-12: Overall Response Rates Across Management Levels

Each of these responses will now be looked at individually;

#### 4.4.3. Response 1 - Gain more information about other cultures in work-groups

From the statistics as depicted in Figure 4-13 it can be seen that respondents on the senior managerial level responded more favourably to this question with a mean score of 4.02, indicating the choice of Often being used more often by senior managers. The remaining two managerial levels showed a response rate falling closer to the middle of the range, with middle managers indicating holding a mean response rate of 3.73 and supervisors having a mean response rate of 3.66. It can thus be seen that middle management responded second most favourably while the supervisor level was the least favourable.

Overall it would thus appear that senior managers are more motivated to actually research and collect more information about different cultures in their work groups or when assigned to new work groups with different cultures.

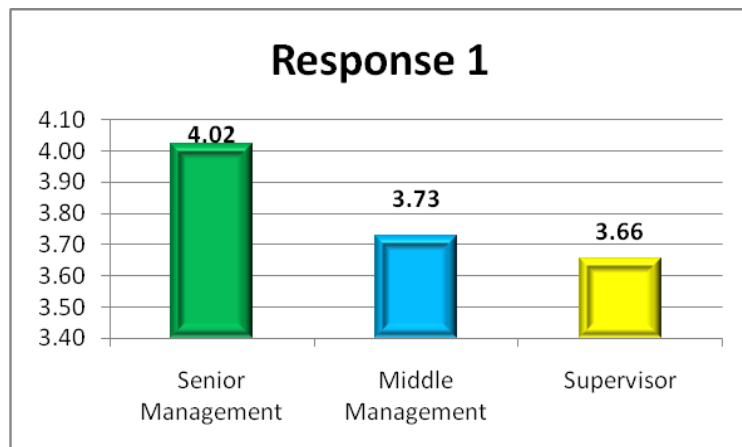


Figure 4-13: Response 1 – Gain More information about other cultures in work group.

#### 4.4.4. Response 2 - Learn more about dealing with people from different cultures

From the statistics as depicted in Figure 4-14 it can be seen that respondents on the senior managerial level responded more favourably to this question with a mean score of 4.38, indicating the choice of Often being used predominantly. The remaining two managerial levels also showed a response rate falling higher on the range, with mean scores of 4.37 for middle management and 4.28 at the supervisor level. This indicates that on all management

levels the predominant response was Often. As previously discussed it can also be seen that Response 2 showed the highest response of all the sub-elements.

This indicates that on all three levels, but especially on the senior management level, there is a high motivational level to learn more about dealing with people from different cultures. In addition, one can see that this corresponds well with the results of response 1 whereby senior managers were also the most motivated to gain more knowledge about different cultures.

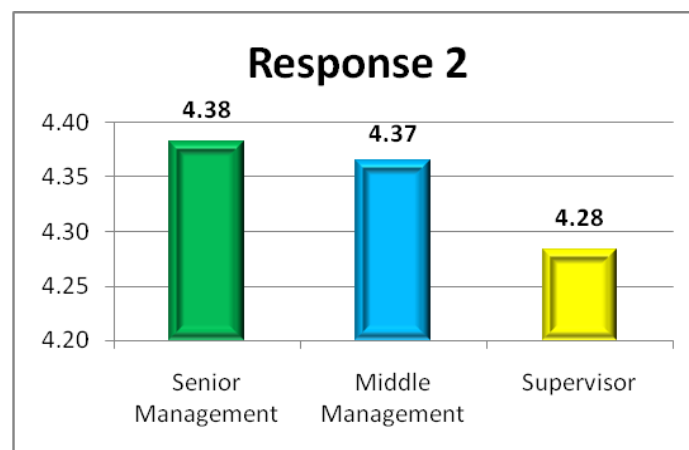


Figure 4-14: Response 2 – Learn more about dealing with people from different cultures.

#### 4.4.5. Response 3 - Plan in advance how to interact with people from different cultures

From the statistics as depicted in Figure 4-15 it can be seen that respondents on the Middle Managerial level responded more favourably to this question with a mean score of 2.74, indicating the choice of Seldom to Sometimes being used predominantly. The remaining two managerial levels also showed a response rate falling lower on the range, with mean scores of 2.67 for senior management and 2.69 for supervisors respectively. This indicates that on all management levels the predominant response was between Seldom and Sometimes. As previously discussed it can also be seen that Response 3 showed the lowest response of all the sub-elements with respondents replying less favourably to it.

These results indicate that on all levels there is not likely to be a high level of motivation towards preparing in advance for interactions with people from different cultures. Middle management showed the highest concern for such advanced preparation but are still less

likely to perform such planning. In addition supervisors and especially senior managers show the least concern and motivation to perform such preparations.

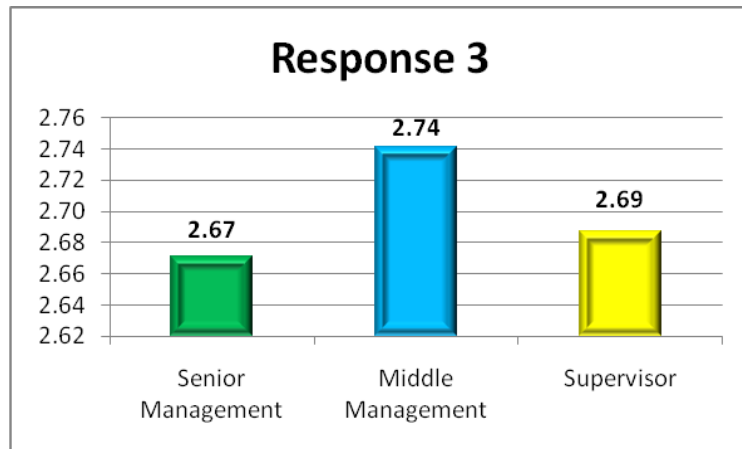


Figure 4-15: Response 3 – Plan in advance how to interact with people from different cultures.

#### 4.4.6. Response 4 - Think about views of other cultures

From the statistics as depicted in Figure 4-16 it can be seen that respondents on the supervisory level responded more favourably to this question with a mean score of 3.68, indicating the choice of Sometimes and Often being used more often by supervisors. The remaining two managerial levels showed a similar response rate, though slightly lower, falling within the middle to slightly above middle range, with a mean score of 3.60 for middle management and 3.42 for senior management. This indicates a response rate of between Sometimes and Often across all managerial levels involved in the survey.

One can however see that supervisors are slightly more motivated to consider the views of other cultures while senior management would appear to be the least motivated to consider the views of other cultures.

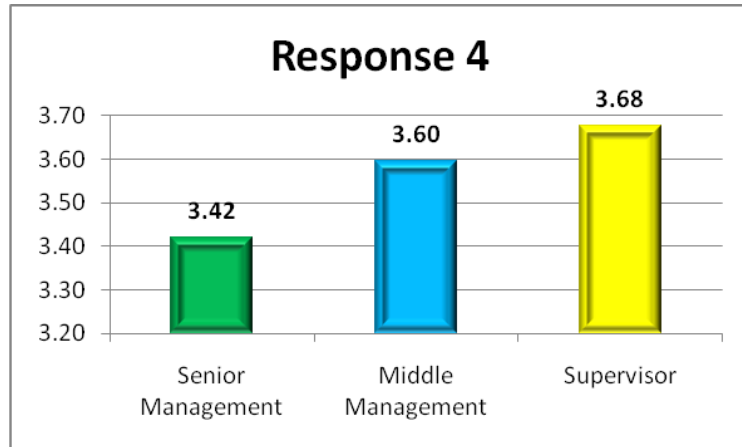


Figure 4-16: Response 4 – Think about views of other cultures.

#### 4.4.7. Response 5 - View of other cultures will change if learning more about them

From the statistics as depicted in Figure 4-17 it can be seen that respondents on the supervisory level responded most favourably to this question with a mean score of 4.08, indicating the choice of Often being favoured by supervisors. Middle managers showed a mean score of 4.02, also favouring the response of Often above others, while senior management showed a slightly lower mean of 3.74 likely indicating a response rate leaning towards Often but also including Sometimes.

This indicates that supervisors, and to an extent middle managers, are more motivated to change their views of other cultures in light of new information. Senior managers however are shown to be the least likely to change their views in light of new information about other cultures.

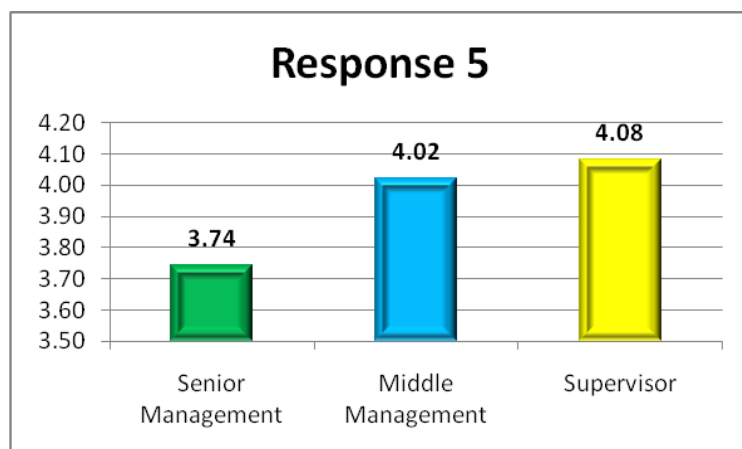


Figure 4-17: Response 5 – View of other cultures will changed if learning more about them

#### **4.4.8. Overview of Discussion**

It can be seen from the above discussed results that those in senior management positions are more motivated to learn about different cultures, but have also indicated that they are the least motivated to change their views of other cultures when gaining new information. The other management, especially supervisors, have shown the most motivation to change their viewpoints in light of new information about different cultures.

Additionally one can see that in all three cases there is a lack of motivation to plan and prepare before interactions with people from different cultures. Furthermore one can see that supervisors show the highest level of motivation in terms of considering the viewpoints of other cultures, while senior managers show the least motivation for such considerations.

One could draw the conclusion that senior managers are more motivated to learn about people from different cultures, but are also the least motivated to internalise what they have learned and adapt their behaviour. In comparison the remaining two levels can be seen as slightly less motivated to learn about different cultures, but are more motivated to internalise what they have learned and subsequently adjust their behaviour in such multi-cultural situations.

#### **4.5. Phase 4: Analysis of Anovas**

In the previous sections the discussions revolved around the demographics of the respondents as well as the response rates and mean responses across the various managerial levels. In this section the focus will shift to the analysis of variance using an ANOVA analysis in order to determine the significance in the difference between the means. This analysis was conducted in order to establish the difference between responses across the various managerial levels and identify whether or not statistically significant results can be found.

Based on the research conducted thus far as part of the study, it is hypothesised that motivation plays a role in the engagement of South African managers in multi-cultural work



situations. Table 4-15 below outlines the results of the test for between-groups and within-groups for the overall motivational element as well as the sub-elements.

#### 4.5.1. Analysis of Variance

As can be seen in the below depicted Table 4-15 only one truly statistically significant difference exists within the analysed data set, that being in relation to Response 1, being .015. Additionally Response 5 will also be investigated in order to consider the potential significance of the various dimensions falling under this point.

**Table 4-15: Analysis of Variance**

	Sum of Squares	df	Mean Squares	F	Sig
<b>Overall Motivation</b>					
Between Group	.204	2	.102	.200	.819
Within Group	258.513	505	.512		
Total	258.717	507			
<b>Response 1 – Gain more information about other cultures in work-group</b>					
Between Group	10.687	2	5.343	4.244	<b>.015</b>
Within Group	639.552	508	1.259		
Total	650.239	510			
<b>Response 2 – Learn more about dealing with people from different cultures.</b>					
Between Group	.655	2	.327	.381	.683
Within Group	436.234	508	.859		
Total	436.888	510			
<b>Response 3 – Plan in advance how to interact with people from different cultures.</b>					
Between Group	.538	2	.269	.166	.847
Within Group	824.597	508	1.623		
Total	825.135	510			
<b>Response 4 – Think about views of other cultures.</b>					
Between Group	4.624	2	2.312	2.079	.126
Within Group	562.798	506	1.112		
Total	567.422	508			

**Response 5 – View of other cultures will change if learning more about them.**

Between Group	9.411	2	4.705	2.999	<b>.051*</b>
Within Group	795.460	507	1.569		
Total	804.871	509			

It should however be noted that though a significance level should generally be lower than .05, since response 5 had a significance level of .051 a closer look at the statistics will still take place. The remainder of the data set does not show any statistically significant differences.

Further statistical analysis and multiple comparisons across groups were conducted on these two sub-elements that showed a significant difference. The DunnettT3posthoc test was used for this purpose and the results can be found below in Table 4-14: DunnettT3 Comparison – Response 1, and Table 4-15: DunnettT3 Comparison – Response 5.

#### 4.5.2. DunnettT3 comparison for Response 1 – Gain more information about other cultures in work group

From the below depicted results (Table 4-16) it can be seen that, excluding the comparison between middle management and supervisors, there appears to be a statistically significant difference between the means of the different managerial levels and Response 1. The significance level ranges from .030 to .035 while the one insignificant result resides on a .935.

**Table 4-16: DunnettT3 Comparison – Response 1**

Gain more information about other cultures in work group						
Managerial Level (I)	Managerial Level (J)	Mean Diff (I-J)	Std. Error	Sig	95% Confidence Interval	
					Lower Bound	Upper Bound
<b>Senior Management</b>	<b>Middle Management</b>	.294 <sup>*</sup>	.114	<b>.030</b>	.02	.57
	<b>Supervisor</b>	.364 <sup>*</sup>	.143	<b>.035</b>	.02	.71
<b>Middle Management</b>	<b>Senior Management</b>	-.294 <sup>*</sup>	.114	<b>.030</b>	-.57	-.02
	<b>Supervisor</b>	.070	.133	.935	-.25	.39
<b>Supervisor</b>	<b>Senior Management</b>	-.364 <sup>*</sup>	.143	<b>.035</b>	-.71	-.02
	<b>Middle Management</b>	-.070	.133	.935	-.39	.25

Based on these results it can be seen that those on a senior managerial level have the highest level of motivation, with a significance of .030, to gather more information about other cultures within a work group. Consequently there is no statistical significance between motivation and gaining more information about a culture, on the supervisory level.

#### 4.5.3. DunnettT3 comparison for Response 5 – View of other cultures will change if learning more about them.

As previously mentioned, response 5 only had a sigma of 0.051 which is marginally above the normal cut-off point of .05. The DunnettT3 was considered and administered in order to investigate the situation surrounding such a close sigma value.

Table 4-17: DunnettT3 Comparison - Response 5

View of other cultures will change if learning more about them						
Managerial Level (I)	Managerial Level (J)	Mean Diff (I-J)	Std. Error	Sig	95% Confidence Interval	
					Lower Bound	Upper Bound
<b>Senior Management</b>	<b>Middle Management</b>	-.280	.130	.092	-.59	.03
	<b>Supervisor</b>	-.338	.172	.146	-.75	.08
<b>Middle Management</b>	<b>Senior Management</b>	.280	.130	.092	-.03	.59
	<b>Supervisor</b>	-.058	.154	.975	-.43	.31
<b>Supervisor</b>	<b>Senior Management</b>	.338	.172	.146	-.08	.75
	<b>Middle Management</b>	.058	.154	.975	-.31	.43

On closer inspection of the results, it can however be seen that there is no significant difference between the means of the various managerial levels and response 5. Consequently there would appear to be no motivation on any of the management levels to change their views of other cultures in light of new information.

## 4.6. Summary of Results and Conclusion

In the preceding section the data collected with the Cultural Intelligence measure was statistically analysed using the SPSS statistical analysis program. The output results were then analysed and interpreted for meaning. On closer inspection of the results it was discovered that;

- Based on response rates all managerial levels would appear to consider “Learning more about dealing with people from different cultures” as an important dimension. Particularly those in the senior managerial level responded very favourably on this dimension.
- Also based on the response rates across all management levels, it would appear that “plan in advance how to interact with people from different cultures” is seen as the least important dimension. Only those in the sample who currently reside on the middle management level showed a slightly more favourable response to this question.
- Only one statistically significant result was found when subjecting the data set to an ANOVA analysis. This was in relation to response 1 – “Gain more information about other cultures in work group” which showed a statistically significant result. This is likely to indicate that:

The result found in the data set needs to now be considered within the overall scope of this study and what it means in terms of whether the managers are motivated to engage in multi-cultural settings. The following chapter will therefore give a closer look at what the results mean in light of the study.

## Chapter 5 – Discussion of Results

### 5.1. Introduction

At the start of this study a question was posed with regard to the motivation of South African managers to engage in multi-cultural work settings. In addition Chapter 4 focused on the results of the data that was collected in light of this question. It reported the various statistical results obtained from the statistical program SPSS and provided descriptive statistics, cross tabulations and ANOVA's. This section of the document will seek to interpret those results and draw meaning from them as well as referring back to what was learned through the literature review done in Chapter 2. The approach that will be followed in this section will therefore be to consider each of the research objectives stated previously and give a response in kind.

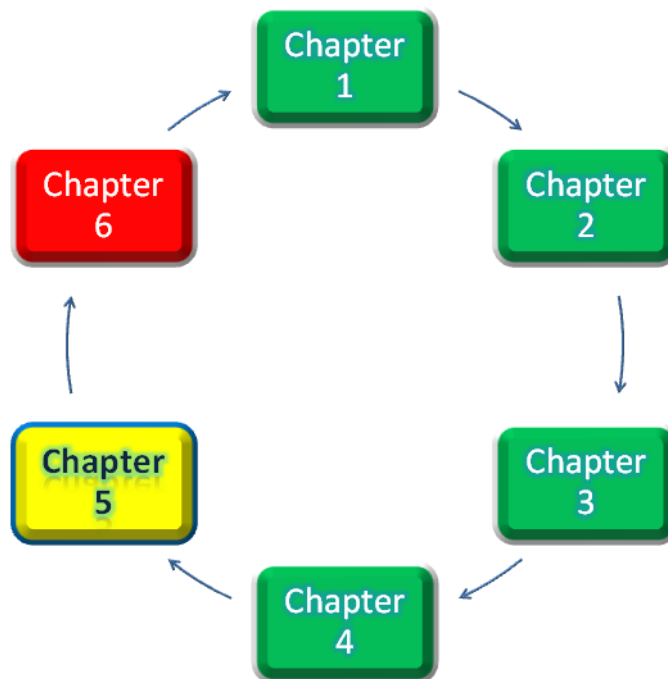


Figure 5-1: Document Layout

## 5.2. Discussion of findings

### 5.2.1. Research Objective 1: To conceptualise the motivational element of cultural intelligence from the literature.

In order to better understand the concept of motivation in a multi-cultural environment a thorough analysis was conducted on current literature in this field. It was subsequently discovered that there is currently very little academic information available on what was identified as motivational cultural intelligence (Earley & Peterson, 2004). Furthermore the motivational cultural intelligence concept was found to be a corner stone of the larger construct of Cultural Intelligence (CQ) as discussed by Earley and Ang (2003).

It was found from the investigation into current literature that, even though there might be a great deal of research on the concepts of motivation, culture, cultural diversity and diversity management, there is still a lack of information on how all of these elements fit into the broader scheme of CQ. Though research in this field is picking up and one can see an increasing trend on research since Earley and Ang's discussion in 2003, there still exists a large void in current literature on this concept. None-the-less it could be seen from the available literature that Cultural Intelligence is indeed a highly important competency for modern day managers engaged in multi-cultural work environments.

In extension of the above statement one can conclude that motivational cultural intelligence is a driving force for CQ and also a critically important factor. As stated by Du Plessis (2011), South Africa is basically an inherently multi-cultural environment, and therefore it becomes critically important to understand this concept within the South African environment.

Motivational Cultural Intelligence was defined by Ang et al. (cited in Templer, Tay and Chandrasekar, 2006) as the extent of an individual's interest and drive to adapt to new cultural situations. Considering that at the start of the study it was assumed that motivation would play a critical role in the engagement of managers in multi-cultural environments, it would seem prudent to investigate the existence of this element within the South African environment.

Furthermore based on the research of people such as Bandura, Earley and Ang and Earley and Peterson amongst others, it was concluded that motivation is an important driver in terms of multi-cultural engagement. This conclusion was drawn from their respective studies

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

indicating that motivation and self-efficacy are intricately related, while also stating that if a person is confident in their ability to perform, meaning that the person possesses a high level of self-efficacy, they are more likely to engage in the activities they are faced with.

It was therefore concluded that motivation plays a role in whether or not a person engages in multi-cultural situations. It was also concluded that a person's self-efficacy will impact the extent to which they will engage or give up when experiencing difficulties in such situations. These conclusions are however still based on the limited literature available on Cultural Intelligence and were also largely influenced by motivational theories. It was therefore important to investigate the results of the study to determine the extent of the role played by motivation in the South African context. Following will be a discussion on the results pertaining to the statistical data derived from the study.

### **5.2.2. Research Objective 2: To determine the extent to which managers in general are willing to engage multi-culturally in the work environment.**

This section will focus on discussing the general impression gained from the descriptive statistics in relation to managerial engagement in multi-cultural environments. Firstly consideration will be given to the overall motivational element and secondly the discussion will look more at the impression derived from the individual items as outlined in Chapter 4.

#### ***Overall Motivation***

In general it could be seen that the various managerial levels are only somewhat motivated to engage in various multi-cultural activities. The dominant response style they gave was that they are willing to occasionally engage in multi-cultural activities, but there was no real overall indication of managers being highly driven or motivated to engage in such activities.

This would appear to be in contradiction to what was concluded from the available literature. Where the literature stated that motivation would be a dominant driver of multi-cultural interactions, these results show that motivation is far from being such a dominant driver.

An analysis of each item in the scale will ensue.

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

### ***Gaining more information about other cultures in work-groups.***

Overall a general response style of “often” to “sometimes” could be found with regard to this item. Based on the mean response of the managers it can be seen that managers are only somewhat motivated to gain more information about the diversity of cultures within their work-groups.

### ***Learn more about dealing with people from different cultures***

It was found that managers are relatively motivated in terms of learning more about how to deal with people from different cultures. The response style found in terms of this item was predominantly that of “often”. It would therefore appear there is a higher level of motivation amongst managers in relation to this activity.

### ***Plan in advance how to interact with people from different cultures***

The motivation levels of managers in terms of this item were found to be the lowest with a general response rate of “seldom” to “sometimes” being used the most. This is likely to mean that managers are less motivated to actually engage in planning and preparation activities prior to engagements with different cultures.

### ***Think about views of other cultures***

In general it was found that managers are also slightly more motivated to consider the views of other cultures. A general response rate of “sometimes” to “often” was found in terms of this item. One will therefore be likely to find managers engaging in such reflective activities from time to time, but not placing a great deal of emphasis on engaging in this activity.

### ***View of other cultures will change if learning more about them.***

Managers were also found to be generally more motivated to adapt their views of other cultures when they learn more about them. A general response rate leaning more towards “often” was found in relation to this item. This indicates that in connection with the motivation to learn how to deal with people from different cultures, this item scored the second highest in terms of managerial willingness to engage.

**5.2.3. Research Objective 3: To determine in general whether there are any differences between the different management levels and the extent to which they are motivated to engage multi-culturally in the work environment.**



## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

This section will focus on discussing the general impression gained from the cross tabulations in relation to managerial engagement in multi-cultural environments. Firstly consideration will be given to the overall motivational element across the various managerial levels and secondly, the discussion will look more at the impression derived from the individual items per managerial level as outlined in Chapter 4.

### ***Overall Motivation***

When comparing the various managerial levels with one another in terms of overall motivation, it was found that middle managers and supervisors were more motivated to engage multi-culturally than those on a senior managerial level. One will be likely to find middle management and supervisors to therefore be more driven in engaging in multi-cultural activities and situations.

### ***Gaining more information about other cultures in work-groups.***

In terms of this item it was found that those on a senior managerial level were far more motivated to gather more information on other cultures in their work-groups. Predominantly senior managers responded that they often engage in activities that allow them to gain more knowledge of different cultures. In contrast middle management and supervisory level participants showed a response rate falling between “sometimes” and “often”, indicating a slightly lower motivational drive to engage in such activities.

### ***Learn more about dealing with people from different cultures***

As previously stated this element was found to hold the highest motivation level across all managerial levels, specifically in terms of senior managerial level participants. Response to this item fell predominantly within the “often” range. One could therefore expect that on all three levels there is a higher drive to learn more about dealing with people from different cultures.

### ***Plan in advance how to interact with people from different cultures***

In contrast to the previous statement this item was found to have the lowest level of motivation across all management levels, specifically in terms of senior managerial levels. The response rate for this item fell within the “seldom” to “sometimes” range. One can conclude that senior management and supervisors are therefore the least motivated to prepare in advance for multi-cultural engagement in the work place.

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

### ***Think about views of other cultures***

In terms of this item the motivation level of managers on all levels was also found to only fall in an average to moderate range. Senior managers showed the least amount of motivation in terms of considering the views of other cultures while supervisors showed the highest level of motivation. In general a response rate of “sometimes” was used most by senior managers while “often” was used more by supervisors.

### ***View of other cultures will change if learning more about them.***

When considering the motivation to change ones views in light of new information, a large difference was found between the management levels. While supervisors and middle managers predominantly preferred the response of “often”, senior managers showed a split between “sometimes” and “often”. It can therefore be seen that on the two lower management levels there is a higher motivation to change one’s viewpoints in light of new information.

### **5.2.4. Research Objective 4: To determine whether there are any significant differences between the different management levels in the extent to which they are motivated to engage multi-culturally in the work place.**

After detailed analysis of the data obtained in the study only one statistically significant result was obtained. As previously discussed an Anova analysis was performed on the data in order to identify the possibility of a relationship between the elements, and as part of the Anova analysis one needs to consider the sigma results of each element. As per Field (2005) the sigma value will indicate the existence of a statistically significant relationship if, and only if, the value is less than or equal to 0.05.

Within the study that was performed only one such value was discovered. With relation to response one, an enquiry was made as to whether or not managers are motivated to gain more information about other cultures in work-groups. They could then rate their answer on the scale as previously discussed (never – always). The results of this particular repose held a significance of 0.015 with particular significance on the upper levels of management. This indicates that higher levels of management are likely to be more motivated to learn about other cultures within their work groups.

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

As previously stated this was however the only statistically significant result that was found. The following will be a discussion on the rest of the data collected and the results.

### **5.3. Discussion on results with no statistical significance**

As stated the remainder of the data set analysed for this study did not yield any statistically significant results. One will therefore have to consider what these results mean in terms of the current study.

It is possible that within the South African managerial environment, and possibly due to the long multi-cultural history involved, that the element of motivation has become almost redundant. Though it is highly unlikely that the results indicate managers as being unmotivated, one will have to take into consideration that there could very well be other factors at play within the South African environment. These are potentially factors to be investigated in future studies to help build a better understanding as to what facilitates managerial engagement in multi-cultural environments in the South African context.

Du Plessis (2011) also stated in her research that motivation might not be the dominant reason in the South African context, as to why managers engage in multi-cultural situations. Rather she speculates that it could very well be seen as something that simply must be done, possibly in light of the fact that South Africa is inherently multi-cultural and one would find it very difficult to in fact not engage with people from other cultures. She furthermore states that this could also possibly be based on a belief that one must engage, on the part of managers, as doing to the contrary could be seen as non-acceptable behaviour.

On a side note and in light of her statement and the results of the data, one can see that this appears to also be in support of the “Ubuntu” concept. Ubuntu being an African view point, philosophy and belief advocating unity and co-operation. This infers that multi-cultural engagement should be seen as a “given” and not necessarily an element by which to be motivated. This is however only an assumption in terms of a possible explanation towards the results obtained.

Whatever the reason or reasons might be, it is clear that within the South African multi-cultural context motivation does not appear to be playing as large a role in managerial

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

engagement as was expected. Therefore, in relation to the purpose of this study, it would seem clear that South African managers are not motivated to engage in multi-cultural situations. However there would appear to be some other reason for their continued engagement in multi-cultural situations, and this would need further investigation.

### **5.4. Conclusion**

It can therefore be seen from the preceding discussion that motivation does not appear to play a dominant role in terms of managerial engagement in multi-cultural environments. Though there does appear to be a relationship between motivation and learning more about different cultures, no statistical difference was found in terms of the overall motivational levels of the various managers.

It would appear from the results obtained that further research should be undertaken in order to better understand what exactly drives South African managers to engage in multi-cultural settings. Considering that motivation does not appear to be the dominant driver there are likely to be other elements involved in this equation. Identifying these elements could hold great value for better understanding the role of Cultural Intelligence within the South African environment.

## Chapter 6 – Conclusion and Recommendations

### 6.1. Introduction

This chapter will give a brief reflection of the study, looking back at the purpose and rationale for why this study was done. It will reflect on the literature reviewed and draw comparisons with the study which was conducted. Lastly this chapter will also have a look at the limitations of the study and some considerations for future research endeavours.

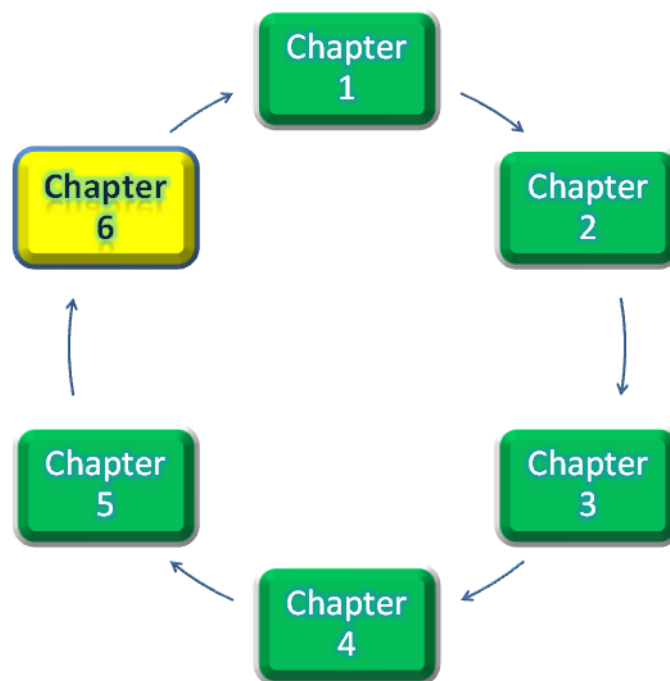


Figure 6-1: Document Layout

### 6.2. Overview of the Study

The purpose of this study was to investigate the motivation of managers to engage in multi-cultural working environments. This was done specifically through the use of a quantitative survey study whereby the sample group was requested to complete a self-administered questionnaire.

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

The following discussions will focus specifically on the objectives for the study, the findings and limitations and will draw a comparison between the findings of this study and what has been said in current literature. Lastly some suggestions will be made with regard to possible future studies that can be undertaken in order to advance our understanding of the role of motivation in Cultural Intelligence.

### 6.2.1. Purpose of the Study

The purpose of this study was to investigate whether or not managers are actually motivated or willing to engage in multi-cultural situations as a factor of Cultural Intelligence.

### 6.2.2. Research Objectives

The main research objective for this study was:

- To better understand the role of motivation as a factor impacting managerial engagement in multi-cultural environments.

The specific research objectives for this study were:

- Research Objective 1: To conceptualise the motivational element of cultural intelligence from the literature.
- Research Objective 2: To determine the extent to which managers in general are willing to engage multi-culturally in the work environment.
- Research Objective 3: To determine in general whether there are any differences between the different management levels and the extent to which they are motivated to engage multi-culturally in the work environment.
- Research Objective 4: To determine whether there are any significant differences between the different management levels in the extent to which they are motivated to engage multi-culturally in the work place.

### 6.2.3. Content of the Study

This study was constructed around 6 chapters, each of which focused on a specific element of the overall study. Their content was structured as follows;

*Chapter 1* gave a brief overview regarding the background and purpose of the study as well as why this was an important study to undertake.

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

*Chapter 2* was more focused on providing a literature review of previous studies regarding the concepts of cultural intelligence, cultural engagement and motivation of managers. In addition a slightly broader look was included regarding some elements that further impact the concept of cultural engagement as well as the current cultural situation in South Africa.

*Chapter 3* focused on describing the methodology surrounding the study, looking at the methods used both for the study and the data gathering as well as the interpretation of the final results. Furthermore this chapter looked at the ethical considerations that need to be kept in mind when undertaking such a study.

*Chapter 4* discussed the results obtained after administration of the data-gathering instrument and interpretation of the results gained. Statistical data was represented both in table and graphic format.

*Chapter 5* provided an interpretation of the results obtained through the statistical analysis of the data. It focused on the primary purpose of the study and how the statistical results impact that purpose.

*Chapter 6* draws the final conclusion between the results of the data and the purpose of the study indicating the findings and possible future considerations that need to be taken into account. It also considers the extent to which the objectives of this study were met and gives a short guiding discussion on what could possibly be done in order to further academic understanding in this field.

### **6.3. Conclusions drawn from the study**

Following will be a short discussion summarising the results obtained from the interpretation of the statistical data, as well as comparing this with the understanding developed, based on the literature.

#### **6.3.1. Conclusions from the literature**

It was clear from the investigation into current literature that even though there might be a great deal of research on the concepts of motivation, culture, cultural diversity and diversity

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

management, there is still a lack of information on the concept of Cultural Intelligence and Motivational Cultural Intelligence. Though research in this field is picking up and one can see an increasing trend on research since Earley and Ang's discussion in 2003, there still exists a large void in current literature on this concept. None-the-less it can be seen from the available literature that Cultural Intelligence is indeed a highly important competency for modern day managers engaged in multi-cultural work environments.

For this reason it was seen as important to start investigating the concept of Cultural Intelligence in the South African work environment. As stated by Du Plessis (2011), South Africa is basically an inherently multi-cultural environment, and therefore it becomes critically important to understand this concept within the South African environment.

In the current study consideration was specifically given to one of the corner stones of Cultural Intelligence identified as Motivational Cultural Intelligence. Ang et al. as cited in Templer, Tay and Chandrasekar (2006) defined motivational CQ as "the extent of an individual's interest and drive to adapt to new cultural situations". At the start of the study it was assumed that motivation would play a critical role in the engagement of managers in multi-cultural environments.

Based on the research of people such as Bandura, Earley and Ang and Earley and Peterson amongst others, it was concluded that motivation is truly an important part of building Cultural Intelligence. This conclusion was drawn in their respective studies indicating that motivation and self-efficacy are intricately related, whilst also stating that if a person is not confident in their ability to perform, meaning that the person possesses a high level of self-efficacy, they are more likely to avoid certain activities or engagements.

It was therefore concluded that motivation does play a role in whether or not a person engages in an activity or situation. Furthermore it was also concluded that a person's self-efficacy will impact the extent to which they will engage or give up when experiencing difficulties. These conclusions are however still based on the limited literature available on Cultural Intelligence and were also largely influenced by motivational theories. It was therefore important to investigate the actual role of this concept, of motivational cultural intelligence, within the current South African multi-cultural working environment.



## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

### 6.3.2. Conclusions from the data interpretation

On analysis of the data involved in the study, a slightly different picture started to emerge, as opposed to the conclusion that could be drawn from the literature. The following conclusions were specifically drawn based on the results of the data analysis:

- There did not appear to be any statistical significance between overall motivation and managerial engagement in multi-cultural work environments. It would therefore appear that where the literature promotes the role of motivation, this study has shown that within the South African environment such a relationship is not promoted.
- When comparing the motivation level of the various management levels, it did however appear that middle management was the most motivated to engage in multi-cultural work situations.
- Some statistically significant results were however found when comparing the motivational level of the different management levels in terms of learning about other cultures in their work groups. From the results it was seen that those on senior management levels are more motivated to learn more about other cultures than those on a middle management or supervisory level.

Apart from the above mentioned it was also discovered, on closer inspection of the various dimensions, that the different management levels are more or less inclined to engage in various culturally-related activities:

- It was firstly discovered that senior management was most inclined to gain more information about other cultures as well as to learn how to deal with people from other cultures, but are also the least inclined to actually change their views of other cultures when they gain more information about them.
- Consequently middle management and supervisory level candidates indicate as being most inclined to change their views when they learn more about other cultures.

## **6.4. Limitations**

### **6.4.1. Limitations as a result of the research design**

It is important to take note of the inherent limitation of a cross-sectional study, which was used in this specific study. Such a study typically results in data being collected only at one point in time and consequently one can only draw conclusions based on the state of the phenomenon at that specific point in time. Furthermore this type of study does not allow one to take into account changes that could happen over longer periods of time, such as development in relation to building multi-cultural experience. One might consider a longitudinal study if one can find a sample group with relatively low levels of multi-cultural experience who will, over a period of time be required to engage in multi-cultural situations on a regular basis. This could allow one to better understand the long term role of motivation in such multi-cultural working environments.

### **6.4.2. Limitations as a result of the data collection method.**

Considering that a self-response questionnaire was used in order to collect the data, there is always the question of quality as the candidates could easily misinterpret the questions, measurement scale or simply mislead the researcher. It is therefore important that rigour is enforced throughout, as well as utilising the required statistical tools to compensate for outliers.

## **6.5. Recommendations for future research**

### **6.5.1. The measurement instrument.**

In terms of the measurement instrument it would be prudent to further evaluate and improve the instrument including more motivational elements focused on past, current and future perceptions of multi-cultural engagement. It should perhaps also be considered to revise the instrument to take account of the long-standing multi-cultural environment in South Africa.

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

Additionally it would be beneficial to subject the motivational items to further reliability tests and possibly revise these items to find an approach that is better linked to the unique South African context.

### **6.5.2. The concept of motivation as a facet of cultural engagement and cultural intelligence.**

It is important that this study is not simply left as it is, but rather that further investigation should take place in terms of managerial engagement in multi-cultural situations. This study has perhaps created more questions than it has answered, in that it shows that managers are not motivated to engage in multi-cultural situations.

Considering the results of this study it would be prudent to further investigate managerial engagement in multi-cultural settings. If it is not motivation that facilitates such engagements there must be some other type of driver that facilitates this process. It would therefore be important to identify such a driver or drivers in order to better understand why managers engage in multi-cultural situations. This could hold great value for the development of South African managers and leaders who need to deal on a multi-cultural level both nationally and globally.

### **6.6. Effects of the study on an organisational level**

With the advancing trend of globalisation, organisations continually have to function on broader levels, which include people from many different cultures. If South Africans call themselves the Rainbow Nation then one could justifiably say that the planet holds a population kaleidoscope with different shapes, sizes and colours.

For an organisation that needs to manage such diversity, and especially for management, this could turn into a logistical nightmare. Managers need to drive the employees in an organisation to achieve the goals of the organisation and build a better, more prosperous future. Consequently if managers are not willing to engage in the multi-cultural set-up of the organisation, a great many opportunities will be missed.

It is therefore of great importance that the managers are willing to engage across all cultures in an organisation and deal with a variety of multi-cultural situations. As Kanungo (2007)

## MOTIVATION OF MANAGERS TO ENGAGE MULTI-CULTURALLY

states, only through developing such a multi-cultural environment, can one eventually arrive at a point where multi-cultural engagement is not simply a concept in which individual needs to be motivated, but it will form part of the organisational culture and value system.

This could ultimately entail numerous advantages for organisations from more effective work-groups, better understanding between employees and new horizons for expansion.

### **6.7. The practical application of the outcome of the study**

This study was undertaken in order to investigate the phenomenon of cultural intelligence within the South African environment and to look specifically at the corner stone of motivational CQ in order to understand how this impacts South African managers who have to engage in multi-cultural situations on a regular basis. Considering the inherent multi-cultural environment of South Africa, it can be expected that most managers have to engage in such multi-cultural situations on a regular basis. Therefore it is important that organisations take \*the concept of multi-cultural engagement under serious consideration.

It is hoped that with this study a better understanding can be gained of how motivational CQ affects managers in South Africa. More specifically it should help to advance the body of knowledge on motivation of managers to work within multi-cultural situations, and to help facilitate the future training and development of managers who work on a multi-cultural level.

Furthermore the results of the study could hopefully be used in future academic and research efforts to better understand the concepts of cultural intelligence, motivation, motivational CQ, and managerial engagement in multi-cultural situations. Additionally the results can be used to further investigate the role of motivational CQ in organisations and subsequently help develop possible interventions and development techniques to assist managers in such multi-cultural engagements.

## 6.8. Closing Remarks

I hope that this study has added, in some manner, to the understanding of Cultural Intelligence within the South African environment, and more specifically that it helps managers who regularly deal with multi-cultural situations to better understand the role thereof. This will hopefully further assist in the development of a more detailed understanding of the unique environment that South African managers need to work in, as well as help to better understand the needs of future South African managers.

This study should by no means be seen as an end, but rather as motivation for further, deeper studies into the constructs of Cultural Intelligence and motivation, as well as identifying the drivers of South African managerial engagement in multi-cultural environments.

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