

**STUDY AND ANALYSIS OF THE EFFECT OF CULTURAL  
INTELLIGENCE ON QUALITY AND PERFORMANCE OF  
EMPLOYEES WITH REFERENCE TO SELECTED  
COMPANIES IN AND AROUND PUNE CITY**

**A Thesis**

**SUBMITTED TO THE  
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**FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY**

**In Management  
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**BY**

**Mrs. MANISHA RAJENDRA BELE  
PRN 15814007256**

**UNDER THE GUIDANCE OF  
Dr. RASHMI HEBALKAR**

**DEPARTMENT OF MANAGEMENT**

**DECEMBER 2020**

## **UNDERTAKING**

I , **Mrs. Manisha Rajendra Bele** is the Ph.D. Scholar of the **Tilak Maharashtra Vidyapeeth, Pune in Management . Thesis entitled ‘Study and Analysis of the effect of Cultural Intelligence (CI) On Quality and Performance of Employees with reference to Selected Companies in and around Pune City ’**

**under the supervision of Dr. Rashmi Hebalkar solemnly affirm that , the thesis submitted by me is my own work. I have not copied it from any source. I have gone through extensive review of literature of the related published / unpublished research works and the use of such references made has been acknowledged in my thesis. The title and the content of research is original. I understand that, in case of any complaint especially plagiarism, regarding my Ph.D. research from any party, I have to go through the enquiry procedure as decided by the Vidyapeeth at any point of time. I understand that, if my Ph.D. thesis (or part of it) is found duplicate at any point of time, my research degree will be withdrawn and in such circumstances, I will be solely responsible and liable for any consequences arises thereby. I will not hold the TMV, Pune responsible and liable in any case.**

**I have signed the above undertaking after reading carefully and knowing all the aspects therein.**

**(Mrs. Manisha Rajendra Bele)**

**Date : 29.12.2020**

**Place : Pune**

## **CERTIFICATE OF THE SUPERVISOR**

**It is certified that work entitled 'Study and Analysis of the effect of Cultural Intelligence (CI) On Quality and Performance of Employees with reference to Selected Companies in and around Pune City.' is an original research work done by Mrs. Manisha Rajendra Bele under my supervision for the degree of Doctor of Philosophy in Management, to be awarded by Tilak Maharashtra Vidyapeeth Pune.**

**To best of my knowledge, this thesis**

- embodies the work of candidate herself has duly been completed.**
- fulfils the requirement of the ordinance related to Ph. D. degree of the TMV.**
- up to the standard in respect of both content and language for being referred to the examiner.**

**Dr. Rashmi Hebalkar  
(Research Supervisor)**

**Date : 29.12.2020**

**Place : Pune**

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## LIST OF ABBREVIATIONS

Abbreviation	Full form
CI	Cultural Intelligence
CQ	Cultural Quotient
ACMA	Automotive components Manufacturer in India
SIAM	Society of Indian automobile manufacturing
IBEF	Indian Brand Equity Foundation
OEM	Original Equipment Manufacturer

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# **CHAPTER 1**

## **INTRODUCTION**

**1.1 Introduction**

**1.2 Significance of the study**

**1.3 Business Culture and Management: theoretical background**

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# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

In the present era of **LPG**- Liberalization, Privatization and Globalization, the businesses started expansion through collaboration at both levels, national and international. Human Resource with diverse background started to work together to achieve common goals. It gradually resulted into the importance of the study of Diversity Management. The Diversity as regards nationality, caste, religion, values, norms, gender, equality, opinion, views, thoughts, beliefs, education etc. and also the emerging cross cultural manners, etiquettes, traditions acted as a barrier for the businessman, management and employees.

Every human resource needs to work to achieve common aims and objectives of the organization. So working in a team with members having diverse background becomes indispensable, moreover, in this situations the result or target oriented performance is also expected. The need arises not only to equip employees with social intelligence and emotional intelligence but also to train them on cultural intelligence i.e. the ability, adaptability and skill to work in cross cultural environment. The efforts are required in the global economy to work beyond boundaries and overcome the challenges in cross cultural interactions. The world has become global village and businessman manages Local to Global and Global to Local situations.

### 1.2 Significance of the study

Cultural Intelligence (CI) or Cultural Quotient (CQ) means having a capacity or ability to interact in cross cultural teams. It means higher Cultural Intelligence (CI) is equal to strong ability to interact in cross cultural situations, it simply talks about raising performance levels. Cultural intelligence is important for Individual development. <sup>[1]</sup> Simply, Cultural Intelligence is a competency to work effectively in cross cultural situations.

Organizational development is the outcome of development of every human resource, so it seems that Cultural intelligence is essential for Organizational development too. Emotional Intelligence helps to understand emotions of team members but doesn't help to understand the way to behave with human with diverse socio-cultural backgrounds. So with the study of Intelligent Quotient, Emotional intelligence and Social intelligence one may also give importance to Cultural Intelligence (CI) to work effectively in global business. The studies that were done in the past, focused on role of Cultural Intelligence in Leadership ability and effectiveness, Motivation, Employee satisfaction and productivity, workplace diversity etc.

Human Resource is the main factor in Business development because as per the changes in factors of production i.e. capital, machine and enterprise etc., human resource needs to change. As we know that human behavior is unpredictable, so it requires training to mold in different situations. With the help of need based training the employees can get the insight to mingle in diverse groups and can certainly achieve high cultural intelligence. The employees are the best ambassadors of their companies and culture of a company is showcased through their behavior. Companies have to take care to groom employees in the field of cultural intelligence. The study requires here to know the ways and programs through which companies or organizations try to increase the Cultural Intelligence of employees.

This is proved that high cultural intelligence has few **advantages** <sup>[2]</sup> like- information to act in various cultures, variety of viewpoints for difficulties, power to absorb culture shock, minimize training costs by assigning training jobs to in-house trainers, sources to gain knowledge like books, brochures, e-flyers, journals, magazines etc.

In today's global business corporates have to take care of the culture of the country in which it is situated, also about culture of company and culture of employees. If there is any mismatch, then it hampers the employee satisfaction and productivity which results in lower performance. <sup>[3]</sup>

Cultural intelligence is the essential capability in cross and multi-cultural groups <sup>[4]</sup>. It needs to be stimulated to accomplish the expected organizational growth and development. It is a skill which can be developed and raising the CQ level is possible through focused training. Researchers have studied the ways to improve CQ and developed a test to assess CQ.



The study in this regard is required as these tests are not enough to suit all situations and cultures. The test suitable for environment in Western countries may not be suitable for the environment in Asian countries and vice versa.

So the efforts are needed to develop a test suitable for all cultures, and also **design a model or instrument to conduct Cultural Intelligence Audit (CIA)** for Business improvement.

As per SHRM Report (2015) <sup>[5]</sup>, from the **worldwide projects that fail because of cultural dissimilarities are almost 70%.**

To overcome the challenges in latest business trends at national and international level, such studies are essential <sup>[6]</sup>. CI is the skillfulness to interact with people from different cultures in an effective way.

### **1.3 Business Culture and Management: theoretical background**

The topmost program on the agenda is dealing with Diversity in organizations. It is treated as one of the 12 trends of human resource management. <sup>[7]</sup>

The intercultural competence is essential in present days in every organization and advisable that the diversity and inclusion strategies to be framed to handle diversity issues at local and global level. The establishment of non-discriminatory policies will also help the organization in diversity issues.

The active human resource and their behavior is the mirror of the culture and charismatic image of the organization. Organizational culture is the united distinctiveness of the employees. It is more of the community than merely an assembly of persons. The variance between ideal and existent behavior of employees is cultural gap, but the real crux is human behavior is unpredictable and how a person will behave in a particular situation is uncertain. <sup>[8]</sup>

Hence proper conditioning and training to human mind is must to develop a sense of understanding the way to interact in multi-cultural situations. The need of training to develop Cultural Intelligence is underlined with this.

The individuals with unique personalities come together carrying their own ethics, beliefs based on family and economic background, values and preconceptions so to accommodate them in new environment is challenging. The major challenges are improving cultural competency or cultural intelligence, training and retraining towards managing diversity, reduce interpersonal conflict, fostering attitude of openness, keeping organizational culture healthy, to make use of appropriate verbal and non-verbal communication and so on.

Looking at the present trade and commerce, the business started expansions in the way of mergers and acquisitions so there is a need of collaborative culture<sup>[8]</sup> of businesses involved. It is called as cultural synergy.

Nancy Adler (1980) who is the pioneer of the concept cultural synergy, suggested the way to build suitable cultural environment with the collaboration of two or more businesses in order to increase organizational effectiveness.<sup>[9]</sup> The theory and training of cultural synergy – ‘*working together culture*’ is essential in the globalization.

The cultural synergy is possible only culture of every company is strong enough to accommodate the other companies culture. The need of high level of Cultural Intelligence is expected in these situations. The organizations may form the ‘*Cultural Aptitude Group*’ to ensure in depth information through in house and formal or informal training, inter-group and intra group training and discussions, etc. regarding cross cultural competencies[3C].

Transcultural human values are those values which are universally in practice, so it helps managers for efficient and effective conduct of duties. e.g. ensuring transparency, maintaining discipline, etc. The diversity should be managed in transcultural environment.<sup>[10]</sup>

In simple words, the culture in the organization could be of any type like Mono cultural (group of people with homogeneous culture), Multicultural (Group of people with different cultures), Cross cultural (talking with people from different cultures), Intercultural (Interaction within group of people with people from various cultures) and lastly transcultural (different cultures but formed a culture on common ground to focus on organizational objectives).

In all these local or global environment, there is no standard or set way to behave in global state of affairs, but requires skill set to achieve the goals, so study to understand these skills and try to develop these skills in the existing workforce.

The impact of communication (verbal, nonverbal, horizontal, vertical, upward and downward communication etc.) is undoubtedly important in business. The business will either progressed or fall in ruins if communication gap exists. This part is better managed in development of Cultural Intelligence. <sup>[11]</sup>

Running virtual companies or offices is a need of the era. <sup>[12]</sup> Transactions across the boundaries of cities, villages, towns, states, countries will be more result oriented if human resource has command over soft skills, emotional quotient, social quotient, a cross cultural competency and many other skills. In the diversified human resource merely language barrier is not encountered at the workplace but the study requires to identify the KSA-knowledge, skills and abilities to mark the global footprints.

There is misconception that only individual culture is a part of CI but in reality, it is the capacity of the person to understand and to get adjusted with others' culture. It is for getting adjusted in the organizational culture also. If CI of bride and bridegroom is high then their marital life faces less cultural clashes, similarly if the CI of the employees is high then he proves to be best fitted in any organization culture. The multi-national corporations, in common, conduct online and offline training for the team or team members who will migrate from one state to another or from one country to another for assignment or project. Sometimes the test is conducted to understand his or her ability to work in unlike/dissimilar cultural or social environment.

Prieto (2009) suggested to design the new tests to measure the CI [operationalize]and to actualize of the concept of Cultural intelligence [conceptualize] and also directed to study the link in diversity and performance. <sup>[13]</sup> One of the studies revealed that there is no valid test to measure CI. <sup>[1]</sup>

Cultural Diversity has some positive and negative effects with reference to workplace. The author, Martin (2014) points out that there is a need to find various ways to increase its positive effects. <sup>[2]</sup>

The other study revealed that extensive research is needed in this regard which should be associated with leadership, management and motivation <sup>[14]</sup> Cultural intelligence theory and practice in Asia needs upgrading.

The measures applied in the past studies were revealing in-built limitations so to overcome this, the researcher has used a different method. It is pointed out that to some extent, cultural dissimilarities are under-estimated, so research study in this regard is vital. [15]

The study to find out the means to develop Cultural Intelligence and Emotional Intelligence and their relation in performance or productivity of employees is advised. [16]

The inappropriate management of diversity tends to affect the productivity of employees. [3]

There is a need to understand significance of CI to avoid the negative effect on organizational performance. The past researchers recommended to accommodate international, national as well as local subcultures in the CI study. [17 & 18] As CI is relatively new concept and the research is not adequate, so more research is anticipated. [18]

Harvard Gazette (2014) treated CI as a boon and quoted that the individuals gather from different backgrounds and work together at organization but it may find difficult to acclimatize, with this overall productivity of organization may be disturbed. [19]

## **1.4 Working definitions**

The concepts given below are discussed in detail in the chapter two titled conceptual framework. At present the meaning of the concepts is discussed -

### **1) Culture:**

Culture means complex whole which includes knowledge, belief, art, morals, law custom and capabilities and habits acquired by Individual and society. [20]

Culture, in general terms, is different than the organizational culture.

### **2) Organizational culture:**

Organizational culture is a structure of common conventions, values, norms, etc. that inspires the behavior of the employees towards accomplishment of predetermined goals. It directs the way employees should act, behave and perform.

**3) Intelligence IQ or intelligence quotient:**

It is a measurement of one's intellectual capabilities [21].

It is the ability to acquire and apply knowledge and skills. The capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, creativity and problem solving [22].

**4) Social intelligence:**

The social intelligence deals with how comfortably and easily an individual act in the society in general terms or in the team or as a part of management in organization. [23]

**5) Emotional Intelligence:**

Emotional intelligence is understanding and interpreting the emotions of an individual or group of individuals, trying to recognize them to undertake the required action [24]

**6) Cultural Intelligence (CI):**

Cultural intelligence is not only confined to cultural fit or cultural sensitivity but it refers to a person's capability and skill to interact and behave in cross cultural situations.

**7) Overall development of employees**

Overall development of employees and organization includes the following variables:

Quality can be rightly called as 'The degree of excellence of object, work or characteristics possessed by a person. [25] It is standard of something as measured in similar things. (Oxford Dictionary) In this study, quality of life (personal life) and quality of work life (professional life) both are considered as a part of overall development.

Performance is application [26] of knowledge, expertise, ability and motivation. Performance is the ability of an employee to accomplish mission based on expectations of the organizations. [27] In General terms, productivity is total revenue per employee. [13] It could be termed as efficiency to accomplish the objectives set by the organization.

The performance is based on a number of categories of variables like technical competence, financial rewards, safety and security of the job, working conditions, Social need satisfaction, motivational and leadership factors, esteem & actualization need related factors etc. All these factors are responsible for individual performance. When diversity

and cultural intelligence is concerned, it is about how the employee accepts, respects and adjusts to the diverse cultures and performs in teams. Therefore, as mentioned in the scope of research, the factors relating to the performance are mainly related to the concepts of diversity and cultural intelligence.

If and when the team members are comfortable and confident in teams, then only the team performance improves. This reflects the contribution of innovative ideas, problem solving, completion of project, decision making, creating positive work environment, getting quality of life, quality of work life etc. And therefore, how the diversity management and cultural intelligence has effect on performance is measured; which is based on the perceptions of the managers. Financial data is not considered as it does not come in the scope of research. There is a scope for further research in this area.

8) **Employee** : It includes top, middle and lower level managers.

- **Top level**= (Administrative work)

These managers are responsible to frame the policies, goals and strategies and to exercise control and management of whole organization. They are the decision makers and policy makers of the organization.

Example: CEO, directors, chief information officer, chief operating officer, president, vice president, chief finance officer, HR president

- **Middle level**= (Facilitation work)

These managers interpret the policies framed by top management and get the task done from lower level managers. They act as link between top and lower level management.

Example: senior managers, executive managers, deputy managers, senior analyst, associate managers, DCM (data center or collection manager), DGM (deputy general or divisional general manager), CBM (certified business manager), AGM, country manager, regional manager etc.

- **Lower level**= (Executory work)

These managers are into the execution of policies, strategies framed by top management. Their productivity is supervised by middle level managers.

Example: departmental managers, heads, Asst. managers, function and line managers etc.

## **1.5 Organization of the Study**

**First chapter titled Introduction** begins with introduction of the topic, significance of the study, Business Culture and Management: theoretical background, working definitions of concepts used in the thesis, organization of the study, Conclusion

**Second chapter displays details on Review of Literature and Conceptual framework .**

This chapter is divided in two parts

Part 1 is the review of studies conducted in the past. The review of the studies in various resources included like books, articles in magazine and newspapers, research papers, speeches, reports etc. The research gap identified in the research papers is also written.

Part 2 is the conceptual background which deals with meaning and definition of the concepts like culture, organizational culture, diversity management, cultural intelligence and its dimensions, challenges in developing CI, importance of high cultural intelligence and ways to develop CI amongst employees are discussed.

**Third chapter is titled as Research Methodology** which includes the problem statement, objectives of research, research hypotheses, research design, research questions, collection of the data, source of the data: primary sources & secondary sources, population and sample, sampling method and justification of sample, sample size, selection of statistical tools, preparation of questionnaire, opinion survey, pilot study, and main survey, scope of the study and limitations of the study.

**Fourth chapter displays the Data Analysis and Interpretations which** comprises of the analysis and interpretation of the data collected. It includes the data collected through surveys and case studies. It also includes profile of industries selected, interview of managers, testing of hypotheses. The data is represented in tables and graphs as per the requirement.

**Fifth and final chapter named Findings, Suggestions and Conclusion is written to cover** the findings, description whether the objectives are fulfilled, suggestions, recommendations, area for further study, contribution to academics and industry, conclusion etc.

## 1.6 Conclusion

In this chapter the need to study cultural intelligence is discussed.

The concept of Cultural intelligence and its scope is explored in the next chapter through study. The next chapter also includes the writing on conceptual exploration of Cultural intelligence and other related concepts.

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## **CHAPTER 2**

### **REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **PART A: REVIEW OF LITERATURE**

- 2A.1 Introduction**
- 2A.2 Review of Books**
- 2A.3 Review of Research Papers and articles**
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- 2B.1 Introduction**
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- 2B.4 Challenges in developing Cultural Intelligence**
- 2B.5 Positive effects of high Cultural Intelligence in managing diversity**
- 2B.6 Ways & Means to develop Cultural Intelligence in Human resource and to nurture Diversity at the workplace**
- 2B.7 Conclusion**

## **CHAPTER 2**

### **REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **PART A: REVIEW OF LITERATURE**

**2A.1 Introduction**

**2A.2 Review of Books**

**2A.3 Review of Research Papers and articles**

**A. Review of Research Papers**

**B. Review of Articles in Magazine**

**C. Review of Articles in newspaper**

**2A.4 Review of Reports**

**2A.5 Review of Speech**

**2A.6 Conclusion**

## CHAPTER 2

### REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

#### PART A: REVIEW OF LITERATURE

##### 2A.1 Introduction

Human Resource is a crucial requisite of workplace in any business. On the verge of globalization, the workplace is becoming more and more diverse, with the need to acquire global competencies. Global competencies in terms of leadership, communication, decision making, cultural adjustment and fit, cultural sensitivity, adaptability, openness experimentation, etc. needs to be encouraged. The work in this regard is done by many researchers and this chapter is devoted to take cognizance of their study in respect of cultural intelligence.

The past studies conducted in the field of diversity at workplace, Diversity Management, Organizational culture, Organization Behavior, cross cultural sensitivity, cultural fit and cultural intelligence are reviewed in this chapter. The development in the concept of Cultural Intelligence, observations of past researchers and outcomes are thoroughly studied here.

Literature Review is the base for the study undertaken. The published past research in the domain is studied and reported. The resources used are Books, magazine Articles, research papers and articles, newspaper article and others.

##### 2A.2 Review of Books

###### Book review No. 1

**Cultural Intelligence: Living and working globally**, David G. Thomas, Kerr Inkson, 2<sup>nd</sup> Edition, 2009, Berrett -Koehler Publishers, San Francisco p222

**Introduction:** Instead of providing an exhaustive list of dos and don'ts the authors show how to restrict your cultural cruise control and pay attention to effects of cross cultural situations.

This revised edition applies the concept of CI to interactions not just in organizations but also in people's daily lives and features new examples from variety of cultures.

The book consists of 8 chapter in all. First three chapters of the book outline the fundamentals of CI. Next four chapters apply the fundamentals of CI to a number of common interpersonal challenges in multicultural settings. Thomas & Inkson believe that by developing CI, they can make the world a more productive and happier place. In the 2<sup>nd</sup> edition the concept of CI is discussed more broadly for the interactions in organizations as well as in daily lives of people.

This book advocates practicing mindfulness, an active awareness, a link between knowledge and culture, appropriate behavior in cross cultural situations. Twenty statement test is also included for the self –assessment titled 'Who am I?' It teaches us as how to live and work effectively in the global economy which ignores borders. It is most recommended book for business people and also for International business studies. Authors suggested that there is a need to study Sub culture within national and ethnic culture. Thomas & Inkson said that CI teaches techniques and people skills to function effectively in diverse cultural environment. Cultural Diversity at workplace is not an issue but a fair chance to capitalize it. High CI enables the observing and understanding of different actions and intentions of group members. Diversity has a negative impact on job satisfaction and identification, it tends to be positively related to group performance in organizational settings. Diversity in culture encourages diversity in ideas and results in more creative and higher quality group decisions.

### **Learning:**

This book illustrated with real life stories depicting which is and which is not culturally intelligent behavior. This book helped the researcher to understand **how CI helps people to become more knowledgeable, attentive, and more skilled in their interaction with others.**

This book facilitates to get clarity on how CI contributes to decision making, communicating and negotiating, leading, motivating others who are culturally different and managing international career.

## **Book review No. 2**

**Cultural Intelligence: Individual interactions across cultures**, P. Christopher Earley, Soon Ang, Stanford University, p 379

**Introduction:** This book is a complete guide for the development and exploration of the concept of CI. It is useful to know significance of newly emerged concept CI.

Authors tried to provide the general framework to assess and apply CI in intercultural interactions.

First part focuses on theory and conceptual framework of core concept developed by authors to function effectively in global environment. Comprehensive review of literature on cultural intelligence is completed by the author. One of the chapters provide overview on specific model to think on components of CI which are cognitive and metacognitive aspect, motivational aspect of CQ such as self enhancement, efficacy, consistency and the last behavioural aspect of CQ to apply in intercultural situations.

Part 2 deals with application of cultural intelligence to organizations. In this part, CQ construct is used to understand intercultural encounters in organization as well as training and measurement of CQ. It elaborates on the importance of CQ assessment and measurement and in global business assignments, Integration and application part of Diversity work assignment, also focuses on the training and development part of CQ/CI.

Overall it is a complete guide for the researcher or a practicing person to overcome barriers in intercultural situations. It is useful for the researchers as well as for the human resource engaged in international affairs. This book is indispensable to those who research the culture and psychology.

### **Learning**

This is the **basic book that has cleared the concept of Cultural Intelligence and it's three elements –cognition, motivation and behavior.** This instructive book with theory and practical application helped the researcher in the thorough study of Cultural Intelligence.

### **Book review No. 3**

**Cultural Intelligence-Improving your CQ to engage our multicultural world**, David A. Livermore, 2009, Baker Academic of Baker Publishing Group, p 287

**Introduction:** This book attempts to bridge gap between theory and practice in the area of cultural intelligence. The distinctive feature of the book is that the approach is shifted to cross cultural interaction that travels from change within and not from mere information. The goal is not only to learn more about cultures but to become better at facing cultural differences.

This book makes us understand the inward journey of cultural intelligence. The book contains 15 chapters divided mainly in 4 parts which are: CQ overview, knowledge CQ, Interpretive CQ and Perseverance and Behavioral CQ. The book is comprehensive and accessible, defines Cultural intelligence model for multicultural ministry.

Multiculturalism includes national cultures as well as organizational and generational subcultures. Author says that CQ picks up where EQ leaves off by dealing with people and circumstances in unfamiliar contexts. IQ remains same in all ages but CQ changes.

Author believe that the culturally intelligent person does not jump to conclusions from only one or two hints but collects much biological information before making a judgment about the Individual. First understand your culture then understand how culture shapes the way we live.

#### **Learning**

The book provided valuable resource to the researcher regarding **role of CI in building core skills of CI in Individuals and organizations**. The researcher got orientation as to how self-assessment of CQ level is done. This book helped to get different parameters related to CI which are important for the research work.

### **Book review No. 4**

**HRD Audit: Evaluating the Human Resource Function for Business Improvement**, Dr. T.V. Rao, 2011, Sage Publication Ltd.

**Introduction:** It is a practice based book to know the concept of HRD audit which includes cases, examples, illustrations, questionnaire and checklists. The author provides both the

framework and detailed methodology of HRD audit to enable organizations to conduct HRD audit on their own without asking for help from outsiders or experts.

The unique feature of the book is the inclusion of HRD score card which is tested and developed by the author. It is a practical manual to conduct HRD audit by in-house employees or outside agencies. It includes the 4 dimensions of HRD which actually affects the organizational performance: HRD systems maturity, HRD competencies, HRD culture and values and HRD linkages to business goals. HRD culture and OCTAPACE is discussed in detail. The book is useful for CEO, HRD managers, consultants, line managers and for researchers.

Author says that in the era of globalization the challenges to build world class organizations include quality challenge, people challenge, culture, technology, speed, invest on people, flat and non-hierarchical structures, social responsibility and high commitment towards country, learning organizations etc.

Building professional, system driven and commitment promoting Organization culture is a major challenge. The methods discussed to develop the competencies of people are 360 degrees, mentoring, coaching, training, rotation, task forces, OD intervention, survey feedback, assessment center etc.

The book emphasizes on the culture of the organization which plays an important role on ensuring the capability of an organization to achieve excellence. According to Author HRD deals with Competence building, culture building, and commitment building. Competence and commitment will be more if culture is maintained properly. i. e. OCTAPACE which means Openness, Collaboration, Trust and trust worthiness, Authenticity, Proactive, Autonomy, Confrontation and Experimentation.

### **Learning**

The researcher included **OCTAPACE model** in the questionnaire as a part of organizational culture.



## **Book review No.5**

**Organizational Behavior**, Stephen Robbins, Timothy Judge, Seema Sanghi, Pearson Education Prentice Hall, 2009, 13th Edition, p782

**Introduction:** It is the handbook to learn the theoretical part of Organisational Behaviour. New learning objectives, examples, illustrations, experiential exercises are included in the chapters. This edition includes the most recent research in the area of Organizational behavior; the global implication section is included in each chapter to give global scenario. Updated and detailed Self-Assessment Library is the additional way of understanding concepts is also a part of this book.

There are total 5 Parts divided in 19 chapters. **Part1** deals with an introduction of Organisational Behaviour. **Part 2** deals with the Individuals, their behavior, attitudes, job satisfaction, personality and values, motivation etc.

**Part 3** deals with the group ,the foundation of Group Behaviour ,work teams, communication ,leadership, conflicts ,negotiations .**Part 4** discusses the Organisation system, foundation of organization structure, organization culture .**Part 5** manages the discussion on Organisational dynamics ,organizational change and stress management.

As managing workforce diversity is one of the major challenges in OB. Global issues are discussed in every chapter to give a global overview. Authors write that Organisations select the employees having high emotional intelligence. Authors emphasizes on the importance of CI in global business environment.

Author advised that a strong organizational culture provides stability but can act as a major barrier to change. The functions of culture mainly include, boundary defining role, to distinguish organization from one another, to give sense of identity to employees, to enhance stability to social system, a sense making and control mechanism to guide and shape the attitudes and behavior of employees etc.

## **Learning**

It helped the **researcher to understand ‘organizational behavior theoretically.**

It helped the researcher **to establish the foundation of research work in terms of clarity of concepts** and variables on which study can be undertaken. The authors discussed how

managers can assess the role of culture in the performance of employees in an interesting way.

### **Book review No.6**

**Organisational Behaviour, VSP Rao, V Sudeepta**, Chapter -organizational culture, Excel Books, 2015

**Introduction:** This book informs about the theoretical aspects of organizational behavior.

There are 22 chapters in all. It is a complete reckoner to understand various aspects of Organizational behaviour. Minor aspects like managing employee moods, stress behavior also discussed. At the end of each chapter summary, key terms, an appropriate case study is provided for critical thinking, field assignments are also given to think judiciously. In the chapter of organization culture, meaning of culture is given as values, beliefs, opinions, rituals, ceremonies, myths, stories, legends, sagas, language, symbols etc. Authors believe that the organisations have personality like individuals and warned that organisations may have sub cultures or dominating cultures within organisational culture.

The role of founder in creating and sustaining the strong organizational culture explained by author in simple words which primarily includes selecting people to fit in the culture, reward performance, socialize new hires to adapt new culture, internalize it 's core values etc.

### **Learning**

This book is important **to strengthen the conceptual clarity of organization culture and organizational behavior**, the book explains what exactly culture mean. The chapter of organizational culture helped the researcher to get new insights to carry out research work and understand the role of culture in organizational development.

### **Book review No.7**

**Human Resource Management: Text and Cases, K . Aswathappa**, Section 5- Chapter 15, Mc -Graw Hill Publication, New Delhi edition VI 2015 ISBN: 978-1-25-902682-9

**Introduction:** This book covers A to Z of Human Resource Management. This edition includes a new feature 'Walk the Talk' in each chapter to discuss practical Do's and Don'ts for HR Manager to handle people related issues with great professionalism. Four new chapters were

introduced in the book: Employee engagement, Organisational culture, Labour Laws and HR in small scale units. Review, discussions, Impact Assessment exercises and comprehensive Online Learning Center also provided for more practice to understand the concept in a better way. Use of appropriate diagrams, charts, Tables etc. helps to understand the concept quickly. There are 8 sections divided in 33 chapters. Section 5 -Organisational Culture consists of the chapters like a safe and healthy environment, managing betterment work-employee welfare.

This book is a practical guide in the area of Human Resource Management covering its extensive pedagogy and online Learning Center (OLC). Learning objectives are provided at the beginning of each chapter to get the idea of expected understanding of concepts. Expected Questions raised in whenever required under the head Pause and Ponder. For further understanding, at the end of each chapter summary, Key terms, review questions, discussion questions, practical exercises and references are also provided at the end of each chapter. The real life cases of the related topic are discussed at the end of each chapter to ensure deep learning. This book is a practical guide as every chapter begins and ends with Case study.

### **Learning:**

Though this book is a basic complete reference book for human resource management (HRM) concepts and cases, it helped the researcher to establish the link between HEM and organizational culture. **Organisational culture and Training and development chapters influenced** the researcher to conduct further research.

### **Book review No.8**

**Culture that works: How getting serious about culture that unlocks new performance,**  
Jamie Notter, Workxo 2016 p.1-47

**Introduction:** It is the practical guide to understand culture and its role in performance. The contents mainly include the following -

Chapter 1 contains information about culture. Culture is about what is deeply valued in the system, and making sure what is valued is connected to what drives success for the enterprise. Chapter 2 discussed about meaning of culture in which Author defines –‘Organizational culture is the collection of words, actions, thoughts, that clarifies and reinforces what is truly valued inside an organization.’

Chapter 3 discusses Values in the real world. Values drive behavior. The whole purpose of organizational culture is to drive the success of the enterprise, so the values that define your culture need to be connected very directly to those factors. Author explains that truly powerful culture needs values that actually guide employees in making choices about their workplace behavior. The eight culture markers are –Agility, Collaboration, Growth, Inclusion, Innovation, Solutions, Technologies, Transparency. Chapter 4 and 5 are based on Zoppos and Netflix stories. Chapter 6 discusses how strong culture actually impacts organizational performance. The assessment approach to change is discussed in detail in chapter 7.

The efforts are needed to learn the process work in order to improve proper understanding of expected culture and its role in the success of the enterprise. Concept of Performance management and its importance is discussed. Performance management is designed specifically to articulate as per the values in the organization. Being disciplined about learning is the only way to become successful.

Chapter 9 contains Author appeals everyone, people at all levels of the organization to step up to the challenge of creating stronger cultures and more powerful organizations. How the Executives, middle managers and front line managers can make efforts to build nice culture is explained. Chapter 10 talks about there is no single culture in the organization, but it carries subcultures in small organisations. Chapter 11: The future is now: In this chapter the ways how to make culture strong are discussed.

### **Learning**

It helped the researcher to **understand the role of culture in performance which is a major part of the research work**. As per author, ‘Culture is not about having happy employees. It is about reinforcing what drives the success of the enterprise and subsequently being able to adapt the culture as markets and internal dynamics shift. No one can copy a culture but they have to create it. This book gave many insights to the researcher in the area of organisational culture.

### **Book review No. 9**

**Cultural Intelligence: A review, reflections, recommendations for future research**, Kok – E-Ng ,Linn Van Dyne ,Soon Ang ,Chapter 2 , American Psychological Association,2012

**Introduction:** The objective of this chapter is to review of CI and recommendations to do future research. First section of the chapter is the review of CI in past research study .Second section is about the challenges in CQ study. Section three is about direction towards future research and ends with suggestions to conduct research.

The process of the development of 20 items CQ scale is discussed in detail. Personality traits, international work experience are the antecedents of CQ discussed in this chapter. Psychological outcomes of CQ like cultural adjustment, emotional exhaustion, and interpersonal trust are also discussed. Similarly, cognitive outcomes, behavioral outcomes, performance outcomes are also discussed.

The Author pinpointed that the rapid globalization has resulted in the situations where employees being faced with cross-cultural issues on daily basis. The Author suggests finally that CQ is a sensitivity that can be developed over time.

#### **Learning**

The book **gave clarity for social intelligence, emotional intelligence as non-academic intelligence** and that these do not help to solve cross cultural issues.

### **Book review No. 10**

**Handbook on advances in culture and psychology**, Soon Ang, Linn Van Dyne, Thomas Rockstuhl , ,Vol.5 , chapter 6 ,Int. association of Cross cultural psychology , Oxford University Press,p273-323

**Introduction:** Chapter 6 titled Cultural Intelligence-Origin, Conceptualization, Evolution & methodological diversity is reviewed thoroughly. This chapter provides an overview of historical origin and conceptualization of CQ construct. A step by step discussion on conceptualization of CQ, Evolution of research & methodological diversity in CQ research are the parts of the chapter. The conceptualization of CQ is done with explaining the four constructs of CQ: Cognitive, Metacognitive, Behavioral and motivational in detail.

For the operationalization of four factor system, 20 items scale developed by the authors (2002), later on the author Dyne (2012) developed 37 item scale known as E-CQS to measure sub dimensions of 4 factor of CQ. In the evolution part of the study, the step by step development of concept of CQ is discussed with relevant references.

Global companies struggle to identify global talents which means a person with better CQ who can handle cross cultural interactions. The chapter ends with the areas in which further study is expected. This is an informative handbook to understand the concept CQ theoretically. The nature of CI and other intelligences is explained. The positive and incremental effects of CI are discussed. The essential part of training and development in CI is very convincingly written.

### **Learning**

The book helped in getting **ideas about training and development of Cultural Intelligence.**

### **Book review No. 11**

**Cultural Intelligence: A pathway for leading in a rapidly globalized world** –CQ chapter  
Soon Ang, Linn Van Dyne, David Livermore, CCL Casebook 2009 ,p1-13

**Introduction:** The book aims at describing the 4 dimensions of the CQ i.e. Cognitive, Metacognitive, Motivational and Behavioural and to make us think about our own CQ capabilities as well as providing the ideas in this regard. The role of CI in leading effectively is the purpose of the book .Authors suggest that Cultural intelligence provides a research-based model to become a more effective leader in culturally diverse settings and across cultural settings.

Cultural intelligence considers cultural, sociological, and individual dynamics that occur for each of us in cross-cultural situations. The process to implement 4 factor model of CQ to enhance overall CQ of the leader is strong part in the chapter. The effectiveness of cross cultural leadership with CI is convincingly narrated.

### **Learning**

The researcher learnt **about the aspect of leadership with reference to CI and develop an overall perspective which results in more effective leadership.** The researcher understood

the importance of mastering the norms, values, and practices of the various cultures, cultural intelligence.

### **Book review No. 12**

**Driven by difference: How great companies fuel innovation through Diversity**, David Livermore, AMACOM, American Management Association 2015 , p 229

**Introduction:** Each chapter includes case studies and describes specific ways to approach the innovation process in light of cultural differences. The objective of this book is to guide managers in learning the steps to convert diversity into innovation.

Chapter 1 introduces the core concepts behind a culturally intelligent approach to diversity and innovation, with shortcomings of existing diversity patterns.

The remaining book is divided into two parts. Part I describes the climate needed for culturally intelligent innovation—both individually and for an organization as a whole. Part II describes the 5D process for culturally intelligent innovation which includes **Define** -diverse expectations & goals, **Dream** –generate diverse ideas, **Decide** -select and sell ideas, **Design**-create and test for diverse users and **Deliver** to diverse users.

Diversity leads to innovation is the mantra emphasized by the author. Diversity by itself does not ensure innovation. Diversity combined with high cultural intelligence (CQ) does is the opinion of the author. Diversity is sometimes used to broadly include any kind of difference, such as differences in personality, skills, working styles, tenure, and thinking.

Another strategy typically employed to address diversity and inclusion is cultural awareness training. This kind of training usually emphasizes becoming more aware of one's own cultural background and understanding other cultures. As per author, managing diversity is a long-term game.

### **Learning**

The book **gave insights on innovation, diversity and cultural intelligence**. The climate required and process to be followed for culturally intelligent innovation is also studied.

### **Book review No.13**

**Leading with Cultural intelligence: A real secret to success**, David Livermore  
,AMACOM 2015, 2<sup>nd</sup> Ed.

**Introduction:** A book is strong enough to talk on Cultural intelligence and global leadership. The leaders, non-leaders, managers interacting in national, ethnic and organizational cultures can use this book as practical guide. Reference of Real life examples is a strong point of the book. This book is useful to everyone who is working with culturally diverse people that is for customers, peers, competitors, managers etc.

This book is the guide for Cultural intelligence training for working effectively in culturally diverse situations. The points elaborated are based on research which is supporting his writing. The last two chapters discuss the ways and means to leverage CI. The author strongly believes that CI is a requisite for cross cultural leaders, but does not emphasize that it is the only characteristic required for cross cultural leaders.

The author provides inputs about knowledge and skills to develop the CI in cross cultural situations. Author thinks that high CI of a person helps to judge the situations and try to learn a lesson in experiences.

### **Learning**

The book helped in **designing the questions on cultural intelligence and leadership.**

### **Book review No.14**

**Expand your Borders: Discover 10 cultural clusters** , David Livermore  
Cultural Intelligence Center (CIC), 2013 p101

**Introduction:** This is the prime book on CQ insights series and its focus on improving CQ knowledge. It focuses on building one's CQ Knowledge by understanding the general characteristics of these ten global cultural clusters. The 10 clusters are :Nordic Europe , Anglo , Germanic Europe ,Eastern Europe , Latin Europe , Latin America, Confucian Asia , Southern Asia , Sub-Saharan Africa and Arab .The first-hand information of each cluster is provided with minute details.



Every cluster is a group of countries with similarities. For each cluster, the information is given about an icon or cultural artifact that symbolizes the cluster in a general way, list of countries included in the cluster, an overview of the history and background of the cluster, The cultural value dimensions, Key differences within the cluster, A few do's and taboos to consider when interacting with individuals from the cluster etc. The practical way to know the CQ is provided at the end titled 'What is your CQ?'

Being culturally intelligent means having macro awareness of cultural similarities and differences. The book enriches the global perspective and the understanding of CQ. It makes to understand the cultural differences and similarities across the globe.

### **Learning**

The book **provided perspective to the researcher** about how to be strong on cultural quotient.

## **2A.3 Review of Research Papers and Articles**

### **(A) Review of Research Papers**

- 1. The Role of People's Personal Values in the Workplace**, Sameer Mashlah ,  
International Journal of Management and Applied Science, October 2015, Vol.1 Issue  
9, pp158-164.

### **Introduction**

At the outset the Author has thrown a light on Personal Values related to Behaviour and Motivation part of Cultural Intelligence (CQ). It is an Exploratory research based on Primary and secondary data. The Relationship between personal values and acting, feeling and thinking was a part of study.

The study aims at how people's personal values are perceived and defined. It is a Qualitative Research to explore values and their consensus towards individuals and to their work in the organisation. The study explored the interpretations of people's personal values in the workplace. The narrative Interviews were conducted for 14 participant selected 2 organisations in Jordan where stories and experiences were shared by them. Values are basis to think, act and feel, it is above ethics, virtues and morals.

Author commented that Values drives Individual and to the group .It influences decision making, preference selection , forming the perceptions also. Values when these are reminded by other persons.so trainers can take a note of this result. The researcher said that personal values play a vital role in inspiring, guiding and driving people at the workplace.

The meaning of value and how it is different than belief , ethics .virtues is also learnt through this article. As Personal values are a part of individual culture , so this article is important to know how values of an individual are important at the workplace.

### **Learning**

The role of values in building organisational culture is understood through this book .It helped the researcher to add this parameter /**variable in measuring diversity at the workplace in the questionnaire developed for the research.**

### **Research Gap**

- In depth research in this field is needed.
- There exists a **gap or mismatch between how people perceive their values and what their actual roles are.** It should be linked with Leadership , management and motivation for further studies.

**2. Beyond General Intelligence (IQ) and Emotional Intelligence (EQ): The role Cultural Intelligence (CQ) on Cross-Border Leadership Effectiveness in a Globalized world.** Thomos rockstuhl,Stefan Seiler, Soon Ang ,Linn Van Dyne, Hubert Annen ,  
The society for the psychological study of social issues -Journal of Social Issues , 2011,  
Vol.67 no.4, p825-840.

### **Introduction**

Author mainly emphasized on the importance of cross border effectiveness in the contemporary globalized world. The researcher explained about General leadership and cross boarder leadership with 6 items on Likert 7 point scale .The objective is to study whether EQ and CQ are important in high stress situations. And also to study IQ, EQ and other intelligences in relation to different types of leadership effectiveness in domestic and cross cultural contexts.

The study undertaken for 126 military leaders (male) and their peers studying at Swiss Military Academy, Zurich. Due to increase in international assignments Leaders need to adapt effectively economic, political and cultural conditions. The effort is made to study leadership competencies in domestic and cross boarder situations. Cross boarder leaders must work at the same time with systems, processes and people from different cultures. Effective cross boarder leadership requires high CQ.

EQ is important for leadership effectiveness in domestic contexts and not in cross boarder context. The result of research is that EQ and CQ are complimentary and CQ as a critical leadership competency in todays globalized world.

### **Learning**

**The conceptual clarity of other intelligences (IQ, EQ) and CQ is clearly understood by studying this article**, the variables used in preparation of the questionnaire. This article underlined the value of CQ in leadership competency in present world. The researcher wrote the research paper on the related topic titled: *Cultural Intelligence (CI) : A competency for Effective Leadership at Workplace in 21<sup>st</sup> Century and* presented in the international conference and also published in the reputed journal.

### **Research Gap**

**Research on IQ, EQ and CQ and other intelligences in relation to leadership effectiveness in both domestic and cross cultural contexts is recommended .**

**3. Critical review of literature on workplace diversity**, Ongori Henry, Agolia J. Evans  
African Journal of Business Management , July 2007 pg.72-76

### **Introduction**

The study is done on secondary data with the aim to explain workforce diversity, its benefits and efforts to be undertaken by management to enhance diversity in organisations and also the disadvantages of workforce diversity.

The author emphasizes that the management of workforce diversity is a tool to increase organizational effectiveness. It is advised that organization should create a working environment to increase the motivation, satisfaction, commitment of diverse people.

The author said that increase in conflicts results in reduction in company's performance. Training & Developments programs improves skills to deal diverse groups. Enrichment of

organizational human capital is needed for better competitive performance .Mentoring and Training and Development Programs are suggested in this regard.

## **Learning**

**Workplace diversity, its benefits and disadvantages were** clearly understood. The variables collected from article used in questionnaire like awareness of workplace diversity is asked for and the management of workforce diversity is a tool to increase organizational effectiveness is one more important part directed the research. Parameters of diversity explained here are very useful in the research.

## **Research gap**

- **Diversity is** heterogeneity , efforts to be taken to develop it for increase in **organizational effectiveness.**
- **Mismanaged diversity may affect employee satisfaction and productivity.** It's harmful to employee's motivation and abilities which leads to lower performance.

**4. The effects of Cultural Diversity in the Workplace** , Gillian Coote Martin ,  
Journal of Diversity Management , December 2014, vol9, no2, p89-91

## **Introduction**

The study is based on secondary data stating the importance of cultural diversity at workplace with its advantages and disadvantages. Researcher said that interpersonal conflict results in lost productivity and development of negative emotions .Cultural diversity affects workplace by following ways:

**Negative effects:** miscommunication, communication barriers, increase in interpersonal conflicts, low productivity, development of negative emotions, barriers, dysfunctional adaptation behavior.

**Positive effects:** building sound knowledge base with in- house talent for smoother integration of organization with foreign cultures, different perspectives for same problem, increase in the level to overcome culture shock ,to minimise the expenses on hiring trainers, documentaries, books, pamphlets, journals to increase knowledge.

Author suggested that top management have to try to increase positive effects to lessen the negative effects of cultural diversity at workplace.

## **Learning**

This article is lengthwise short but carries significant comments which have definitely helped to **understand the concept of cultural diversity and its advantages and disadvantages in the current scenario.**

## **Research gap**

Underlined **the need to find different techniques to increase positive effects of cultural diversity at workplace.**

## **5. The relationship between cultural intelligence with the Individual performance of staff(case study: ministry of social welfare and Security)**

Mohammad Afkaneh, Abdoreza Beyginia ,International Journal of Business and Management Intervention ,Vol. 3, Issue 6,June 2014 , p 57-63

## **Introduction**

Descriptive survey is undertaken to find the correlation between CI and performance of staff in Ministry of social welfare and Security. According to authors, CQ is the tool to overcome differences of opinion in multicultural environment. Study is undertaken in the staff of Social security and Welfare Corporation of Tehran from 125 respondents. The dimensions selected for the study were: cultural knowledge, mindfulness and behavioral activity.

The meaningful and Positive relationship between CI and individual performance of staff is presented. There is relation between dimensions of cultural intelligence and individual performance in social and welfare unit.

The ways suggested to develop CQ includes learning clubs to interact people with other cultures: self-test, management games with rewards, conferences, internet, tours, intra corporation publication short term and long term trainings.

## **Learning**

This article benefited the researcher in **understanding the relation of CI and individual performance.** As performance is the prime variable selected by the researcher so the ideas are generated from inputs of the article .It helped two ways to understand the two variables: **CI and performance and designing of questionnaire.**

### **Research gap:**

- As the past research of CQ is in foreign cultures, Author depicted its capability to be studied as **ethnic and minor cultures inside the national cultures.**
- This study is done on cultural differences in organisations, from the perspectives of national, geographical and ethnic, so next study is suggested at international level.

### **6. Assessing cross cultural competence :a review of available tests,**

David Matsumoto , Hyisung C. Hwang ,Journal of cross cultural psychology ,Sage Publications 44(6) (2003) p849-873

#### **Introduction**

The paper aims at providing the overall review of the available tests of 3C- cross cultural competence .It emphasizes on culture general tests. The validity of available tests is checked with content validity, construct validity as well as ecological validity.

The tests are reviewed with psychometric evidences ,some of these are -Intercultural Behavioural assessment –IBA ,Behavioural assessment scale for intercultural communication effectiveness-BASIC ,intercultural sensitivity Inventory(ICSI),Intercultural Development Inventory-IDI ,Multicultural personality inventory-MPQ ,Cross cultural adaptability inventory-CCAI, Cross cultural sensitivity scale-CCSS ,Intercultural adjustment potential scale-ICAPS, Intercultural communication competence-ICC ,etc.

The evidences are evaluated, conclusions are drawn and provided evidence for future researcher. The authors conclude that CQ , ICAPS (Intercultural adjustment potential scale) and MPQ (Multicultural personality inventory) gives very encouraging evidence to assess 3 C.

Author defined **Adaptation** as it is the process of altering ones behavior in response to environment ,circumstances and social pressure and **Adjustment** which refers to subjective experiences associated with adaptation, which is assessed with mood, self-esteem ,self-awareness ,physical health, self-confidence, stress ,psychological And psychosomatic concerns ,culture shock, depression, anxiety, diminished work performance ,difficulties in interpersonal relationships.

## **Learning**

The concept of 3C-Cross cultural competence, is well understood in this article .Cross cultural competence is a big size concept and CQ is a major part in this. Other tests for 3C are well discussed in the article ,Not only the tests but the limitations are also well written by the authors. It helps in proper understanding of 3C.

## **Research gap:**

In spite of various tests are available there is **no review of their validity and reliability.**

- 7. The survey of Relationship between Cultural Intelligence and emotional intelligence with employee's performance,** Mohammaddhgher Gorji,Hamid Ghareseflo 2011, International Conference on E business, Management & Economics, journal -IPEDR Vol.259, p 173-180

## **Introduction**

The article studies the relationship between cultural intelligence and emotional intelligence with university employee's performance. The author **defined CI as** – ‘it is the ability and capability of one individual for effective performance at different positions culturally.’

The outcome of the study is that there is a positive relationship between cultural intelligence and emotional intelligence with employee performance except behavioural cultural intelligence. Research finding is that there is direct relation between CQ and its dimensions like motivation and recognition with employees' performance, but there is no relation between behavioural dimension and performance of employees. There is relation between EQ and its all dimensions i.e. self-awareness, self-regulation, self-motivation, self-empathy and social skill with employees' performance.

Some of the methods of teaching CQ are suggested in the article which are -study of other cultures ,teaching language ,counseling, survey cultural scenarios for recognition dimension For motivational dimension-criticism ,advantages of learning different cultures ,positive dimensions of culture, and For behavioural dimension-role plays, simulations . EQ relation with performance could be improved with constant teaching, to employees, understanding and accepting responsibility of self-emotions, and promote self-emotional intelligence.

## **Learning**

This article helped in **understanding relation of EQ and CQ and its dimensions** in detail. It covers the ways or tasks to develop the EQ and CQ in employees. It is the practical guide to develop EQ and CQ.

## Research gap

More research is expected in the same area (**developing EQ and CQ and its role in performance of employees**) to enhance productivity.

- 8. Personality correlates of four factor model of cultural intelligence** , Soon Ang, Linn Van Dyne , Cristine Koh ,*Group & Organization Management*, Sage Publications ,Vol. 31 No. 1, February 2006 ,p100-123

## Introduction

The study aims at The relationships between Big Five personality and the four-factor model of cultural intelligence (CQ)—metacognitive CQ, cognitive CQ, motivational CQ, and behavioral CQ is studied .The data is taken from 338 undergraduate employees.

The five factors under big five personalities are (a) extraversion which is sociable, assertive, active, ambitious; (b) agreeableness which means friendly, cooperative, trusting; (c) conscientiousness which means responsible, organized, persistent, achievement-oriented, (d) Emotional stability means emotional control, calm, secure and (e) openness to experience is free mind, creative mind.

The authors further commented that Conscientious is related to metacognitive CQ. Agreeableness and emotional stability are related to behavioral CQ , whereas extraversion is linked to cognitive CQ, motivational CQ, and behavioral CQ and openness to experience relate to four factors of CQ (metacognitive, cognitive , motivational, and behavioral. Author suggested further study on personality and CQ, especially on openness to experience and adaptive performance. Openness is one which is related with all four types of CQ.

## Learning

This article helped in understanding the concept of **Big five personality** in detail.

The authors explained the four factors of CQ in simple words: Meta cognitive CQ-reflects the processes individuals use to acquire and understand cultural knowledge. Cognitive CQ is knowledge possessed about culture. Motivational CQ is energy applied for learning and functioning of cross-cultural situations. Behavioral CQ is the capability to exhibit appropriate verbal and nonverbal actions in cross cultural interactions.



## **Research gap**

The authors **suggested further study in** this regard to implement the concepts to make CI advantageous to the individuals and to the organisations .

**9. Measuring Cultural Intelligence (CQ): A new test for CQ Scale**, Joost Bucker, Olivier furrer, Yanyan Lin, International Journal of Cross Cultural Management, SAGE publication, 2015, Vol. 15(3) p259-284

## **Introduction**

The aim of the paper was to provide a new test for measuring Cultural Intelligence .The study was done on primary and secondary data. Research Methodology mainly included techniques like Cronbach Alpha, Co-variances and Regression Analysis .A thorough Questionnaire designed on Likert Scale on 1 to 7 points. For psychometric testing of CQS , a survey of 308 Chinese students were conducted .CQ has 4 Dimensional Structure i.e. Metacognitive, Cognitive, Motivational, Behavioural for which data is collected and results were discussed.

The researcher has also developed two dimensional structure i.e. Internalized Cultural knowledge (ICK) and Effective Cultural flexibility (ECF). The test of Psychometric characteristics , antecedents and outcomes was also discussed. ICK and ECF influence cross cultural communication effectiveness. They commented that these two variables are showing satisfactory Reliability and Validity levels .It has been observed by the Researcher that 2 Dimensional Model fits to the study than 4 Dimensional Model.

Research Methodology mainly included techniques like Cronbach Alpha , Co-variances and Regression Analysis . Authors state that CQ is important for Individual development.

## **Learning**

Year wise compilation of Empirical CQS studies is the strong part in this article. It helps the **researcher to understand the concept of CQ scale and to know the past development in the concept of CQ.** The importance of CQ in cross cultural effectiveness is discussed in simple manner. As the author has done massive literature review so the sources for the information were easily available.

## Research Gap

- At the outset the Author has committed that operationalization and conceptualization of CQ need to look into.
- Authors have shown a **regret that development of valid and reliable measure of CQ is still in progress.**
- The line for further study is also provided to collect data through the respondents who can be peers, superiors and their rated measures to validate the findings.

**10. Linking workplace Diversity to organizational performance: A conceptual framework** ,Leon C. Prieto , Simone T. A. Phipps, John K. Osiri ,Journal of Diversity Management, 4<sup>th</sup> quarter, 2009, Vol.4 No. 4, p. 13-21

## Introduction

The Author provides a conceptual framework of the influence of diversity on performance , integrating the literature on the potential performance benefits and problems of diversity.

This article provides an insight to design need based diversity initiatives .How to improve the performance with the existing diversity in the organization is important for its development. It investigates the previous research of the influence of workplace diversity on organizational performance.

The aim is to determine the link between diversity and organizational performance and also to provide insight to practitioners and scholars to design diversity initiatives based on needs .It is the empirical research where in negative and positive effects of diversity are discussed. Diversity training is the tool suggested to improve organization culture.

## Learning

- **Negative effects of diversity and positive effects of diversity** are discussed in detail.
- The concept of workplace diversity and its relation performance is clearly understood and got directions in the research study as performance is the prime variable in study, lots of inputs collected to form the questionnaire.

### **Research gap:**

- Suggested the need to develop alternative ways to conceptualize and operationalize group diversity to overcome past research shortfalls.
- **Need to study relationship of team diversity and team performance.**

11. **Cultural Intelligence: Put it (High) on the Asian HRM Agenda**, Bruce W. Stening, *Research and Practice in Human Resource Management*, 14(2), p74-84.

### **Introduction**

The Author has thrown a light on Cultural Intelligence related to Human resource management practices in Asia. The ability of the senior managers to deal in organizational and national culture is emphasized here. The argument in this paper is that understanding culture is important in the era of globalization, and the culture is not attended properly in the organisations. The study is done on secondary data. The author also dealt with the multiple intelligence: mental, emotional and cultural.

Emerging cultural challenges in local Asian enterprises discussed are limited exposure, less knowledge of cultural interactions, need to internationalise business, lack of soft skill etc.

The aim of the paper is to explain importance, challenges in front of MNCs and local companies and the ways to overcome the challenges. MNCs have to become culturally smart to get success and avoid failure and ready to face challenging local conditions in the countries in which they operate particularly in Asia.

### **Learning**

**It helped to understand importance, challenges in front of MNC's and local companies and the ways to overcome the challenges.**

Though IQ is essential to perform the job, but there are many attributes for job performance

like the organization should create a working environment to increase the motivation, satisfaction, commitment of diverse people. Local firms and foreign companies in Asia are underestimating the importance of cultural skills among their local workforces, so Mentoring and Training and Development Programs are advised by the authors. Author suggested Enriching of organizational human capital leads to wider range of ideas and abilities, offering greater scope for innovation, competitive performance.

**Research gap:**

In the globalization national and local cultural things are becoming less important.

**Underestimation of importance of CQ adversely affects organizational performance.**

**12. Workforce Diversity and Organisational Communication: Analysis of Human Capital Performance and Productivity**, Ephraim Okoro, Melvin Washington, Journal of Diversity Management, the Clute Institute, spring 2012, vol7, No1, p 57-62

**Introduction**

This paper mainly focuses on the importance of diversity, its positive and negative aspects, and its role in organizational communication. Later on the how diversity and communication perform role is Human capital performance and productivity is given in a subtle language, the literature on Workforce Diversity and its effect on workplace communication is discussed thoroughly. The researcher designed a model to discuss opportunities and challenges in workplace diversity. Cost and benefits of workplace diversity, its negative effects are covered in the study.

The undercurrent idea is that for Effective communication in a diverse workforce leads to a high degree of performance and productivity .Diversity is a significant factor for recruitment, retention, productivity, sustained competitiveness of organisations.

The local and global workplace needs to acquire intercultural competence through Strategic and focused diversity initiatives, workshops .Researchers advised that ignoring importance of workplace diversity affects productivity and performance and overall business performance. The sensitivity towards values of understanding, appreciating, respecting human and cultural differences is required to effectively interact in cross cultural interactions.

**Learning**

**Organisational communication is important at all times but there is relation between workplace diversity and communication.** Benefits and negative effects of workplace diversity are discussed .It helps to get conceptual clarity and depth of the concept of workplace diversity and the way to communicate effectively in the organisations. Also the variables discussed in this paper are well incorporated in the research questionnaire.

**Research gap:**

Author is insisting on **reframing of EEOC- the Equal Employment Opportunity Commission** and its function to **resolve discrimination related issues.**

**13. Cultural Intelligence: New directions for research in Asia** , Shankar Menon ,Lakshmi Narayanan ,Canadian Center of Science and Education, Vol. 11,no18,2015

**Introduction**

In this paper the authors studied cultural intelligence and its increasing need of research in Asia. CI helps the Individuals to communicate and behave in a proper manner. Four important areas are identified by the authors for study which are relevant in Asia, measurement of CI, CI with culture specific variables, relation of CI with emotional Labor, CI education and training. As Asian countries are involved in privatisation and globalisation, so the need of intercultural experience and cross cultural competencies and skills was emphasised in multicultural environment.

As most of the CQ measurement techniques are quantitative and not qualitative. This paper enhances the knowledge stock for both, CQ theory and CQ practice in Asia.

At present , with globalization and blooming multi-national corporations, there is an urgent need to design and develop assessment centers that have applicability both cross-nationally and cross-culturally.

The essential skill and competency in present workplace under cross cultural management competency is CQ, author recommends that it should be make compulsory in the curriculum.

**Learning**

**This article helped to get the strong theoretical base of CQ.** The initiatives taken in Asia in the CQ area are understood. The paper is very important to learn in depth knowledge of CI. Author has not only discussed about challenges faced but also tried to give multiple solutions.

**Research gap:**

- **Being new area in research, Authors also talked about recommendations for future research to upgrade CQ theory and CQ practice in Asia.**

- Self-reported measures are used in the past studies by various researchers. It has got the inherent limitations, so the researcher had dealt with new method to measure the CQ.
- Author believes that cultural differences are largely under estimated, so future research is required.

**14. Cultural Diversity: Implications for Workplace Management, Donatus I. Amaram**  
Journal of Diversity Management, IV quarter 2007, Vol.2, No.4

**Introduction**

This paper is written to put forth the role of cultural diversity at workplace in diversity Management. More the diversity more are the opportunities and challenges like cultural effects on job satisfaction, inter group bias and prejudice, cooperation, individual and group performance. As per author, the primary objective of diversity is to acknowledge people's individualities. Author advised the organisations that to transform from mono cultural to multicultural models.

Pros and cons of cultural diversity at the workplace are discussed. Advantages are :- attracting and retaining best talent including woman and minorities, best service to diverse external clients as to improve cultural, social understanding, better problem solving, multiple perspectives on complex issues, Organizational flexibility, fast adaption of changes.

Disadvantages includes: Cultural clashes, conflicts between majority and minority groups which detract from overall performance and affects organizational measures of productivity, absenteeism and turnover.

Cultural differences in the group means existence of different work attitudes, perceptions, values, norms which affects individual and group performances. Cultural difference studied in relation to Individualism vs. collectivism also. The author emphasizes on the finding that the responsibility of practicing manager is to decide when and how to exploit and also capitalize on the favorable attributes of cultural diversity to avoid its disadvantages.

Diversity training is suggested as the remedies to manage cultural diversity successfully. It includes diversity management as one of the major objectives of organization, installing a system to link manager's performance to meet diversity objectives, open door system to

transmit ideas, grievances and feedback, organizational rituals to include religious holidays, diet plan, and dress modes without disturbing organizational activities.

### **Learning**

**This paper makes easier to understand the role of CI in workplace diversity .** The simple **pros and cons of diversity** are learnt .On the top of that the various means and ways to manage cultural diversity are suggested. I would be a practical guide for those who wants to manage cultural diversity effectively.

### **Research gap**

- **Overcoming the challenge to search the remedies to manage behaviour in a diverse environment.**
- Traditional approach towards efficiency and profitability is required to be shifted to dynamics of diversity.
- Current trend Organization structure is non-hierarchical, decentralized and flat which values the opportunities and challenges in a diverse workforce, so study is required in this regard.

### **15. Cultural Intelligence and Openness: Essential elements of effective Global**

**Leadership**, Thomas Verghese, Brion D' Netto, International Review of Business research papers, Vol.7 no1 January 2011 , p. 191-200

### **Introduction**

The researchers believe that CQ and openness are essential elements in effective global leadership, so the importance of CI and openness is examined in this paper. The effect of globalization on effective global leadership is also studied in this article. The outcome of the research is that openness and CQ are positively correlated.

Globalisation is explained in a different way that it is not about cultural homogenization but it is towards increasing cultural uniformity, uniform lifestyles ,uniformity of thought and in organisations. As Increasing cultural diversity has put forth certain challenges for Individuals and Organisations wherein this cultural diversity is essential to raise the ability to communicate and conduct business transactions quickly across national borders and around the world.

Effective global leadership is essential to manage cultural diversity . Global leadership is essential to manage the international workforce. Global leaders with high level of CI successfully work in international workforce . CQ and EQ are not same as per the researchers.

### **Learning**

This paper gives the insight about the benefits of CQ to become global leader. A high degree of openness is the re-requisite for success. Researcher got the perspective of leadership and CQ in this paper and further incorporated in the current research and research paper on the related topic titled: *Cultural Intelligence (CI) : A competency for Effective Leadership at Workplace in 21<sup>st</sup> Century and* presented in the international conference and published in the reputed journal.

### **Research gap:**

- Ways and means to develop CQ to become effective global leader are not suggested.
- Under Big Five Personality Test, Openness is checked with CQ but other components need to be checked.

### **16. Relationship between Personality traits, CI and intercultural communication competence,** Saleuk Yeke, Faith Semercioz, Science Direct, 12th International strategic Mgt.Conference Social and Behavioral sciences ,2016 p313-319

### **Introduction**

The study focuses on the relationship between personality traits, CI and intercultural communication competence. The authors discussed about the satisfaction of employees through understanding their expectations .later on they support the mission, vision and strategies of the organization . The study was undertaken in South Korea and German Automotive firms in Turkey . Interview method was used to collect the data.

CI is defined as to get information about behavior and thought style of individual having unfamiliar cultures. Employees with good amount of CI adopt behaviors , emotions and thoughts of another individual with different cultures.



The findings of the study revealed that CI has positive influence on intercultural communication competence and also personality traits have positive influence on the CI and intercultural communication competence. CI & intercultural communication competence are closely related concepts .

### **Learning**

A new dimension is added with this study as Big five personality tests , CI and Intercultural competence Authors commented that Individuals with high CQ adopt behavior, thoughts and emotions of people from different cultures, it means EQ is a part of CQ. So the study of both intelligences necessary for smooth interpersonal relations. So EQ is a part in the questionnaire and a research paper titled “**A critical review on role of Emotional Intelligence (EI) and Cultural Intelligence (CI) of employees/Managers in building strong organizational culture**” presented in National conference in this regard.

### **Research gap:**

Suggested more research **to find relationship between personality traits, CI and intercultural communication competence**, as it is handled on low scale.

### **17. Cultural Intelligence: Leveraging differences to bridge the gap in Indian**

**Hospitality Industry**, Pallavi Arora, Neelu Rohmetra ,International Review of Business Research Papers ,Vol .6,no.5, November 2010.p 216 – 234

### **Introduction**

As per the researchers, Cultural Intelligence is the key managerial competency in various cultural, social backgrounds .It is the adaptation of social skills and enhancement of psychological ability to bridge cultural gaps.

Few individuals with high CQ are more adaptable in the culturally diverse environment. The managers developing their CQ leads to positive and fruitful results. The issues touched upon in Indian Hospitality industries include: openness in cross cultural sensitivity, flexibility in approach, embracing diversity, handling complaints, etc.

CQ is relevant for global leaders, expatriates, professionals dealing with global contacts, members of multi-cultural teams, travelers or any other person dealing across national and/or cultural backgrounds.

## **Learning**

The authors have **complained about less literature available on CQ being the new area in research**. This paper takes care to give a substantial literature to readers especially about hospitality or service industry.

## **Research gap:**

- **The study needs to be undertaken not only in hospitality or service industry but in manufacturing sector as well.**
- The CI is essential to those who deal in multicultural environment, so efforts are required to develop CQ amongst employees.

**18. Sub dimensions of four factor model of cultural intelligence: expanding the Conceptualization and measurement of CI**, Soon Ang, Linn Van Dyne, Kok Ye Ng, Thomas Rockstuhl, Mei Ling Tan, Cristine Koh, *Social and Personality Psychology Compass* 2012, Blackwell Publishing Ltd, p 295–313

## **Introduction**

The expanded conceptualization of CQ (E-CQS) related with four factors of CQ is very well explained in this paper. Cultural intelligence (CQ) – the capability to function effectively in intercultural settings – has got importance by researchers and practitioners due to its modern relevance in globalization, international management, and workforce diversification.

It facilitates future research on this expanded conceptualization of CQ. The sub-dimensions of prime 4 factors of CQ are practically useful because they identify specific capabilities for each CQ factor.

Expanded Cultural Intelligence Scale (the E-CQS) that assesses the eleven sub-dimensions.

Example items from the 11-dimension Expanded CQ scale (the E-CQS) are Sub-dimensions for Metacognitive CQ are planning, awareness and checking. For Cognitive CQ, Sub-dimensions are Culture-General Knowledge, Context-Specific Knowledge.

For Motivational CQ, Sub-dimensions are Intrinsic & Extrinsic interest, Self-efficacy and at last For Behavioral CQ, Sub-dimensions are Verbal behavior, on-verbal behavior and Speech acts.

## **Learning**

11-dimension Expanded CQ scale (E-CQS) related with four factors of CQ is very well understood. **The focus of the author from four factor model to 11 dimension E-CQS model enriched the concept of CQ.**

## **Research gap:**

**It shows the need to have further expansion of CQ scale [E-CQS] in addition** to its four dimensions and its study with relevant issues.

- 19. The relationship between cultural intelligence and achievement: a case study in an Iranian company**, Ahmad Vedadi, Bahram Kheiri ,Mansoureh Abbasalizadeh  
Iranian Journal of Management Studies (IJMS) vol. 3, no .3, January 2010, p 25 - 40

## **Introduction**

This study is about relationship of Cultural intelligence and achievement which is unique. This exploratory research is done to find out correlation between CQ and achievement. The study is done with 78 middle and high managers of Iran oil and gas companies .These managers were those who experienced intercultural interaction several times .The survey was conducted with the 20 item CQ test considering 4 dimensions of CQ with Likert scale of 7 points .

The results showed there is significant relation between cultural intelligence and its four dimensions CQ with achievement needs. Metacognitive CQ have significant relationship with achievement needs ,also cognitive CQ , motivational CQ and behavioral CQ have significant relationship with achievement.

Authors advised that Cultural diversities need are treat and opportunity which have effects on success organizations mainly those working at global level. Author believed that manager with higher CQ performs better in terms of achievement in cross cultural situations.

## **Research gap:**

**Author pointed out that as CQ is a new and growing construct so limited studies are available .** It is important variant for international level and at national level with subcultures within country, so the study is essential in this respect.

## **2A.3 Review of Research Papers and Articles**

### **(B) Review of Articles from Magazine**

- 20. Why diversity Programs Fail? And what works better,** Frank Dobbin and Alexandra Kalev ,Harvard Business Review, south Asia, July- August 2016,p 49-56

#### **Introduction**

Firms always rely on diversity training to reduced bias on the job, hiring test and performance rating for recruitment and promotion purpose, grievance system etc.but studies shown that force feeding activity activate bias than to reduce it.

The meaning of diversity programs and reasons of failing these programs are understood, the care required to plan the program is underlined.

The study includes analysis of three decades of data from more than 800 US firms and interview of hundreds of Line managers and executives. Author suggested to minimize or avoid control practices to get better results.

The study is about the problem faced by author to reduce bias, increase diversity, Diversity programs often focus on controlling manager's behavior, it actually creates bias, people are against any activity harmful to their autonomy. Involve managers in solving the problem, increase on job contact with female and minority ,promote social accountability for effectiveness are some of the remedies to avoid bias and manage diversity.

Interventions like increasing contacts, targeted college recruitment, self-managed teams, mentoring programs and task forces boosts the diversity. Task forces and diversity managers take efforts to increase social accountability. Author quoted that people are reluctant to compulsory diversity training, whereas voluntary trainings are desirable.

#### **Learning**

**Diversity training is the variable received from this study which is used in the questionnaire do's and don'ts of diversity programs learned.** The reality of diversity programs in practical life is understood. The positive effect of diversity training last up to a day or two and it activates bias, so design of training is required after in depth need assessment.

## 21. **If culture comes first , performance will follow** , Dan Pontefract Forbes, May 25 2017

### **Introduction**

This article is the conclusion of research paper titled ‘Which comes first , organization culture or performance? Published in Journal of Organisation Behaviour, April 2015. The summary of the paper is written in the article.

The researcher investigated 95 automobile dealerships over 6 years and analysed dimensions of culture and performance data. Research proved that Culture affects performance but no other way round .Survey operated under Denison Organisational culture survey (DOCS) to assess 4 cultural traits: Involvement, Consistency, Adaptability and Mission.

**Employee engagement survey is** suggested by the author. The relationship between engagement and performance at the business unit level is substantial. The outcome of the previous survey :65% greater share price increase,26% less employee turnover,100% more unsolicited employment applications,20 %less absenteeism,15%greater employee productivity,30% greater customer satisfaction levels.

### **Learning**

This article is the summary of the research paper on which comes first , organization culture or performance? so it is been proved and reliable. **The significant relation between culture and performance is underlined.** It helps the researcher to understand the link between two variables and further tried to add it in the research work as important variables.

## 22. **CQ :the test of your potential for cross cultural success**, David Livermore, Forbes magazine ,2010

### **Introduction**

The importance of cultural awareness for managers and leaders in the globalized world is emphasized in this article. The ways are discussed to measure and enhance CQ it includes 4 capabilities-

CQ drive is motivation which means the interest , force, confidence of person to function in multicultural environment. CQ knowledge is cognition which means understanding the similarities and dissimilarities in cultures , to understand the cultural differences and their relation with organization.

**CQ strategy:** Metacognition means learning through different experiences with relation to workplace diversity to make proper judgments and also proper planning.

**CQ action** is behaviour which means the capability to behave appropriately in different cultural settings.

Personal and Organisational Benefits of CQ are also discussed. The organisations which applied CQ assessment and training, almost 92 % of such companies observed the increase in revenue within 18 months. Executives commented CI to be a major contributor for increase in revenue. Without CQ dive i.e. motivation or interest or eagerness to face challenges in the diverse cultural settings, the leader may get fail in handling diversity.

Companies tried to enhance CQ of leaders expanded globally and got a success in attracting and retaining top talent.

Author wrote that everybody has certain CQ which can be assessed and enhanced. It is called as CIS –Cultural Intelligence Scale. The first academically tested /validated measure of CQ is created by the author which is available online.

Higher CQ in a person makes him more consistently effective personally and professionally. They get preference in in job market and more personal satisfaction and less difficulty in multicultural situations. Leaders with high CQ knew the way to tackle new cultural situations. As per the author, CQ is not existed by birth or intuition or experience but it can be developed, so efforts are required to develop CQ.

## **Learning**

**This article is a good example of theory and application of theory of CI.** A good amount of theory to understand CQ by the layman and of course the assessments of CQ namely, CQ quick self-assessment, CQ self-Inventory and CQ 360 Inventory are popular. The initiatives to assess CQ are understood which helped to develop the research questionnaire.

**23. Globalization and HR Challenges**, Avadhesh Dixit, Human Capital.Vol.16 no.10  
March 2013

### **Introduction**

The discussion of the HR challenges in the Globalization includes Experience shared by author through Story of CMC Co. Ltd.

Selection of leaders with the ability to appreciate and ability to work in diverse situations and comfortable in cross cultural communication. Author introduced the concept of Global mobility which means managing entire cycles of International assignments which includes to identification, cultural awareness, deputation, Acclimatization and repatriation. In CMC Co .Ltd. , Ethics week is celebrated to improve organizational culture and to create the cross cultural sensitivity is which programs are centered around the core values.

Sustaining organization culture and values globally is a challenge .Creating cross boarder project teams to create leadership which is exposed to global ways of thinking , Cultural sensitivity (Awareness) workshop for employees and their family members , staff driven programs called Maitree : friendship by CMC.

Organisations should take efforts to train and guide staff from diverse backgrounds to balance organizational culture for organizational and local perspective. The HR teams needs to build the capabilities to design and deploy a diversity Program in line with its organization culture.

### **Learning**

This article is a real life experience of the author. The way he has studied the HR challenges in Globalisation phase are commendable. In the globalization era, **major challenges are Diversity Management and sustaining strong organizational culture and these are very well discussed by the author. It is a must article for the researcher in diversity management.**

**24. Lack of Cultural Intelligence is damaging our enterprises and our Economy, Glenn Llopois, Forbes newsletter May 30 ,2011**

**Introduction**

In the present world, Importance of CI is underlined in this article . It is a very short just a page article mentioning very important aspect that absence of CI may affect enterprises and the economy. American companies are aware about the importance of CI , still they don't know the ways and means to increase CI. Author advised that in the present marketplace individual has to be culturally intelligent.

The leaders can't buy CI. It's not for sale. Individual has to learn and earn it.

Companies support diversity associations to get benefits from diverse human resource.

**Learning**

American companies are aware about the importance of CI , but are unaware with the ways and means to increase CI. **The importance of culture and cultural intelligence for development of organization and for economy is understood.**

**25. Cultural Intelligence, P.Christopher Earley and Elain Mosakowski, Harvard Business Review, October 2004**

**Introduction**

This article is the guide to managers to learn to deal with different national, corporate and vocational cultures. The way to assess or diagnose the CI is also mentioned by providing questions under cognitive, physical and motivational CQ.

This article makes attempt to prove the need to develop the CQ in the global world, so this is the area to be explored further . CI is related to Emotional Intelligence in a way that CI picks up where emotional intelligence leaves off. The observation of the author is that Low CI turn out to be a disadvantage in the long run. The 3 sources of CI are head which is a cognitive part, body is the related with behavior, Heart helps to build and strengthen motivation.

Different CI profiles of managers are discussed with appropriate examples, which includes,

- Provincial-effectively works in similar background, but not that effective in unfamiliar one.



- Analyst- interprets a foreign culture's rules and expectation by suggesting suitable learning strategies
- Natural-works on intuition than on systematic learning
- Ambassador-Works with confidence as a powerful feature, he must know how to avoid underestimating cultural differences. This is one of the most common type.
- Mimic –high degree of control on actions and behavior, facilitates communication, gain trusts
- Chameleon – possesses high degree of CQ elements-behavioural,motivational and cognitive .It is not common type of manager.

Steps in developing CI in managers and employees are elaborated in this article. CI can be developed in mentally healthy and professionally sound individual .Under self-assessment approach, the Case study of Deschute Bank is discussed.

The Training requirement is given as per weaknesses discussed here , some of them are – To overcome lack in behavioural CQ- author tells to join acting classes.

For lack in cognitive CQ the remedy is to develop analogical reasoning by reading business case studies , if motivational CQ is low then do simple tasks like buy newspaper, conversation. Confidence training is the new concept introduced by the authors to boost CQ in employees.

### **Learning:**

**It is largely misunderstood that EQ includes CQ, this article is helpful in getting exact relation between EQ and CQ.** The new concept of CI profile of managers is interesting to study and helpful in understanding CI further.

## **2A.3 Review of Research Papers and Articles**

### **(C) Review of article in newspaper**

#### **26. Sakal newspaper dated 8 January 2020 p8:**

*'15000 employees quit Axis Bank'*

Axis bank One of the leading bank in Private sector faced a problem from few months that 15000 employees resigned the job ,most of them are middle level and some are top level too .It was due to new strategy of management which doesn't suit the employees ,they found it difficult to cope with change in organizational culture. This is affecting the daily work of many branches.

## **2A.4 Review of Reports**

1. **Culture and the role of internal audit: looking below the surface**, Dr. Ian Peters ,  
Chartered Institute of Internal Auditors , July 2014

### **Introduction**

The importance of auditing culture of the organization is the essence of this report. It is the actual internal report with respect to culture of an organization .It comprises of various sections- organisational culture and strategy ,harnessing internal audit to support boards in relation to organisational culture – the enablers and the challenges and summary results of the organisations regarding culture .The author introduced new concept of Risk culture which is about describing the values, beliefs, knowledge and understanding about risk shared by a group or teams of people with a common purpose, especially in the organization. Internal auditors suggested that boards and internal audit need to focus on the risks that culture presents.

The Auditors commented that Poor organisational culture is the root cause of scandals in the health, dissatisfaction. The enablers , crucial foundations necessary for the audit of culture: need to be identified which includes Organisational culture needs to have been analysed, properly defined by the board/senior management, informal discussion about subjective judgments on culture, Position, treatment and regard for internal audit, the ability for clients to report or respond to surveys confidentially, good level of risk maturity in the organization. The internal auditor points out some limitations of surveys and interviews-Researchers opt the more qualitative methods such as surveys and interviews, or co-source in this area.

Surveys need to be properly constructed, administered, analysed and interpreted to identify weaknesses.Senior internal auditors will require new communication and relationship skills to enable them to conduct more subjective and informal discussions with executives about cultural issues.

### **Learning:**

**The process to conduct internal audit and the role of culture is clearly understood.**

2. **Training manual for Diversity Management**, Marion Keil, Badrudin Amershi, Stephen Holmes, Hans Jablonski, Erika Lüthi, Kazuma Matoba, Angelika Plett and Kailash von Unruh International Society for Diversity Management – idm September 2007

### **Introduction**

This report is written under European Community Action Program to combat discrimination (2001-2006). The general information to use this manual is explained at the beginning. Section 1 is devoted to Diversity and diversity management, Diversity Management Applications. The case studies-real life cases are discussed where good practices are undertaken for diversity management which includes Adecco, Air Products, Dublin Bus and Deutsche Bank.

The suggested readings are given to enrich the knowledge of diversity and diversity management. Section 2 titled Diversity Management Applications focuses on practical applications of Diversity Management to guide companies towards optimum diversity management. A self-assessment tool, the Diversity Audit is suggested.

The manual is designed to support the diversity management part of the project. This component targeted companies in 27 countries of the European Union and in Turkey. It is useful for trainers, consultants and others interested in Diversity Management.

### **Learning**

A more diverse workforce can increase company effectiveness to achieve its objectives. The program to conduct workshop /training on diversity management for leaders, managers etc. is also given in detail. **The author suggests that The Diversity Audit is a useful tool to analyse the company's current situation.**

Diversity Management Implementation Principles are also discussed in detail to understand diversity properly. How Diversity Audit is completed as Self-Assessment Tool for Companies is narrated in this manual. The manual consists of schedule of internal workshops for different target groups i.e. leaders, managers, employees and readers.

3. Effective Practice Guidelines Series **Cultural Intelligence: The Essential Intelligence for the 21st Century** , David Livermore, Linn Van dyne, **EPG SHRM Foundation**, Ingersoll Rand, 2015

### **Introduction**

This report explains the importance of cultural intelligence and how it can benefit your organization. It also provides guidance on how to assess and develop cultural intelligence in your employees in order to create a higher-performing organization. This report focuses primarily on cultural intelligence (CQ), an innovative, research-based approach for working effectively across national, ethnic and organizational cultures. The author says that anyone can become more culturally intelligent, so it is must have book for all.

Four capabilities of cultural intelligence explained by the author which are :

CQ drive –motivation which means The interest, confidence and drive to adapt cultural information,CQ action- behaviour is changing Verbal and Nonverbal actions appropriately,CQ knowledge –cognition includes understanding intercultural norms and differences and CQ strategy- metacognition concentrates on understanding essence of culturally diverse experiences and planning accordingly .Authors emphasized on Intercultural assessments to know a mechanism for understanding what areas need the most attention for individuals and for organization. The other assessments discussed are multi-rater assessments (e.g., 360°) , introductory training and assessments etc. Expected outcome and ROI on CI is also discussed by the author in simple way.

### **Learning**

**The importance of Cultural Intelligence is understood** with this report.

4. **Building a high performance Culture :key lessons from top cultures ,culture iq**

### **Introduction**

In this report the researchers identified how to understand top-performing company cultures. And studied how to make culture as competitive advantage. The data collected through questionnaires and the answers were used to assess a company's strength across 10 core qualities of Culture : Collaboration, Innovation, Agility, Communication, Support, Wellness, Mission and Value Alignment, Work Environment, Responsibility and Performance Focus.

## **Learning**

The advantage of the culture in the competitive world is , companies can function at a high level of innovation, productivity, and profitability. The most effective method in managing culture is leadership and focus , leader has to manage the culture properly and he should focus on one or two areas to get the good results.

The companies scale highest to work environment and collaboration and lowest to wellness and communication. Leaders are the representatives of culture , values, mission and positive behavior of organization . **The author has observed that the smaller the organization the stronger is the culture, as size of organization increases the culture gets diluted.**

## **2A.5 Review of speech**

**Panel discussion in HR meet MCCIA, Pune by Dr. Vishwanath Lele, November 2017**

The panel discussion conducted in HR meet and the speaker was Dr. Lele, who talked about how a person can become culturally intelligent. The importance of CI was explained further with real life examples. The need of developing CI in the present world is being emphasized by him.

**Learning:** The talk was **informative for the current research and helped to plan** the further study.

## **2A.6 Conclusion**

Through this research has got conceptual clarity and on that basis, the researcher has planned research methodology. After getting the conceptual clarity through literature review , the researcher drafted the conceptual framework which is given ahead in ‘part B’ of this chapter.

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## **CHAPTER 2**

### **REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK**

#### **PART B: CONCEPTUAL FRAMEWORK**

- 2B.1 Introduction**
- 2B.2 Meaning and Definition of basic concepts**
  - 2B.2 .1 Concept of Culture: Meaning and Definition**
  - 2B.2 .2 Concept of Organizational Culture : Meaning and Definition**
  - 2B.2 .3 Concept of Diversity management: Meaning and Definition**
  - 2B.2 .4 Concept of Cultural Intelligence: Meaning and Definition**
  - 2B.2 .5 Relation of CI with Other intelligence: EQ, IQ, SQ**
- 2B.3 Four Dimensions of Cultural Intelligence**
- 2B.4 Challenges in developing Cultural Intelligence**
- 2B.5 Positive effects of high Cultural intelligence in managing diversity**
- 2B.6 Ways & Means to develop Cultural Intelligence in Human resource and to nurture Diversity at the workplace**
- 2B.7 Conclusion**

## CHAPTER 2

### REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

#### PART B: CONCEPTUAL FRAMEWORK

##### 2B.1 Introduction

*“CI is a critical capability for navigating today’s increasingly global and diverse business environment. It’s so important that we made it one of our core behaviors at PwC.”*

*Robert Mortiz, Chair PWC, United States* <sup>[1]</sup>

Cultural Quotient /Cultural Intelligence is the capability to interact in cross cultural situations. It includes capability, ability, and skill to interact with people from different cultures. It includes awareness and knowledge of other cultures, the interest, will and energy to understand and adapt the culture related attributes and at last , the way to behave and to interact by understanding the importance of effective communication. Livermore (2009) explained that CQ is not same as IQ because IQ changes to certain extent in the lifetime of person, it does not change with great difference but CQ may change with focused efforts <sup>[2]</sup>.

In the chapter of ‘Review of Literature’ the step by step evolution in the study of other researchers is elaborated regarding CQ ,now this part of the chapter gives the theoretical background of the concept ‘cultural Intelligence’ and other related concepts.

##### 2B.2 Meaning and Definition of basic concepts

Following concepts are discussed in this section related to culture and organization culture as well as diversity management for clarity in understanding.

##### 2B.2 .1 Concept of Culture: Meaning and Definition

The word ‘culture’ is derived from the Latin word ‘*Cultus*’ means ‘care’ ( Wikipedia) <sup>[3]</sup>

The culture is very important part in the life of an Individual, from the perspective of family

,occupational and social. Though culture is very amorphous (unstructured) concept. (Ian Peters 2014) <sup>[4]</sup>. It can be defined as follows:

According to Anthropologist E.B. Tylor (1974) <sup>[5]</sup> it is a mix encompasses knowledge, art, belief, morals, customs and other practices followed by the individuals.

Dictionary of Cambridge <sup>[6]</sup> states that culture is "the way of life, especially the general customs and beliefs, of a particular group of people at a particular time."

Culture in simple words means '**cluster of collective beliefs, values, morals, law, custom and attitudes**'.

## **2B.2 .2 Concept of Organization Culture: Meaning and Definition**

Culture in the organization is as good as an ecosystem. Each organization possesses its own unique culture which is the result of its values, mission, objectives, goodwill and pattern of working within and outside the organization, the human resource with different backgrounds is an indispensable factor of production. It is highly sensitive to manage the diverse human resource. Human resource is a factor of production which becomes the reason to take the organization to a step of success or downfall in the organization. Sustaining organization culture and values globally with existing human resource is a challenge. (Dixit 2013)] <sup>[7]</sup>

Organizational culture is about philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms to bring organization together and are shared by its employees. (Aswathappa 2015)<sup>[8]</sup>

Organizational culture is a structure of shared assumptions, values, norms, systems and beliefs, influential on behavior of its employees. It directs the way employees how should act, behave and perform. The world famous companies like Cognizant, Wipro, Persistent, IBM, Dell, Microsoft, Sony, Facebook, Google, Apple, L & T, TATA and Infosys etc. have a common factor of success that is their own unique strong organizational culture. Stening (2006) argued that understanding culture is important in the era of globalization, and the culture is not attended properly in the organizations. <sup>[9]</sup>



OCTAPACE culture is discussed by Dr. T. V .Rao (2011) to explain types of culture at workplace in the organizations. <sup>[10]</sup> It includes the following:

- **Openness:** It is about Expression of ideas, opinion, views, and feelings in the organization.
- **Collaboration :** It is the helpful nature, cooperation and a spirit of sacrifice within employees.
- **Trust and Trustworthiness :**It is about believing others, faith on others, the creditworthiness and confidence on each other,
- **Authenticity :**It is about genuineness, validity and speaking reality
- **Proactive:** It is about positive spontaneous action towards goal of business.
- **Autonomy:** It is the power of discretion , freedom and independence in the job/ work.
- **Confrontation:** It is about clashes or conflict in the work and difference of opinions.
- **Experimentation:** It is about risk taking culture, research and exploration.

### **2B.2 .3 Concept of Diversity management: Meaning and Definition**

Cultural Diversity in General means understanding that each individual has distinctive features and recognizing the individual identities on parameters of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, nationality, caste and religion, beliefs and opinions , or other principles.

Workplace diversity is about the difference between people in an organization. Diversity embraces ,gender/equality, religion, custom ,race, economic status and life style, Nationality, values,norms,opinion,views,thoughts,beliefs,physical appearance, ethnic group, age, personality, organizational function, education, background and more.

**The Diversity management** simply means a systematic and planned responsibility by the organizations to recruit, retain , reward and promote the diverse or heterogeneous employees. <sup>[11]</sup> (Henry, Agolla 2007)

Diversity Management is the practice of managing the heterogeneity (diverse)of human resource in terms of gender/equality, religion, custom ,race, economic status and life style, Nationality, values,norms,opinion,views,thoughts,beliefs,physical appearance, ethnic group, age, personality ,etc.

Okoro , Washington (2012) wrote that diversity is a vital factor for recruitment, retention, productivity , constant competitiveness of organizations. [12]

The rise in workforce diversity proved to be an asset or a liability [13] on the way it is managed , nurtured and handled. Instead of relying on external forces like market research, the major internal force –diversity, must be strategically planned in combination with CQ to work effectively . (Livermore, Dyne 2015)

Henry, Agolla (2007) explains the advantages and disadvantages of workplace diversity. The advantages of workforce diversity are better decision making, higher creativity, innovation, better distribution of economic opportunities. [11]

Diverse workforce helps to increase organizational effectiveness which helps to achieve planned objectives ends in better productivity. According to the study of European Commission (2008), the advantage of diversity includes strengthening cultural values within the organization, improving corporate reputation, helping to attract and retain top talent , encouraging motivation and efficiency of existing staff and improving innovation and creativity amongst employees. [14]

Odita, Egbule (2015) conducted research and the outcome was -there exists positive correlation between workplace diversity and organizational effectiveness. [15]

The **disadvantages** of diversity mainly includes: Increase in cost of training, Increase in conflicts, increase in labour turnover and absenteeism. (Henry, Agolla 2007) [11]

The researcher had to develop insight to design diversity initiatives based on needs assessment and empirical research. Diversity initiatives and training is suggested by Leon , Simone, John (2009) to get creative and skilled workforce. [16]

Frank and Alexandra (2016) explained that interventions like increasing contacts, targeted recruitment, self-managed teams, mentoring programs and task forces boosts the diversity. [17]

## **2B.2 .4 Concept of Cultural Intelligence: Meaning and Definition**

### **2B.2 .4.1 Meaning of other intelligences**

**IQ or intelligence quotient** is a measurement of one's intellectual capabilities.

**EQ or emotional intelligence** is one's ability to lead and interact with effective emotional sensibilities. Emotional Intelligence (EI) is defined by Goleman, Boyatzis, Mackee (2001) as

‘the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.’ [18]

The dimensions of Emotional Intelligence include the following:

- *Self-Awareness* : The aptitude of a person to know own feelings and to know the effect of own feelings on others.
- *Self-Management* : This covers the ability of Positive attitude, self-control and adaptability.
- *Social Awareness* : It is the ability to understand others’ emotions .
- *Relationship Management* : It is the interpersonal skill to handle other’s emotions. It deals with managerial skill, leadership, coach and mentor and teamwork etc.

**Social Intelligence** is defined as “the ability to understand others and to act or behave wisely in human relations.”(Thorndike, 1920)[19]

## **2B.2 .4.2 Cultural Intelligence/Cultural Quotient (CI/CQ)**

CI is the ability to adjust the people who are not like you , it may take as a measure of a person's capacity to function effectively in a multi-cultural environment. Employers and organizations apply CI/CQ as a way to foster tolerance and enhance cross-cultural interactions. It is new area of research . (Shankar, Lakshmi 2011) [20] (Ahmed, Bahram, and Mansoureh 2010) [21]

Earley and Ang (2003) defined Cultural Intelligence as ‘*A person’s capability for successful adaptation to new cultural settings, that is, for unfamiliar settings attributable to cultural context.*’ [22]

Culture of the organization plays an important role on ensuring the capability of an organization to achieve excellence. (Rao, 2011)[23] The study of the culture is required not only at international level but at national, ethnic, organizational as well as at Individual level. It encompasses the cultural, social and individual forces required in cross cultural settings.CI refers to general set of abilities, skills which helps in understanding and behaving effectively in intercultural or cross cultural environments .(Ang, Dyne, Rockstuhl 2015) [24]

A person need not throw his set of values ,traditions ,cultures but try to understand the other cultural systems ,norms to work effectively .For example: A female executive from Asia may

adjust well in Australia or Canada but would be little troublesome to work in Oman or Saudi Arabia. Afkaneh, Beyginia (2014) wrote in this regard that CI is not about interacting in foreign cultures but to interact in minor cultures or subcultures within national culture, it is the ability to adjust with values, customs, different traditions and working at organization .<sup>[25]</sup> Cultural intelligence is the essential managerial competency to deal in different cultural , social situations. It sharpens social and psychological sense to overcome the cultural differences. (Arora, Rohmetra 2010) <sup>[26]</sup>

Yeke, Semercioz (2017) commented that Individuals with high CQ embrace behavior, thoughts and emotions of people from different cultures. <sup>[27]</sup>

But the outcome of research conducted by Rockstuhl, Seiler, Ang, Dyne,Annen (2011) is that EQ and CQ are different but complementary to each other. <sup>[28]</sup>

Vergheze, D'Netto( 2011) said that cultural intelligence is not same as emotional intelligence.<sup>[29]</sup> Vedadi, Kheiri , Abbasalizadeh (2010) discussed role of Intelligence Quotient(IQ) and Emotional Quotient(EQ) in business ,these two concepts lack in cultural settings, one gets same results in IQ and EQ in local and national or international situations. It may happen that successful managers with high cultural quotient (CQ) does well with low IQ and EQ .It is observed that CQ is more dominating in cross cultural context than IQ and EQ. <sup>[21]</sup>

Gorji, Ghareseflo (2011) recommended that more research is expected in the area of developing EQ and CQ and its role in performance of employees to enhance productivity. <sup>[30]</sup>

### **2B.3 Dimensions of Cultural Intelligence**

Cultural intelligence is a multidimensional construct, it includes four dimensions: Metacognitive , cognitive, Motivational and Behavioral. These are discussed in this part.

#### **Metacognitive CI:**

It is about the extent of consciousness of cultural awareness in intercultural interactions. Individual with high metacognitive CI are aware of cultural preferences and norms of different societies during interactions. (Rockstuhl, Seiler, Ang, Dyne, Annen 2011) <sup>[28]</sup>

**Cognitive CI** is knowledge of cultural systems, information, values, norms , practices, conventions. Individuals with high **cognitive CI** means mental ability to understand cultural

environment. (Rockstuhl, Seiler, Ang, Dyne, Annen 2011 <sup>[28]</sup> and Ang, Dyne, Livermore 2009) <sup>[31]</sup>

**Motivational CI** is capability to give attention and energy towards learning and applying cultural knowledge in culturally diverse situations. <sup>[28]</sup> (Rockstuhl, Seiler, Ang, Dyne, Annen 2011). It includes the sub dimensions like extrinsic, intrinsic and self-efficacy. (Ang, Dyne, Livermore 2009) <sup>[31]</sup>

Motivational CQ is scale and direction of energy applied toward learning about and functioning in cross-cultural situations. (Ang, Dyne , Koh 2006) <sup>[32]</sup>

**Behavioral CI** is the capability to exhibit verbal , non-verbal acts and speech acts in cross cultural and international interactions. High behavioural CQ means demonstrate flexibility in intercultural interactions <sup>[28]</sup> and (Rockstuhl, Seiler, Ang, Dyne, Annen 2011) & Ang, Dyne, Livermore 2009) <sup>[31]</sup>

For the operationalization of four factor system(4 dimensions), 20 items scale developed by the authors in 2003 (Ang , Dyne 2015) <sup>[33]</sup> ,later on the researcher Dyne (2012) developed 37 item scale known as E-CQS<sup>[34]</sup> to measure sub dimensions of 4 factor of CQ .

The regrouping of dimensions done by Buckner, Furrer, Lin (2015),the dimension ICK-Internalized Cultural knowledge includes original dimensions-cognitive and metacognitive and ECF-Effective Cultural flexibility includes motivational and behavioral dimensions .The authors suggested that two dimensional model is better than four dimensional model <sup>[35]</sup>

**According to Thomas and Inkson** there are only three dimensions to CI: Cultural knowledge , mindfulness means awareness and action and the last is behavioural ability. <sup>[36]</sup>

## **2B.4 Challenges in developing Cultural Intelligence**

In the era of Globalization, the need of hour is to **take paradigm shift from mono cultural to multicultural models.** <sup>[37]</sup> (Donatus 2007)

As per Avadhesh Dixit (2013) sustaining organization culture and values globally is a challenge. <sup>[7]</sup> Research proved that Culture affects performance, it means if culture comes first then performance will follow. (Dan 2017) <sup>[38]</sup>

Cox (1993) estimated that absentee differences attributable to multiculturalism **would cost a company average 3 million dollars per year.** <sup>[39]</sup> Afkaneh, Beyginia (2014) commented that Positive relationship between CI and individual performance of staff is existed. <sup>[25]</sup>

Ian Peters (2014), said that the organizational values and culture should go hand in hand, values are followed if it is converted into strong ideas, actions, so CQ internal audit is advisable to know how values are incorporated in routine work and to what extent it is followed. [4]

Stening (2006) discussed emerging cultural challenges in local Asian enterprises who deal with MNCs are- limited exposure ,lack of cultural skills, less knowledge of cultural interactions, need to internationalize business ,lack of soft skill etc. [9]

In a survey from the Economist Intelligence Unit (2013), **90 percent of executives from 68 countries under study cite ‘cross-cultural management’ as their top challenge** in working across borders. [40]

In reality, most diversity programs are not increasing diversity .The positive effect of diversity training last up to a day or two and it activates bias. Mandatory diversity training, performance evaluation, job testing are not well attained , but **tailor made or need based diversity program** are advisable. (Frank Dobbin and Alexandra Kalev 2016) [17]

As per Stening (2006) CQ is not dealt smoothly in organizations for the reasons like: creating effective virtual teams, cultural sensitivity workshops, building global organizations with local relevance, developing global mindset to accept the challenges locally and globally.

Importance of CQ is underestimated and misunderstood, which adversely affects the organizational performance .As per author , **local Asian industries are facing more cultural issues.** [9]

Livermore (2016) suggested that getting diverse teams to function at the highest levels of productivity requires a leader and team members with high CQ and a plan for culturally intelligent innovation. [41]

Menon , Narayanan (2015) said that in present situation, globalization and blooming multi-national corporations, there is an urgent need to design and develop **assessment centers that have applicability both cross-nationally and cross-culturally.** [20]

Donatus (2007) opines that increase in diversity is studied as the opportunities and challenges like **cultural influences on job satisfaction, inter group bias and prejudice, degree of cooperation, individual and group performance.** As per author , the primary objective of diversity is to acknowledge people’s individualities. [37] Glenn Llopois (2011) advised that **absence of Cultural Intelligence may affect enterprises and the economy.** [42]

Other challenges includes **adaptability with changing diverse environment, training before entering into culturally diverse environment, awareness of CQ assessment test, awareness of role of CI in organisational success ,learn techniques to raise CI, enhance soft skills,** etc.

Livermore, 2015<sup>[43]</sup> said that organizations are adopting cultural intelligence as a critical way to face demands and opportunities of the 21st century world. E.g. IBM, Coca-Cola , Novartis , Google and Alibaba to universities like Harvard Business School and Nanyang Business School etc. Livermore (2010) <sup>[44]</sup> commented that CQ is **the test of your potential for cross cultural success.**

## **2B.5 Positive effects of Cultural Intelligence in managing diversity**

The organization with diverse demography and employees with high CQ get many advantages, some of these are discussed below:

CI is important to reduce cultural clashes, misunderstanding and sorting intercultural disputes (Stening 2006) <sup>[9]</sup> ,also it ensures that high CQ means to get new opportunities ,higher salary ,success in diverse and global setting.(Livermore 2016)<sup>[41]</sup>

As per Livermore (2010) the organizations which applied CQ assessment and training almost 92 % of such companies observed the increase in revenue within 18 months. <sup>[44]</sup>

The additional advantages include better problem solving, multiple outlooks on difficult issues ,Organizational flexibility, fast adaption of problems ,Ease in overcoming culture shock and saving in cost of hiring trainers, (Gillian 2014). <sup>[45]</sup>

To add into this , global leadership, employee retention, better organizational climate, work satisfaction, confidence in work handing and while interacting with persons from other cultures are some of the advantages of CI.

Livermore, dyne (2015) reported that ROI of CQ is intercultural adjustment and negotiations, cultural judgment and decision making, overcome interpersonal challenges, builds trust, idea generation and creative collaboration and overall performance. High CQ means culturally diverse markets, high quality service, enhanced efficiency and speed, multicultural team

effectiveness , profitability and cost saving etc. <sup>[13]</sup> 90 percent of leading executives from 68 countries identify cross-cultural skills as one of the most important capabilities needed to remain competitive .( Livermore 2016) <sup>[41]</sup>

Okoro, Washington (2012) advised that unmanaged workplace diversity <sup>[12]</sup> affects productivity and performance of employees and business. In simple words , diversity at workplace with CQ is equal to Innovation. (Livermore 2016)<sup>[41]</sup>

Lower CQ means more Cultural clashes, confrontation between majority and minority groups, lower down overall performance, increase in absenteeism. (Donatus 2007) <sup>[37]</sup>

In short , the advantages of Cultural Intelligence are- improves **innovation** ,developing **leadership ability**, better **adaptability** ,**innovation**, **healthy organizational culture**, **well managed diversity**, **increase in efficiency and performance** ,better **interpersonal relations**, **self-confidence and happy workforce**. **Better teamwork** ensures **better execution** and results into **better image of employees and organization**.

## **2B.6 Ways and Means to develop Cultural Intelligence in Human resource and to nurture Diversity at the workplace**

To ensure the discussed advantages of cultural diversity and high CQ, few initiatives introduced by the organizations are discussed.

After discussion on benefits of CQ the question comes as how such an ability could be developed .Ang, Dyne, Rockstuhl (2015) revealed that CQ can be developed with training interventions. <sup>[24]</sup>According to Livermore 2010 <sup>[44]</sup>every individual has his own CQ which can be developed. The new scale to test or to assess the CQ is highly required. (Bucker, Furrer, Lin 2015) <sup>[35]</sup>

Diversity Initiatives and Training is a boon to improve workplace culture as it gives creative and skilled workforce. More efforts needed to make tailor made programs under diversity training which will link to Individual performance. (Leon , Simone, John 2009) <sup>[16]</sup>

Okoro, Washington (2012) <sup>[12]</sup> commented that the local and global workplace needs intercultural competence with focused diversity initiatives, workshops. Keil, Amershi,



Holmes, Jablonski, Lüthi, Matoba, Plett and Kailash (2007) suggested that diversity Audit is effective tool to examine the company's recent situation. [46]

Menon, Narayanan (2015) believed that cultural differences are largely under estimated, so future research is required to deal with unique and different ways to embrace it. Case studies, observations, use of simulation exercises and peer reports, are some methods suggested by author. [20]

Donatus (2007) [37] suggested the remedies to manage cultural diversity includes Diversity training, including diversity as an objective, open door system ,grievances ,feedback ,follow rituals on holidays, promote diet plans and dress code without hampering routine work.

Afkaneh, Beyginia(2014)[25] suggested the ways to develop CQ which includes : clubs to interact people with different cultures ,management games with rewards, conferences, internet, tours, short term and long term trainings were also suggested by the author.

Matsumoto, Hwang (2003) concluded that CQ , ICAPS (Intercultural adjustment potential scale) and MPQ (Multicultural personality inventory Test) gives very encouraging results to assess 3 C-cross cultural competence. [47]

Stening (2006) advised to Invest on the skills like to train staff with necessary skills, inculcate a service oriented mentality. CQ as one of the parameters in recruitment, develop the CQ in existing staff, training programs focused on CQ and cultural sensitivity etc. This training helps to increase cultural knowledge, increase mindfulness and behavioural skills etc. [9]

## **2B.7 Conclusion**

In short CI helps in achieving the advantages like improving innovation, enhancing Leadership Talent, Increase in Productivity /performance, Efficiency and Self-Confidence, Healthy Organizational Culture ,Improving Inter personal relations ,better adaptability and Effective and happy workforce and so on .A Better Teamwork will ensure Better Execution and ultimately try to achieve Better Image of employees and organization.

Through this secondary data, the researcher has got conceptual clarity and on that basis, the researcher has planned research methodology , so through this promising inputs of CI/CQ the researcher thought of exploring as to what extent the concepts of diversity management and

cultural intelligence are being known, what challenges the managers across the levels may be facing, what impact diversity and CI may have on overall development of organization and managers.

For this purpose , Research Methodology was designed to collect the primary data. The same is explained in the next chapter.

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## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

- 3.1 Introduction**
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## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

As people consider research as a measure, a movement from the known to the unknown, the researcher also wanted to do the same through careful investigation in the topic of Cultural Intelligence. For that purpose and to have a systematized effort to gain knowledge, a specific research methodology was developed. The same is described in this chapter.

#### 3.2 The research problem

With the Liberalization, Privatization and Globalization (LPG policy 1991), Indian Economy witnessed a 360° move from Local to Global. The objective was to assimilate Local or domestic economy with the world or global economy. The great change happened at global and local level that is companies tried to cope up with the situations, norms which were unknown. Developing country like India tried to develop the human resource that can survive and sustain to face new socio-economic challenges that is culture differences, social stratum, heterogeneous workforce, mannerism, language, nationality, age, gender etc. It gives boost to develop KSA- Knowledge, Skill and Ability to smoothly interact locally, nationally and internationally.

As Economy became more global, the Workforce became more Diverse. In every Organization, the human resource is heterogeneous and diverse in a real sense. Team members of same or different countries began to work on same assignment to achieve common goal, thus the need aroused to understand emotions, cultures, behavior of team members to complete the expected task within the team. Team performance is a result of Individual performance and Team performance is a part and parcel of productivity of the respective organization. Diversity management focuses on elimination of bias that comes as a hurdle for performance.

Human Resource Management (HRM) is becoming more and more challenging at present. Hiring and retaining of employees is a tiresome task for HR Manager. The studies have proved that cultural intelligence makes significant addition in the Leadership ability/effectiveness, - motivation, employee satisfaction and productivity of employees, so it provoked the study to

know significant association of CI and overall development of employee in the Indian context. Efficient and productive employees are the life force of every business. Performance is dependent on many parameters like efficiency, qualification, experience, quality of work, promptness, innovativeness, adherence to company's core values etc., but whether or to what extent it is dependent on CI is a core part of the study.

The researcher aims at finding the significant effect of Cultural intelligence on overall development of the employees in selected industries in the Indian context. High CI level of employees provides variety of benefits like cost saving, different perceptions to same issue, increase in efficiency, innovation, to create awareness and assess the CI of employees from selected industries became a part of this study.

### **3.3 Research Questions**

*Title: Study and Analysis of the effect of Cultural Intelligence on Quality and performance of Employees with reference to selected industries in and around Pune city*

1. What are the concepts of diversity management and cultural intelligence?
2. Are the employees aware about the concept of diversity management and cultural intelligence?
3. How cultural intelligence is different from Intelligence Quotient, Emotional intelligence, Social Intelligence etc.?
4. What are the challenges in developing cultural intelligence?
5. What are the ways that organizations and employees explore to increase their CI?
6. Whether there is any positive impact of diversity and CI on overall development of employees?
7. Is there any model/instrument to assess and to develop cultural intelligence of employees? or by Organizations? If not, is it possible to develop a model or instrument to conduct Cultural Intelligence Audit (CIA)?

### **3.4 Objectives**

1. To study the concept and significance of the terms Diversity at workplace, Diversity Management and Cultural Intelligence.
2. To study the awareness of employees in organizations related to Diversity Management and Cultural Intelligence.
3. To know the ways that organizations and employees explore to increase their Cultural Intelligence.
4. To check the impact of Diversity and Cultural Intelligence on overall development of employees .
5. To develop a suitable instrument to undertake Cultural Intelligence Audit [CIA] for organizations.

### **3.5 Research hypotheses**

#### **Hypothesis 1**

Employees are aware of the concepts of Diversity at workplace, Diversity Management and Cultural Intelligence.

#### **Hypothesis 2**

Employees and Organizations explore various ways to increase their Cultural Intelligence.

#### **Hypothesis 3**

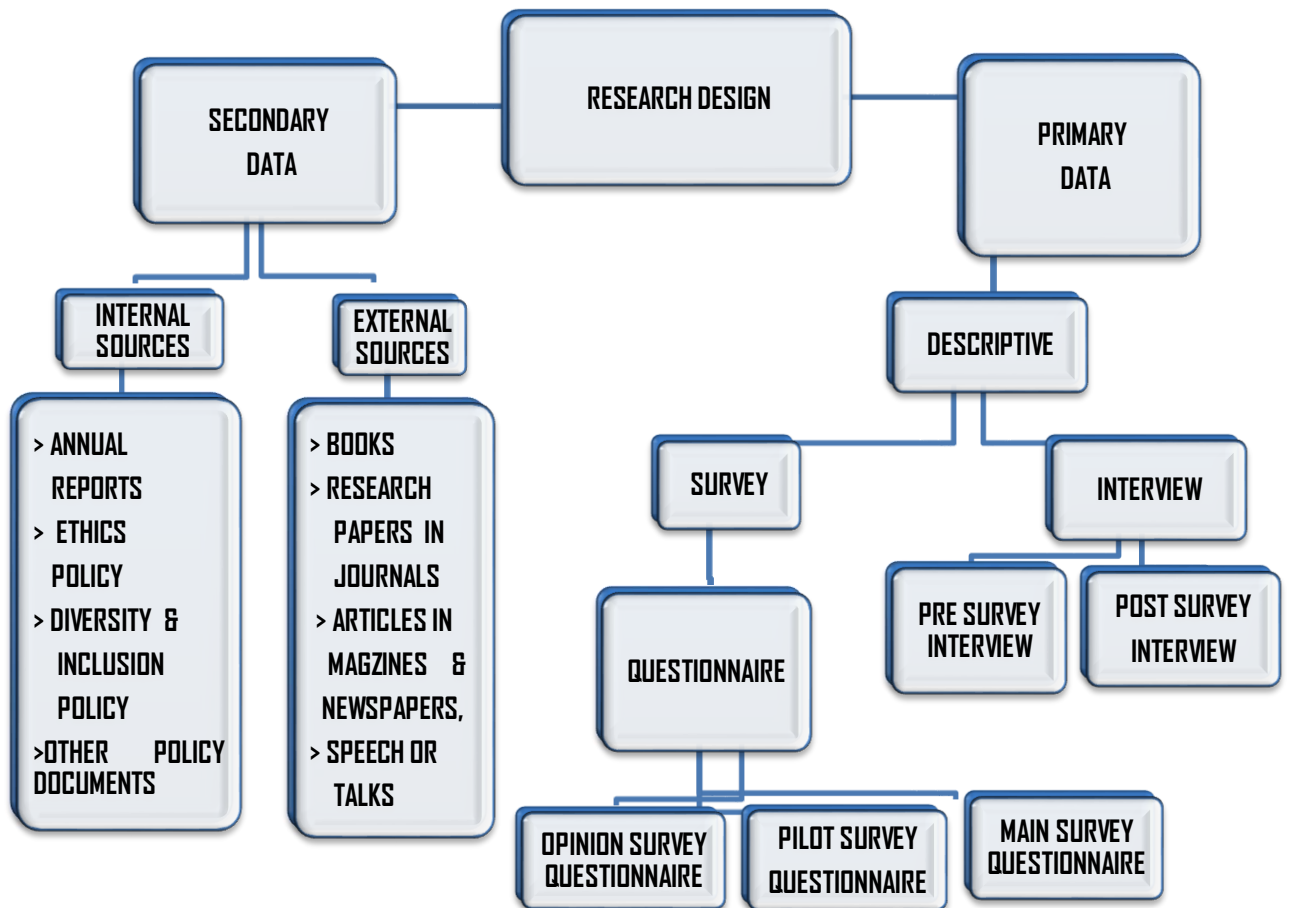
Diversity has impact on overall development of employees.

#### **Hypothesis 4**

Cultural Intelligence has impact on overall development of employees.

### 3.6 Research Design

Figure no 3.1: Research design



#### 3.6 (I) Primary Data

Figure 3.1 depicts the summary of research design used for the study.

The primary data includes the following:

##### 3.6.1 Questionnaire design

##### 3.6.1 (a) Opinion survey

- **Sample type** : managers /directors/heads from service as well as manufacturing Companies E.g. Automobile, Banking, Information Technology, Hotels, Hospitals, Educational Institutes, etc.
- **Sample size** : 57

This survey was undertaken to know the perceptions of the managers to check the awareness of Organization Culture and **Cultural Intelligence (CI)** also to ensure the relation between CI and performance.

**Objectives:**

- To know the extent of awareness in Managers about Organization Culture and **(CI)**.
- To check the Perception of Managers about Cultural Intelligence (CI) and its relation to Individual and Organizational Performance.
- To know whether Managers expect more research in this direction.

**Description of questionnaire:** Initially personal data of respondents is included. Later part is 17 questions asked consisting of Organization culture, training on culture, Culture, work life, work performance and CI, Importance of Cultural Intelligence, rating of cultural intelligence etc. These questions are based on the objective to know awareness of CI and the ways organizations increase CI of the employees.

It covered 15 questions with the option: Yes, No and Not Sure. Next Q. one is based on scale 1 to 10 in which 1=minimum 10=maximum and at last Q.II talks about binary [Yes –No] question

### **3.6.1 (b) Pilot survey**

- **Sample type** : Top, middle and lower level managers
- **Sample size** : 60

Pilot survey is undertaken to know the perceptions and awareness of the concept diversity management and cultural intelligence at the workplace. It gives idea to finalize the variables, to authenticate the questions, to ensure unambiguity of questions.

60 respondents were selected at random and their responses were taken. The collected data is analyzed and findings are discussed.

**Objectives:**

- To understand the perception of managers about diversity management and CI.
- To check the questionnaire and feasibility of the research.

**Description of questionnaire:** Total 38 questions were asked; Questionnaire includes 4 self - rated questions,10 related to personal information of respondents ,22 perception and response based questions on Likert scale ,1 Open ended question, 1 yes/ no question and later on this questionnaire was revised for the main survey. The **Cronbach alpha of the questionnaire/instrument is 0.949** As it is more than 0.5 and closer to 1, so the reliability of



**questionnaire/instrument used for pilot test is high** . Thus the same questionnaire /instrument was used. Relevant questions were added in the questionnaire.

The questionnaire was divided in 2 parts

Part A: Personal Information

Part B: questionnaire

Questions related to the following were asked

- Awareness on workplace diversity, diversity management, organizational culture and Cultural intelligence
- Diversity Management, Organizational culture and Cultural Intelligence
- Quality, performance, productivity and Cultural Intelligence
- Policy, Audit, Training of Cultural intelligence
- Opinion on Cultural Intelligence

### **3.6.1 (c) Main survey**

**Sample type : Top , middle and lower level managers**

**Sample size : 407**

**Objectives :**

1. To study the concept and significance of the terms Diversity at workplace, Diversity Management and Cultural Intelligence.
2. To study the awareness of employees in organizations related to Diversity Management and Cultural Intelligence.
3. To know the ways that organizations and employees explore to increase their CI.
4. To check the impact of Diversity and CI on overall development of employees .
5. To develop a suitable instrument to undertake Cultural Intelligence Audit [CIA] for organizations.

**Description of questionnaire:** The revision or draft of questionnaire done eleven times and then a compact questionnaire is prepared for main survey. The **Cronbach alpha of the questionnaire/instrument is 0.946** As it is more than 0.5 and closer to 1, so the reliability of **questionnaire/instrument used for the study is high.**

**Part A is personal profile :**

This includes age, gender, marital status, designation, type of company, qualification and experience of managers.

**Part B is Main questionnaire:** It is divided in 4 parts. The questions are aligned with the objectives (Please refer 3.4 page no. 80) and then added in the questionnaire.

1) **The part 1 is Diversity Management, Organizational culture and Cultural**

**Intelligence** which covers Q1. To Q4 and Q5.1 to 5.24. These question are regarding awareness of **workplace diversity, diversity management, organizational culture and cultural intelligence.**

- Q1 is based on rating with code 0 to5 where 0=lowest level to 5=highest level
- Q2 is binary / yes - no question with assigning numerical values 1 and 2 respectively.
- Q3 is rating offered to understand frequency lowest level to 5=highest level
- Q4 is rating on 1 to 5 scale /code, it means 1=minimum 5=maximum
- Q5.1 to 5.24 are also covered and Likert scale is used where the meaning of codes is:1- Strongly disagree, 2-Disagree, 3- somewhat Agree, 4-Agree, 5-Strongly Agree

2) Part 2 is **overall development (Quality, performance, productivity etc.) and Cultural Intelligence. Q 5.25 to 5.34 are covered in this part.**

- Q5.25 to 5.26 are on rating from 1 to 5 it means 1=minimum 5=maximum
- In Q5.27 to 5.34 Likert scale is used where the meaning of codes is:  
1-Strongly disagree, 2-Disagree, 3- somewhat Agree, 4-Agree, 5-Strongly Agree

**The performance** is based on a number of categories of variables like technical competence, financial rewards, safety and security of the job, working conditions, Social need satisfaction, motivational and leadership factors, esteem & actualization need related factors etc. All these factors are responsible for individual performance. When diversity and cultural intelligence is concerned, it is about how the employee accepts, respects and adjusts to the diverse cultures and performs in teams. Therefore, as mentioned in the scope of research, the factors relating to the performance are mainly related to the concepts of diversity and cultural intelligence.

If and when the team members are comfortable and confident in teams, then only the team performance improves. This reflects the contribution of innovative ideas, problem solving, completion of project, decision making, creating positive work environment, getting quality of life, quality of work life etc. And therefore, how the diversity management and cultural intelligence has effect on performance is measured; which is based on the perceptions of the managers .

Productivity and performance is not checked with pre and post outcome or results , but it is based on perception of the managers. Financial data is not considered as it does not come in the scope of research. There is a scope for further research in this area.

The concept of **overall development of employees** used for this research is taken as a generic concept and only those variables are selected that are related to work environment and overall performance and therefore the following **variables like Healthy work environment, Quality of life, Quality of Work life, Individual & Team Performance, Overall Performance, Employee retention, Leadership and Organizational Effectiveness etc. are considered in CI testing.**

The **variables selected for the diversity testing are related to team performance and team performance is based on Innovative ideas, problem solving skill ,better completion of project and group decision making etc.**

3) Part3 is **Policy, Audit, Training of Cultural intelligence** in which **Q5.35 to 5.44 are covered .**

- **In Q5. 35 to 5. 43 Likert** scale is used where the meaning of codes is:  
1-Strongly disagree, 2-Disagree, 3- somewhat Agree, 4-Agree, 5-Strongly Agree
- Q.5.44 is Yes- No Question with the code 1 and 2 respectively.

4) Part 4 is covering 3 questions to check the level of Cultural intelligence of managers.

- I and II are based on scale 1 to 10 in which 1=minimum 10=maximum
- Open ended question about opinion on CI

### **3.6.2 Case study Design**

The case studies focused on multinational automobile ancillary industry in and around Pune city. Indian auto component industry is a key sector contributing to Indian Economy and also a prominent part of Make in India.

Auto component industries contributes 2.3% to GDP (Gross domestic product) of India. (IBEF, Indian Brand Equity Foundation January 22, 2020.)

Auto ancillary sector is a part of automobile industries. These industries are growing day by day. Industries manufacturing tyre, engine, seating unit are examples of auto ancillary industries. Auto ancillary industries are closely associated with OEM [Original equipment manufacturer]

The director and HR president of the companies under case study identified the need of CI in their respective companies so the separate case studies are undertaken.

For case study 1 and case study 2, the sample size is 100 each including top, middle level and lower level managers.

Auto ancillaries are very much related with continuous Research and Development of design and manufacturing of the equipment's which are directly used in final product say in commercial cars, passenger cars etc. The companies who are the providers to OEMs -Original equipment manufacturer are considered for the study.

### **Justification**

Case studies are done to check -

- To what extent there is **awareness** about Diversity Management and cultural Intelligence.
- The **impact of the same on overall development** of the employees.

The parameters of the case study are: the companies are automobile industries (Development of Design and manufacturing), providers to OEM, and conglomerate in auto components, similar products, global exposure, and universal presence in India and outside India etc. Both the companies have **Diversity and Inclusion policy** as a part of code of conduct which shows they are well aware with the concept of diversity. Also has CI initiatives conducted from time to time.

Society of Indian automobile manufacturing of (SIAM), India produced 30 million vehicles in 2018-19 and growth is about 6.3%. commercial vehicles (middle & heavy weight) increased by 14.66 % in 2019(Annual Report 2018-2019)

### **3.6.3 Interview design**

#### **3.6.3 (a) Pre survey interview design**

After getting theoretical knowledge on Diversity Management (DM) and Cultural Intelligence (CI) through literature study, the researcher thought it right to talk to few managers and HR heads to get the **first-hand information** about the applications of these concepts, so the pre survey interviews were conducted.

In the **semi-structured interview**, the following questions were asked:

1. Do you think there is **enough awareness** of DM and CI in companies under existing circumstances?
2. Do you think that **Cultural intelligence is important** for the development of the employees and for the expansion of business?
3. Do you find **study of diversity and CI has the potential** to do research further?
4. What are the **ways efforts /Initiatives that organizations and employees explore** to increase their CI?

### **3.6.3 (b) Post survey interview design**

After the data collection and interpretation was done and the findings were listed down, the HR president and the director were interviewed. They were asked the questions based on the findings.

Q.I) What would be the **suggestions** for the managers on the following-

- a) **Managing the diversity at work place**
- b) **developing their cultural Intelligence.**

Q. II) What would be the **plans** as regards-

- a) **Diversity Policy**
- b) **Diversity Audit**
- c) **Training of managers with regard to diversity and cultural intelligence – online, offline, virtual, remote, face to face or by other means.**

### **3.6.4 Sample design**

#### **➤ Population and sample**

This study is the descriptive research. The companies selected for the survey are from automobile sector and other industries who are providers to major automobile OEMs (original equipment manufacturer)

- The companies covered are the members of **ACMA (Automotive components Manufacturer in India, Pune** (Source: Annual Report 2016-17).

Their tagline is '*Future of mobility, embracing the discontinuity*'. ACMA initiates composing the group of auto industries mainly auto parts in India. It is an ISO 9001:2015 certified

association .The membership of over 800 manufacturer all over India contributes more than 80% of auto component industry’s turnover in the organized sector.( Source: www.acma.in) and the other companies are registered with Mahratta Chamber of Commerce, Industries & Agriculture ,Pune(MCCIA).

- **OEM –Original equipment manufacturer**, it is very much related with continuous Research and Development of design and manufacturing of the equipment which is directly used in final product say in commercial cars, passenger cars etc. The multinational companies who are providers to OEMs are considered for the study.

➤ **Sample size**

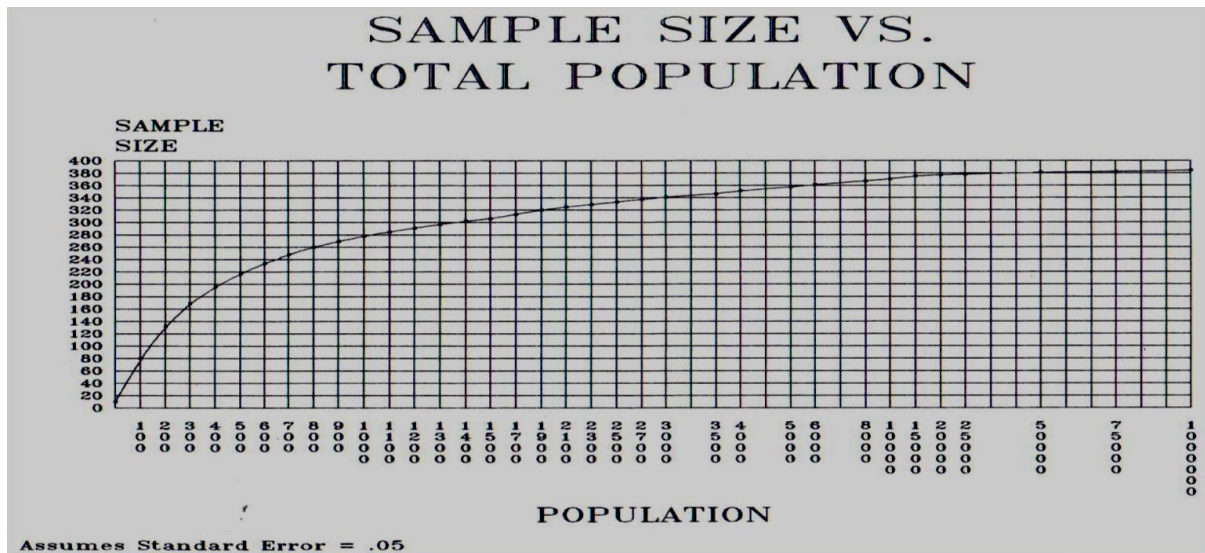
Justification of Sample size: The managers (top, middle and lower level managers) working in the multinational corporations (MNCs) in and around Pune city are the target respondents of the study. Simple random sampling method is used to select samples from the population. The stratified sampling method is not used. The sample of 407 respondents is divided as top level managers-81(20%), middle level managers-122 (30%) and lower level managers-204 (50%).

As per table 3.1, for the unknown population, the expected sample is 384 at 5% level of significance. For the study the sample collected is 407 which is more than expected sample size at 5% level of significance.

**Table No. 3.1: Table for determining sample size as per Salant and Dillman**

Sampling Error Population Size	+/- 5% Sampling error	
	50/50 split	80/20 split
100	80	71
250	152	124
750	254	185
1,000	278	198
5,000	357	234
10,000	370	240
25,000	378	234
1,00,000	383	245
1,000,000	384	246
<b>10,00,00,000</b>	<b>384</b>	246

[Source: Determining Survey Sample Size – A Simple Plan, prepared by Market Directions’ Analytical Group, Boston, [www.marketdirectionsmr.com](http://www.marketdirectionsmr.com)]



**Figure no 3.2 Sample Size vs. Total Population**

(Source: - Krejcie, Robert V., Morgan, Daryle W., “Determining Sample Size for Research Activities”, Educational and Psychological Measurement, 1970)

From Table no 3.1 and Figure no 3.2, it is observed that for the unknown population, the expected sample size is 384 and actual sample size is 407, so it is more than expected.

### 3.6 (II) Secondary data

Books, online resources, journals, thesis, magazines, newspapers, the official websites of the organization involved, Policy guidelines of the organizations involved, published and unpublished reports. The same is reviewed in chapter two.

### 3.7 Selection of Statistical Tools

- Tabulation and Graphs : For the proper presentation of data the **Microsoft word** is used.
- For the storing of the data and responses collected **Microsoft excel-spreadsheet** is used.
- SPSS software (**IBM SPSS 18**) is used to get the statistical analysis of the survey.
- The Central tendencies includes:
  - Mean** –To calculate averages and **Mode**-for getting highest repeated observation
- Likert scale is followed in the questionnaire to collect the data on systematic basis.
- To check the **reliability of the instrument /questionnaire** (pilot survey & main survey) the **Cronbach alpha Reliability Test** is used.

□ The following **statistical tests were followed for hypothesis testing**

- **Chi square** is used to know the significant impact of one variable on another. It is used to know significant effect of diversity and CI on overall development of employees.
- **Z test** is used to know significant difference in the awareness of employees regarding CI and in the exploring ways to increase CI. This test is used with the assumption that data is normally distributed and the sample size is more than 30.

### 3.8 Scope of the study

The scope of the study is around the following conceptual areas:

1. **Workplace diversity, diversity management and organizational culture.**
2. **Cultural intelligence or cultural quotient .**
3. **Quality and performance of employees and its relation to Cultural Intelligence.**
4. **Impact of diversity and CI on overall development of employees.**

### 3.9 Limitation of the Study

The study is done within the purview of following Limitations:

- **Limitation as to geographical area**

This study is done with the multi-national companies in and around Pune City.

- **Limitation as to duration**

The study is conducted for the period 2017 to 2019.

- **Limitation as to Sample**

a) **Sample type:** Simple random sampling method is used to for sampling. The respondents covered here are top, middle and lower managers working in domestic and cross cultural interactions or teams at present or as a past experience.

b) **Sample size** is 407 managers which includes

Top level managers-20% (81), Middle level managers-30 % (122), and Lower level managers-50% (204)



### **3.10 Conclusion**

As per the research methodology, the primary data was collected for opinion survey, pilot study, main survey and case studies. The same is analyzed and interpreted in the next chapter.

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## **CHAPTER 4**

### **DATA ANALYSIS AND DATA INTERPRETATION**

#### **4.1 Introduction**

#### **4.2 Analysis and Interpretation**

**(I) Analysis and Interpretation of Opinion Survey**

**(II) Analysis and Interpretation of Pilot survey**

**(III) Analysis and Interpretation of Main survey**

**(IV) Analysis and Interpretation of Case Study**

**a) Case Study 1: Company Profile**

**b) Case Study 2: Company Profile**

**c) Analysis and Interpretation of Case Study: Case 1 and Case 2**

#### **4.3 Interview of managers**

**a) Pre survey Interview**

**b) Post survey interview**

#### **4.4 Testing of Hypotheses**

#### **4.5 Conclusion**

## CHAPTER 4

### DATA ANALYSIS AND DATA INTERPRETATION

#### 4.1 Introduction

For fulfilling the research objectives and for knowing whether the hypotheses are tested and proven, the secondary and primary data was collected as per research methodology given in chapter 3. The same is analyzed and interpreted in this chapter.

#### 4.2 Analysis and Interpretation

Analysis and interpretation of opinion survey, pilot survey, main survey and–case studies included in this part.

#### 4.2 (I) Analysis and Interpretation of Opinion Survey

1. Majority of respondents say that:
  - Each Company has its own unique culture.
  - Mismatch between the Individual culture and organization culture affects Individual and Organizational performance.
  - Positive Organization Culture leads to better Individual performance
  - Positive Organization Culture leads to better organizational performance
  - Every organization and employee should seriously give a thought to their cultural intelligence
  - Managers are interested to understand the concept of CI in detail.
  - The concept of CI has become important in present world of diversity
2. Majority of Respondents also said that their Organizations conducted orientation about Company's culture at Induction Program when they join their organization.
3. Respondents answered that Organizations conduct Special training programs on Organization culture and diversity management.
4. Though specific training programs were conducted by the organizations, only less than 50% of respondents have attended it.

5. Less than 50% respondents' companies have the Policy to deal with Challenges of diverse culture in employees. There is less awareness of Diversity Management Policy.
6. Organizations of majority respondent's companies comply with diversity related laws and regulations.
7. organizational culture has positive impact on Quality of professional and personal life of the employees.
8. Majority of the respondents supported for conducting more research on cultural intelligence at University as well as at corporate level.
9. More than 75% respondents feel that their CI is 6 or more than 6 out of 10 on the scale of 0 (minimum) to 10 (maximum), there is a need to find out whether the organizations and Individuals are really culturally intelligent, so more research is expected in this regard.
10. More than 50% respondents allowed the researcher to do cultural Intelligence survey of their companies. It means that there is awareness and curiosity regarding cultural intelligence and the need and importance of the study is also felt.

#### **4.2 (II) Analysis and Interpretation of Pilot survey**

- **Cronbach Alpha is 0.949** which is close to 1 means the **reliability of instrument or questionnaire is at higher side.**
- Majority of the respondents are aware of Diversity at workplace (74%), Diversity Management (70 %) , Organizational culture (80%) and Cultural intelligence (57%)
- The most preferred channel to know information on diversity is working with colleagues /peers of different culture (83%),
- Majority of the respondents said that OCTAPACE culture is present in their companies.
- Majority of the respondents are of the opinion that
  - They know ethnicity of other cultures
  - They understand economic and cultural values of other cultures
  - They know the rules for expressing kinesics in multi-cultural interactions.
  - They fine-tune their cultural understanding while interacting with people from various cultural backgrounds
  - They are sensible enough to apply cultural knowledge in Multi-cultural interaction
  - They modify cultural knowledge in multi-cultural environment, if need arises.

- They can be friendly with people whose cultural backgrounds are different.
- They are interested to know the concept of CI in detail.
- CQ is important skill in multi-cultural teams (100%)
- EQ and CQ are matching to each other (97%)
- CQ is a leadership ability in today's globalized world (93%)
- Their organizations give enough importance to Diversity Management (97%) and to development of CI (93%). The companies arrange Specific and need based Training sessions to handle diversity and to develop CI.
- Most of the respondents opined that diversity may result into better situation for individual and organization in terms of productivity, better achievements etc.
- Most of the respondents opined that cultural intelligence of employees affects to employees and organization in terms of productivity, quality and other parameters etc.
- The major group of respondents believed that Cross cultural training is important in regard to cultural knowledge and communication skills. Cross cultural training is essential in many other areas which are added in the main survey for further study.

#### 4.2 (III) Analysis and Interpretation of Main survey

##### Test of Reliability & Data Analysis Tables

Table no: 4.R Reliability Statistics

Cronbach's Alpha	N of Items
0.946	407

As per table no. 4. R, Cronbach Alpha is very much close to 1, it is 0.946, which means **Reliability of the instrument/questionnaire used is at a higher level.**

As this was not an action research, but opinion based research and as of now, the instrument is used for academic purpose only. The instrument is developed by the researcher. The reliability of the questionnaire is separately established for Pilot survey and main survey.

**DATA ANALYSIS TABLES**  
**PART A: Profile of Respondents**

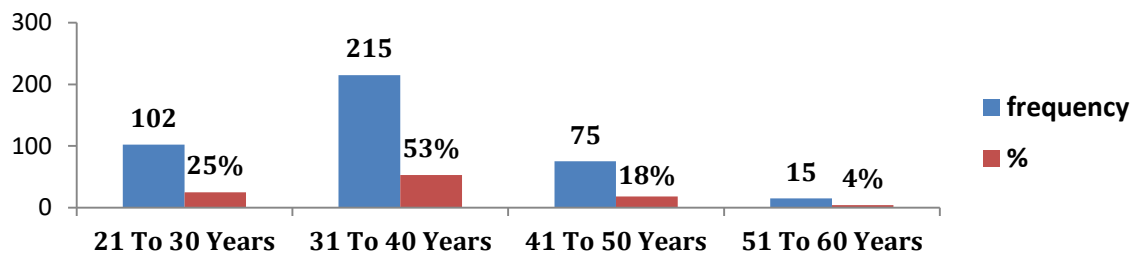
**1) Age of the managers (in years)**

**Table No.4.1: Age of the managers**

	Frequency	Percent
21 To 30 Years	102	25
31 To 40 Years	215	53
41 To 50 Years	75	18
51 To 60 Years	15	4
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No. 4.1: Age of the managers**



**Analysis and Interpretation:** Table no 4.1 and Figure no 4.1 show the age group of the lower, middle and top level managers taken under study. This variable is considered to know the age group of the managers in the study. The respondents falling under 21 to 30 years are 102 which represents 25 % of the total respondents, between 31 to 40 years, there are 215 which are almost 53%, between 41 to 50 years there are 75 managers which represents 18% and between 51-60 years there are 15 managers which is equivalent to 4%.

**Most of the Managers' age is between 31 years to 40 years.**

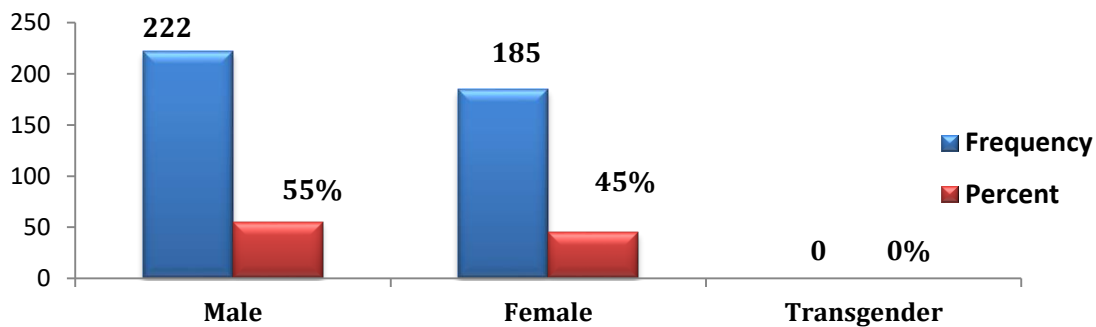
## 2) Gender

**Table No. 4.2: Gender wise profile of Managers**

	Frequency	Percent
Male	222	55
Female	185	45
Transgender	0	0
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field Work]

**Figure No. 4.2: Gender wise profile of Managers**



**Analysis and Interpretation:** Table No. 4.2 and Graph no. 4.2 show the gender wise distribution of the managers. This variable is included in the study to know the gender wise distribution of the managers involved in the study as a part of diversity. It could be seen that 222 managers are male which represents 55% of the total respondents and remaining 185 managers are female respondents representing 45% managers. No transgender included in the study.

The study involves opinion of male and female respondents both but **majority of the respondents (55%) are male.**

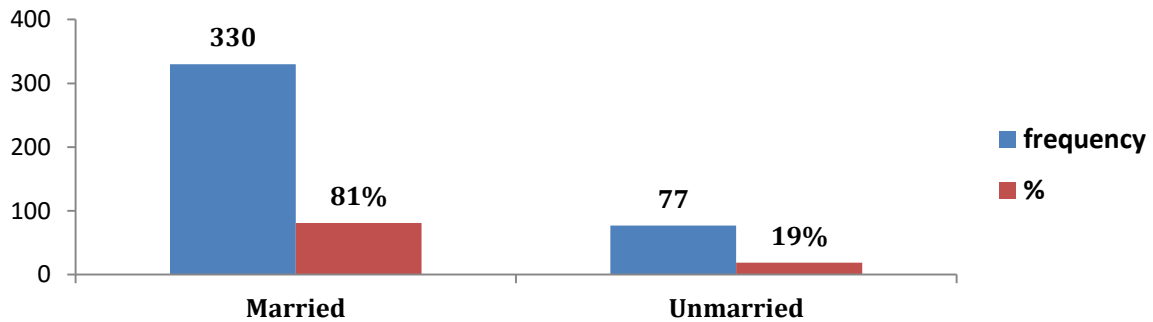
## 3) Marital Status

**Table No. 4.3: Marital Status of Managers**

	Frequency	Percent
Married	330	81
Unmarried	77	19
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field Work]

**Figure No. 4.3: Marital Status of Managers**



**Analysis and Interpretation:** Table no .4.3 and Figure No.4.3 reveal the marital status of the managers. This variable is taken for the study to know the marital status of the respondents as a part of diversity.81% of the total managers equivalent to 330 managers are married and 77 managers representing 19 % of the total respondents are unmarried.

**Most of the managers under study are married.**

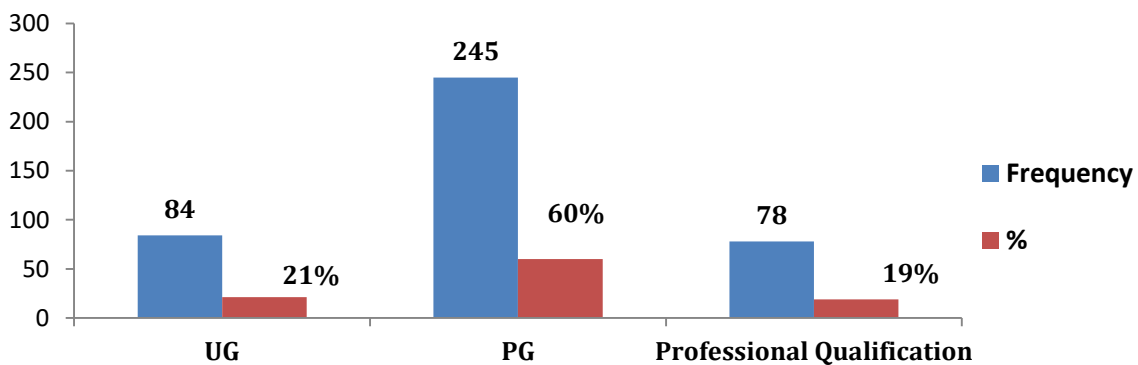
**4) Educational Qualification**

**Table No. 4. 4: Educational Qualification of Managers**

	Frequency	Percent
UG	84	21
PG	245	60
Professional Qualification	78	19
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field Work]

**Figure No. 4. 4: Educational Qualification of Managers**





**Analysis and Interpretation: Table no.4.4 and Figure No.4.4** exhibit the educational qualification of the lower, middle and top level managers. This variable is added in the study to know the qualification of the managers; their opinion may vary as per their qualification. It is observed that 84 managers representing 21% of the respondents are Under Graduate.245 managers representing 60% of the respondents are Post Graduate, and remaining 78 are representing 19% of the total managers are with professional qualification.

**Majority of the respondents (60%) are Post Graduate** so they are highly qualified. They belong to the intellectual strata.

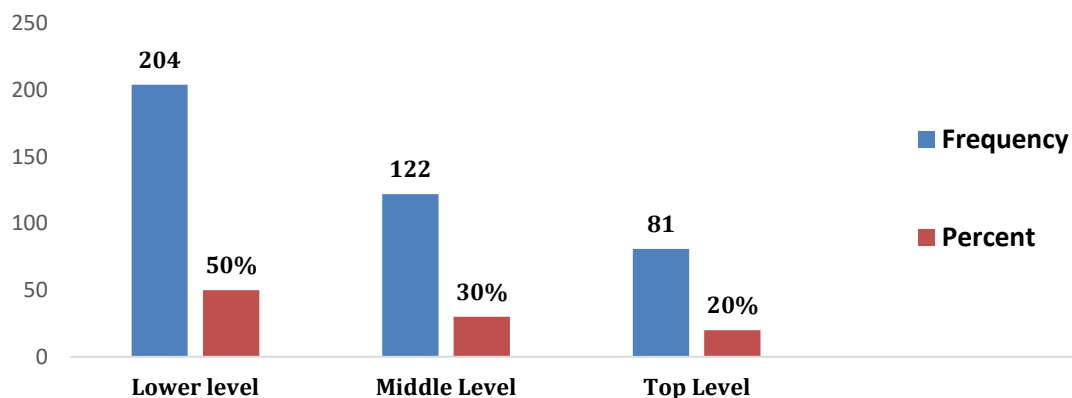
### 5) Designation

**Table No. 4.5: Designation of Managers**

	Frequency	Percent
Lower level	204	50
Middle Level	122	30
Top Level	81	20
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field Work]

**Figure No. 4.5: Designation of Managers**



**Analysis and Interpretation: Table no 4. 5 and Figure No. 4.5** depict the designation of the respondents. This variable is required to know the distribution of managers with respect to lower, middle and top level managers in selected companies.204 are the lower level managers representing 50% of the respondents, 122 respondents are of middle level managers which represents 30% and 81 top managers out of total respondents which represents 20% of total managers .

It is observed that **majority of the respondents are lower and middle level managers.**

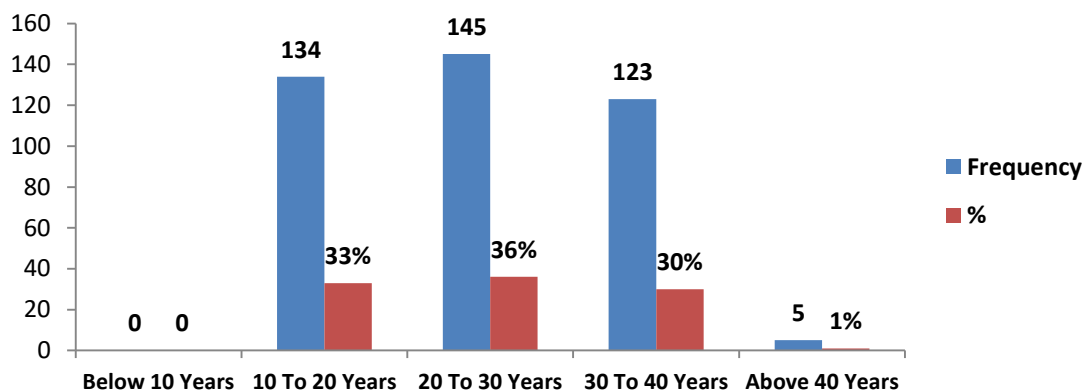
6) **Experience in years**

**Table No. 4.6 : Experience of managers (in years)**

	Frequency	Percent
Below 10 Years	0	0
10 To 20 Years	134	33
20 To 30 Years	145	36
30 To 40 Years	123	30
Above 40 Years	05	1
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field Work]

**Figure No. 4.6 : Experience of managers (in years)**



**Analysis and Interpretation:** Table no.4.6 and Figure no.4.6 provides the data of experience of respondents in number of years. This is the variable essential to ensure that the respondents are responding after enough experience in their respective fields .It can be seen that 134 respondents representing 33% of the total respondents are having the experience of 10 to 20 years.145 respondents representing 36% belongs to experience group of 20-30 years.123 respondents representing 30 % of the whole have the experience between 30 to 40 years. 5respondents have experience for more than 40 years , represents 1% share of the whole.

It is observed that majority of the respondents (36%) are **with experience between 20 to 30 years** and maximum respondents are in the category with experience between 10 to 40 years. It shows that the respondents are enough experienced for more than 10 years.

## PART B: MAIN QUESTIONNIRE

### Q.B.1. Awareness of concepts related to diversity

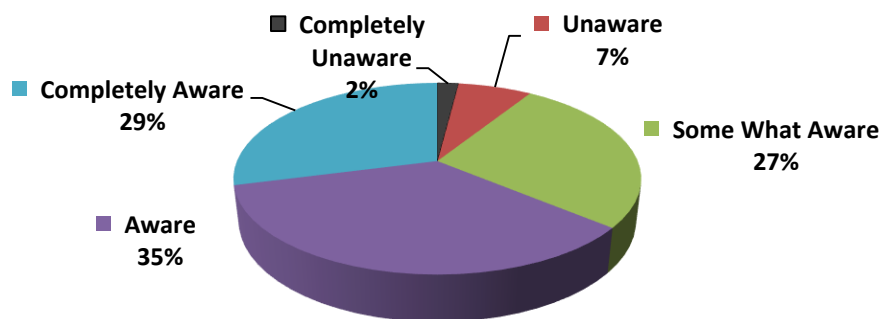
#### 1) Awareness of Diversity at Workplace

**Table No. 4.7 : Awareness of Diversity at Workplace**

	Frequency	Percent
Completely Unaware	6	2
Unaware	31	7
Some What Aware	108	27
Aware	143	35
Completely Aware	119	29
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field Work]

**Figure No. 4.7 : Awareness of Diversity at Workplace**



**Analysis and Interpretation:** Table No.4.7 and Figure No. 4.7 shows the awareness of managers in diversity at workplace . This variable is included in the study to know the awareness of diversity at workplace within managers as it is one of the prerequisite in CI.

6 respondents representing 2% Managers completely unaware about Diversity at Workplace. 31 respondents representing 7% managers unaware , 108 respondents that is 27% of total respondents somewhat unaware, 143 respondents that is 35% of the total respondents aware and 119 respondents representing 29% of the whole completely aware with the concept workplace diversity.

**Majority of the managers (91%) under study are aware with the concept diversity at workplace.**

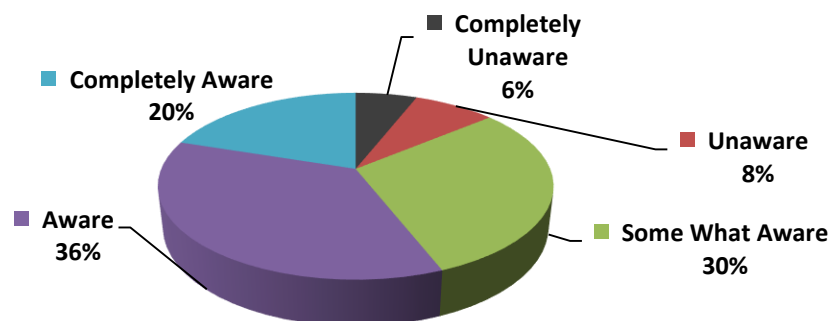
## 2) Awareness of Diversity Management

**Table 4.8: Awareness of Diversity Management**

	Frequency	Percent
Completely Unaware	23	6
Unaware	34	8
Some What Aware	122	30
Aware	148	36
Completely Aware	80	20
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field Work]

**Figure 4.8: Awareness of Diversity Management**



**Analysis and Interpretation:** Table No. 4.8 & Figure No. 4.8 depict the awareness of Diversity Management in Managers. This variable is selected to check awareness of Diversity Management as it is one of the requisite to understand the concept of Cultural intelligence.

80 respondents completely aware with Diversity management representing 20 % of total respondents, 148 respondents aware represents 36% of the total managers, 122 respondents somewhat aware which represents 30% of total respondents. 34 managers unaware represents 8% and remaining 23 respondents represents 6% of total respondents completely unaware.

**Majority of the Managers (86%) aware about Diversity management.**

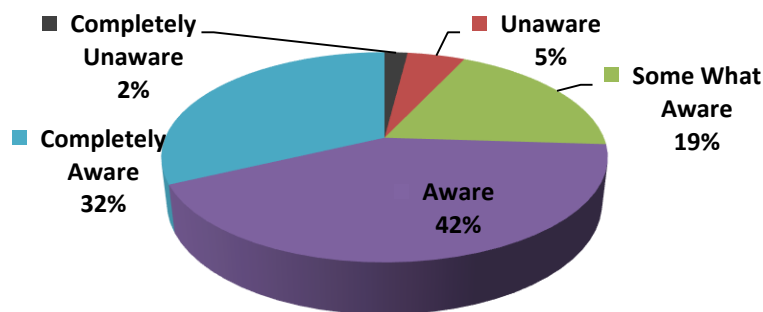
### 3) Awareness of Organizational Culture

**Table 4.9: Awareness of Organizational Culture**

	Frequency	Percent
Completely Unaware	8	2
Unaware	20	5
Some What Aware	77	19
Aware	169	42
Completely Aware	133	32
Total	<b>407</b>	<b>100</b>

[Source: Field Work]

**Figure 4.9: Awareness of Organizational Culture**



**Analysis and Interpretation:** Table No.4.9 & Figure No.4.9 depict the awareness of Organizational culture in Managers. This variable is selected to check awareness of Organizational culture as it is one of the requisite to understand the concept of Cultural intelligence. 133 respondents completely aware with Organizational culture representing 32 % of total respondents, 169 respondents who are aware represents 42% of the total managers, 77 respondents somewhat aware which represents 19 % of total respondents. 20 managers unaware represents 5% and remaining 8 respondents represents 2% of total respondents completely unaware.

**Majority of the Managers (93%) aware about organizational culture.**

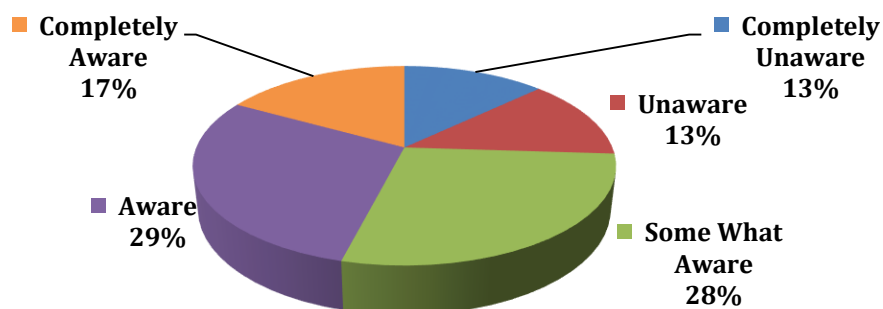
#### 4) Awareness of Cultural Intelligence

**Table 4.10: Awareness of Cultural Intelligence**

	Frequency	Percent
Completely Unaware	53	13
Unaware	53	13
Some What Aware	116	28
Aware	118	29
Completely Aware	67	17
Total	<b>407</b>	<b>100</b>

[Source: Field Work]

**Figure 4.10: Awareness of Cultural Intelligence**



**Analysis and Interpretation :**Table No.4.10 and Figure No.4.10 depict the awareness of Cultural Intelligence in Managers. This variable is selected to check awareness of Cultural Intelligence as it is one of the requisite to understand the significance of cultural intelligence.67 respondents completely aware with Cultural Intelligence representing 17% of total respondents,118 respondents aware represents 29 % of the total managers,116 respondents somewhat aware which represents 28% of total respondents.53 managers unaware representing 13% and remaining 53 respondents represents 13 % of total respondents completely unaware.

Majority of the Managers (74%) aware about Cultural Intelligence , so there is moderate to high awareness of Cultural Intelligence.

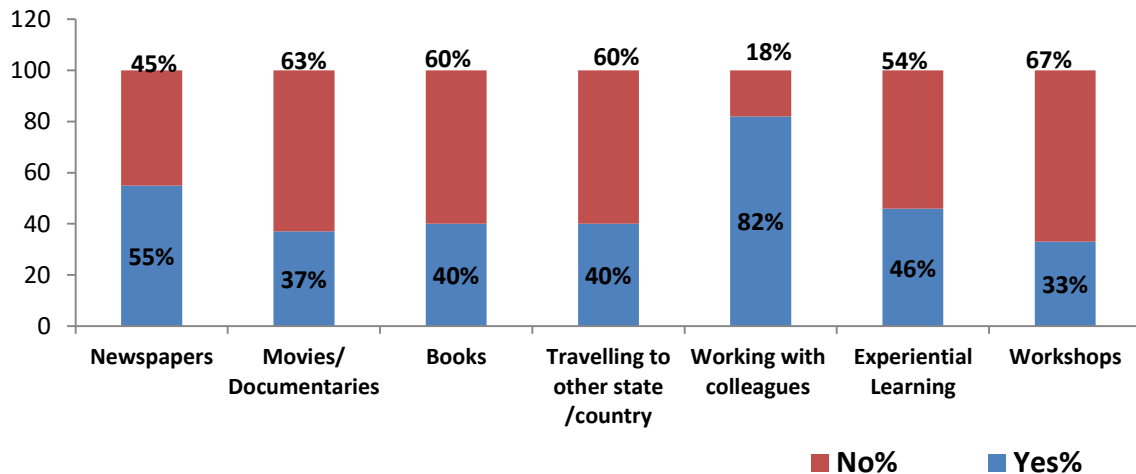
**Q.B- 2- 1-Channels of getting information of Diversity Management**

**Table 4.11: Channels of getting information of Diversity Management**

Channels	Yes		No		Total	
	Frequency	%	Frequency	%	Frequency	%
Newspapers	223	55	184	45	<b>407</b>	<b>100</b>
Movies/ Documentaries	152	37	255	63	<b>407</b>	<b>100</b>
Books	164	40	243	60	<b>407</b>	<b>100</b>
Travelling to other state /country	164	40	243	60	<b>407</b>	<b>100</b>
Working with colleagues peers of different culture	335	82	72	18	<b>407</b>	<b>100</b>
Experiential Learning	188	46	219	54	<b>407</b>	<b>100</b>
Workshops	135	33	272	67	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure 4.11: Channels of getting information of Diversity Management**



**Analysis and Interpretation:** Table No.4.11 and Figure No.4.11 convey various channels to get information on Diversity Management. This variable is chosen to know the opinion of managers whether newspaper spreads information on Diversity Management. The most preferred channel is working with colleagues and peer which is 82% and the next preferred channel is Newspapers which is 55%, experiential learning is 46%, books and travelling to other state and country is 40% for each, movies and documentaries are 37% and last the less preferred channel is workshops 33%.

**The most preferred channel is working with colleagues and peer which is 82% and the last preferred channel is workshop (33%).**

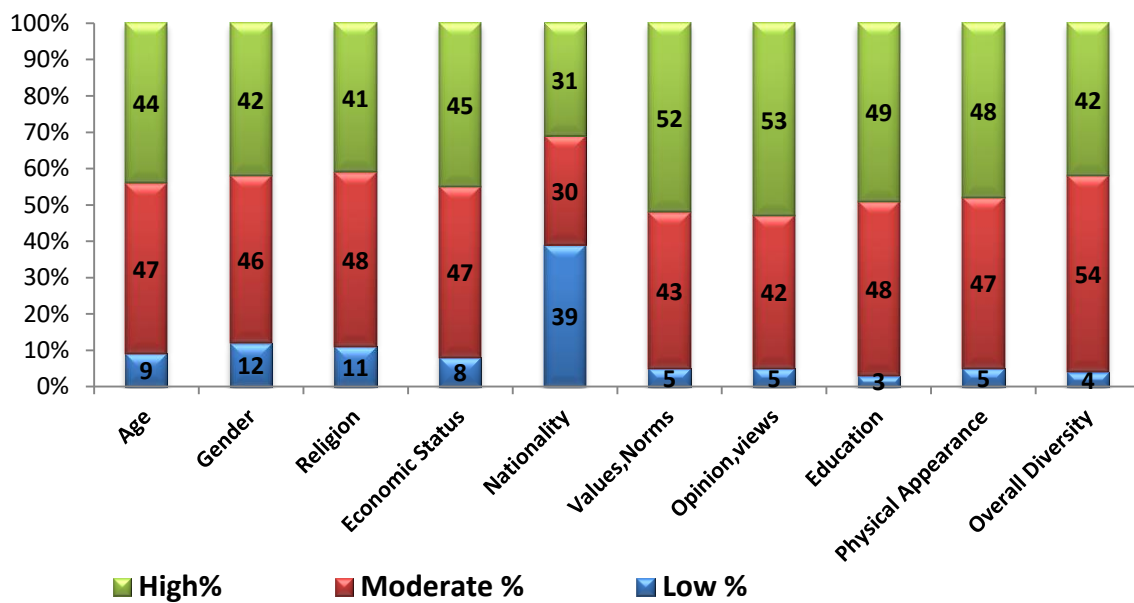
### Q.B.3.Diversity Parameters

**Table 4.12: Diversity scale on Diversity Parameters**

Diversity Parameters	Scale 1 - 3 Low (%)	Scale 4 - 7 Moderate (%)	Scale 8 -10 High (%)	Total (%)
Age	9	47	44	<b>100</b>
Gender	12	46	42	<b>100</b>
Religion	11	48	41	<b>100</b>
Economic Status	8	47	45	<b>100</b>
Nationality	39	30	31	<b>100</b>
Values, Norms	5	43	52	<b>100</b>
Opinion, views	5	42	53	<b>100</b>
Education	3	48	49	<b>100</b>
Physical Appearance	5	47	48	<b>100</b>
Overall Diversity	4	54	42	<b>100</b>

[Source: Field work]

**Figure 4.12: Diversity scale on Diversity Parameters**



**Analysis and Interpretation:** Table No.4.12 and Figure No.4.12 display diversity level in the workforce in specified parameters (10).

**There is moderate to high diversity in the companies.**



**Q4. Existence of OCTAPACE Culture in the organization**

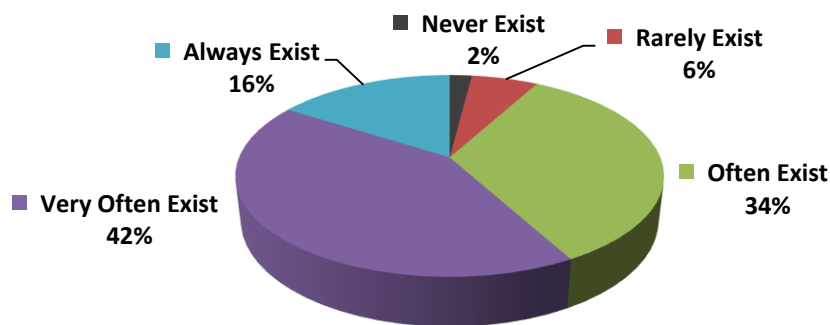
**B 4.1 Existence of culture of OCTAPACE in Organizations –Openness**

**Table 4.13a:** Existence of OCTAPACE -Openness

	Frequency	Percent
Never Exist	7	2
Rarely Exist	25	6
Often Exist	138	34
Very Often Exist	172	42
Always Exist	65	16
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure 4.13a :** Existence of OCTAPACE -Openness



**Analysis and Interpretation:** Table No. 4.13a and Figure No. 4.13a depicts whether **Openness** from OCTAPACE culture exist in the organization. This variable requires to know the extent of culture of **openness (open and free environment)** in selected organizations under study.

**65** respondents representing **16%** of total respondents are of the opinion that culture of **openness** always exist, **172** respondents representing **42%** say that it is very often exist. **138** managers represent **34%** of the total managers are of the opinion that culture of **Openness** is **often exist**. **25** managers representing **6%** are of the opinion that **openness** is rarely exist, remaining **7** managers representing **2%** of the total respondents are saying it is never exist.

**Majority of the respondents (92 %) are favorable with existence of culture of openness in their organizations.**

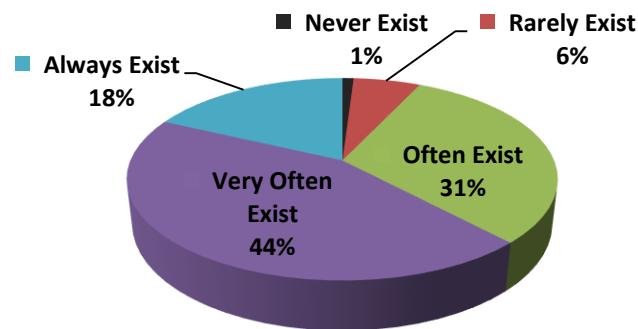
**Q.B 4.2 Existence of culture of OCTAPACE in Organizations – Collaboration**

**Table 4.13b : Existence of OCTAPACE - Collaboration**

	Frequency	Percent
Never Exist	4	1
Rarely Exist	24	6
Often Exist	125	31
Very Often Exist	177	44
Always Exist	77	18
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure 4.13b: Existence of OCTAPACE -Collaboration**



**Analysis and Interpretation:** Table No. 4.13b and Figure No. 4.13b depicts whether **Collaboration** from OCTAPACE culture exist in the organization. This variable requires to know the extent of culture of **Collaboration** (Alliance & Cooperation) in selected organizations under study.

77 respondents representing 18% of total respondents are of the opinion that culture of **Collaboration** always exist, 177 respondents representing 44% say that it is very often exist. 125 managers represent 31% of the total managers are of the opinion that culture of **Collaboration** is often exist. 24 managers representing 6% are of the opinion that **Collaboration** is rarely exist, remaining 4 managers representing 1% of the total respondents are saying it is never exist.

**Majority of the respondents (93%) are favorable with existence of culture of Collaboration in their organizations.**

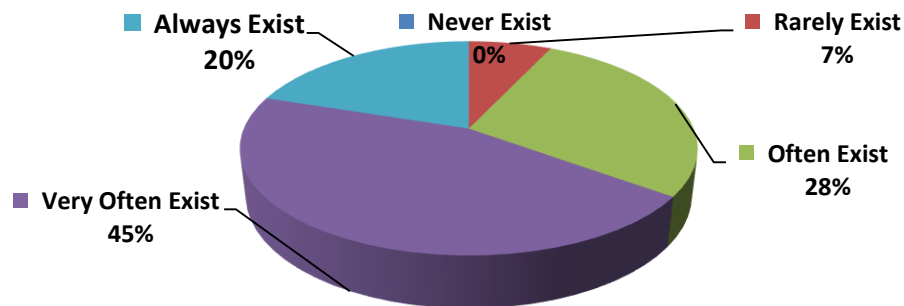
**B 4.3 Existence of culture of OCTAPACE in Organizations - Trust & Trustworthy**

**Table No. 4.13c: Existence of OCTAPACE - Trust & Trustworthy**

	Frequency	Percent
Never Exist	0	0
Rarely Exist	27	7
Often Exist	113	28
Very Often Exist	184	45
Always Exist	83	20
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No. 4.13c: Existence of OCTAPACE - Trust & Trustworthy**



**Analysis and Interpretation:** Table No.4.13c and Figure No. 4.13c depicts whether **Trust & Trustworthy** from OCTAPACE culture exist in the organization. This variable requires to know the extent of culture of **Trust & Trustworthy (Reliable & Honest)** in selected organizations under study.

**83** respondents representing **20%** of total respondents are of the opinion that culture of **Trust & Trustworthy** always exist, **184** respondents representing **45%** say that it is very often exist. **113** managers represent **28%** of the total managers are of the opinion that it is **often exist**. **27** managers representing **7%** are of the opinion that **Trust & Trustworthy** is rarely exist , there is no response of managers about it is never exist.

**Majority of the respondents (93%) are favorable with existence of culture of Trust & Trustworthy in their organizations.**

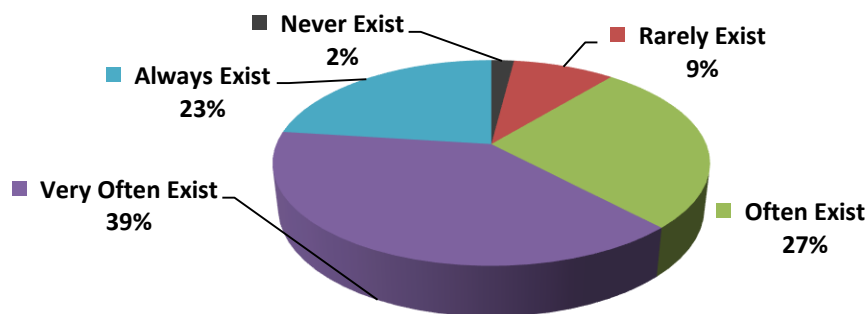
**Q.B 4.4** Existence of culture of OCTAPACE in Organizations – **Authenticity**

**Table No. 4.13d:** Existence of OCTAPACE – **Authenticity**

	Frequency	Percent
Never Exist	8	2
Rarely Exist	38	9
Often Exist	108	27
Very Often Exist	158	39
Always Exist	95	23
Total	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No. 4.13d:** Existence of OCTAPACE – **Authenticity**



**Analysis and Interpretation:** Table No. 4.13d and Figure No. 4.13d depicts whether **Authenticity** from OCTAPACE culture exist in the organization. This variable requires to know the extent of culture of **Authenticity (Genuineness & Validity)** in selected organizations under study.

**95** respondents representing **23%** of total respondents are of the opinion that culture of **Authenticity** always exist, **158** respondents representing **39%** say that it is very often exist. **108** managers represent **27%** of the total managers are of the opinion that culture of **Authenticity** is **often exist**. **38** managers representing **9%** are of the opinion that **Authenticity** is rarely exist, remaining **8** managers representing **2%** of the total respondents are saying it is never exist.

**Majority of the respondents (89%) are favorable with existence of culture of Authenticity in their organizations.**

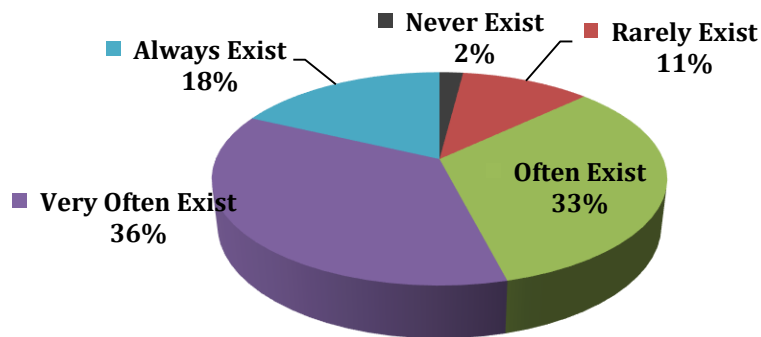
**Q.B 4.5** Existence of culture of OCTAPACE in Organizations – **Pro-action**

**Table No. 4.13e:** Existence of OCTAPACE – **Proaction**

	Frequency	Percent
Never Exist	9	2
Rarely Exist	45	11
Often Exist	136	33
Very Often Exist	147	36
Always Exist	70	18
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No. 4.13e:** Existence of OCTAPACE – **Proaction**



**Analysis and Interpretation:** Table No. 4.13e and Figure No. 4.13e depict whether **proaction** from OCTAPACE culture exist in the organization. This variable requires to know the extent of culture of **proaction** (Spontaneous & positive action) in selected organizations under study.

**70** respondents representing **18%** of total respondents are of the opinion that it always exist, **147** respondents representing **36%** say that it is very often exist. **136** managers represent **33%** of the total managers are of the opinion that it often exists. **45** managers representing **11%** are of the opinion that it rarely exists, remaining **9** managers representing **2%** of the total respondents are saying it is never exist.

**Majority of the respondents (87%) are favorable with existence of culture of proaction in their organizations.**

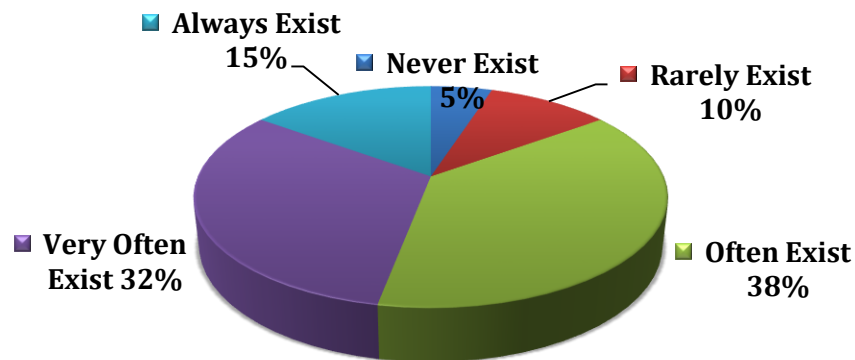
**Q.B 4.6** Existence of culture of OCTAPACE in Organizations – **Autonomy**

**Table 4.13f:** Existence of OCTAPACE - **Autonomy**

	Frequency	Percent
Never Exist	21	5
Rarely Exist	39	10
Often Exist	154	38
Very Often Exist	129	32
Always Exist	64	15
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure 4.13f:** Existence of OCTAPACE – **Autonomy**



**Analysis and Interpretation:** Table No. 4.13f and Figure 4.13f exhibit whether **Autonomy** from OCTAPACE culture exist in the organization. This variable requires to know the extent of culture of **Autonomy (Independence & Freedom)** in selected organizations under study.

**64** respondents representing **15%** of total respondents are of the opinion that culture of **Autonomy** always exist, 129 respondents representing 32% say that it is very often exist. 154 managers represent 38% of the total managers are of the opinion that culture of **Autonomy** is **often exist**. 39 managers representing 10% are of the opinion that **Autonomy** is rarely exist, remaining 21 managers representing 5% of the total respondents are saying it is never exist.

**Majority of the respondents (85%) are favorable with existence of culture of Autonomy in their organizations.**

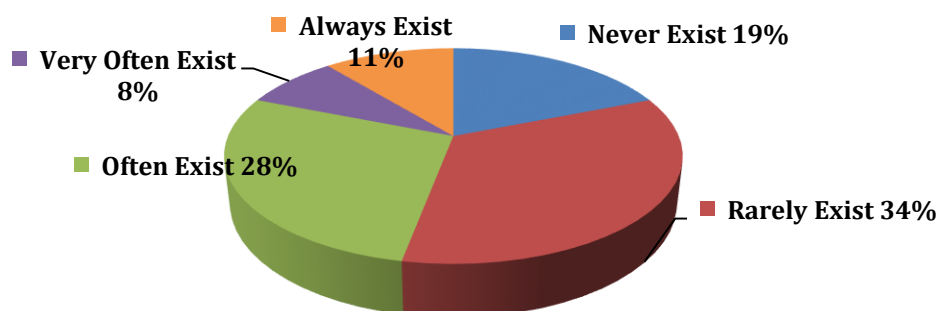
**Q.B 4.7 Existence of culture of OCTAPACE in Organizations – Confrontation**

**Table 4.13g: Existence of OCTAPACE – Confrontation**

	Frequency	Percent
Never Exist	77	19
Rarely Exist	140	34
Often Exist	112	28
Very Often Exist	35	8
Always Exist	43	11
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.13g : Existence of OCTAPACE – Confrontation**



**Analysis and Interpretation:** Table No. 4.13g and **Figure No.4.13 g** depicts whether **Confrontation** from OCTAPACE culture exist in the organization. This variable requires to know the extent of culture of **Confrontation (Difference in opinions, Conflict)** in selected organizations under study.

**43** respondents representing **11%** of total respondents are of the opinion that culture of **Confrontation** always exist, **35** respondents representing **8%** say that it is very often exist. **112** managers represent **28%** of the total managers are of the opinion that culture of **Confrontation** is **often exist**. **140** managers representing **34%** are of the opinion that **Confrontation** is rarely exist, remaining **77** managers representing **19%** of the total respondents are saying it is never exist.

**Majority of the respondents (81%) are of the opinion that Confrontation is existed in their organizations out of this 34% says it is rarely exist. It means confrontation is less.**

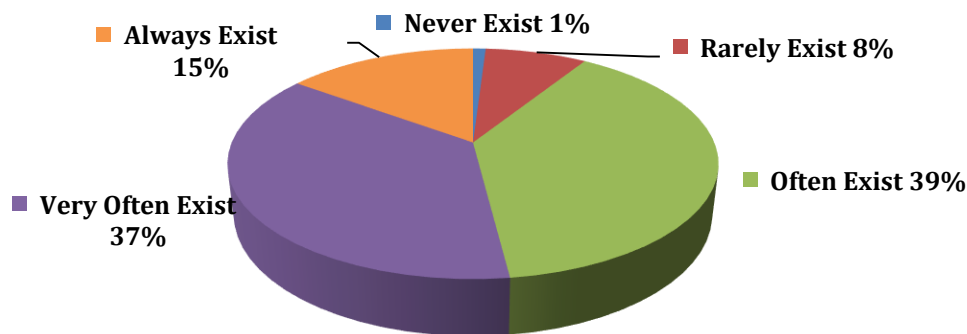
**Q. B 4.8** Existence of culture of OCTAPACE in Organizations - **Experimentation**

**Table 4.13h : Existence of OCTAPACE – Experimentation**

	Frequency	Percent
Never Exist	2	1
Rarely Exist	33	8
Often Exist	158	39
Very Often Exist	151	37
Always Exist	63	15
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure 4.13h : Existence of OCTAPACE - Experimentation**



**Analysis and Interpretation:** Table No .4.13h and Figure 4.13 h depict whether **Experimentation** from OCTAPACE culture exist in the organization. This variable requires to know the extent of culture of **Experimentation (Research & Exploration)** in selected organizations under study.

**63** respondents representing **15%** of total respondents are of the opinion that culture of **Experimentation** always exist,151 respondents representing 37% say that it is very often exist.158 managers represent 39% of the total managers are of the opinion that culture of **Experimentation** is **often exist**. 33managers representing 8% are of the opinion that **Experimentation** is rarely exist , remaining 2 managers representing 1% of the total respondents are saying it is never exist.

**Majority of the respondents (91%) are favorable with existence of culture of Experimentation in their organizations.**



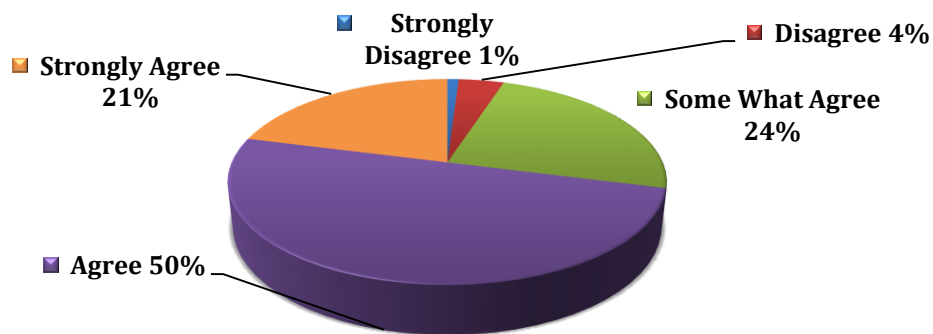
**Q.B5 .1. I can understand the social ,cultural and other values of different cultures**

**Table No.4. 14: Understanding values of other cultures**

	Frequency	Percent
Strongly Disagree	3	1
Disagree	14	4
Some What Agree	97	24
Agree	202	50
Strongly Agree	91	21
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4. 14: Understanding values of other cultures**



**Analysis and Interpretation:** Table No.4.15 and Figure No. 4.15 exhibit the opinion of the respondents about knowing the values of different cultures. This statement is added in the questionnaire because it is a part of cognitive aspect in cultural intelligence.

91 respondents representing 21% of the total respondents strongly agree.202 respondents representing 50% of the total respondents agree with the statement.97respondents representing 24% somewhat agree ,whereas 14 respondents representing 4% disagree and 3 respondents representing 1% are strongly disagree with the statement.

**Majority of the respondents (95%) are of the opinion that they can understand the social, cultural and other values of different cultures.**

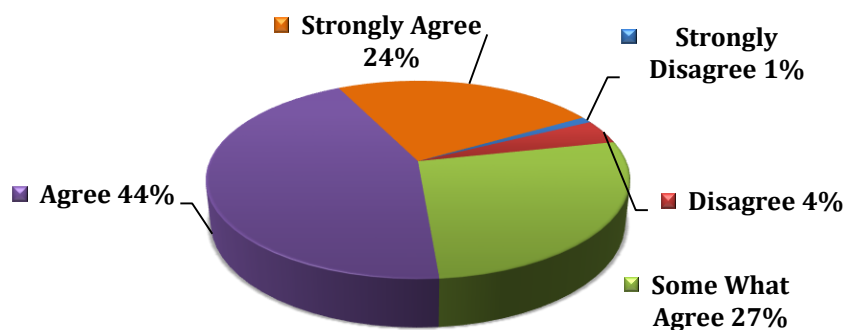
**Q.B5.2. I know the religious beliefs of other cultures**

**Table No. 4.15: knowing the religious beliefs of other cultures**

	Frequency	Percent
Strongly Disagree	4	1
Disagree	14	4
Some What Agree	111	27
Agree	179	44
Strongly Agree	99	24
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No. 4.15: knowing the religious beliefs of other cultures**



**Analysis and Interpretation :** Table No.4.15 and Figure No.4.15 exhibit the opinion of the respondent about **knowing the religious beliefs of other cultures**. This statement is added in the questionnaire because it is a part of **Cognitive** aspect in cultural intelligence.

**99** respondents representing **24%** of the total respondents strongly agree.**179** respondents representing **44%** of the total respondents agree with the statement.**111** respondents representing **27%** somewhat agree whereas **14** respondents representing **4%** disagree and **4** respondents representing **1%** are strongly disagree with the statement.

**Majority of the respondents (95%) are of the opinion that they know the religious beliefs of other cultures .**

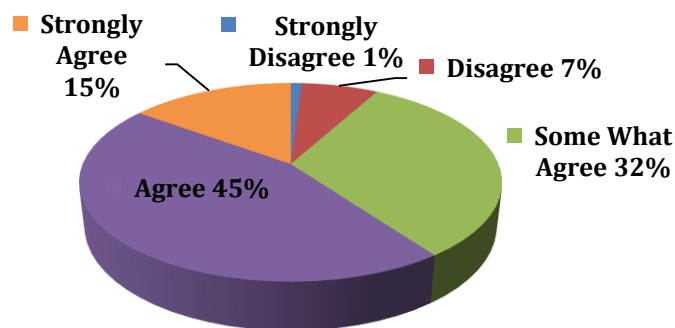
**Q.B5.3. I can understand the economic systems of other cultures**

**Table No.4.16: Understanding the economic systems of other cultures**

	Frequency	Percent
Strongly Disagree	3	1
Disagree	27	7
Some What Agree	134	32
Agree	183	45
Strongly Agree	60	15
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.16: understanding the economic systems of other cultures**



**Analysis and Interpretation :** Table No.4.16 and Figure No.4.16 exhibit the opinion of the respondent about **understanding the economic systems of other cultures**. This statement is added in the questionnaire because it is a part of **Cognitive** aspect in cultural intelligence. **60** respondents representing **15%** of the total respondents strongly agree. **183** respondents representing **45%** of the total respondents agree with the statement. **134** respondents representing **32%** somewhat agree ,whereas **27** respondents representing **7%** disagree and **3** respondents representing **1%** are strongly disagree with the statement.

**Majority of the respondents (92%) are of the opinion that they can understand the economic systems of other cultures.**

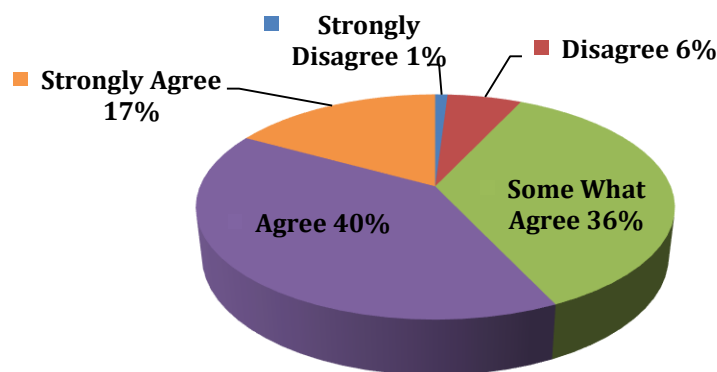
**Q. B5.4. I am aware of rules of non-verbal actions(Kinesics) in different cultures**

**Table No.4.17: awareness of Kinesics in different cultures.**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	24	6
Some What Agree	146	36
Agree	163	40
Strongly Agree	69	17
Total	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.17: awareness of Kinesics in different cultures**



**Analysis and Interpretation:** Table No.4.17 and Figure No.4.17 exhibit the opinion of the respondent that they are **aware of Kinesics in different cultures**. This statement is added in the questionnaire because it is a part of **Cognitive** aspect in cultural intelligence. **69** respondents representing **17%** of the total respondents strongly agree. **163** respondents representing **40%** of the total respondents agree with the statement. **146** respondents representing **36%** somewhat agree, whereas **24** respondents representing **6%** disagree and **5** respondents representing **1%** are strongly disagree with the statement.

**Majority of the respondents (93%) are of the opinion that they are aware of rules of non-verbal actions (Kinesics) in different cultures.**

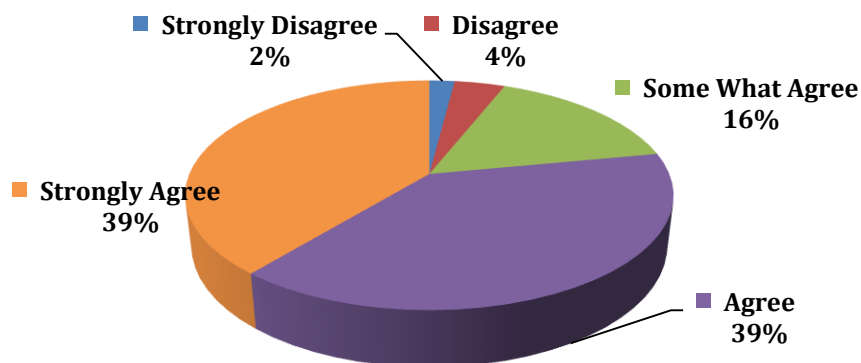
**Q.B5.5. Each organization culture is unique.**

**Figure No.4.18: uniqueness of every organization culture**

	Frequency	Percent
Strongly Disagree	6	2
Disagree	16	4
Some What Agree	65	16
Agree	160	39
Strongly Agree	160	39
Total	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.18: uniqueness of every organization culture**



**Analysis and Interpretation :** Table No. 4.18 And Figure No.4.18 exhibit the opinion of the respondent that **each organization culture is distinct**. This statement is included in the questionnaire to know opinion on organizational culture over awareness.

**160** respondents representing **39%** of the total respondents strongly agree. **160** respondents representing **39%** of the total respondents agree with the statement. **65** respondents representing **16%** somewhat agree, whereas **16** respondents representing **4%** disagree and **6** respondents representing **2%** are strongly disagree with the statement.

**Majority of the respondents (94%) are of the opinion that each organization culture is unique.**

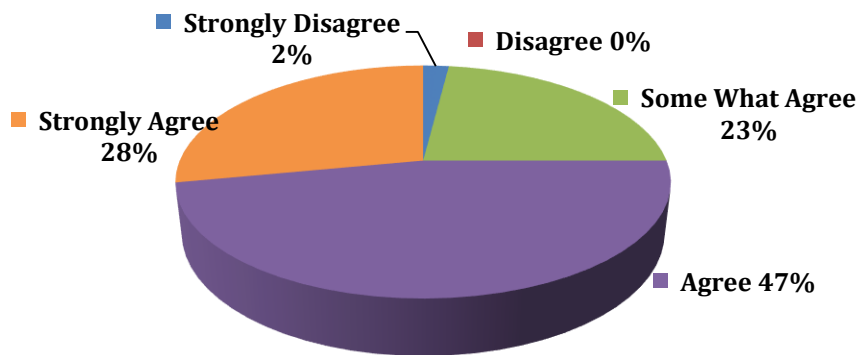
**Q.B5.6. CI is an essential skill in cross cultural groups or teams**

**Table No.4.19: About CI as an essential skill**

	Frequency	Percent
Strongly Disagree	5	2
Disagree	0	0
Some What Agree	93	23
Agree	190	47
Strongly Agree	119	28
Total	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.19: About CI as an essential skill**



**Analysis and Interpretation:** Table No. 4.19 And Figure No.4.19 exhibit the opinion of the respondent that **CI is an essential skill in multi cultural groups or teams** .This statement is included in the questionnaire to know opinion on need of cultural intelligence over awareness.

**119** respondents representing **28%** of the total respondents strongly agree.**190** respondents representing **47%** of the total respondents agree with the statement.**93** respondents representing **23%** somewhat agree, whereas **0** respondents disagree and **5** respondents representing **2%** are strongly disagree with the statement.

**Majority of the respondents (98%) are of the opinion that Cultural Intelligence is an essential skill in multi-cultural groups or teams .**

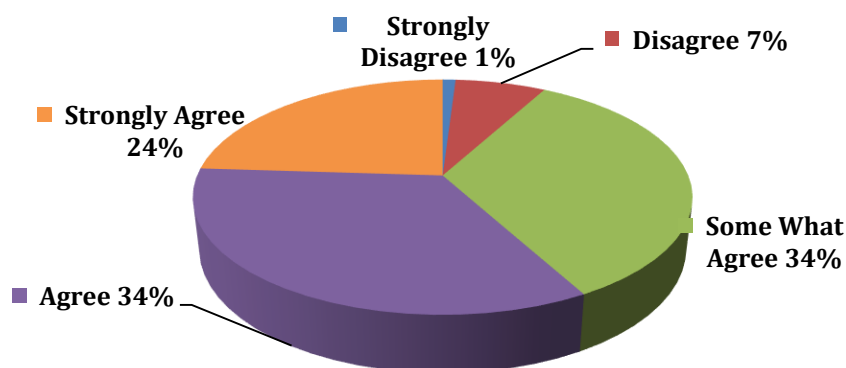
**Q.B5.7. CI is needed in domestic environment**

**Table No.4.20: Need of Cultural Intelligence**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	25	7
Some What Agree	139	34
Agree	139	34
Strongly Agree	99	24
Total	407	100

[Source: Field work]

**Figure No.4.20: Need of Cultural Intelligence**



**Analysis and Interpretation :** Table No.4.20 and Figure No.4.20 exhibit the opinion of the respondent on CI. This statement is included in the questionnaire because to know opinion on need of cultural intelligence over awareness.

99 respondents representing 24% of the total respondents strongly agree.139 respondents representing 34% of the total respondents agree with the statement.139 respondents representing 34% somewhat agree ,whereas 25 respondents representing 7% disagree and 5 respondents representing 1% are strongly disagree with the statement.

**Majority of the respondents (92%) are of the opinion that CI is needed in domestic environment.**

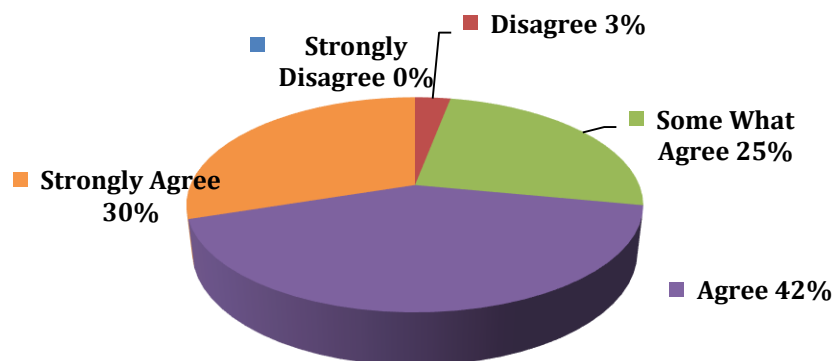
**Q.B5.8. CI is needed in cross cultural environment**

**Table No.4.21: Need of Cultural Intelligence**

	Frequency	Percent
Strongly Disagree	0	0
Disagree	12	3
Some What Agree	103	25
Agree	171	42
Strongly Agree	121	30
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.21: Need of Cultural Intelligence**



**Analysis and Interpretation :** Table No. 4.21 And Figure No.4.21 exhibit that 121 respondents representing 30% of the total respondents strongly agree.171 respondents representing 42% of the total respondents agree with the statement.103 respondents representing 25% somewhat agree, whereas 12 (3%) respondents disagree and no respondents strongly disagree with the statement.

**Majority of the respondents (97%) are of the opinion that CI is needed in cross cultural environment.**



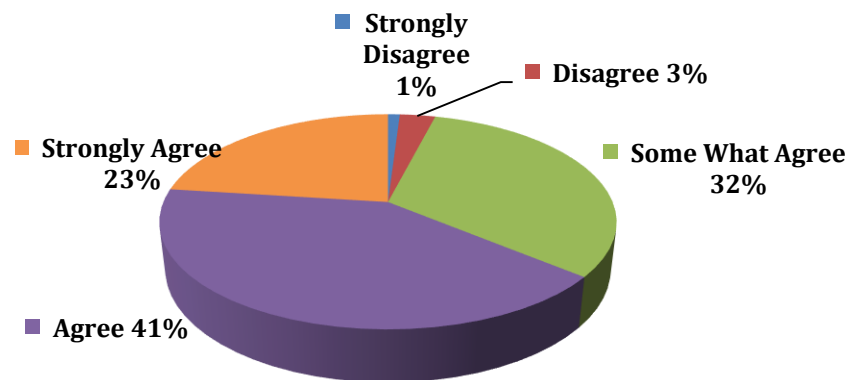
**Q.B5.9. EQ and CQ are complementary to each other.**

**Table No.4.22: About EQ and CQ**

	Frequency	Percent
Strongly Disagree	3	1
Disagree	13	3
Some What Agree	132	32
Agree	167	41
Strongly Agree	92	23
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.22: About EQ and CQ**



**Analysis and Interpretation :** Table No.4.22 and Figure No.4.22 exhibit that 92 respondents representing 23% of the total respondents strongly agree.167 respondents representing 41% of the total respondents agree with the statement.132 respondents representing 32% somewhat agree ,whereas 13 respondents representing 3% disagree and 3 respondents representing 1% are strongly disagree with the statement.

**Majority of the respondents (96%) are of the opinion that EQ and CQ are complementary to each other.**

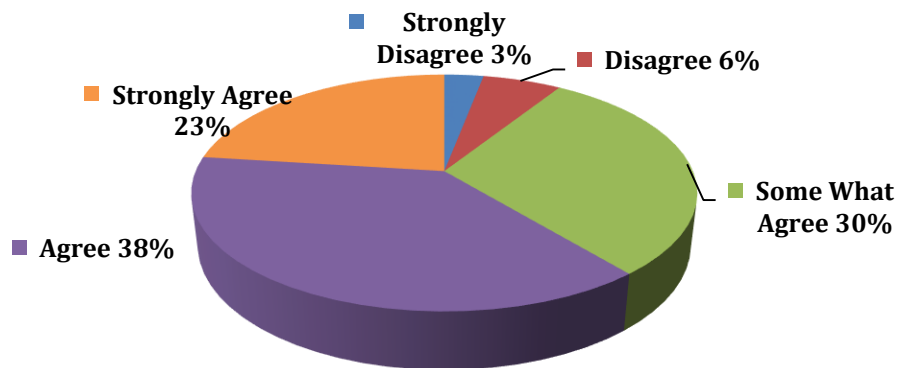
**Q.B5.10. There must be a match between Individual culture & Organizational culture**

**Table No.4.23 : Match between Individual culture & Organizational culture**

	Frequency	Percent
Strongly Disagree	12	3
Disagree	24	6
Some What Agree	122	30
Agree	156	38
Strongly Agree	93	23
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.23: Match between Individual culture & Organizational culture**



**Analysis and Interpretation :** Table No.4.23 and Figure No. 4.23 exhibit that 93 respondents representing 23% of the total respondents strongly agree. 156 respondents representing 38% of the total respondents agree with the statement. 122 respondents representing 30% somewhat agree, whereas 24 respondents representing 6% disagree and 12 respondents representing 3% are strongly disagree with the statement.

**Majority of the respondents (91%) are of the opinion that there must be a match between Individual culture and Organizational culture.**

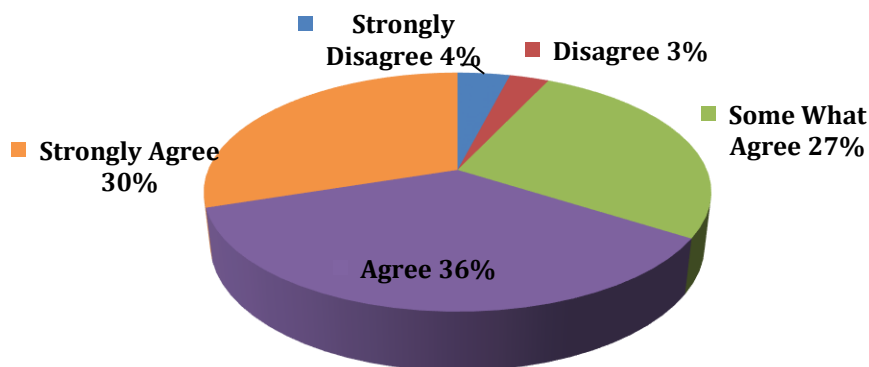
**Q.B5.11. Mismatch between Individual culture and organizational culture has adverse effect on Individual and Organizational performance**

**Table No. 4.24: Effect of mismatch between Individual and organizational culture on performance**

	Frequency	Percent
Strongly Disagree	17	4
Disagree	13	3
Some What Agree	111	27
Agree	146	36
Strongly Agree	120	30
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.24: Effect of mismatch between Individual and organizational culture on performance**



**Analysis and Interpretation:** Table No. 4.24 And Figure No.4.24 exhibit that 120 respondents representing 30% of the total respondents strongly agree.146 respondents representing 36% of the total respondents agree with the statement.111 respondents representing 27% somewhat agree , whereas 13 respondents representing 3% disagree and 17 respondents representing 4% are strongly disagree with the statement.

**Majority of the respondents (93%) are of the opinion that mismatch between Individual culture and organization culture has adverse effect on Individual and Organizational performance.**

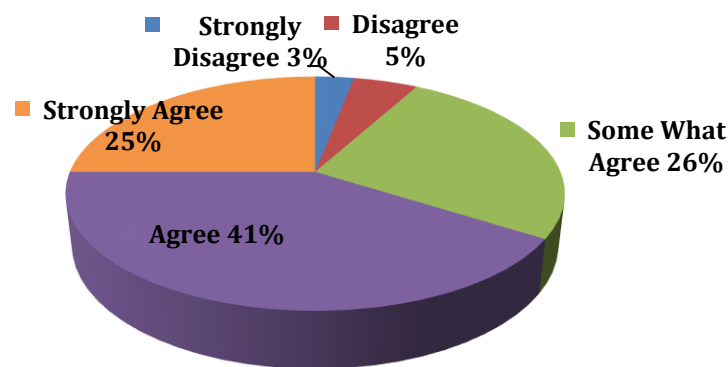
**Q.B5.12. Managing workforce diversity is a present challenge in Organizational Behavior**

**Table No.4.25: Managing workforce diversity is a challenge**

	Frequency	Percent
Strongly Disagree	12	3
Disagree	20	5
Some What Agree	104	26
Agree	168	41
Strongly Agree	103	25
Total	407	100

[Source: Field work]

**Figure No.4.25: Managing workforce diversity is a challenge**



**Analysis and Interpretation:** Table No. 4.25 And Figure No.4.25 exhibit the opinion of managers on Workplace diversity and Diversity Management. **103** respondents representing **25%** of the total respondents strongly agree. **168** respondents representing **41%** of the total respondents agree with the statement. **104** respondents representing **26%** somewhat agree, ,whereas **20** respondents representing **5%** disagree and **12** respondents representing **3%** are strongly disagree with the statement.

**Majority of the respondents (92%) are of the opinion that managing workforce diversity is a present challenge in Organization Behavior.**

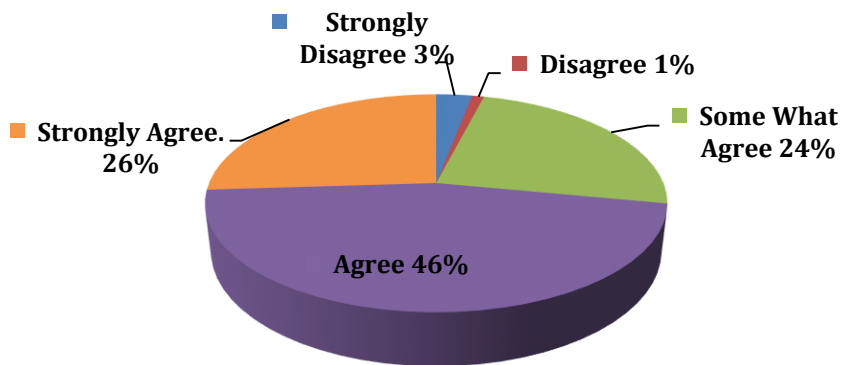
**Q.B5.13. Organizations need to accommodate diverse workforce in terms of its socioeconomic, ethnic & Linguistic composition**

**Table No.4.26: Organizations accommodating diverse workforce**

	Frequency	Percent
Strongly Disagree	13	3
Disagree	5	1
Some What Agree	98	24
Agree	186	46
Strongly Agree	105	26
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.26: Organizations accommodating diverse workforce**



**Analysis and Interpretation:** Table No. 4.26 And Figure No.4.26 exhibit that 105 respondents representing 26% of the total respondents strongly agree.186 respondents representing 46% of the total respondents agree with the statement.98 respondents representing 24% somewhat agree, whereas 5 respondents representing 1% disagree and 13 respondents representing 3% are strongly disagree with the statement.

Majority of the respondents (96%) are of the opinion that Organizations need to accommodate diverse workforce in terms of its socioeconomic, ethnic & linguistic composition.

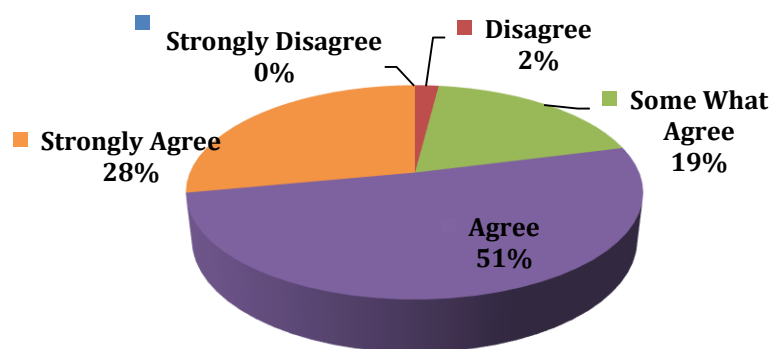
**Q.B5.14. I know that cultural knowledge needs to be altered while interacting with individuals from different cultures**

**Table No.4.27: cultural knowledge needs to be altered in interaction with individuals from different cultures**

	Frequency	Percent
Strongly Disagree	0	0
Disagree	9	2
Some What Agree	76	19
Agree	209	51
Strongly Agree	113	28
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.27: cultural knowledge needs to be altered in interaction with individuals from different cultures**



**Analysis and Interpretation:** Table No.4.27 and Figure No.4.27 exhibit the opinion of the respondent that **his cultural knowledge** needs to be altered while interacting in different cultures. This statement is added in the questionnaire because it is a part of **Meta Cognitive** aspect in cultural intelligence. **113** respondents representing **28%** of the total respondents strongly agree. **209** respondents representing **51%** of the total respondents agree with the statement. **76** respondents representing 19% somewhat agree, whereas **9** respondents representing 2% disagree and 0 respondents strongly disagree with the statement.

**Majority of the respondents (98%) are of the opinion that their Cultural knowledge needs to be altered while interacting with individuals from different cultures.**

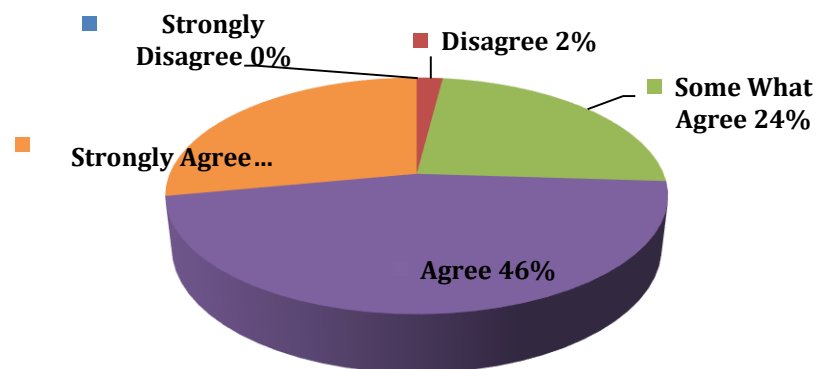
**Q.B5.15. I take care at the time of applying cultural knowledge in multi-cultural situations**

**Table No.4.28: Taking care at the time of applying cultural information in multi-cultural situations**

	Frequency	Percent
Strongly Disagree	0	0
Disagree	11	2
Some What Agree	96	24
Agree	186	46
Strongly Agree	114	28
Total	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.28: Taking care at the time of applying cultural information in multi-cultural situations**



**Analysis and Interpretation:** This statement is added in the questionnaire because it is a part of Meta Cognitive aspect in cultural intelligence. **Table No.4.28 and Figure No.4.28** exhibit that **114** respondents representing **28%** of the total respondents strongly agree. **186** respondents representing **46%** of the total respondents agree with the statement. **96** respondents representing **24%** somewhat agree, whereas **11** respondents representing **2%** disagree and **0** respondents strongly disagree with the statement.

**Majority of the respondents (98%) are of the opinion that they take care at the time of applying cultural knowledge in multi-cultural situations.**

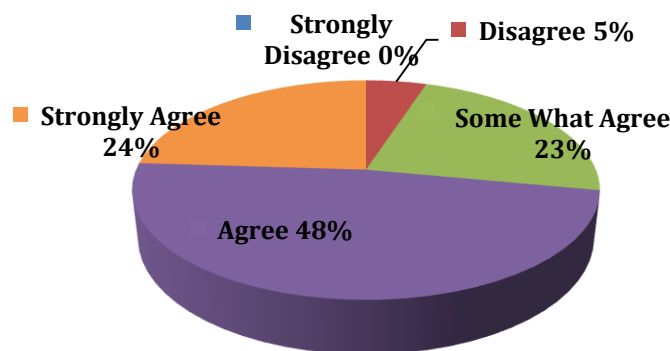
**Q.B5.16. I amend the cultural knowledge time to time while interacting in multi-cultural situations**

**Table No.4.29: Amending the cultural knowledge in multi-cultural situations**

	Frequency	Percent
Strongly Disagree	0	0
Disagree	21	5
Some What Agree	94	23
Agree	194	48
Strongly Agree	98	24
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.29: Amending the cultural knowledge in multi-cultural situations**



**Analysis and Interpretation:** This statement is added in the questionnaire because it is a part of Meta Cognitive aspect in cultural intelligence. **Table No.4.29 and Figure No.4.29 exhibit** that **98** respondents representing **24%** of the total respondents strongly agree. **194** respondents representing **48%** of the total respondents agree with the statement. **94** respondents representing **23%** somewhat agree , whereas **21** respondents representing **5%** disagree and 0 respondents strongly disagree with the statement.

**Majority of the respondents (95%) are of the opinion that they amend their cultural knowledge time to time while interacting in multi-cultural situations.**



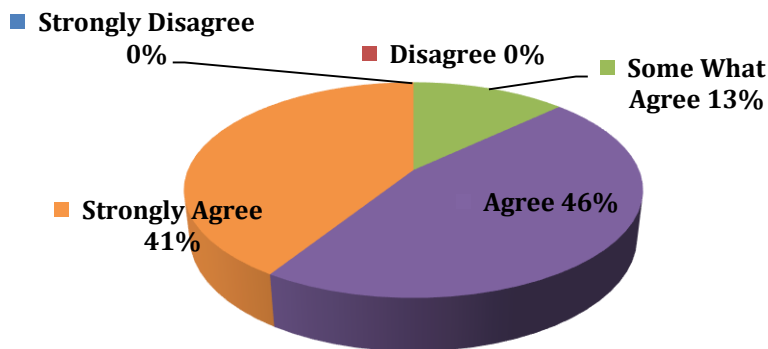
**Q.B5.17. I enjoy interacting with people from different cultures.**

**Table No. 4.30: I enjoy interacting with people from different cultures.**

	Frequency	Percent
Strongly Disagree	0	0
Disagree	0	0
Some What Agree	54	13
Agree	188	46
Strongly Agree	165	41
Total	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.30: I enjoy interacting with people from different cultures.**



**Analysis and Interpretation:** Table No.4.30 and Figure No.4.30 exhibit the opinion of the respondent that they enjoy interacting with people from different cultures. This statement is added in the questionnaire because it is a part of Motivational aspect in cultural intelligence. **165** respondents representing **41%** of the total respondents strongly agree. **188** respondents representing **46 %** of the total respondents agree with the statement. **54** respondents representing **13 %** somewhat agree, whereas **0** respondents disagree and strongly disagree with the statement.

**All the respondents (100%) are of the opinion that they enjoy interacting with people from different cultures.**

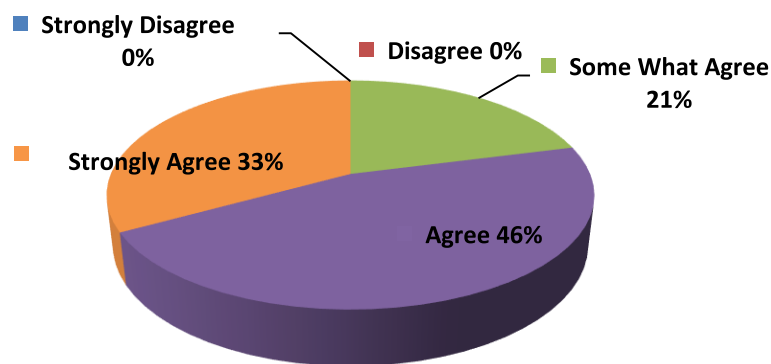
**Q.B5.18. I am sure that I can get mingled (socialize with locals) with the people from other cultures**

**Table No.4.31: I can get mingled with the people from other cultures**

	Frequency	Percent
Strongly Disagree	0	0
Disagree	0	0
Some What Agree	83	21
Agree	184	45
Strongly Agree	140	34
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.31: I can get mingled with the people from other cultures**



**Analysis and Interpretation :** Table No. 4.31 And Figure No.4.31 exhibit the Motivational aspect in cultural intelligence.

**140** respondents representing **34%** of the total respondents strongly agree.**184** respondents representing **45%** of the total respondents agree with the statement.**83** respondents representing **21%** somewhat agree , whereas **0** respondents disagree and strongly disagree with the statement.

**All the respondents (100%) are of the opinion that they get mingled with the people from other cultures .**

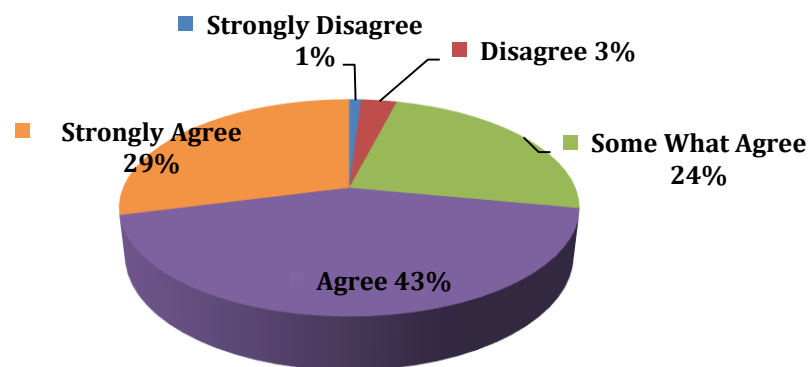
**Q.B5.19. I enjoy living in cultures that are unfamiliar to me.**

**Table No.4.32: I enjoy living in cultures that are unfamiliar to me**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	11	3
Some What Agree	99	24
Agree	174	43
Strongly Agree	118	29
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.32: I enjoy living in cultures that are unfamiliar to me**



**Analysis and Interpretation:** Table No.4.32 and Figure No.4.32 exhibit the opinion of the respondent that they enjoy living in cultures that are unfamiliar to them. This statement is added in the questionnaire because it is a part of Motivational aspect in cultural intelligence.

**118** respondents representing **29%** of the total respondents strongly agree. **174** respondents representing **43%** of the total respondents agree with the statement. **99** respondents representing **24%** somewhat agree, whereas **11** respondents representing **3%** disagree, whereas **5** respondents representing **1%** strongly disagree with the statement.

**Majority of the respondents (96%) are of the opinion that they enjoy living in cultures that are unfamiliar to them.**

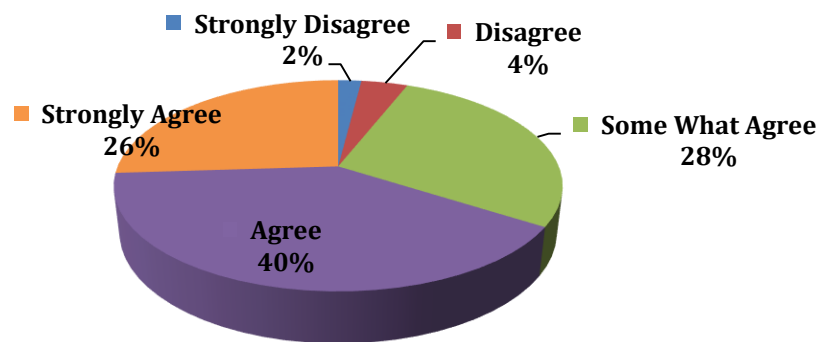
**B5.20. I can apply appropriate verbal behavior in multi-cultural interactions**

**Table No.4.33: I can apply appropriate verbal behavior in multi-cultural interactions**

	Frequency	Percent
Strongly Disagree	7	2
Disagree	16	4
Some What Agree	114	28
Agree	161	40
Strongly Agree	109	26
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.33: I can apply appropriate verbal behavior in multi-cultural interaction**



**Analysis and Interpretation:** Table No.4.33 and Figure No.4.33 exhibit the opinion of the respondent that they **I can apply appropriate verbal behavior in multi-cultural interaction.**

This statement is added in the questionnaire because it is a part of Behavioral aspect in cultural intelligence. **109** respondents representing **26%** of the total respondents strongly agree.**161** respondents representing **40%** of the total respondents agree with the statement, whereas **114** respondents representing **28%** somewhat agree, whereas**16** respondents representing **4%** disagree and 7 respondents representing **2%** strongly disagree with the statement.

**Majority of the respondents (94%) are of the opinion that they can apply appropriate verbal behavior in multi-cultural interactions.**

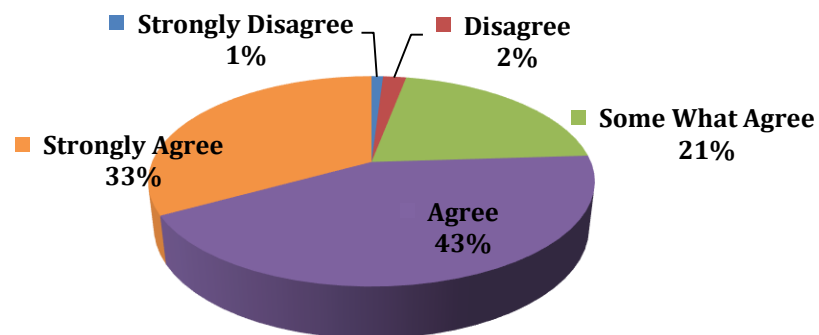
**Q.B5.21. I am certain that I can befriend with people whose cultural backgrounds are different than mine**

**Table No.4.34: I can befriend with people whose cultural backgrounds are different**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	8	2
Some What Agree	87	21
Agree	174	43
Strongly Agree	133	33
Total	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.34: I can befriend with people whose cultural backgrounds are different**



**Analysis and Interpretation:** Table No. 4.34 And Figure No.4.34 exhibit that 133 respondents representing 33% of the total respondents strongly agree.174 respondents representing 43% of the total respondents agree with the statement , whereas 87 respondents representing 21% somewhat agree, whereas 8 respondents representing 2% disagree and 5 respondents representing 1% strongly disagree with the statement. This statement is added in the questionnaire because it is a part of Behavioral aspect in cultural intelligence.

**Majority of the respondents (97%) are of the opinion that they are certain that they can befriend with people whose cultural backgrounds are different than them.**

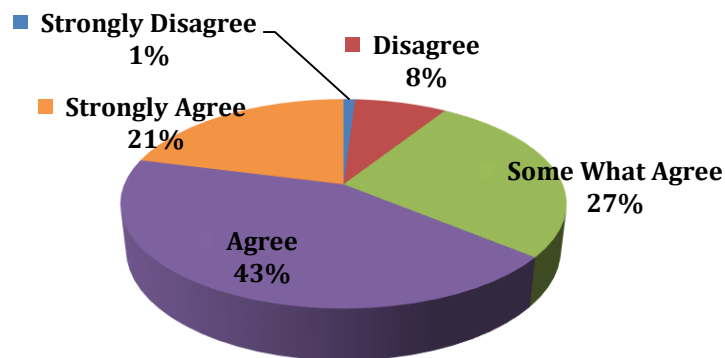
**Q.B5.22. I can adapt to the lifestyle of a different culture with relative ease**

**Table No.4.35: I can adapt to the lifestyle of a different culture with relative ease**

	Frequency	Percent
Strongly Disagree	4	1
Disagree	31	8
Some What Agree	108	27
Agree	174	43
Strongly Agree	90	21
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.35: I can adapt to the lifestyle of a different culture with relative ease**



**Analysis and Interpretation:** Table No. 4.35 And Figure No.4.35 exhibit that 90 respondents representing 21% of the total respondents strongly agree. 174 respondents representing 43% of the total respondents agree with the statement, whereas 108 respondents representing 27% somewhat agree, whereas 31 respondents representing 8% disagree and 4 respondents representing 1% strongly disagree with the statement. This statement is added in the questionnaire because it is a part of Behavioral aspect in cultural intelligence.

**Majority of the respondents (91%) are of the opinion that they can adapt to the lifestyle of a different culture with relative ease.**

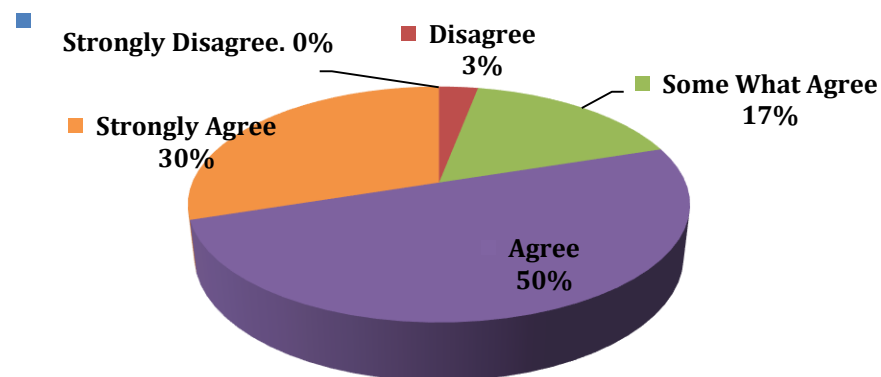
**Q. B5.23. Every employee should seriously give a thought to his/her cultural intelligence**

**Table No.4.36: Every employee should seriously give a thought to cultural intelligence**

	Frequency	Percent
Strongly Disagree	0	0
Disagree	10	3
Some What Agree	69	17
Agree	204	50
Strongly Agree	124	30
Total	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.36: Every employee should seriously give a thought to cultural intelligence**



**Analysis and Interpretation:** This statement is added in the questionnaire to know the awareness of cultural intelligence and whether further research is needed in this direction. **Table No.4.36 and Figure No.4.36 exhibit** that **124** respondents representing **30%** of the total respondents strongly agree. **204** respondents representing **50%** of the total respondents agree with the statement, whereas **69** respondents representing **17%** somewhat agree, whereas **10** respondents representing **3%** disagree and **0** respondents strongly disagree with the statement.

**Majority of the respondents (97%) are of the opinion that every employee should seriously give a thought to his/her cultural intelligence.**

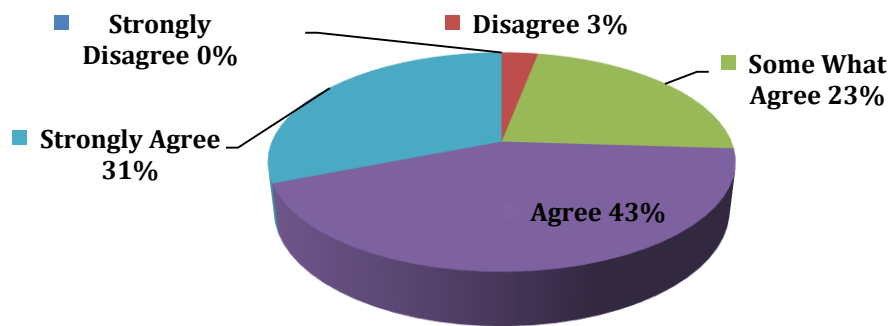
**Q.B5.24. Every organization should seriously give a thought to its cultural intelligence**

Table no.4.37: Every organization should seriously give a thought to cultural intelligence

	Frequency	Percent
Strongly Disagree	0	0
Disagree	10	3
Some What Agree	96	23
Agree	173	43
Strongly Agree	128	31
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

Figure no.4.37: Every organization should seriously give a thought to cultural intelligence



**Analysis and Interpretation :** This statement is added in the questionnaire to know the awareness of cultural intelligence and whether further research is needed in this direction. **Table No.4.37 and Figure No.4.37 exhibit** that **128** respondents representing **31%** of the total respondents strongly agree. **173** respondents representing **43%** of the total respondents agree with the statement, whereas **96** respondents representing **23%** somewhat agree, whereas **10** respondents representing **3%** disagree and **0** respondents strongly disagree with the statement.

**Majority of the respondents (97%) are of the opinion that every organization should seriously give a thought to its cultural intelligence.**



**Q.B5.25 To what extent good amount of diversity leads to:-**

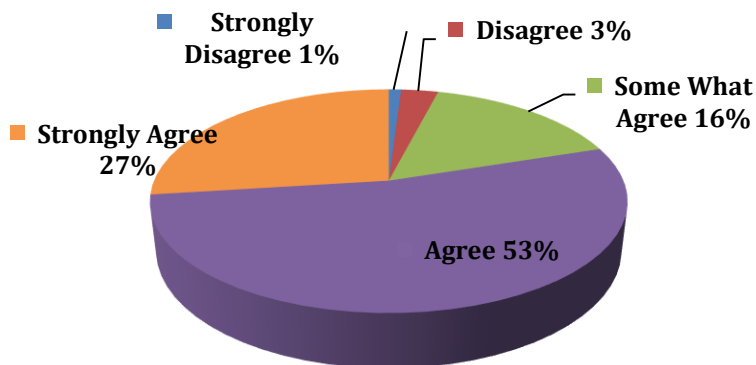
**Q.B5.25. A. To what extent good amount of diversity leads to Team Performance**

**Table No 4.38a : Diversity leads to team performance**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	13	3
Some What Agree	67	16
Agree	214	53
Strongly Agree	108	27
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No 4.38a : Diversity leads to team performance**



**Analysis and Interpretation :** Table No. 4.38a and Figure No .4.38a exhibit that 108 respondents representing 27% of the total respondents strongly agree.214 respondents representing 53% of the total respondents agree with the statement , whereas 67 respondents representing 16% somewhat agree , whereas 13 respondents representing 3% disagree and 5 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (96%) are of the opinion that good amount of diversity leads to better Team Performance.**

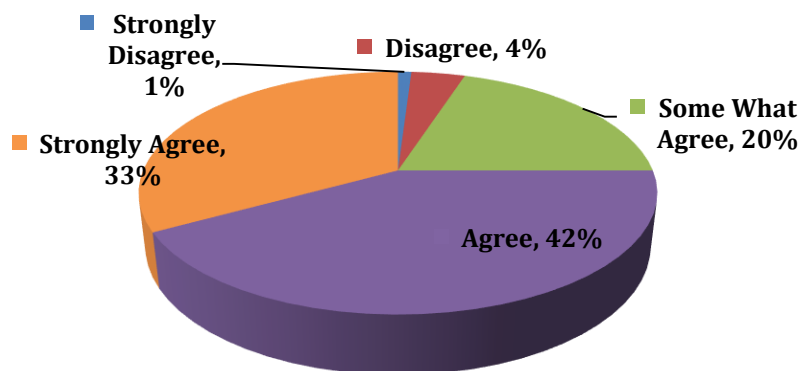
**Q.B5.25. B. To what extent good amount of diversity leads to Innovative Ideas**

**Table No.4.38b : Diversity leads to Innovative ideas**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	18	4
Some What Agree	82	20
Agree	169	42
Strongly Agree	133	33
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.38b : Diversity leads to Innovative ideas**



**Analysis and Interpretation:** Table No. 4.38b and Figure No. 4.38b exhibit that 133 respondents representing 33% of the total respondents strongly agree. 169 respondents representing 42% of the total respondents agree with the statement, whereas 82 respondents representing 20% somewhat agree, whereas 18 respondents representing 4% disagree and 5 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (95%) are of the opinion that good amount of diversity leads to Innovative Ideas.**

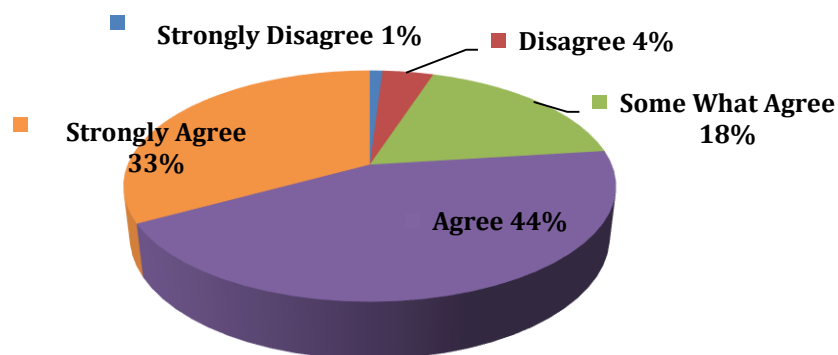
**Q.B5.25. C. To what extent good amount of diversity leads to problem Solving**

**Table No.4.38c : Diversity leads to problem solving**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	18	4
Some What Agree	75	18
Agree	178	44
Strongly Agree	131	33
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.38c : Diversity leads to problem solving**



**Analysis and Interpretation:** Table No. 4.38c and Figure No .4.38c exhibit that 131 respondents representing 33% of the total respondents strongly agree.178 respondents representing 44% of the total respondents agree with the statement , whereas 75 respondents representing 18% somewhat agree, whereas 18 respondents representing 4% disagree and 5 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (95%) are of the opinion that good amount of diversity leads to ease in problem Solving.**

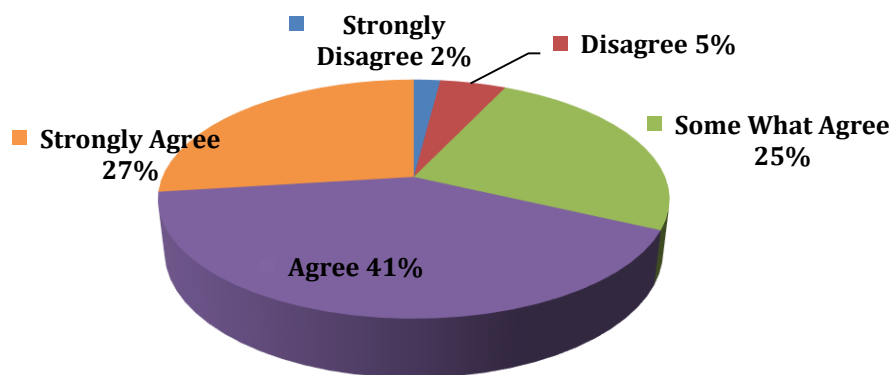
**B5.25.D. To what extent good amount of diversity leads to completion of project**

**Table No.4.38d : Diversity leads to completion of project**

	Frequency	Percent
Strongly Disagree	7	2
Disagree	20	5
Some What Agree	104	25
Agree	168	41
Strongly Agree	108	27
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.38d : Diversity leads to completion of project**



**Analysis and Interpretation :** Table No. 4.38d and Figure No. 4.38d exhibit that 108 respondents representing 27% of the total respondents strongly agree. 168 respondents representing 41% of the total respondents agree with the statement, whereas 104 respondents representing 25% somewhat agree, whereas 20 respondents representing 5% disagree and 7 respondents representing 2% strongly disagree with the statement.

**Majority of the respondents (93%) are of the opinion that good amount of diversity leads to better completion of project.**

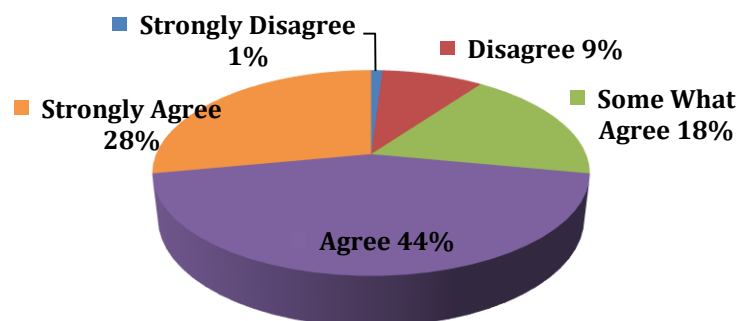
**Q.B5.25.E. To what extent good amount of diversity leads to group decision making**

**Table No. 4.38e : Diversity leads to group decision making**

	Frequency	Percent
Strongly Disagree	4	1
Disagree	35	9
Some What Agree	73	18
Agree	180	44
Strongly Agree	115	28
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No. 4.38e : Diversity leads to group decision making**



**Analysis and Interpretation:** Table No. 4.38e and Figure No. 4.38e exhibit that 115 respondents representing 28% of the total respondents strongly agree. 180 respondents representing 44% of the total respondents agree with the statement, whereas 73 respondents representing 18% somewhat agree, whereas 35 respondents representing 9% disagree and 4 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (90%) are of the opinion that good amount of diversity leads to appropriate group decision making.**

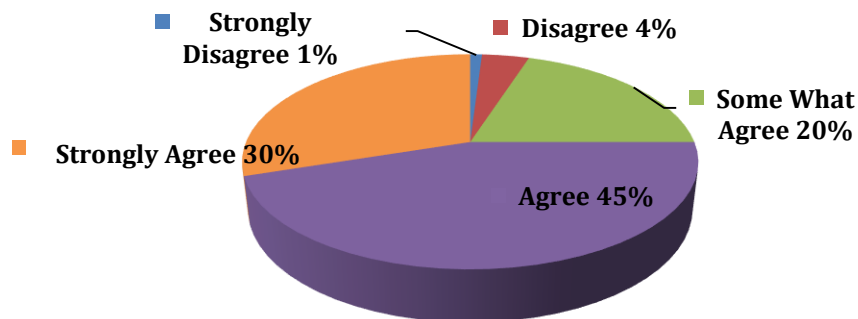
**Q.B5.25.F.To what extent good amount of diversity leads to individual & group productivity / performance**

**Table No. 4.38f : Diversity leads to Individual & group productivity & performance**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	16	4
Some What Agree	81	20
Agree	184	45
Strongly Agree	121	30
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.38f : Diversity leads to Individual & group productivity & performance**



**Analysis and Interpretation:** Table No. 4.38f and Figure No. 4.38f exhibit that 121 respondents representing 30% of the total respondents strongly agree.184 respondents representing 45% of the total respondents agree with the statement, whereas 81 respondents representing 20% somewhat agree , whereas 16 respondents representing 4% disagree and 5 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (95%) are of the opinion that good amount of diversity leads to enhanced individual & group productivity/performance.**

Q.B5.26. To what extent Cultural Intelligence of employees has effect on :-

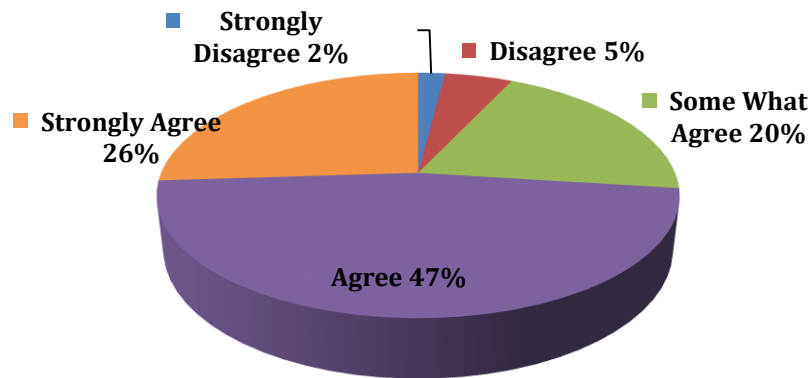
**Q.B5.26.A. Cultural Intelligence of employees has effect on individual & team performance**

**Table No. 4.39a:Effect of CI on individual & team performance**

	Frequency	Percent
Strongly Disagree	7	2
Disagree	20	5
Some What Agree	85	20
Agree	190	47
Strongly Agree	105	26
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No. 4.39a: Effect of CI on individual & team performance**



**Analysis and Interpretation:** Table No. 4.39 a and Figure No. 4.39a exhibit that 105 respondents representing 26% of the total respondents strongly agree.190 respondents representing 47% of the total respondents agree with the statement , whereas 85 respondents representing 20% somewhat agree ,whereas 20 respondents representing 5% disagree and 7 respondents representing 2% strongly disagree with the statement.

**Majority of the respondents (93%) are of the opinion that Cultural Intelligence of employees has effect on individual & team performance.**

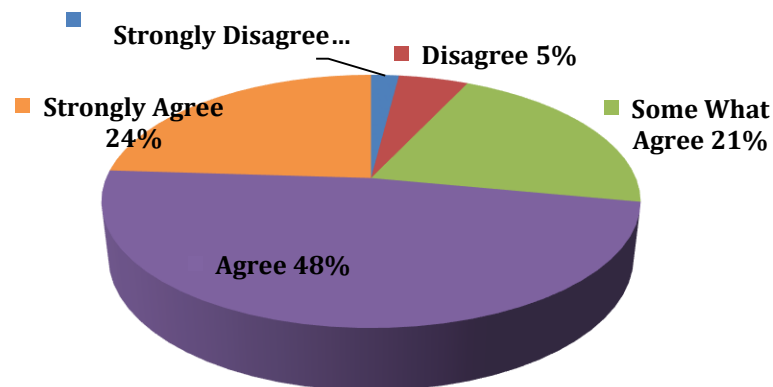
**Q.B5.26.B. Cultural Intelligence of employees has effect on overall productivity/performance**

**Table no.4.39b: Effect of CI on overall productivity/performance**

	Frequency	Percent
Strongly Disagree	8	2
Disagree	22	5
Some What Agree	84	21
Agree	194	48
Strongly Agree	99	24
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.39b: Effect of CI on overall productivity/performance**



**Analysis and Interpretation:** Table No. 4.39b and Figure No. 4.39b exhibit that 99 respondents representing 24% of the total respondents strongly agree. 194 respondents representing 48% of the total respondents agree with the statement, whereas 84 respondents representing 21% somewhat agree, whereas 22 respondents representing 5% disagree and 8 respondents representing 2% strongly disagree with the statement.

**Majority of the respondents (93%) are of the opinion that Cultural Intelligence of employees has effect on overall productivity/performance.**



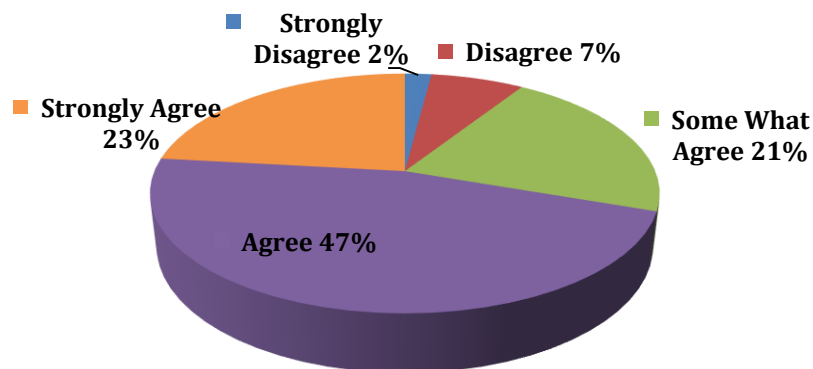
**Q.B5.26.C. Cultural Intelligence of employees has effect on employees retention**

**Table no.4.39c : Effect of CI on employee retention**

	Frequency	Percent
Strongly Disagree	8	2
Disagree	30	7
Some What Agree	87	21
Agree	189	47
Strongly Agree	93	23
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.39c : Effect of CI on employee retention**



**Analysis and Interpretation:** Table No. 4.39c and Figure no.4.39c exhibit that 93 respondents representing 23% of the total respondents strongly agree. 189 respondents representing 47% of the total respondents agree with the statement, whereas 87 respondents representing 21% somewhat agree, whereas 30 respondents representing 7% disagree and 8 respondents representing 2% strongly disagree with the statement.

**Majority of the respondents (91%) are of the opinion that CI of employees has effect on employee retention.**

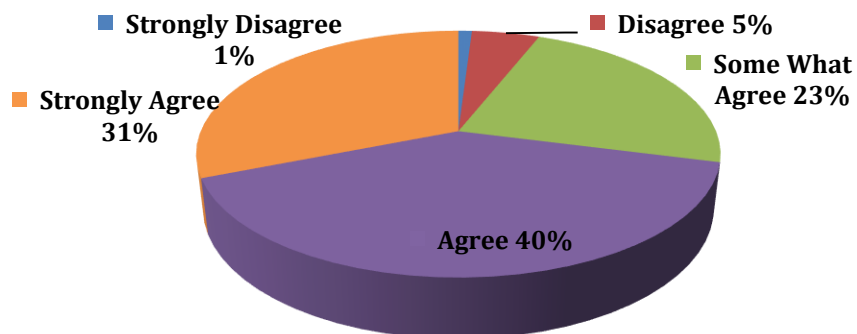
**Q.B5.26.D. Cultural Intelligence of employees has effect on leadership**

**Table No.4.39d : Effect of CI on leadership**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	20	5
Some What Agree	95	23
Agree	160	40
Strongly Agree	127	31
Total	407	100

[Source: Field work]

**Figure No. 4.39d : Effect of CI on leadership**



**Analysis and Interpretation:** Table No. 4.39d and Figure No.4.39d exhibit that 127 respondents representing 31% of the total respondents strongly agree. 160 respondents representing 40% of the total respondents agree with the statement. , whereas 95 respondents representing 23% somewhat agree , whereas 20 respondents representing 5% disagree and 5 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (94%) are of the opinion Cultural Intelligence of employees has effect on leadership.**

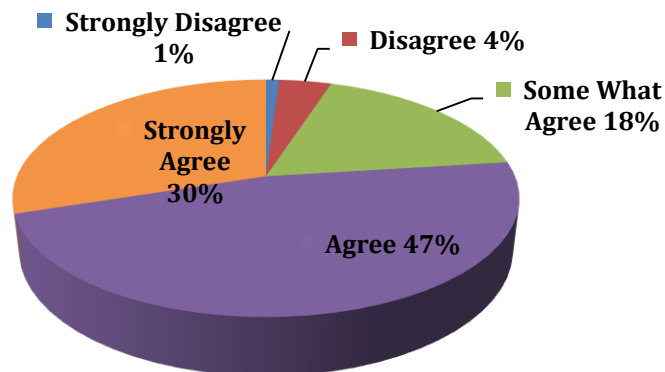
**Q.B5.26.E. Cultural Intelligence of employees has effect on work environment**

**Table No.4.39e : Effect of CI on work environment**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	18	4
Some What Agree	72	18
Agree	191	47
Strongly Agree	121	30
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.39e : Effect of CI on work environment**



**Analysis and Interpretation:** Table No.4.39e and Figure No.4.39e exhibit that 121 respondents representing 30% of the total respondents strongly agree. 191 respondents representing 47% of the total respondents agree with the statement, whereas 72 respondents representing 18% somewhat agree, whereas 18 respondents representing 4% disagree and 5 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (95%) are of the opinion that Cultural Intelligence of employees has effect on healthy work environment.**

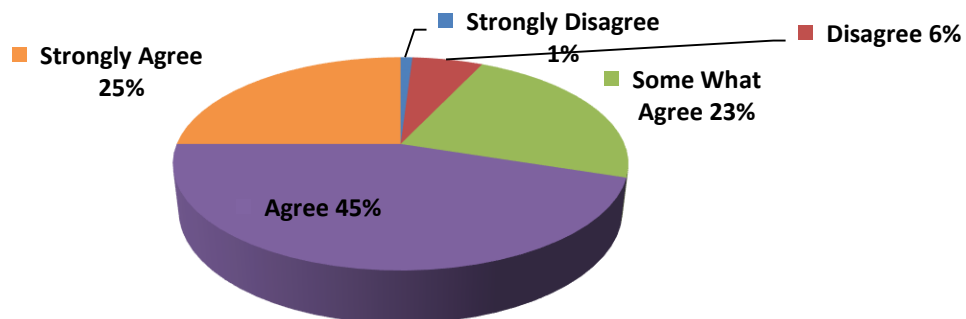
**Q.B5.26.F. Cultural Intelligence of employees has effect on quality of life**

**Table No. 4.39f : Effect of CI on quality of life**

	Frequency	Percent
Strongly Disagree	4	1
Disagree	23	6
Some What Agree	96	23
Agree	181	45
Strongly Agree	103	25
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No. 4.39f : Effect of CI on quality of life**



**Analysis and Interpretation:** Table No.4.39f and Figure No. 4.39f exhibit that 103 respondents representing 25% of the total respondents strongly agree. 181 respondents representing 45% of the total respondents agree with the statement, whereas 96 respondents representing 23% somewhat agree, whereas 23 respondents representing 6% disagree and 4 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (93%) are of the opinion that Cultural Intelligence of employees has effect on quality of life.**

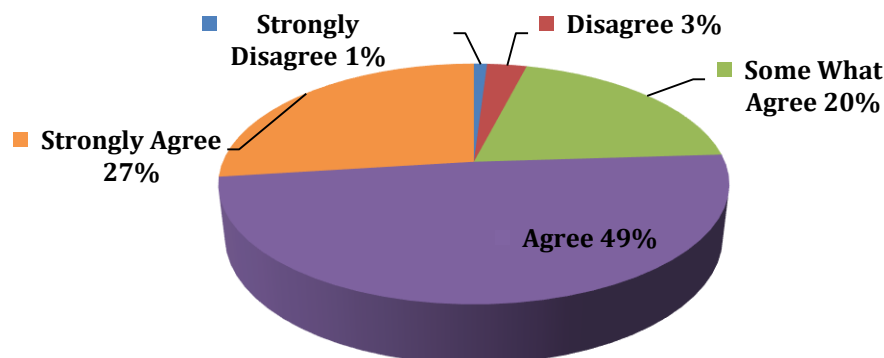
**Q.B5.26.G. Cultural Intelligence of employees has effect on quality of work life**

**Table No.4.39g : Effect of CI on quality of work life**

	Frequency	Percent
Strongly Disagree	4	1
Disagree	14	3
Some What Agree	82	20
Agree	199	49
Strongly Agree	108	27
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.39g : Effect of CI on quality of work life**



**Analysis and Interpretation:** Table No.4.39g and Figure No.4.39g exhibit that 108 respondents representing 27% of the total respondents strongly agree. 199 respondents representing 49% of the total respondents agree with the statement, whereas 82 respondents representing 20% somewhat agree, whereas 14 respondents representing 3% disagree and 4 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (96 %) are of the opinion that Cultural Intelligence of employees has effect on quality of work life.**

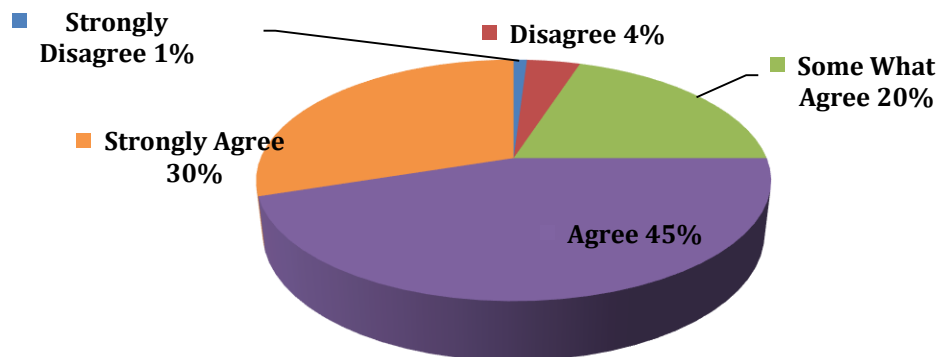
**Q.B5.26.H. Cultural Intelligence of employees has effect on organizational effectiveness**

**Table No.4.39h: Effect of CI on organizational effectiveness**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	16	4
Some What Agree	81	20
Agree	184	45
Strongly Agree	121	30
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.39h : Effect of CI on organizational effectiveness**



**Analysis and Interpretation:** Table No. 4.39h and Figure No.4.39h exhibit that 121 respondents representing 30% of the total respondents strongly agree. 184 respondents representing 45% of the total respondents agree with the statement, whereas 81 respondents representing 20% somewhat agree, whereas 16 respondents representing 4% disagree and 5 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (95%) are of the opinion that Cultural Intelligence of employees has effect on organizational effectiveness.**

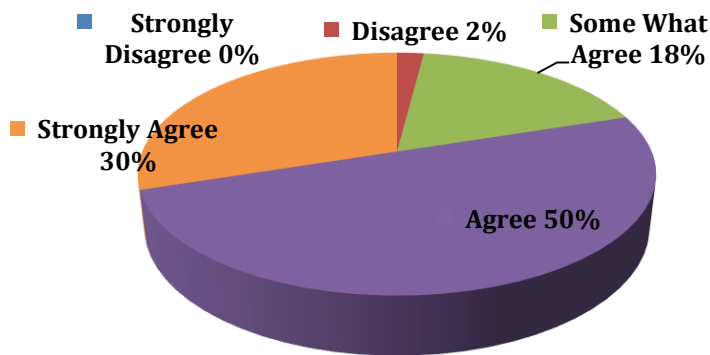
**Q.B5.27.Cultural intelligence is a significant and critical leadership ability in today’s globalized world.**

**Table no.4.40: Cultural Intelligence is a leadership ability**

	Frequency	Percent
Strongly Disagree	0	0
Disagree	8	2
Some What Agree	76	18
Agree	202	50
Strongly Agree	121	30
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.40: Cultural intelligence is a leadership ability**



**Analysis and Interpretation:** Table No.4.40 and Figure no.4.40 exhibit that 121 respondents representing 30% of the total respondents strongly agree. 202 respondents representing 50% of the total respondents agree with the statement, whereas 76 respondents representing 18% somewhat agree, whereas 8 respondents representing 2% disagree and 0 respondents strongly disagree with the statement.

Majority of the respondents (98%) are of the opinion that **Cultural intelligence is a significant and critical leadership ability in today’s globalized world.**

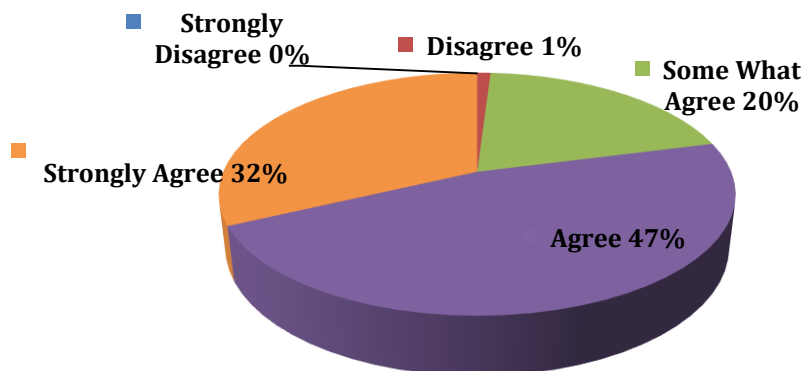
**Q.B5.28. The effective leadership requires a special skill to perform in diverse settings across the world** (Effective cross boarder leadership requires the ability to function in culturally diverse contexts.)

**Table no.4.41: Requirement of special Skill for leadership across the world**

	Frequency	Percent
Strongly Disagree	0	0
Disagree	5	1
Some What Agree	81	20
Agree	190	47
Strongly Agree	131	32
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.41: Requirement of special skill for leadership across the world**



**Analysis and Interpretation:** Table No.4.41 and Figure No.4.41 exhibit that 131 respondents representing 32% of the total respondents strongly agree.190 respondents representing 47% of the total respondents agree with the statement, whereas 81 respondents representing 20% somewhat agree, whereas 5 respondents representing 1% disagree and 0 respondents strongly disagree with the statement.

Majority of the respondents (99%) are of the opinion that **the effective leadership requires a special skill to perform in diverse settings across the world.**



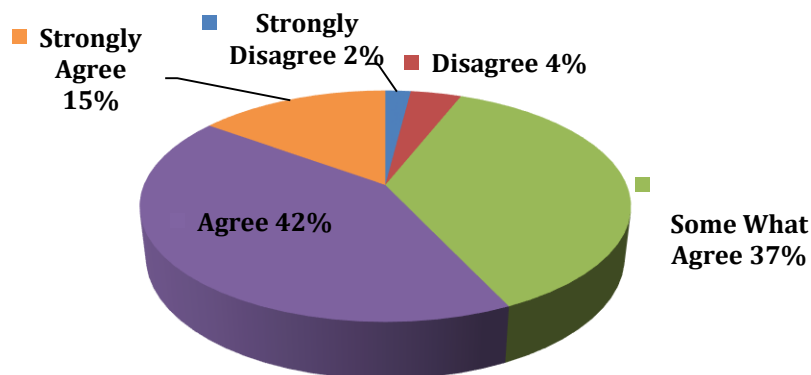
**Q.B5.29.My Organizations apply CI as a tool to foster tolerance and enhance cross cultural interactions.**

**Table No.4.42: Organizations apply CI as a tool**

	Frequency	Percent
Strongly Disagree	6	2
Disagree	18	4
Some What Agree	149	37
Agree	172	42
Strongly Agree	62	15
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.42: Organizations apply CI as a tool**



**Analysis and Interpretation:** Table No. 4.42 and Figure No.4.42 exhibit the opinion of the respondent that Organizations applies CI as a tool to foster tolerance and enhance cross cultural interactions. 62 respondents representing 15% of the total respondents strongly agree.172 respondents representing 42% of the total respondents agree with the statement, whereas 149 respondents representing 37% somewhat agree, whereas 18 respondents representing 4% disagree and 6 respondents representing 2% strongly disagree with the statement.

Majority of the respondents (94%) are of the opinion that **Organizations applies CI as a tool to foster tolerance and enhance cross cultural interactions.**

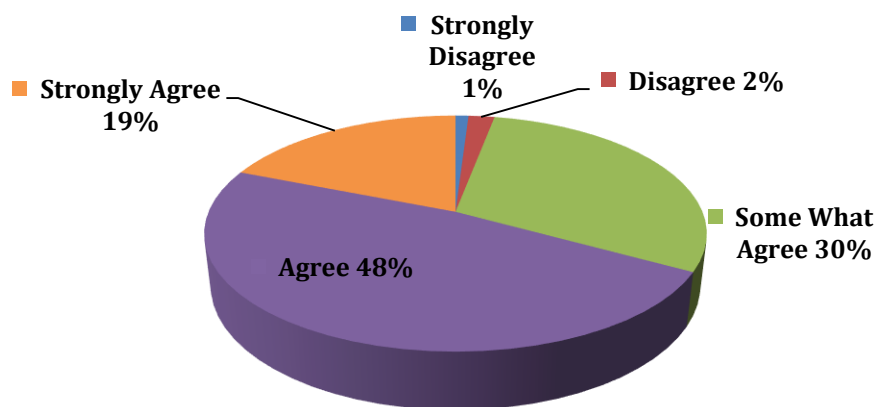
**Q.B 5 .30.My organization gives enough importance to diversity Management.**

**Table No.4.43: Opinion on Importance to diversity management**

	Frequency	Percent
Strongly Disagree	3	1
Disagree	7	2
Some What Agree	122	30
Agree	195	48
Strongly Agree	80	19
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.43: Opinion on Importance to diversity management.**



**Analysis and Interpretation:** Table No.4.43 and FigureNo.4.43 exhibit the opinion of the respondent that their organization gives enough importance to diversity Management and to know awareness of diversity management. **80** respondents representing **19%** of the total respondents strongly agree. **195** respondents representing **48 %** of the total respondents agree with the statement. , whereas **122** respondents representing **30%** somewhat agree , whereas **7** respondents representing **2%** disagree and **3** respondents representing **1%** strongly disagree with the statement.

Majority of the respondents (**97%**) are of the **opinion that the Organizations gives enough importance to diversity Management.**

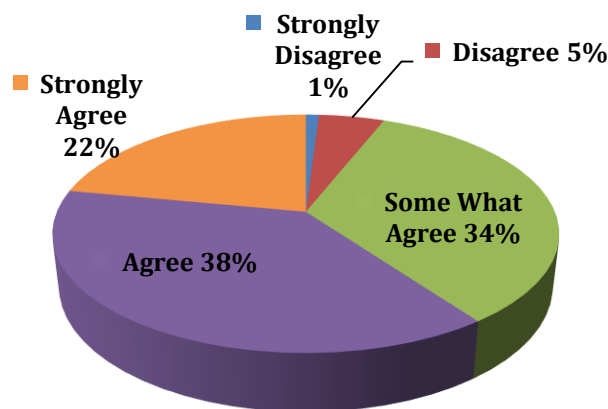
**Q.B 5.31. My organization gives enough importance to development of Cultural Intelligence of employees.**

**Table No.4.44: Opinion on importance to development of CI of employees**

	Frequency	Percent
Strongly Disagree	4	1
Disagree	20	5
Some What Agree	137	34
Agree	156	38
Strongly Agree	90	22
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.44: Opinion on importance to development of CI of employees**



**Analysis and Interpretation:** Table No.4.44 and Figure No.4.44 exhibit that 90 respondents representing 22% of the total respondents strongly agree. 156 respondents representing 38% of the total respondents agree with the statement. , whereas 137 respondents representing 34% somewhat agree , whereas 20 respondents representing 5% disagree and 4 respondents representing 1% strongly disagree with the statement.

**Majority of the respondents (94%) are of the opinion that the Organization gives enough importance to development of Cultural Intelligence of employees.**

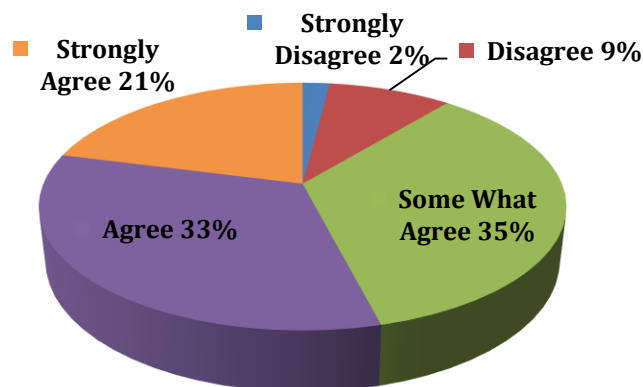
**Q.B 5.32.My employer recognizes and rewards the employees for performance and displaying cultural norms.**

**Table no.4.45: Employer recognizes and rewards the employees for performance**

	Frequency	Percent
Strongly Disagree	8	2
Disagree	38	9
Some What Agree	143	35
Agree	132	33
Strongly Agree	86	21
Total	407	100

[Source: Field work]

**Figure no.4.45: Employer recognizes and rewards the employees for performance**



**Analysis and Interpretation:** Table No. 4.45 and Figure no. 4.45 exhibit the opinion of the respondent to know awareness of organizational culture and Cultural Intelligence in sample organisations. 86 respondents representing 21% of the total respondents strongly agree. 132 respondents representing 33% of the total respondents agree with the statement, whereas 143 respondents representing 35% somewhat agree, whereas 38 respondents representing 9% disagree and 8 respondents representing 2% strongly disagree with the statement.

**Majority of the respondents (89%) are of the opinion that the employer recognizes and rewards the employees for performance and displaying cultural norms.**

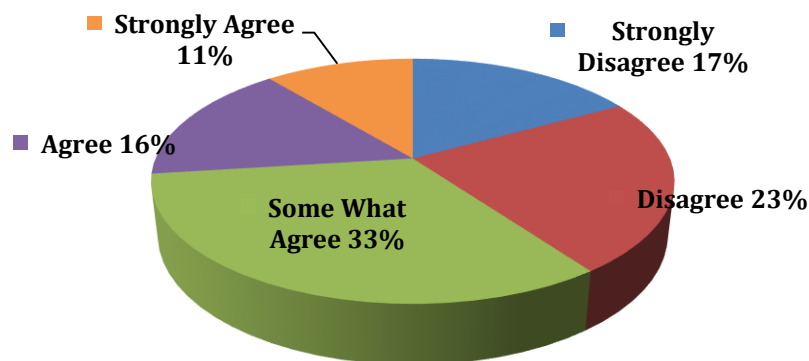
**Q.B5.33.My employer penalizes the employees for non-displaying cultural norms**

Table No.4.46: Employer penalizes the employees for non-displaying cultural norms

	Frequency	Percent
Strongly Disagree	70	17
Disagree	94	23
Some What Agree	134	33
Agree	64	16
Strongly Agree	45	11
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

Figure No.4.46: Employer penalizes the employees for non-displaying cultural norms



**Analysis and Interpretation:** Table No. 4.46 and Figure No.4.46 exhibit awareness of **Cultural Intelligence in sample organisations and** opinion of the respondent that employer penalizes the employees for non-displaying cultural norms.

**45** respondents representing **11%** of the total respondents strongly agree.**64** respondents representing **16 %** of the total respondents agree with the statement , whereas **134** respondents representing **33%** somewhat agree , whereas **94** respondents representing **23%** disagree and **70** respondents representing **17%** strongly disagree with the statement.

Majority of the respondents (**60%**) are of the opinion that the **employer penalizes the employees for non-displaying cultural norms .**

**Q. B5.34. I think I should explore the concept of Cultural Intelligence more**

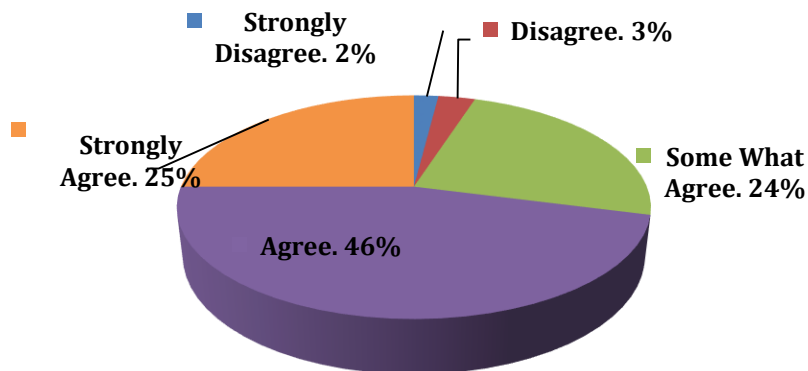
(Opinion to discover the concept of CI more )

**Table No.4.47 : Opinion to discover the concept of CI more**

	Frequency	Percent
Strongly Disagree	8	2
Disagree	14	3
Some What Agree	98	24
Agree	185	46
Strongly Agree	102	25
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.47: Opinion to discover the concept of CI more**



**Analysis and Interpretation:** Table No.4.47 and Figure No.4.47 exhibit the opinion of the respondent that **think they should discover the concept of CI.**

This variable is added in the questionnaire to know awareness of Cultural Intelligence in organisations selected for the study. 102 respondents representing 25% of the total respondents strongly agree. 185 respondents representing 46% of the total respondents agree with the statement. , whereas 98 respondents representing 24% somewhat agree, whereas 14 respondents representing 3% disagree and 8 respondents representing 2% strongly disagree with the statement.

Majority of the respondents (95%) are of the opinion that **they should discover or explore the concept of CI more.**

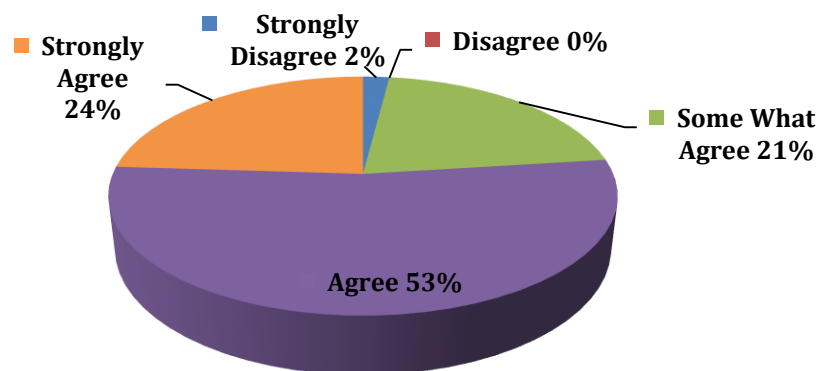
**Q.B 5.35.Diversity training is a tool to improve organizational culture**

**Table No.4.48: Diversity training to improve organizational culture**

	Frequency	Percent
Strongly Disagree	8	2
Disagree	0	0
Some What Agree	87	21
Agree	215	53
Strongly Agree	97	24
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.48: Diversity training to improve organizational culture**



**Analysis and Interpretation:** Table No. 4.48 and Figure No.4.48 exhibit the opinion of the respondent that Diversity training is a vital tool to improve organizational culture . 97 respondents representing 24% of the total respondents strongly agree.215 respondents representing 53 % of the total respondents agree with the statement. , whereas 87 respondents representing 21% of respondents somewhat agree , whereas 0 respondents disagree and 8 respondents representing 2% strongly disagree with the statement.

Majority of the respondents (98%) are of the opinion that Diversity training is the vital tool to improve organizational culture.

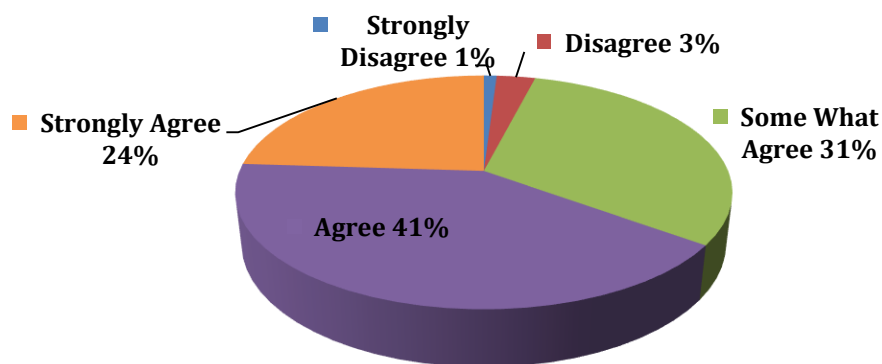
**Q.B5.36.Diversity Audit is a tool to manage Workplace Diversity.**

**Table no.4.49 : Diversity Audit is a tool to manage Workplace Diversity**

	Frequency	Percent
Strongly Disagree	5	1
Disagree	12	3
Some What Agree	127	31
Agree	166	41
Strongly Agree	97	24
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.49 : Diversity Audit is a tool to manage Workplace Diversity**



**Analysis and Interpretation:** Table No.4.49 and Figure no.4.49 exhibit the opinion of the respondent that **diversity audit is a tool to manage workplace diversity**. 97 respondents representing 24% of the total respondents strongly agree.166 respondents representing 41% of the total respondents agree with the statement. , whereas 127 respondents representing 31% somewhat agree , whereas 12 respondents representing 3% of total respondents disagree and 5 respondents representing 1% strongly disagree with the statement.

Majority of the respondents (96%) are of the opinion that **diversity audit is a tool to manage workplace diversity**.



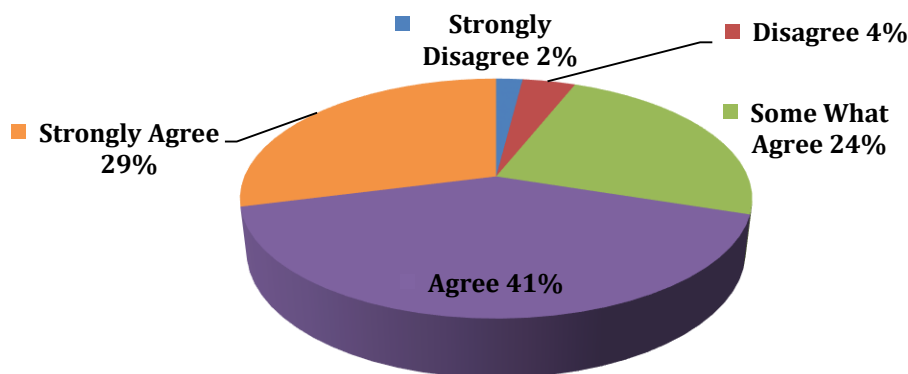
**Q.B5.37. Diversity Audit needs to be conducted from time to time by each organization**

**Table No.4.50: Diversity Audit needs to be conducted from time to time**

	Frequency	Percent
Strongly Disagree	9	2
Disagree	17	4
Some What Agree	98	24
Agree	167	41
Strongly Agree	116	29
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.50: Diversity Audit needs to be conducted from time to time**



**Analysis and Interpretation:** Table No. 4.50 and Figure No.4.50 exhibit that 116 respondents representing 29% of the total respondents strongly agree. 167 respondents representing 41% of the total respondents agree with the statement. , whereas 98 respondents representing 24% somewhat agree , whereas 17 respondents representing 4% of total respondents disagree and 9 respondents representing 2% strongly disagree with the statement.

**Majority of the respondents (94%) are of the opinion that Diversity Audit needs to be conducted from time to time by each organization.**

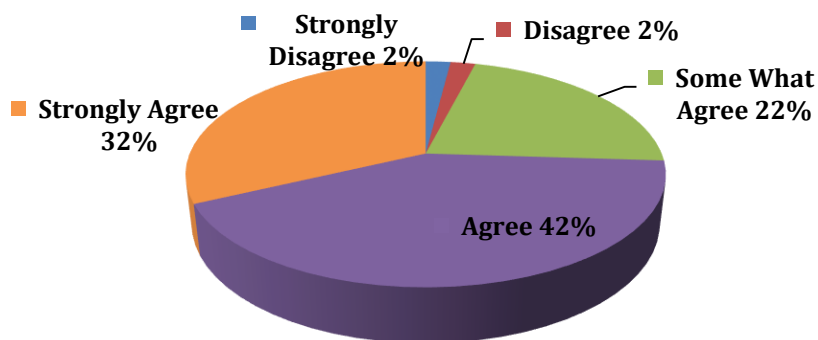
**Q.B.5.38. Encouraging diversity is positive motivational tool that attracts and retains best employees and increase competitiveness in organisations.**

**Table No.4.51: Encouraging diversity is positive motivational tool**

	Frequency	Percent
Strongly Disagree	8	2
Disagree	8	2
Some What Agree	90	22
Agree	169	42
Strongly Agree	132	32
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.51: Encouraging diversity is positive motivational tool**



**Analysis and Interpretation:** Table No .4.51 and Figure No.4.51 exhibit that 132 respondents representing 32% of the total respondents strongly agree.169 respondents representing 42% of the total respondents agree with the statement. , whereas 90 respondents representing 22% somewhat agree , whereas 8 respondents representing 2% of total respondents disagree and 8 respondents representing 2% strongly disagree with the statement.

Majority of the respondents (96%) are of the opinion that **encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness.**

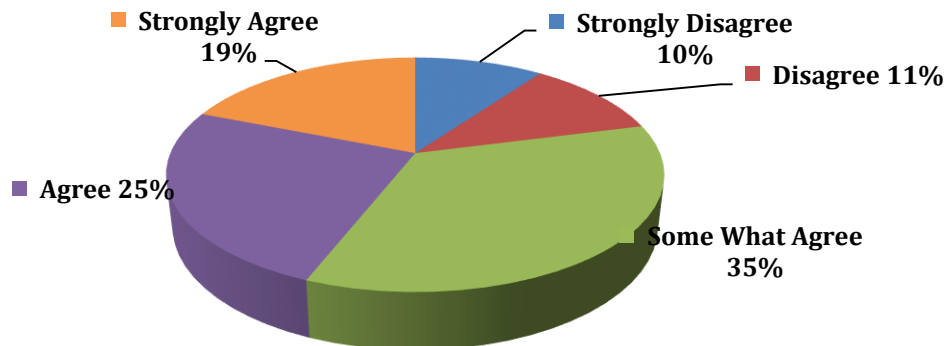
**Q .B 5.39.My Company arranges Special Training Programs to manage cultural diversity**

Table No.4.52: Company arranges Special Training Programs to manage cultural diversity

	Frequency	Percent
Strongly Disagree	43	10
Disagree	46	11
Some What Agree	140	35
Agree	101	25
Strongly Agree	77	19
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

Figure No.4.52: Company arranges Special Training Programs to manage cultural diversity



**Analysis and Interpretation:** Table No .4.52 and Figure No.4.52 exhibit that

77 respondents representing 19 % of the total respondents strongly agree.101 respondents representing 25% of the total respondents agree with the statement , whereas 140 respondents representing 35% somewhat agree , whereas 46 respondents representing 11% of total respondents disagree and 43 respondents representing 10% strongly disagree with the statement.

Majority of the respondents (79%) are of the opinion that **company arranges Special Training Programs to manage cultural diversity.**

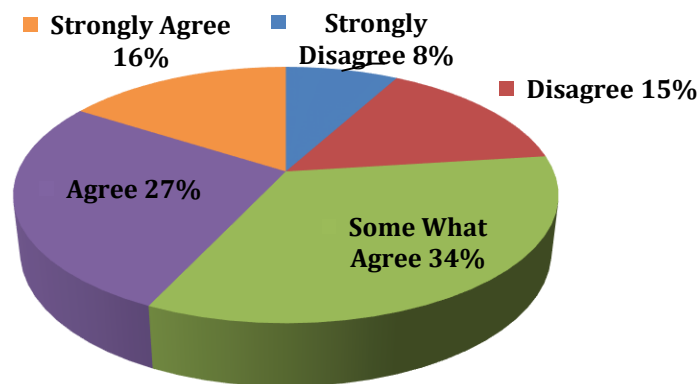
**Q.B 5.40.My Company conducts Programs to develop Cultural Intelligence**

**Table no.4.53: company conducts Programs to develop Cultural Intelligence**

	Frequency	Percent
Strongly Disagree	33	8
Disagree	60	15
Some What Agree	142	34
Agree	108	27
Strongly Agree	64	16
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.53: Company conducts Programs to develop Cultural Intelligence**



**Analysis and Interpretation:** Table no.4.53 and Figure no.4.53 exhibit the opinion of the respondent that **company conducts Programs to develop Cultural Intelligence.**

**64** respondents representing **16 %** of the total respondents strongly agree.**108** respondents representing **27%** of the total respondents agree with the statement. , whereas **142** respondents representing **34%** somewhat agree , whereas **60** respondents representing **15%** of total respondents disagree and **33** respondents representing **8%** strongly disagree with the statement.

Majority of the respondents (**77%**) are of the opinion that **company conducts Programs to develop Cultural Intelligence.**

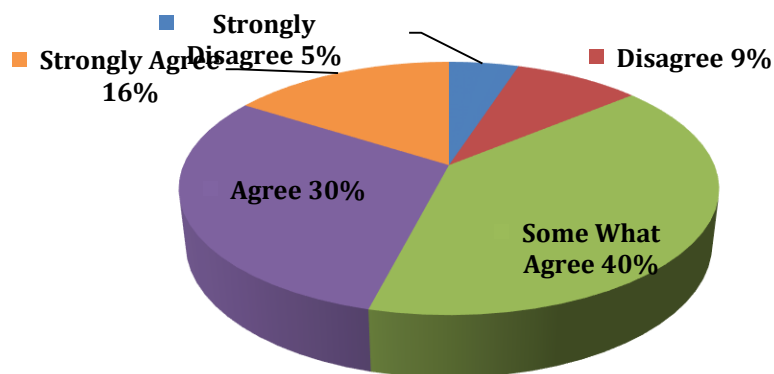
**Q.B.5.41. My Company has Diversity Management (DM) Policy to deal with the challenges and Opportunities of diverse culture of employees.**

**Table No.4.54: Company has Policy for diverse culture of employees**

	Frequency	Percent
Strongly Disagree	19	5
Disagree	37	9
Some What Agree	164	40
Agree	122	30
Strongly Agree	65	16
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.54: Company has Policy for diverse culture of employees**



**Analysis and Interpretation:** Table No .4.54 and Figure No.4.54 exhibit that 65 respondents representing 16 % of the total respondents strongly agree. 122 respondents representing 30% of the total respondents agree with the statement , whereas 164 respondents representing 40% somewhat agree , whereas 37 respondents representing 9% of total respondents disagree and 19 respondents representing 5% strongly disagree with the statement.

Majority of the respondents (86%) are of the opinion that companies have Diversity Management Policy to deal with the challenges and Opportunities of diverse culture of employees.

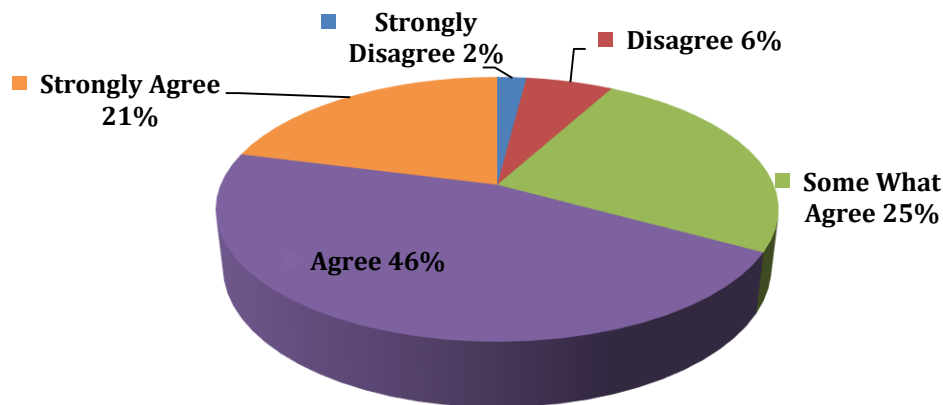
**Q.B5.42.My company complies with Diversity related Acts and Regulations**

**Table no.4.55: Company complies with Diversity related Acts**

	Frequency	Percent
Strongly Disagree	7	2
Disagree	26	6
Some What Agree	100	25
Agree	186	46
Strongly Agree	88	21
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.55: Company complies with Diversity related Acts**



**Analysis and Interpretation:** Table No.4.55 and Figure no.4.55 exhibit that

**88** respondents representing **21 %** of the total respondents strongly agree.**186** respondents representing **46%** of the total respondents agree with the statement. , whereas **100** respondents representing **25%** somewhat agree , whereas **26** respondents representing **6%** of total respondents disagree and **7** respondents representing **2%** strongly disagree with the statement.

Majority of **the respondents (92%)** are of the opinion that **their companies comply with Diversity related Acts and Regulations.**

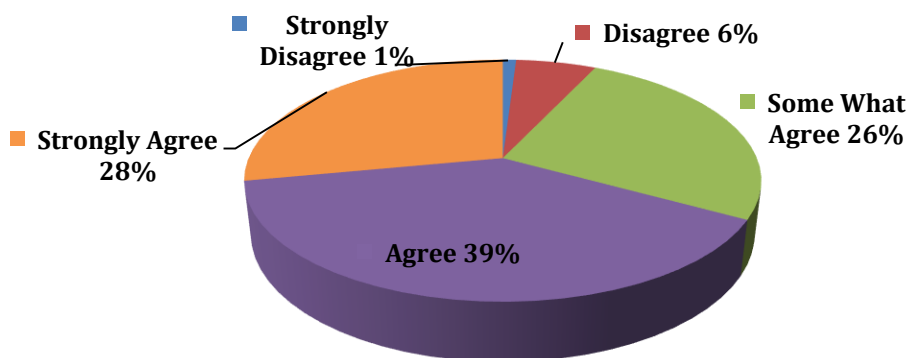
**Q.B5.43.My organization has created a working environment to increase the motivation, satisfaction , commitment of diverse people.**

**Table no.4.56 : working environment in organization**

	Frequency	Percent
Strongly Disagree	4	1
Disagree	23	6
Some What Agree	107	26
Agree	157	39
Strongly Agree	116	28
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.56: working environment in organization**



**Analysis and Interpretation :** Table No. 4.56 and Figure no. 4.56 exhibit that 116 respondents representing 28 % of the total respondents strongly agree.157 respondents representing 39% of the total respondents agree with the statement. , whereas 107 respondents representing 26% somewhat agree , whereas 23 respondents representing 6% of total respondents disagree and 4 respondents representing 1% strongly disagree with the statement.

Majority of the respondents (93%) are of the opinion that companies have created a working environment to increase the motivation, satisfaction, commitment of diverse people.

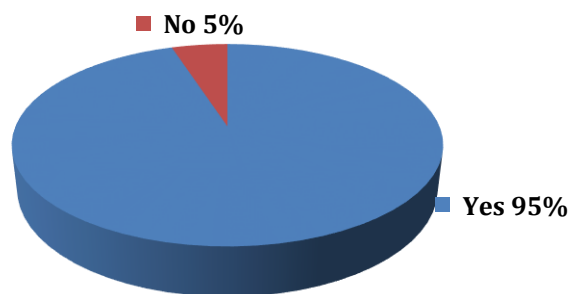
**Q.B5.44.A.The Cross Cultural Training is essential in Communication Skills**

**Table No.4.57A: The Cross Cultural Training is essential in Communication Skills**

	Frequency	Percent
Yes	388	95
No	19	5
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.57A: The Cross Cultural Training is essential in Communication Skills**



**Analysis and Interpretation:** Table No. 4.57A and Figure No.4.57A exhibit that 388 respondents representing 95% of total respondents are favourable. 19 managers representing 5% of respondents are saying no to this.

Majority of the managers (95%) opine that **cross cultural training is essential on the aspect of communication skills.**

**Q.B5.44.B.The Cross Cultural Training is essential in tolerance to ambiguity**

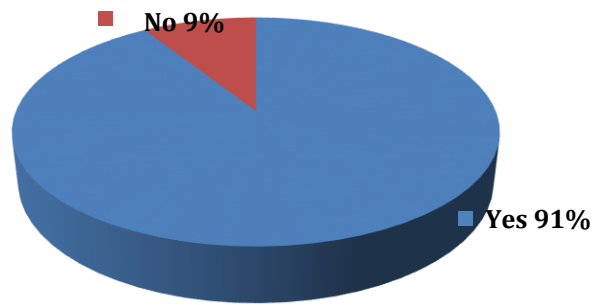
**Table no.4.57B: The Cross Cultural Training is essential in tolerance to ambiguity**

	Frequency	Percent
Yes	371	91
No	36	9
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]



**Figure no.4.57B: The Cross Cultural Training is essential in tolerance to ambiguity**



**Analysis and Interpretation:** Table No. 4.57B and Figure No.4.57B exhibit that 371 respondents representing 91% of total respondents are favourable. 36 managers representing 9% of respondents are saying no to this.

Majority of the managers (91%) opine that cross cultural training is essential on the aspect of tolerance to ambiguity.

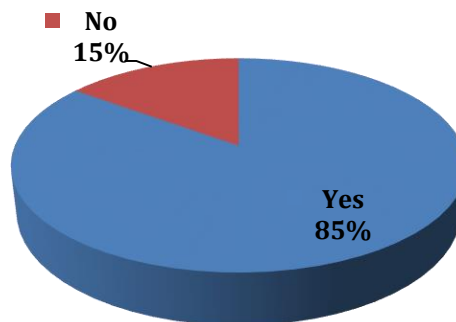
**Q. B5.44.C.The Cross Cultural Training is essential in empathy**

**Table No.4.57C: The Cross Cultural Training is essential in empathy**

	Frequency	Percent
Yes	347	85
No	60	15
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.57C: The Cross Cultural Training is essential in empathy**



**Analysis and Interpretation:** Table No. 4.57C and Figure No.4.57C exhibit that 347 respondents representing 85% of total respondents are in favour of the statement 60 managers representing 15% of respondents are saying no to this.

Majority of the managers (85%) emphasized that cross cultural training is essential on the aspect of empathy.

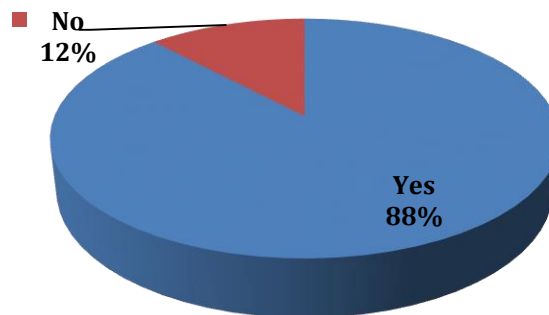
**Q.B5.44.D.The Cross Cultural Training is essential in Open mindedness**

**Table No.4.57D: The Cross Cultural Training is essential in Open mindedness**

	Frequency	Percent
Yes	358	88
No	49	12
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.57D: The Cross Cultural Training is essential in Open mindedness**



**Analysis and Interpretation:** Table No. 4.57D and Figure No.4.57D exhibit that 358 respondents representing 88% of total respondents are of the positive opinion and 49 managers representing 12 % of respondents are saying no.

Majority of the managers (88%) are of the opinion that **cross cultural training is essential in the field of Open mindedness.**

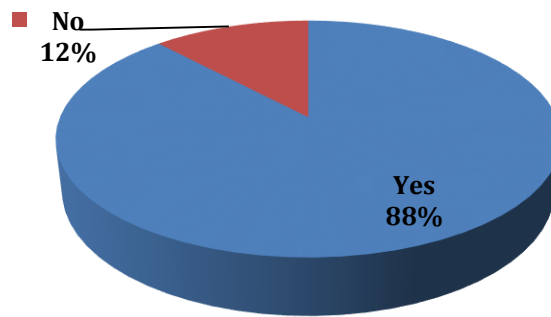
**Q. B5.44.E.The Cross Cultural Training is essential in Flexibility**

**Table No.4.57E: The Cross Cultural Training is essential in Flexibility**

	Frequency	Percent
Yes	359	88
No	48	12
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.57E: The Cross Cultural Training is essential in Flexibility**



**Analysis and Interpretation:** Table No. 4.57E and Figure No.4.57E exhibit that 359 respondents representing 88% of total respondents are of the positive opinion and 48 managers representing 12 % of respondents are saying no.

Majority of the managers (88%) are of the opinion that **cross cultural training is essential in the field of Flexibility.**

**Q.B5.44.F.The Cross Cultural Training essential in Ability to Adopt Dual Forces**

**- Task & Relationship**

**Table No.4.57F: The Cross Cultural Training essential in Ability to Adopt Dual Forces**

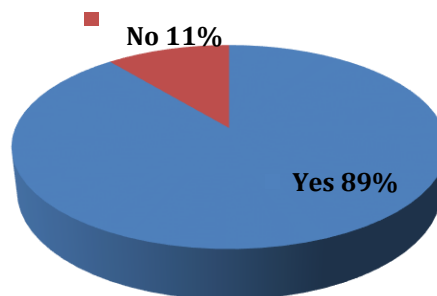
**- Task & Relationship**

	Frequency	Percent
Yes	362	89
No	45	11
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure No.4.57F: The Cross Cultural Training essential in Ability to Adopt Dual Forces**

**- Task & Relationship**



**Analysis and Interpretation:** Table No. 4.57F and Figure No.4.57F exhibit that 362 respondents representing 89% of total respondents are favourable , 45 managers representing 11 % of respondents are saying no to this. Majority of the managers (89%) are of the opinion that cross cultural training is essential in increasing Ability to Adopt Dual Forces - Task & Relationship.

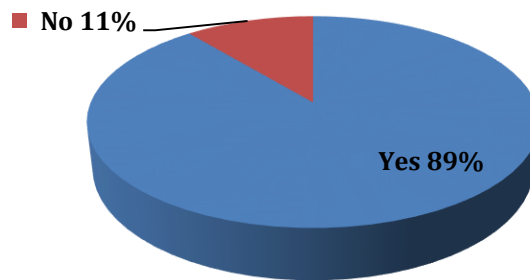
**Q.B5.44.G.The Cross Cultural Training essential in Positive attitude for learning**

Table No.4.57G: The Cross Cultural Training essential in Positive attitude for learning

	Frequency	Percent
Yes	364	89
No	43	11
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

Figure No.4.57G : The Cross Cultural Training essential in Positive attitude for learning



**Analysis and Interpretation:** Table No. 4.57G and Figure No.4.57G exhibit that 364 respondents representing 89% of total respondents are in favour and 43 managers representing 11 % of respondents are saying no to this.

Majority of the managers (89%) are of the opinion that cross cultural training is essential in developing positive attitude for learning.

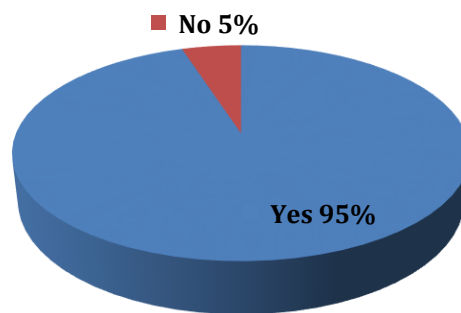
**Q.B5.44.H.The Cross Cultural Training is essential in Tolerance for different styles of culture**

**Table no.4.57H: The Cross Cultural Training is essential in Tolerance for different styles of culture**

	Frequency	Percent
Yes	386	95
No	21	5
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.57H : The Cross Cultural Training is essential in Tolerance for different styles of culture**



**Analysis and Interpretation :**Table No. 4.57H and Figure No.4.57H exhibit that 386 respondents representing 95% of total respondents are of the positive opinion and 21 managers representing 5 % of respondents are saying no to this.

**Majority of the managers (95%) are of the opinion that cross cultural training is essential in the aspect of Tolerance for different styles of culture.**

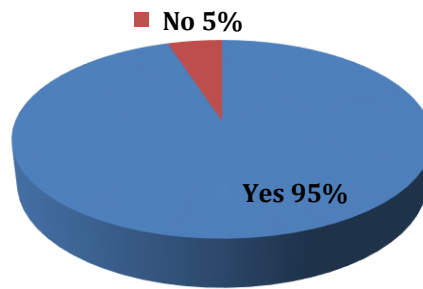
**Q.B5.44.I.The Cross Cultural Training is essential in cultural knowledge**

**Table no.4.57 I: The Cross Cultural Training is essential in cultural knowledge**

	Frequency	Percent
Yes	385	95
No	22	5
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.57 I: The Cross Cultural Training is essential in cultural knowledge**



**Analysis and Interpretation:** Table No. 4.57I and Figure No.4.57I exhibit that 385 respondents representing 95% of total respondents are of the positive opinion and 22 managers representing 5 % of respondents are saying no to this. Majority of the managers (95%) are of the opinion that **cross cultural training is essential in Cultural Knowledge.**

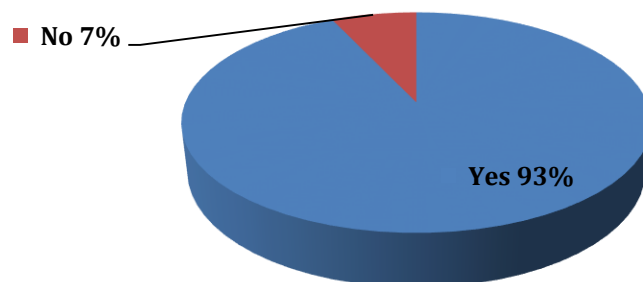
**Q.B5.44.J.The Cross Cultural Training is essential in ability to succeed in multiple & diverse environments**

**Table no.4.57J: The Cross Cultural Training is essential in ability to succeed in multiple & diverse environments**

	Frequency	Percent
Yes	378	93
No	29	7
<b>Total</b>	<b>407</b>	<b>100</b>

[Source: Field work]

**Figure no.4.57J: The Cross Cultural Training is essential in ability to succeed in multiple & diverse environments**



**Analysis and Interpretation:** Table No. 4.57J and Figure No.4.57J exhibit that 378 respondents representing 93% of total respondents are of the favourable opinion and 29 managers representing 7 % of respondents are saying no to this.

Majority of the managers (93%) are of the opinion that **cross cultural training is essential in developing ability to succeed in multiple & diverse environments.**

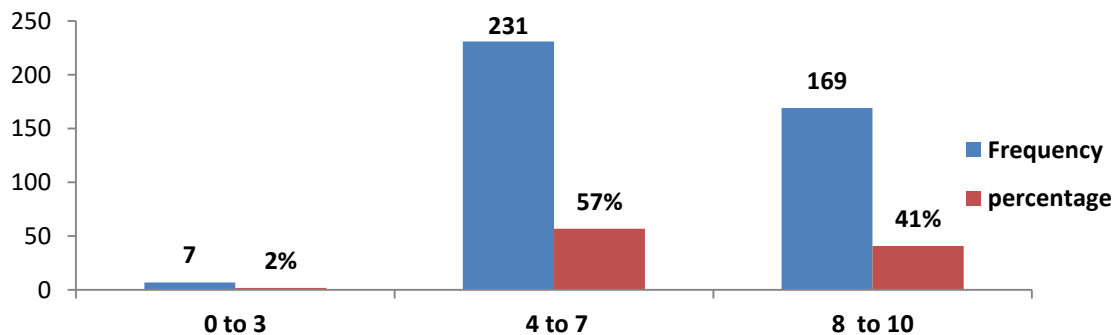
**Q.I. How much do you feel you are Culturally Intelligent ?**

Table no.4.58A : Level of Cultural Intelligence of Individual

Class	Grade	Frequency	Percent
0-3	Low	7	2
4-7	Moderate	231	57
8-10	High	169	41
Total		407	100

[Source: Field work]

Figure no.4.58A: Level of Cultural Intelligence of Individual



**Analysis and Interpretation:** Table no. 4.58A and Figure no.4.58A reveals the cultural intelligence self-rating by the respondents. It is required variable to know whether managers are aware about their own CI rating. Though it is not scientifically tested, but it is their perception.

In the category High (Rate 8-10),there falls 169 respondents representing 41% of the total respondents ,in the category of moderate, there falls 231 respondents representing 57% and in the low category,7 respondents represents 2% of total respondents.

Majority of the managers (57%) fall in the category of moderate.

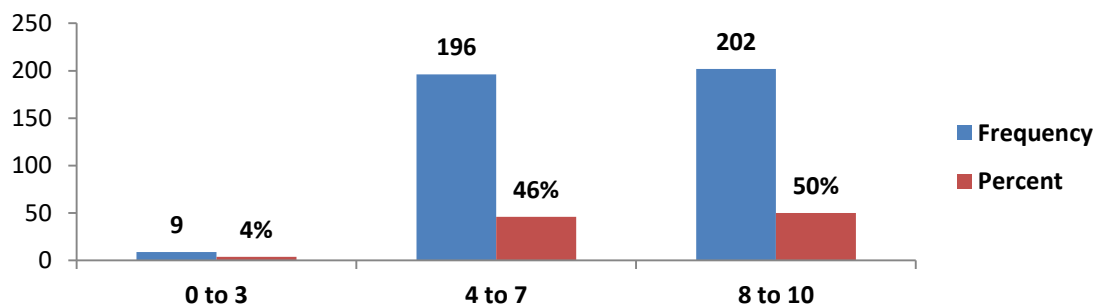
**Q.II. How much do you feel your company is Culturally Intelligent ?**

Table no. 4.58B: Level of Cultural Intelligence of organization

		Frequency	Percent
0-3	Low	9	4
4-7	Moderate	196	46
8-10	High	202	50
Total		407	100

[Source: Field work]

Figure no.4.58B: Level of Cultural Intelligence of organization



**Analysis and Interpretation:** Table no. 4.58B and Figure no.4.58B reveals the cultural intelligence of companies self-rating by the respondents. It is required variable to know whether managers are aware about their companies CI rating. Though it is not scientifically tested, but it is their perception.

In the category High (Rate 8-10),there falls 202 respondents representing 50% of the total respondents ,in the category of moderate, there falls 196 respondents representing 46% and in the low category,9 respondents represents 4% of total respondents.

As per opinion of the managers, majority of the companies (50%) fall in the category of High.



## 4.2 (IV) Analysis and Interpretation of Case Study

### 4.2 (IV-a) : Profile of case study 1

#### History

It is incorporated on 5<sup>th</sup> January 1996 and become independent company on 31<sup>st</sup> October 2016, located in Pune, Maharashtra. The research and development center and manufacturing plant are situated in Pune. It has a global footprint through its business and policies. Registered head office is at Burschield, Germany.

They are the largest automotive seating supplier worldwide. Working 84000 employees on 234 plants in 34 countries. In Pune 1000 employees working in this company. They develop and deliver seating units to large OEMs.

The business is expanded in North America, Europe, China, Asia and also other countries in the world.

They own various U.S. and non U.S. patents. They start from design, development of product till engineering and manufacturing into more than 25 million cars every year.

#### Product

The company designs, markets and manufactures a range of seating systems and components of passenger and commercial vehicles, light trucks including vans, pickup trucks with seating solutions –complete seating systems, frames, mechanisms, foam, head restraints, armrest, trim covers, fabrics etc.

These products are delivered to major global OEMs. Their customers are:

BMW, Daimler AG, Fiat Chrysler automobiles, Ford Motors, General Motors, Honda Motors, Hyundai Motors, Jaguar Land Rover, Mazda motors, Mitsubishi motors, Nissan Motors, Renault, Suzuki, Toyota, PSA Peugeot Citroen, Volkswagen, Volvo and many more.

This company provides seating product to OEMs on just in time or in sequence basis.

Their competitors include Lear corporations, Magna international, Grupo Antolin, TATA Autocomp etc.

#### Diversity policy

As per their Ethics policy effective from October 2016, the 7 key areas to drive people and the company consists of Integrity, product development innovation, operational

excellence, global growth, customer satisfaction ,people & leadership and shareholder value. They follow integrity everyday everywhere as a rule of the thumb.

Their guiding principles includes the following :

- Ethics policy equally applies to all, Board of Directors, Officers, employees, agents and contract workers.
- Follow inclusiveness, value diversity and provide support to team members. Equal opportunity in hiring , salary, benefits, advancement, termination and retirement.
- No discrimination on the basis of gender, sex, race, age, disability, caste, religious beliefs and so on .Oppose harassment.
- Comply with laws, rules and regulations of different countries while doing business.

\*\*\*\*\*

## **4.2 (IV-b) Profile of case study 2**

### **History**

This company is a part of Tata group to provide product and services to Indian and global OEMs. It is one of the leading conglomerate in automotive components. In partnership with leading Global Auto components companies. This company was incorporated on 17<sup>th</sup> October 1995. There are 46 manufacturing plants in the world which includes India, North and Latin America , Europe, and China. They have 9 joint ventures in partnership with leading global auto component companies like TRAD and GS Yuasa of Japan,Ficosa of Spain,Air International of China,Katcon of Mexico, Hendrickson ,Magna of US,Gotion of China,SECO of South Korea. Around 7000 employee strength all over the world.

### **Product**

Seating systems and electronic solutions like ADAS,BMS,Telematics for passenger and commercial vehicles. Other products include: automotive interior and exterior plastics, composites, automotive batteries, rear view mirrors, washer system ,gear shifter, and many more.

These products are delivered to major OEMs. Their customers are: TATA motors ,Maruti Suzuki, Fiat , Ford ,General Motors, Jaguar Land Rover ,Mahindra, Nissan ,Skoda, TOYOTA, Renault, Volkswagon , for passenger vehicles,

Ashok Leyland, AMW ,EICHER, Bharat BENZ ,Piaggio, IVECO ,Mahindra, TATA motors ,DAIMLER,NAVISTARSML-ISUZU JOHN DEERE, Swaraj, TAFE,New Holland for commercial vehicles.

This company competes with Adient India Pvt.Ltd., Amtek Auto ltd, Bharat forge ltd , Mothersons Sumi systems ltd.,Pricol ,JEGS and many other etc.

**Diversity policy**

Their values mainly focusses on Integrity, Pioneering , Excellence, Unity and Responsibility. In code of conduct , the policy is given diversity, inclusion and equality.it also includes the policy to non discrimination. They believe in

- Equal opportunities, creating inclusive work environment
- Maintain work environment free from discrimination on the grounds of age, colour, physical ability ,ethnic origin, nationality, religion ,gender, family ,marital status
- Zero tolerance policy for harassment and bullying
- Strengthen diversity and inclusion through supportive work life policies , a culture of inclusion with sense of belongingness.

**4.2 (IV-c) Analysis and Interpretation of Case study 1 &2**

**PART A: PROFILE OF THE RESPONDENTS**

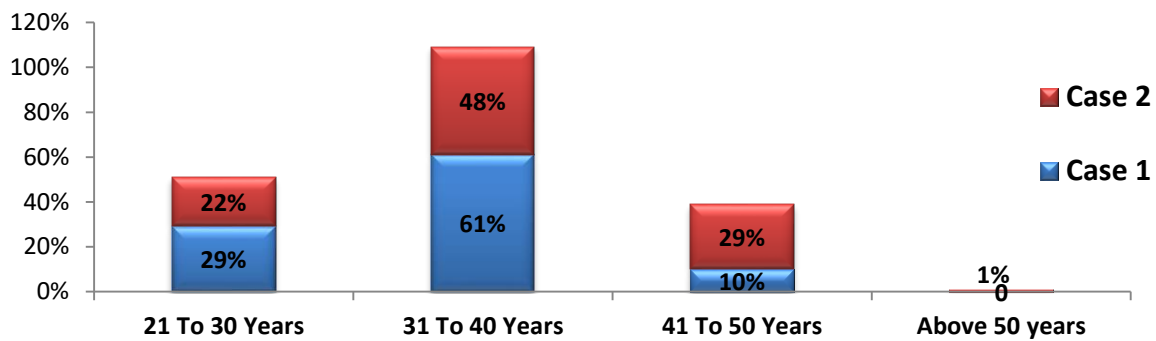
**1) Age in years**

**Table No.4A.1: Age in years**

Age	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
21 To 30 Years	29	29	22	22
31 To 40 Years	61	61	48	48
41 To 50 Years	10	10	29	29
Above 50 Years	00	00	1	1
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.1: Age in years**



**Analysis and Interpretation:** Table no 4A.1 and Figure no 4A.1 show the age group of the lower, middle and top level managers in Case 1 and Case 2. The respondents between 21 -30 years are 29% in Case 1 and 22% in Case 2, between 31-40 years they are 61% and 48% of the total respondents in Case 1 and 2 respectively. 41-50 years age group is of 10% and 29% of case1 and 2 respectively. There are 0 respondents in age group above 50 in case 1 and 1% in case 2.

**Most of the Managers' age is between 31 years to 40 years.**

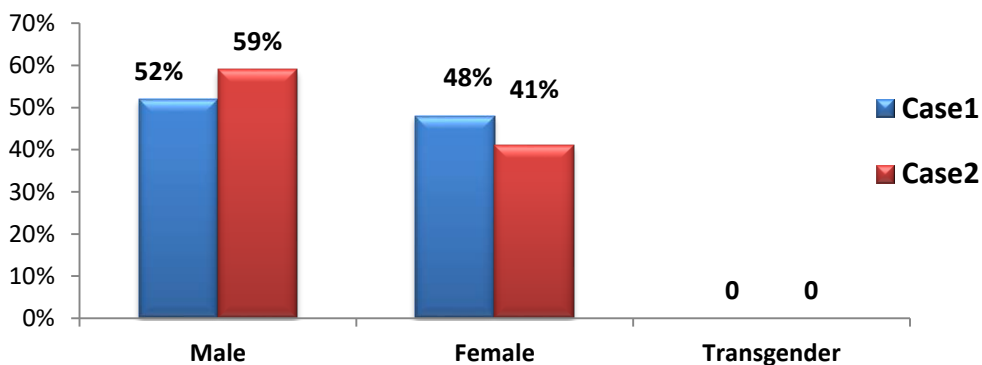
**2) Gender**

**Table No.4A.2: Gender wise profile of Managers**

Gender	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Male	52	52	59	59
Female	48	48	41	41
Transgender	00	00	00	00
Total	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

[Source: Field Work]

**Figure No.4A.2: Gender wise profile of Managers**



**Analysis and Interpretation:** Table No.4A.2 and Figure no.4A.2 show the gender wise distribution of the managers. It could be seen that 52 % managers are male and 48% of the total respondents are female in case 1 and 59 % managers are male and 41% of the respondents are female in Case 2.

The study involves opinion of male and female respondents both. **Majority of the respondents are male in both the cases – case 1 (52%) and in case 2 (59%).**

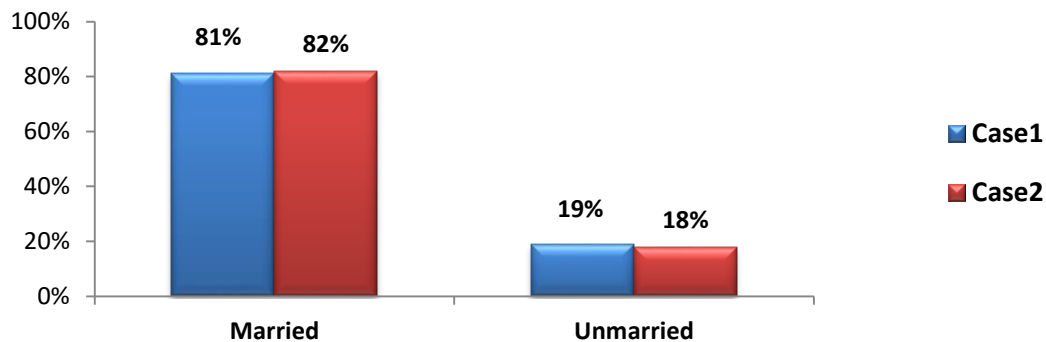
### 3) Marital Status

**Table No.4A.3: Marital Status**

Marital status	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Married	81	81	82	82
Unmarried	19	19	18	18
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.3: Marital Status**



**Analysis and Interpretation:** Table no. 4A.3 and Figure No.4A.3 is about the marital status of the managers. 81% of the total managers are married in case1 and 19 % are unmarried. 82 % of the managers are married and remaining 18% are unmarried in case 2.

**Majority of the managers (81% for case 1 and 82% for case 2) are married.**

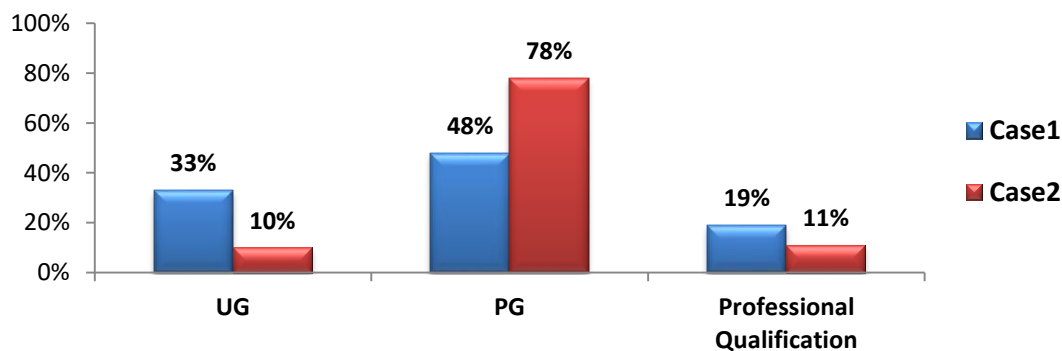
#### 4) Educational Qualification of Managers

**Table No.4A.4: Educational Qualification of Managers**

Qualification	Case 1		Case2	
	Frequency	Percent	Frequency	Percent
UG	33	33	10	10
PG	48	48	78	78
Professional Qualification	19	19	11	11
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.4: Educational Qualification of Managers**



**Analysis and Interpretation:** Table no.4A.4 and Figure No.4A.4 exhibit the educational qualification managers. It is observed that 33% (case 1) and 10% (Case 2) of the respondents are Under Graduate .48% (Case 1) and 78% (Case 2) of the respondents are Post Graduate , and remaining 19% (case1) and 11% (case2) are professionally qualified.

**Majority of the respondents 48% (Case 1) and 78% (Case 2) are Post Graduate .**

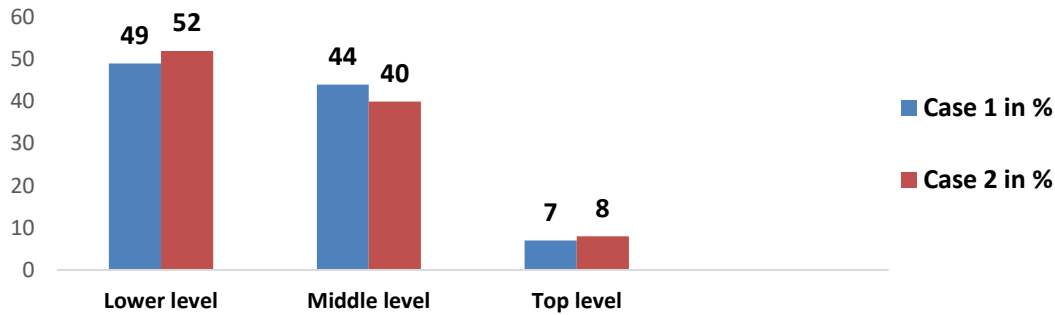
#### 5) Designation of managers

**Table No.4A.5: Designation of managers**

Designation	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Lower level	49	49	52	52
Middle level	44	44	40	40
Top level	7	7	8	8
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.5: Designation of managers**



**Analysis and Interpretation:** Table no.4A.5 and Figure No. 4A.5 displays the designation of the respondents. This variable is required to know the number of lower, middle and top level managers involved.49% (Case 1) and 52% (Case 2) are lower level managers ,middle level managers are 44 % (Case 1) and 40 % (Case 2) and 7 % (Case 1) and 8% (Case 2) are top level managers.

**Majority of the respondents are lower and middle level managers.**

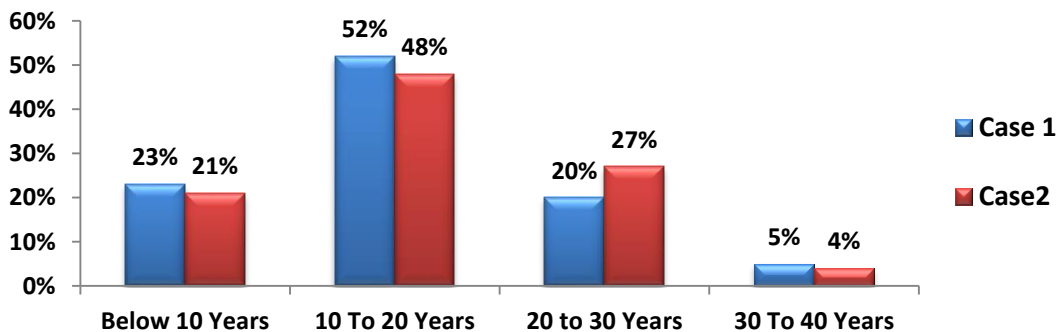
**6) Experience in years**

**Table No.4A.6: Experience in years**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Below 10 Years	23	23	21	21
10 To 20 Years	52	52	48	48
20 To 30 Years	20	20	27	27
30 To 40 Years	5	5	4	4
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.6: Experience in years**



**Analysis and Interpretation:** Table No.4A.6 and Figure No.4A.6 unveil the data of experience of respondents in years. 23% (Case 1 ) and 21% (Case 2) of the total respondents are having the experience of below10 years. 52% (Case 1) and 48% (Case 2) belongs to experience group of 10-20 years. 20% and 27% have the experience between 20 to30 years in case 1 and Case 2 respectively.5% (Case 1) and 4% (Case 2) respondents have experience for 30- 40 years.

It is observed that **majority of the respondents 52% (Case 1) and 48% (Case 2) have experience between 10 to 20 years.**

### PART B: MAIN QUESTIONNIRE

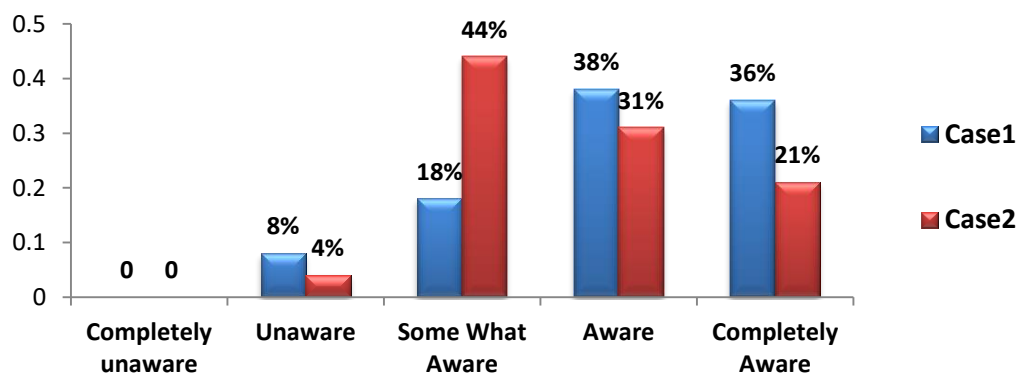
#### Q.B- 1. Awareness of Diversity at Work Place

**Table 4A.7: Awareness of Diversity at Workplace**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Completely Unaware	0	0	0	0
Unaware	8	8	4	4
Somewhat Aware	18	18	44	44
Aware	38	38	31	31
Completely aware	36	36	21	21
Total	100	100	100	100

[Source: Field Work]

**Figure 4A.7: Awareness of Diversity at Workplace**



**Analysis and Interpretation:** Table No. 4A.7 and figure No. 4A.7 disclose the awareness of managers in diversity at workplace. 36% (case 1) and 21% (case 2) of the managers are completely aware about Diversity at workplace. 38% (case 1) and 31% (case 2) of the managers aware , 18% (Case 1) and 44% (case 2) of total respondents somewhat unaware,



8% (case 1) and 4% (case 2) of the total respondents unaware and 0% in both the cases completely unaware with the concept workplace diversity.

**Majority of the managers (92% - case 1 and 96% - case 2) aware with the concept diversity at workplace.**

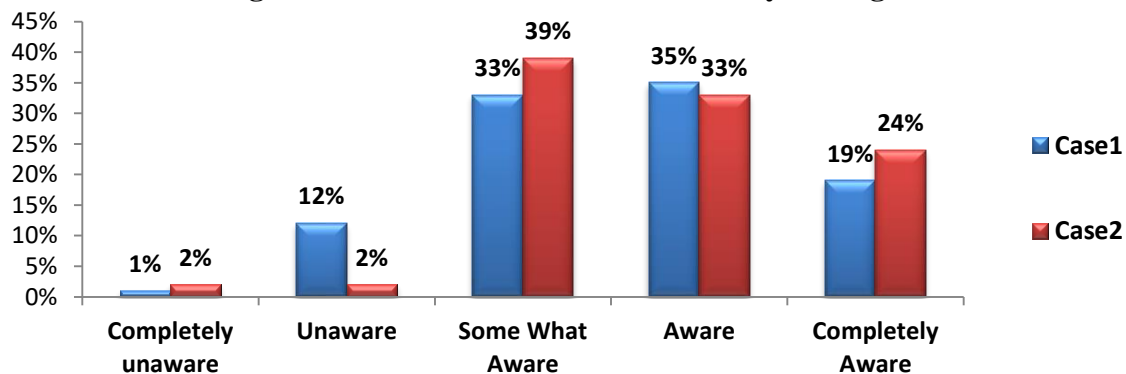
**Q.B- 1- Awareness of Diversity Management**

**Table no. 4A.8: Awareness of Diversity Management**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Completely Unaware	1	1	2	2
Unaware	12	12	2	2
Somewhat Aware	33	33	39	39
Aware	35	35	33	33
Completely aware	19	19	24	24
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.8: Awareness of Diversity Management**



**Analysis and Interpretation:** Table No. 4A.8 and Figure 4A.8 disclose the awareness of managers in diversity management. 19% (case1) and 24% (case 2) of the Managers completely aware about Diversity Management. 35%(case1) and 33% (case2) of the Managers aware , 33% (case1) and 39% (case2) of total respondents somewhat unaware, 12% (case1) and 2% (case2) of the total respondents unaware and 1% (case1) and 2% (case 2) completely unaware with the concept workplace diversity out of which 33% (case 1) and 39 % (case 2) of total respondents somewhat unaware.

**Majority of the managers (87% in case 1 and 96% in case 2) aware with the concept diversity management.**

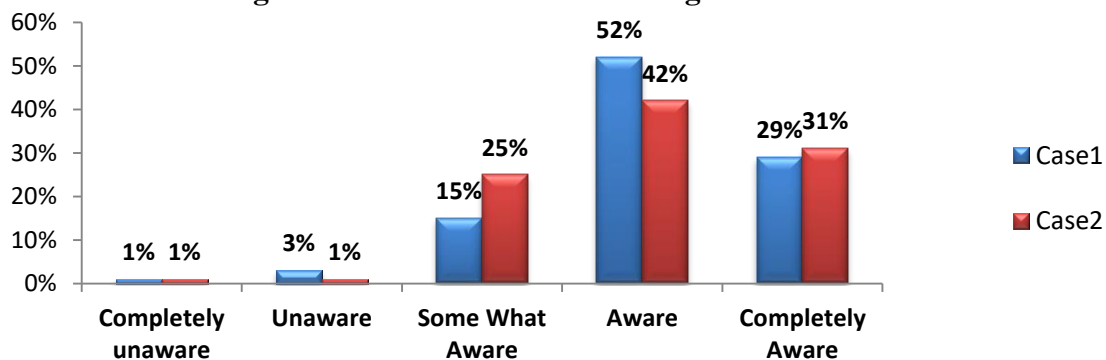
**Q.B- 1- Awareness of Organizational Culture**

**Table no. 4A.9: Awareness of Organizational Culture**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Completely Unaware	1	1	1	1
Unaware	3	3	1	1
Somewhat Aware	15	15	25	25
Aware	52	52	42	42
Completely aware	29	29	31	31
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A. 9: Awareness of Organizational Culture**



**Analysis and Interpretation:** Table No. 4A. 9 and figure No. 4A. 9 disclose the awareness of managers in Organizational culture. 29 % ( case1) and 31% (case 2) of the managers completely aware about Organizational culture. 52% (case1) and 42% (case2) of the Managers aware , 15 % (case1) and 25% (case2) of total respondents somewhat unaware, 3% (case1) and 1% (case 2) of the total respondents unaware and 1% (case 1) and 1% (case 2) completely unaware with the concept of Organizational culture.

**Majority of the managers (96% in case 1 and 98% in case 2) aware with the concept Organizational culture.**

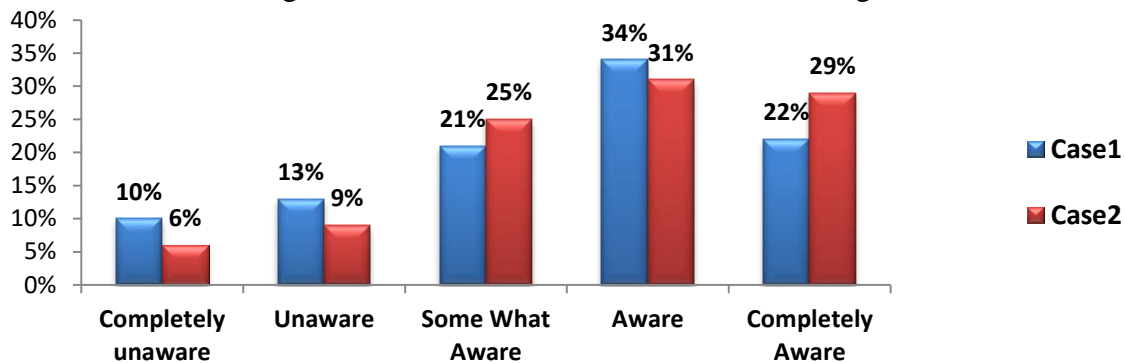
**Q.B- 1 Aware of Cultural Intelligence**

Table no.4A.10: Awareness of Cultural Intelligence

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Completely Unaware	10	10	6	6
Unaware	13	13	9	9
Somewhat Aware	21	21	25	25
Aware	34	34	31	31
Completely aware	22	22	29	29
Total	100	100	100	100

[Source: Field Work]

Figure no.4A.10: Awareness of Cultural Intelligence



**Analysis and Interpretation:** Table No. 4A.10 and figure No. 4A.10 discloses the awareness of managers in Cultural Intelligence. 22 % (case1) and 29% (case 2) of the managers completely aware about Cultural Intelligence. 34% (case1) and 31% (case 2) of the managers aware , 21% (case 1) and 25% (case 2) of total respondents somewhat unaware, 13% (case1) and 9% (case 2) of the total respondents unaware and 10% (case 1) and 6% (case 2) completely unaware with the concept Cultural Intelligence.

**Majority of the managers (77% in case 1 and 85% in case 2) aware with the concept of Cultural Intelligence.**

**Q.B 2. 1 Channels of getting information of Diversity Management -**

**Table No. 4A.11 : Channels of getting information of Diversity Management**

Channels	Case 1			Case 2		
	Yes %	No %	Total %	Yes %	No %	Total %
Newspapers	45	55	100	39	61	100
Movies/ Documentaries	39	61	100	31	69	100
Books	35	65	100	27	73	100
Travelling to other state /country	64	36	100	24	76	100
Working with colleagues / peers of different culture	94	6	100	87	13	100
Experiential Learning	48	52	100	38	62	100
Workshops	29	71	100	30	70	100

[Source: Field Work]

Figure No. 4A.11[a] : Case 1-Channels of getting information of Diversity Management

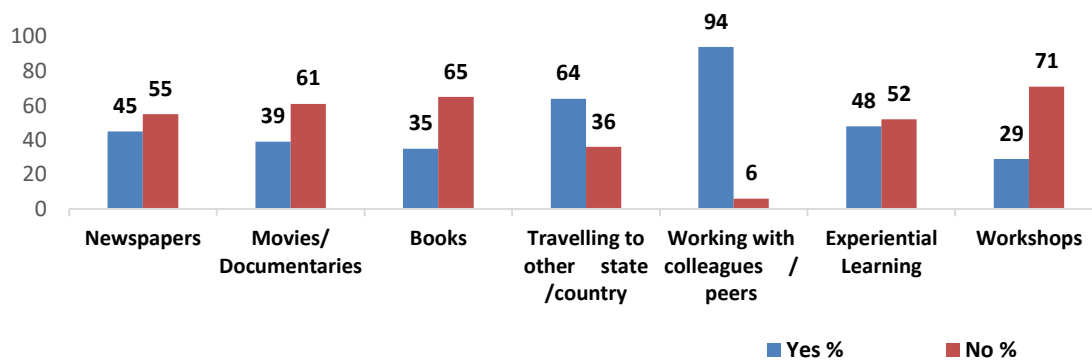
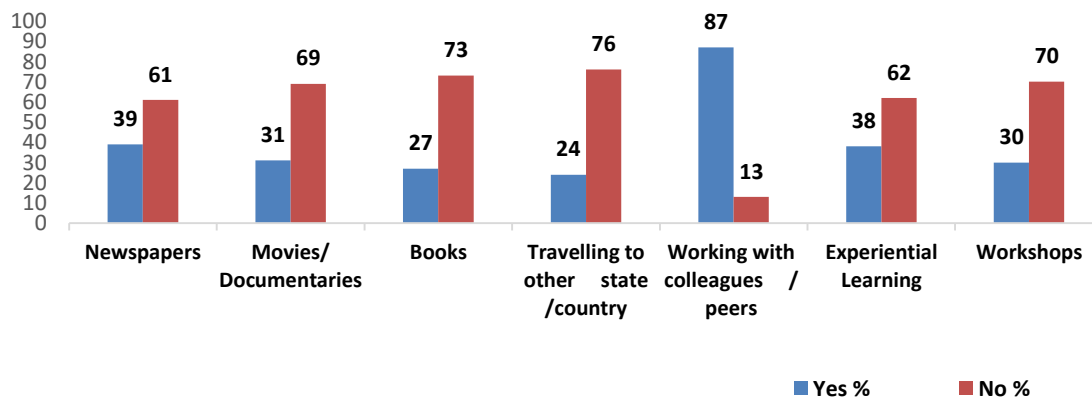


Figure No. 4A.11[b] : Case 2-Channels of getting information of Diversity Management



**Analysis and Interpretation:** Table No. 4A.11 and Figure No. 4A.11 [a] and [b] show various channels to get information on Diversity Management.

**Majority** of the managers (94% of Case 1 and 87% of Case 2) opine that **Working with colleagues and peers of different culture** is one of the best preferred channel to get information on diversity management.

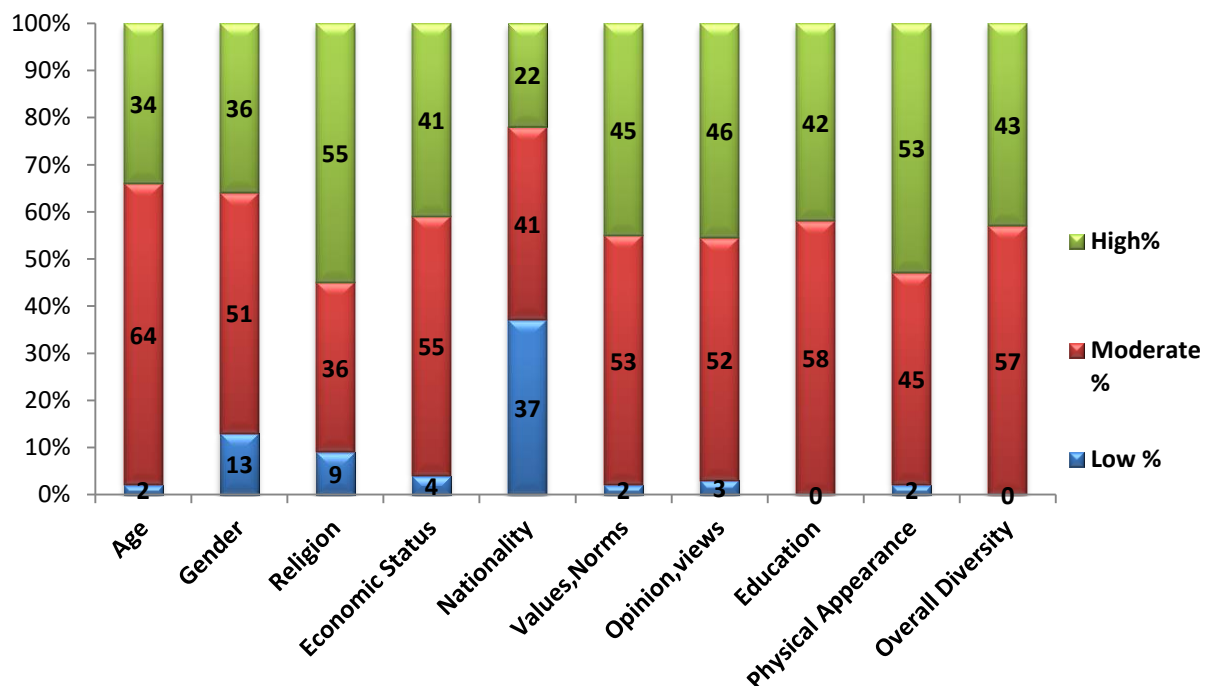
**Q.B.3.Diversity Parameters** [1- minimum to 10- maximum]

Table No. 4A.12 (1) : **Case study 1-** diversity scale on diversity parameters

Diversity Parameters	Scale 1 - 3 Low (%)	Scale 4 - 7 Moderate (%)	Scale 8 -10 High (%)	Total
Age	2	64	34	100
Gender	13	51	36	100
Religion	9	36	55	100
Economic Status	4	55	41	100
Nationality	37	41	22	100
Values, Norms	2	53	45	100
Opinion, views	3	52	46	100
Education	0	58	42	100
Physical Appearance	2	45	53	100
Overall Diversity	0	57	43	100

[Source: Field Work]

**Figure No. 4A.12 (1) : Case study 1-Organization has diversity in the workforce**



**Analysis and Interpretation:** Table no. and Figure no.4A.12 (1) show the level of workforce diversity in Case 1.

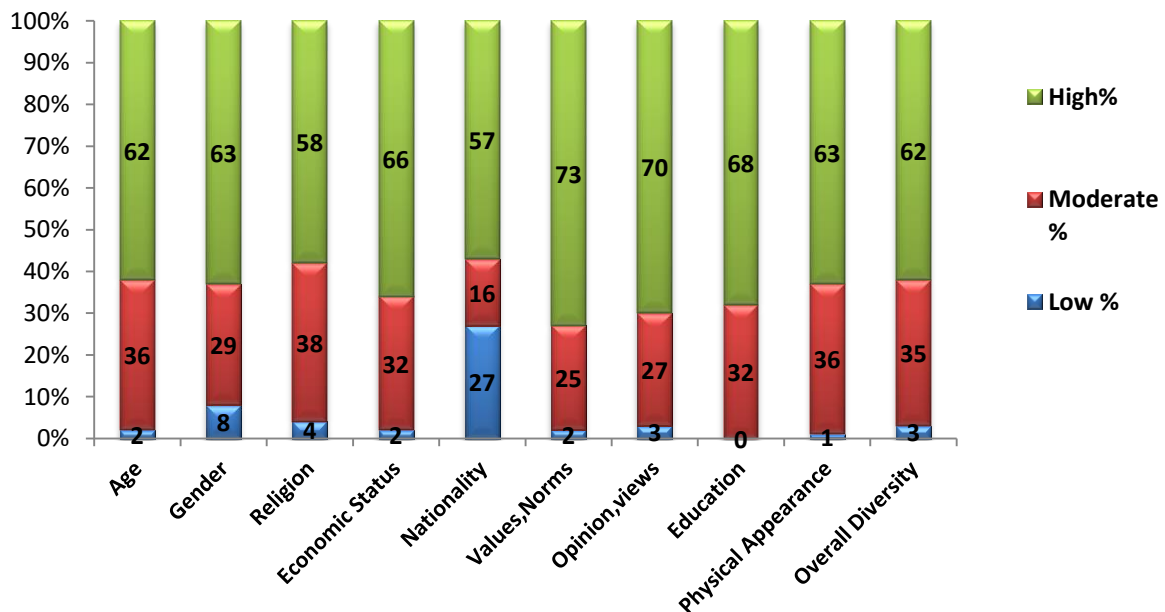
The diversity in various parameters is ranging from moderate to high scale.

**Table No. 4A.12 (2) : Case study 2-Organization has diversity in the workforce**

Diversity Parameters	Scale 1 - 3 Low (%)	Scale 4 - 7 Moderate (%)	Scale 8 -10 High (%)	Total
Age	2	36	62	100
Gender	8	29	63	100
Religion	4	38	58	100
Economic Status	2	32	66	100
Nationality	27	16	57	100
Values, Norms	2	25	73	100
Opinion, views	3	27	70	100
Education	0	32	68	100
Physical Appearance	1	36	63	100
Overall Diversity	3	35	62	100

[Source: Field Work]

**Figure No. 4A. 12(2) : Case study 2-Organization has diversity in the workforce**



**Analysis and Interpretation:** Table no. and Figure no. 4A. 12(2) show the level of workplace diversity in Case 2.

The workplace diversity is ranging from moderate to high scale.

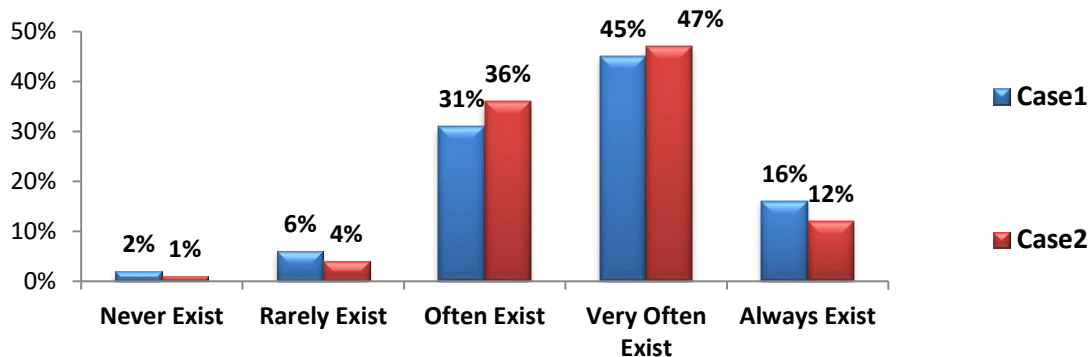
**Q.B 4.1 Features of culture of OCTAPACE exist in your Organization: Openness**

**Table 4A.13a: Existence of OCTAPACE -Openness**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Never Exist	2	2	1	1
Rarely Exist	6	6	4	4
Often Exist	31	31	36	36
Very Often Exist	45	45	47	47
Always Exist	16	16	12	12
Total	100	100	100	100

[Source: Field Work]

Figure 4A.13a: Existence of OCTAPACE -Openness



**Analysis and Interpretation:** Table No.4A. 13a and Figure no. 4A.13a depict whether **Openness (open and free environment)** from OCTAPACE culture exist in the organization. **16 %** (Case 1) and **12%** (Case 2) of total respondents are of the opinion that culture of **openness** always exist, **45%** (Case 1) and **47%** (Case 2) say that it is very often exist. **31%** (Case 1) and **36 %** (Case 2) of the total managers are of the opinion that culture of **it is often exist**. **6%** (Case 1) and **4%** (Case 2) are of the opinion that **it rarely exist** , remaining **2%** (Case 1) and **1%**(Case 2) of the total respondents are saying it is never exist.

**Majority of the respondents (92% -Case 1 and 95%-Case 2)** are favorable with existence of culture of **openness** in their organizations.

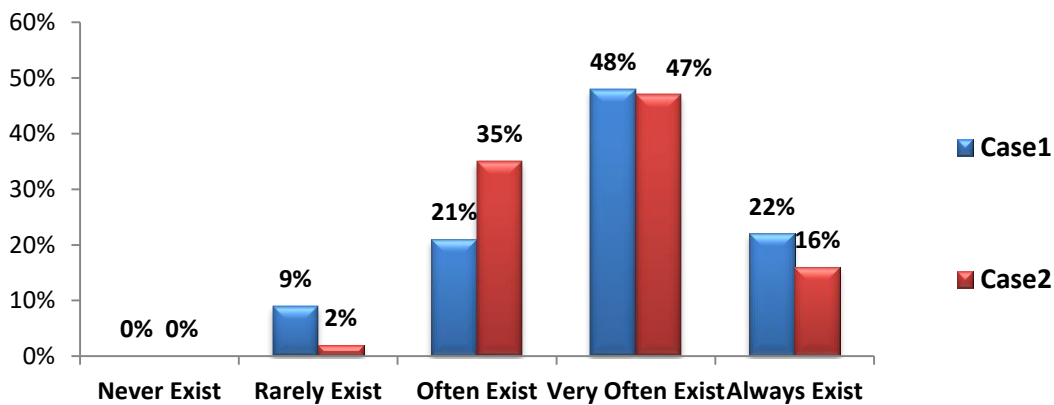
**Q.B 4.2 Features of culture of OCTAPACE exist in your Organization – Collaboration**

Table 4A.13b: Existence of OCTAPACE – Collaboration

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Never Exist	0	0	0	0
Rarely Exist	9	9	2	2
Often Exist	21	21	35	35
Very Often Exist	48	48	47	47
Always Exist	22	22	16	16
Total	100	100	100	100

[Source: Field Work]

Figure 4A.13b: Existence of OCTAPACE - Collaboration



**Analysis and Interpretation:** Table No.4A.13b and Figure No. 4A.13b depicts whether **Collaboration (Alliance & Cooperation)** from OCTAPACE culture exist in the organization. **22%** (Case1) and **16%** (Case 2) of total respondents said that culture of **Collaboration** always exist, **48%** (Case1) and **47%** (Case 2) say that it is very often exist. **21%** (Case1) and **35%** (Case 2) of said it **often exist**. **9%** (Case1) and **2%** (Case 2) said it rarely exist , whereas **0%** (Case 1) and **0%** (Case 2) of the total respondents are saying it is never exist.

**Majority of the respondents (91% - Case 1 and 98% - Case 2)** are favorable with existence of culture of **Collaboration** in their organizations.



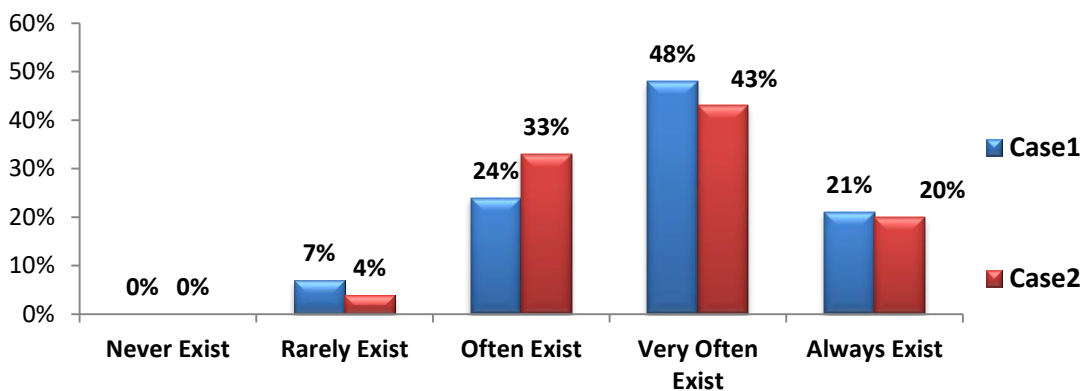
**Q.B 4.3 Features of culture of OCTAPACE exist - Trust & Trustworthy**

Table 4A.13c: Existence of OCTAPACE - Trust & Trustworthy

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Never Exist	0	0	0	0
Rarely Exist	7	7	4	4
Often Exist	24	24	33	33
Very Often Exist	48	48	43	43
Always Exist	21	21	20	20
Total	100	100	100	100

[Source: Field Work]

Figure 4A.13c: Existence of OCTAPACE - Trust & Trustworthy



**Analysis and Interpretation:** Table No. 4A.13c and Figure No. 4A.13c depicts whether **Trust & Trustworthy (Reliable & Honest)** from OCTAPACE culture exist in the organization. **21%** (Case 1) and **20%** (Case 2) of total respondents are of the opinion that culture of **Trust & Trustworthy** always exist, **48%** (Case 1) and **43%** (Case 2) say that it is very often exist. **24%** (Case 1) and **33%** (Case 2) said it **often exist**. **7%** (Case 1) and **4%** (Case 2) are of the opinion that it rarely exist, whereas **0%** (Case 1 and Case 2) of the total respondents are saying it is never exist.

**Majority of the respondents (93% - Case 1 and 96% - Case 2)** are favorable with existence of culture of **Trust & Trustworthy** in their organizations.

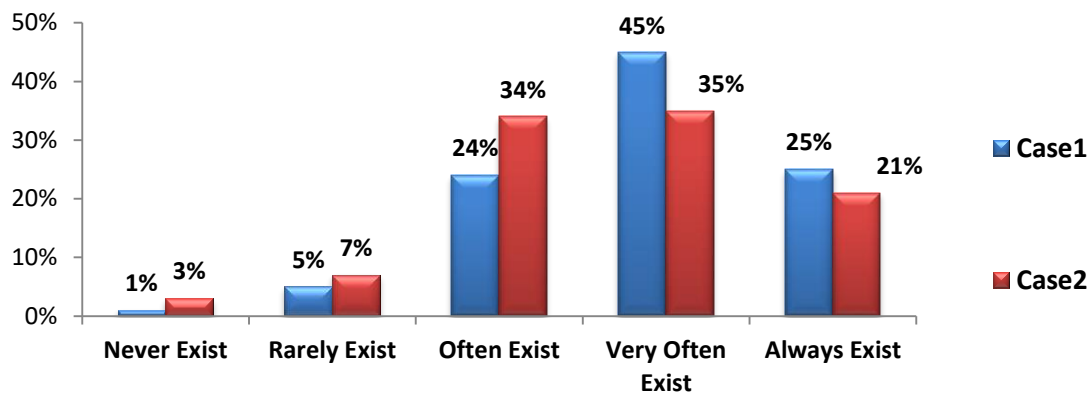
**Q.B 4.4 Features of culture of OCTAPACE exist in your Organization – Authenticity**

Table 4A.13d: Existence of OCTAPACE – **Authenticity**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Never Exist	1	1	3	3
Rarely Exist	5	5	7	7
Often Exist	24	24	34	34
Very Often Exist	45	45	35	35
Always Exist	25	25	21	21
Total	100	100	100	100

[Source: Field Work]

**Figure 4A.13d: Existence of OCTAPACE – Authenticity**



**Analysis and Interpretation:** Table No.4A.13d and Figure No. 4A.13d depict whether **Authenticity (Genuineness & Validity)** from OCTAPACE culture exist in the organization. **25%** (Case 1) and **21%** (Case 2) of total respondents are of the opinion that culture of **Authenticity** always exist, **45%** (Case 1) and **35%** (Case 2) say that it is very often exist. **24%** (Case 1) and **34%** (Case 2) it **often exist**. **5%** (Case 1) and **7%** (Case 2) are of the opinion that it rarely exist, whereas **1%** (Case 1) and **3%** (Case 2) of the total respondents saying it is never exist.

**Majority of the respondents (94% - Case 1 and 90% - Case 2)** are of the opinion that there is existence of culture of **Authenticity** in their organizations.

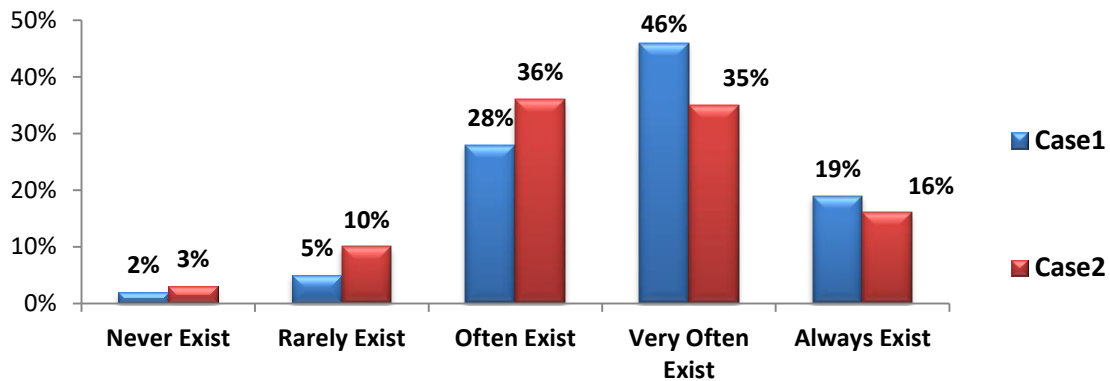
**Q.B 4.5 Features of culture of OCTAPACE exist in your Organization – Proaction**

Table No.4A.13e: Existence of OCTAPACE – Proaction

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Never Exist	2	2	3	3
Rarely Exist	5	5	10	10
Often Exist	28	28	36	36
Very Often Exist	46	46	35	35
Always Exist	19	19	16	16
Total	100	100	100	100

[Source: Field Work]

Figure No. 4A.13e: Existence of OCTAPACE - Proaction



**Analysis and Interpretation:** Table No. 4A.13e and Figure No. 4A.13e show whether **proaction (spontaneous and natural positive action)** from OCTAPACE culture exist in the organization. **19%** (Case 1) and **16%** (Case 2) of total respondents are of the opinion that it is always exist, **46%** (Case 1) and **35%** (Case 2) say that it is very often exist. **28%** (Case1) and **36%** (Case 2) of the total managers are of the opinion that it is **often exist**. **5%** (Case 1) and **10%** (Case 2) are of the opinion that **proaction** is rarely exist, whereas **2%** (Case 1) and **3%** (Case 2) of the total respondents are saying it never exist.

**Majority of the respondents (93% - Case 1 and 87% -Case 2)** are favorable with existence of culture of **proaction** in their organizations.

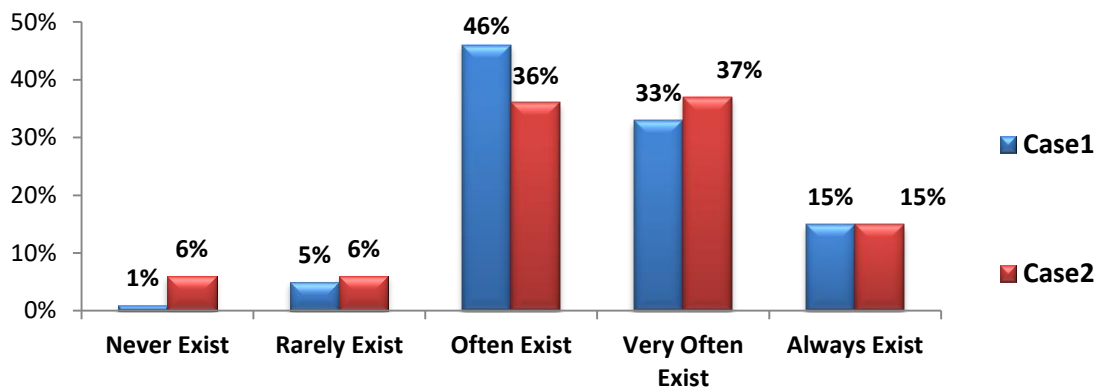
**Q.B 4.6 Features of culture of OCTAPACE exist in your Organization - Autonomy**

Table No. 4A.13f: Existence of OCTAPACE – **Autonomy**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Never Exist	1	1	6	6
Rarely Exist	5	5	6	6
Often Exist	46	46	36	36
Very Often Exist	33	33	37	37
Always Exist	15	15	15	15
Total	100	100	100	100

[Source: Field Work]

Figure No. 4A.13f: Existence of OCTAPACE - **Autonomy**



**Analysis and Interpretation:** Table No. 4A.13f and Figure No. 4A. 13f depicts whether **Autonomy Independence & Freedom** from OCTAPACE culture exist in the organization. **15%** (Case 1) and **15%** (Case 2) of total respondents are of the opinion that culture of **Autonomy** always exist , **33%** (Case 1) and **37%** (Case 2) say that it is very often exist. **46%** (Case1) and **36%** (Case2) said that it **often exist**. **5%** (Case1) and **6%** (Case 2) are of the opinion that **it** rarely exist, whereas **1%** (Case1) and **6%** (Case 2) of the total respondents are saying it never exist.

**Majority of the respondents (94% - Case 1 and 88% - Case 2)** are favorable with existence of culture of **Autonomy** in their organizations.

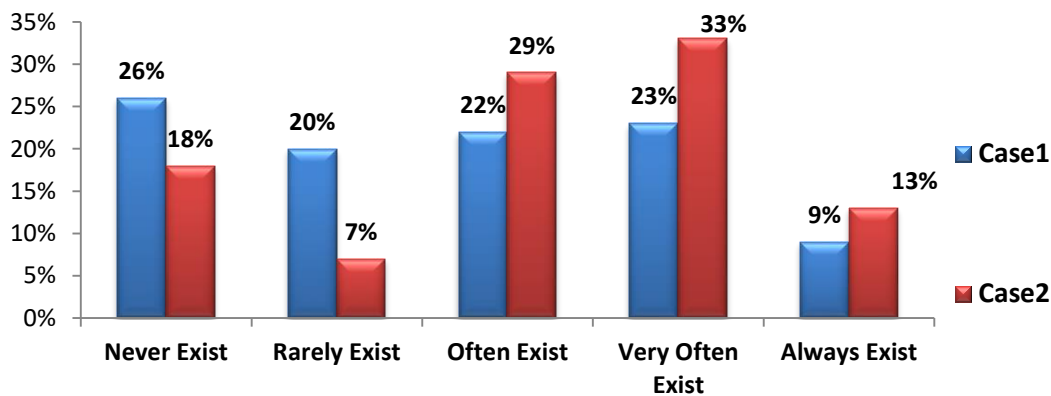
**Q.B 4.7 Features of culture of OCTAPACE exist in your Organization – Confrontation**

Table No.4A.13g : Existence of OCTAPACE - **Confrontation**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Never Exist	26	26	18	18
Rarely Exist	20	20	7	7
Often Exist	22	22	29	29
Very Often Exist	23	23	33	33
Always Exist	9	9	13	13
Total	100	100	100	100

[Source: Field Work]

Figure No.4A. 13g: Existence of OCTAPACE -**Confrontation**



**Analysis and Interpretation:** Table No.4A. 4A.13g and Figure No. 4A.13g depict whether **Confrontation (difference of opinions and conflict)** from OCTAPACE culture exist in the organization. **9%** (Case 1) and **13%** (Case 2) of total respondents are of the opinion that culture of **Confrontation** always exist, **23%** (Case 1) and **33%** (Case 2) say that it is very often exists. **22%** (Case 1) and **29%** (Case 2) said it **often exists**. **20%** (Case 1) and **7%** (Case 2) are of the opinion that it rarely exists, whereas **26%** (Case 1) and **18%** (Case 2) of the total respondents are saying it never exists.

**Majority of the respondents (54% - Case 1 and 75%- Case 2)** are favorable with existence of culture of **Confrontation** in their organizations.

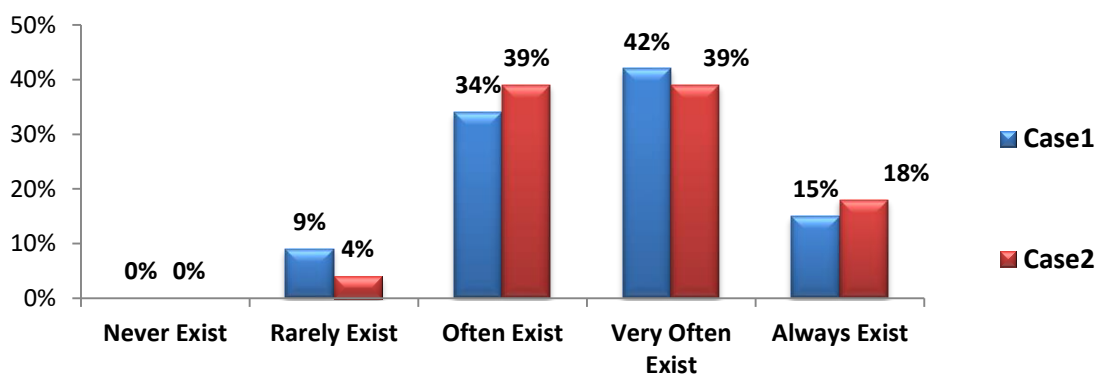
**Q.B 4.8 Features of culture of OCTAPACE exist in your Organization:Experimentation**

Table No.4A.13h: Existence of OCTAPACE - **Experimentation**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Never Exist	0	0	0	0
Rarely Exist	9	9	4	4
Often Exist	34	34	39	39
Very Often Exist	42	42	39	39
Always Exist	15	15	18	18
Total	100	100	100	100

[Source: Field Work]

Figure No.4A.13h: Existence of OCTAPACE –**Experimentation**



**Analysis and Interpretation:** Table No. 4A.13h and Figure No. 4A.13h depicts whether **Experimentation** (Research & Exploration) from OCTAPACE culture exist in the organization. **15%** (Case 1) and **18%** (Case 2) of total respondents are of the opinion that culture of **Experimentation** always exist, **42%** (Case 1) and **39%** (Case 2) say that it is very often exist. **34%** (Case 1) and **39%** (Case 2) of the total managers are of the opinion that it is **often exist**. **9%** (Case 1) and **4%** (Case 2) are of the opinion that it is rarely exist, whereas **0%** (Case 1) and **0%** (Case 2) of the total respondents are saying it is never exist.

Majority of the respondents (**91%** - Case 1 and **96%** - Case 2) are favorable with existence of culture of **Experimentation** in their organizations.

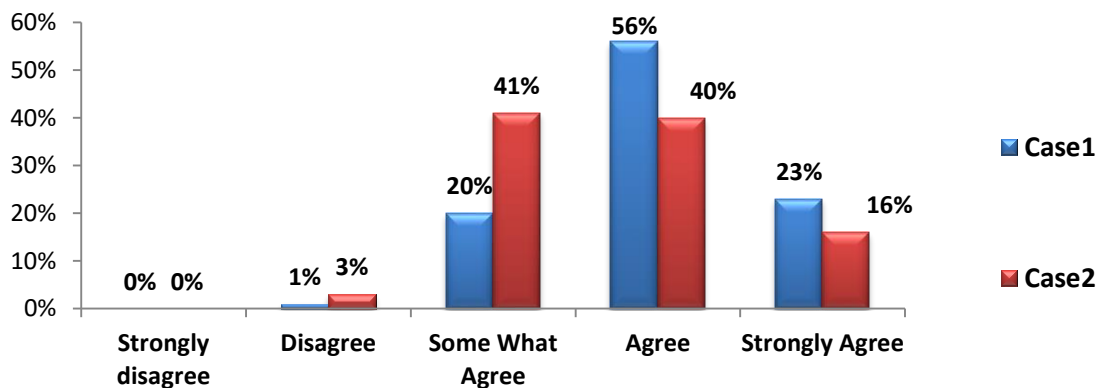
**Q.B5 .1. I can understand the social ,cultural and other values of different cultures**

Table No.4A.14: **Understanding values of different cultures**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	1	1	3	3
Some What Agree	20	20	41	41
Agree	56	56	40	40
Strongly Agree	23	23	16	16
Total	100	100	100	100

[Source: Field Work]

Figure No.4A.14: **Understanding values of different cultures**



**Analysis and Interpretation:** Table No. 4A.14 and Figure No. 4A.14 exhibit the opinion of the respondent that they know the values of different cultures. This statement is added in the questionnaire as it is a part of cognitive aspect in cultural intelligence. 23% (Case 1) and 16% (Case 2) of the total respondents strongly agree. 56% (Case 1) and 40% (Case 2) of the total respondents agree with the statement. 20% (Case 1) and 41% (Case 2) are somewhat agree, 1% (Case 1) and 3% (Case 2) disagree and 0% are strongly disagree with the statement in both the cases.

**Majority of the respondents (99% - Case 1 and 97% - Case 2) are of the opinion that they can understand the social, cultural and other values of different cultures.**

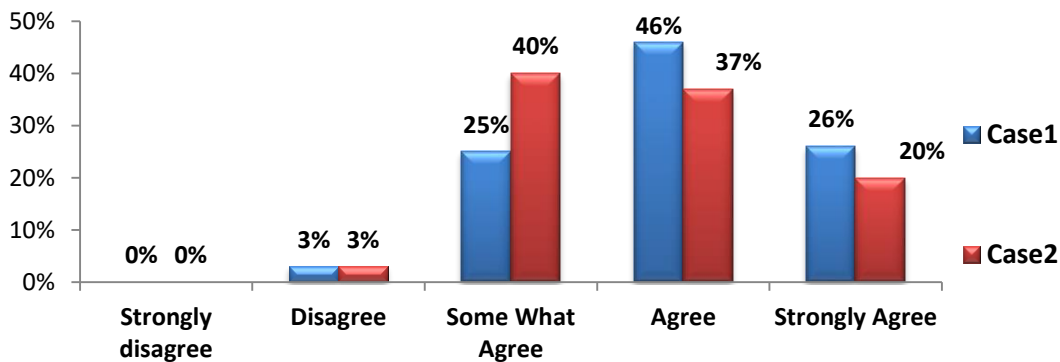
**Q. B5.2. I know the religious beliefs of other cultures**

**Table No.4A.15: knowing the religious beliefs of other cultures**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	3	3	3	3
Some What Agree	25	25	40	40
Agree	46	46	37	37
Strongly Agree	26	26	20	20
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.15: knowing the religious beliefs of other cultures**



**Analysis and Interpretation:** Table No. 4A.15 and Figure No. 4A.15 exhibit the opinion of the respondent that they **know the religious beliefs of other cultures**. This statement is added in the questionnaire because it is a part of cognitive aspect in cultural intelligence. 26% (Case 1) and 20% (Case 2) of the total respondents strongly agree. 46% (Case 1) and 37% (Case 2) of the total respondents agree with the statement. 25% (Case 1) and 40% (Case 2) somewhat agree, 3% (Case 1) and 3% (Case 2) disagree and 0% are strongly disagree with the statement in both the cases.

Majority of the respondents (97% - Case 1 and 97% - Case 2) are of the opinion that they **know the religious beliefs of other cultures**.



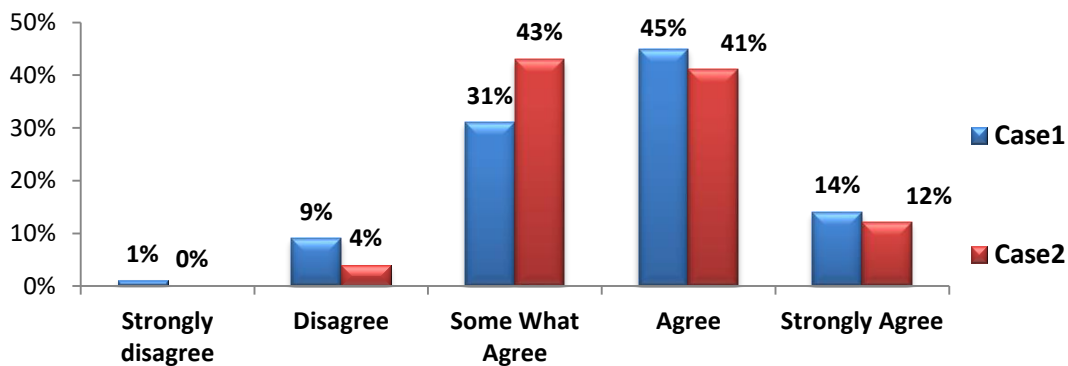
**Q.B5.3. I can understand the economic systems of other cultures**

Table No.4A.16: Understanding the economic systems of other cultures

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	0	0
Disagree	9	9	4	4
Some What Agree	31	31	43	43
Agree	45	45	41	41
Strongly Agree	14	14	12	12
Total	100	100	100	100

[Source: Field Work]

Figure No.4A.16: Understanding the economic systems of other cultures



**Analysis and Interpretation:** Table No. 4A.16 and Graph No. 4A.16 exhibit that 14% (Case 1) and 12% (Case 2) of the total respondents strongly agree. 45% (Case 1) and 41% (Case 2) of the total respondents agree with the statement. 31% (Case 1) and 43% (Case 2) somewhat agree, 9% (Case 1) and 4% (Case 2) disagree and 1% (Case 1) and 0% (Case 2) are strongly disagree with the statement in both the cases. This statement is added in the questionnaire because it is a part of cognitive **aspect** in cultural intelligence.

Majority of the respondents (90% - Case 1 and 96% - Case 2) are of the opinion that they understand **the economic systems of other cultures**.

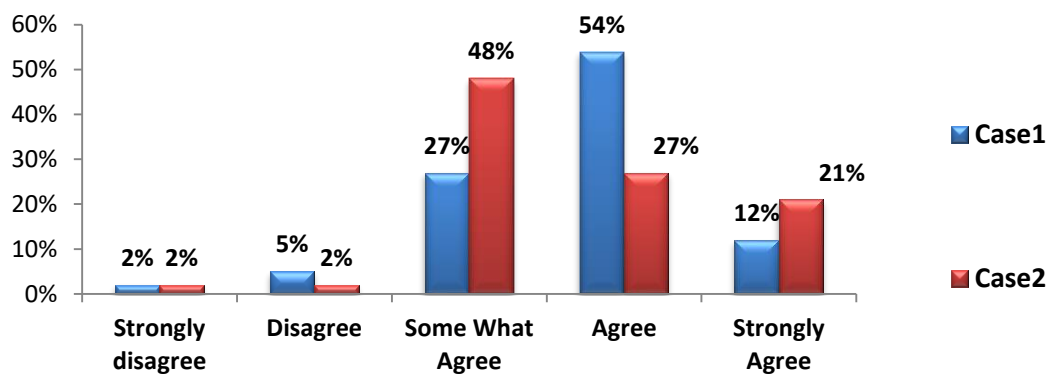
**Q.B5.4. I am aware of rules of non-verbal actions(Kinesics) in different cultures**

**Table No.4A.17: Awareness of Kinesics in different cultures.**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	2	2	2	2
Disagree	5	5	2	2
Some What Agree	27	27	48	48
Agree	54	54	27	27
Strongly Agree	12	12	21	21
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.17: Awareness of Kinesics in different cultures.**



**Analysis and Interpretation:** Table No.4A.17 and Figure No. 4A.17 exhibit the opinion of the respondents on Kinesics. This statement is added in the questionnaire because it is a part of cognitive aspect in cultural intelligence. 12% (Case 1) and 21% (Case 2) of the total respondents strongly agree. 54% (Case 1) and 27% (Case 2) of the total respondents agree with the statement. 27% (Case1) and 48% (Case 2) somewhat agree, 5% (Case 1) and 2% (Case 2) disagree and 2% (Case 1) and 2% (Case 2) are strongly disagree with the statement in both the cases.

Majority of the respondents (93% - Case 1 and 96 % - Case 2) are of the opinion that they are **aware of non-verbal actions ( Kinesics) in different cultures.**

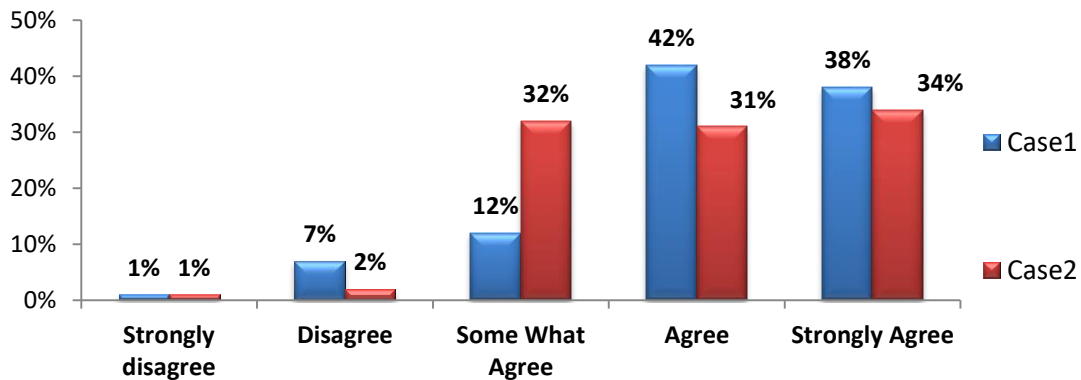
**Q.B5.5. Each organization culture is unique.**

Table No.4A.18: **uniqueness of every organization culture**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	1	1
Disagree	7	7	2	2
Some What Agree	12	12	32	32
Agree	42	42	31	31
Strongly Agree	38	38	34	34
Total	100	100	100	100

[Source: Field Work]

Figure No.4A.18: **uniqueness of every organization culture**



**Analysis and Interpretation:** Table No. 4A.18 and Figure No. 4A.18 exhibit the opinion of the respondent about **organization culture**. This statement is included in the questionnaire so as to know opinion on organizational culture over awareness. **38%** (Case1) and 34% (Case 2) of the total respondents strongly agree. **42%** (Case 1) and 31% (Case 2) of the total respondents agree with the statement. **12%** (Case 1) and 32% (Case 2) somewhat agree, whereas 7% (Case 1) and 2% (Case 2) disagree and 1% (Case 1) and 1% (Case 2) strongly disagree with the statement.

Majority of the respondents (**92%** -Case1 and **97%**-Case 2) are of the opinion that **each organization culture is unique**.

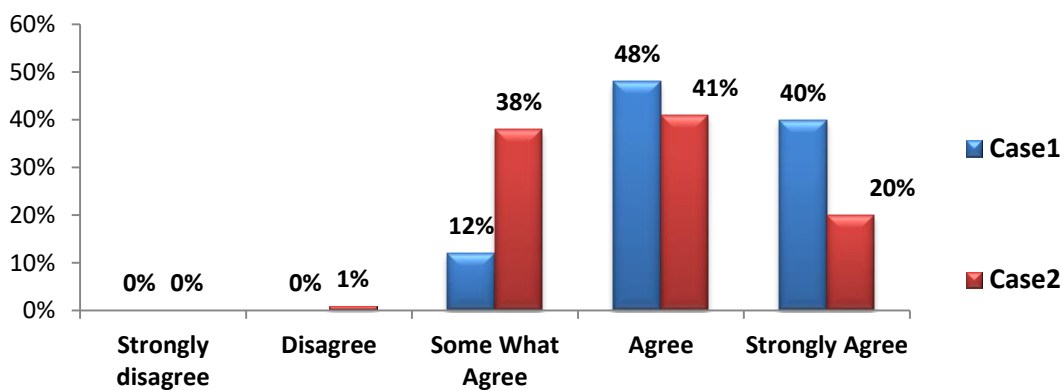
**Q.B5.6. CI is an essential skill in cross cultural groups or teams**

**Table No.4A.19: About CI as an essential skill**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	0	0	1	1
Some What Agree	12	12	38	38
Agree	48	48	41	41
Strongly Agree	40	40	20	20
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.19: About CI as an essential skill**



**Analysis and Interpretation:** Table No.4A.19 and Figure No.4A.19 exhibit that 40% (Case 1) and 20% (Case 2) of the total respondents strongly agree. 48% (Case1) and 41% (Case 2) of the total respondents agree with the statement. 12% (Case1) and 38% (Case 2) somewhat agree, whereas 0% (Case1) and 1% (Case 2) disagree and none of the respondents (Case1 and Case 2) strongly disagree with the statement.

Majority of the respondents (100% - Case 1 and 99%- Case 2) are of the opinion that **Cultural Intelligence is an essential skill in multi-cultural groups or teams.**

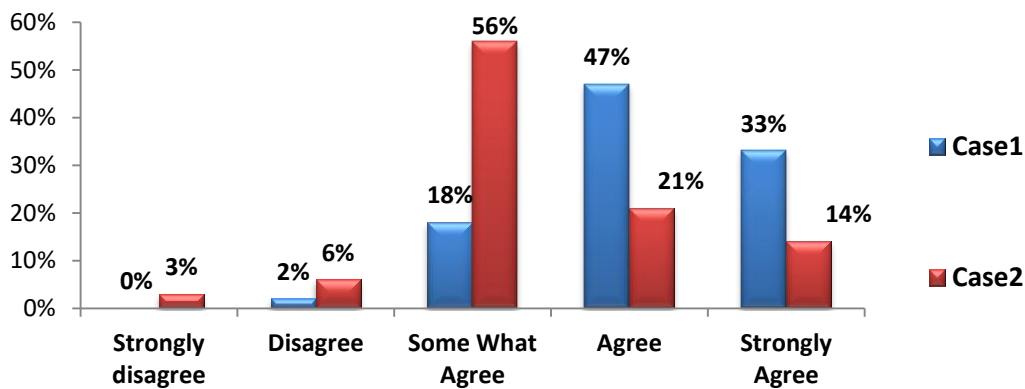
**Q. B5.7. CI is needed in domestic environment**

**Table No.4A. 20 : Need of Cultural Intelligence**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	3	3
Disagree	2	2	6	6
Some What Agree	18	18	56	56
Agree	47	47	21	21
Strongly Agree	33	33	14	14
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.20: Need of Cultural Intelligence**



**Analysis and Interpretation:** Table No. 4A.20 and Figure No.4A.20 exhibit that 33% (Case1) and 14% (Case2) of the total respondents strongly agree. 47% (Case1) and 21% (Case2) of the total respondents agree with the statement. 18% (Case1) and 56% (Case2) somewhat agree, whereas 2% (Case1) and 6% (Case2) disagree and 0% (Case1) and 3% (Case2) strongly disagree with the statement.

Majority of the respondents (98% -Case1 and 91%-Case2) are of the opinion that **CI is needed in domestic environment**.

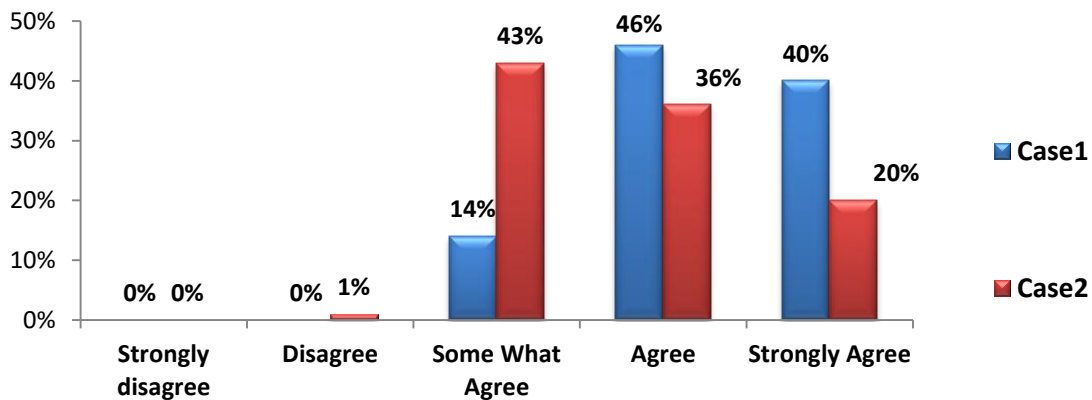
**Q.B5.8. CI is needed in cross cultural environment**

**Table No.4A.21: Need of Cultural Intelligence**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	0	0	1	1
Some What Agree	14	14	43	43
Agree	46	46	36	36
Strongly Agree	40	40	20	20
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.21: Need of Cultural Intelligence**



**Analysis and Interpretation:** Table No. 4A.21 and Figure No.4A.21 exhibit that 40% (Case1) and 20% (Case2) of the total respondents strongly agree. 46% (Case1) and 36% (Case 2) of the total respondents agree, 14% (Case1) and 43% (Case2) somewhat agree, whereas 0% (Case1) and 1% (Case2) disagree and 0% (Case 1and Case 2) strongly disagree with the statement.

All the respondents (100% -Case1and 99%-Case2) are of the opinion that **CI is needed in cross cultural environment** .

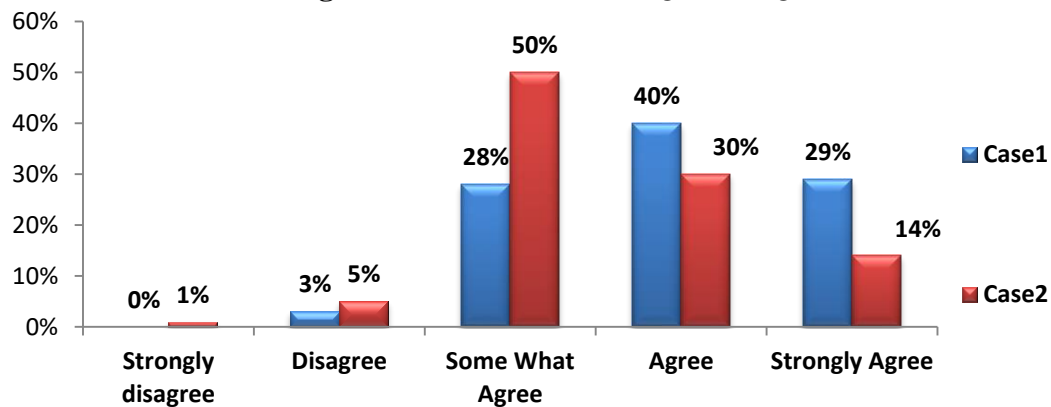
**Q.B5.9. EQ and CQ are complementary to each other.**

**Table No.4A.22: About EQ and CQ**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	1	1
Disagree	3	3	5	5
Some What Agree	28	28	50	50
Agree	40	40	30	30
Strongly Agree	29	29	14	14
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.22: About EQ and CQ**



**Analysis and Interpretation** :Table No. 4A.22 and Figure No.4A.22 exhibit the that **29%** (Case 1) and **14%** (Case 2) of the total respondents strongly agree. **40%** (Case 1) and **30%**(Case 2) of the total respondents agree with the statement.**28%** (Case 1) and **50%** (Case 2) somewhat agree ,whereas **3%** (Case 1) and **5%** (Case 2) disagree and **0%** (Case 1) and **1%** (Case 2) strongly disagree with the statement.

Majority of the respondents (**97 %** -Case 1 and **94 %**- Case 2) are of the opinion that **EQ and CQ are complementary to each other.**

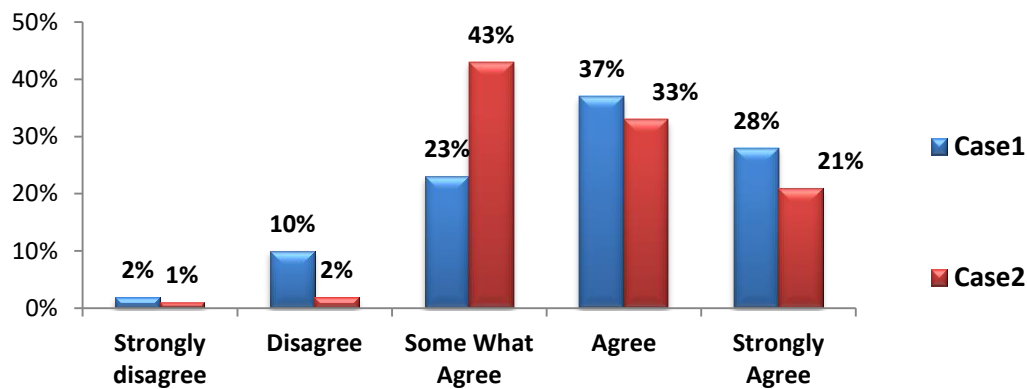
**Q.B5.10 There must be a match between Individual culture and Organization culture**

**Table No.4A.23: Match between Individual and Organization culture**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	2	2	1	1
Disagree	10	10	2	2
Some What Agree	23	23	43	43
Agree	37	37	33	33
Strongly Agree	28	28	21	21
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.23: Match between Individual and Organization culture**



**Analysis and Interpretation:** Table No.4A.23 and Figure No. 4A.23 exhibit that 28% (Case1) and 21% (Case2) of the total respondents strongly agree. 37% (Case1) and 33% (Case2) of the total respondents agree with the statement. 23% (Case1) and 43% (Case2) somewhat agree, whereas 10% (Case1) and 2% (Case2) disagree and 2% (Case1) and 1% (Case2) are strongly disagree with the statement.

Majority of the respondents (88% -Case1 and 97%-Case2) are of the opinion that **there must be a match between Individual culture and Organizational culture.**



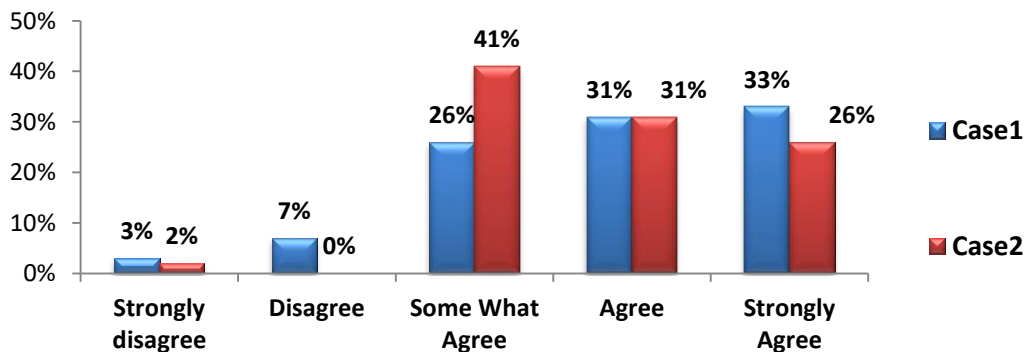
**Q. B5.11** Mismatch between Individual culture and organizational culture has adverse effect on Individual and Organizational performance

**Table no.4A.24: Effect of mismatch between Individual and organizational culture on performance**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	3	3	2	2
Disagree	7	7	0	0
Some What Agree	26	26	41	41
Agree	31	31	31	31
Strongly Agree	33	33	26	26
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.24: Effect of mismatch between Individual and organizational culture on performance**



**Analysis and Interpretation:** Table No.4A.24 and Figure no.4A.24 exhibit that 33% (Case 1) and 26% (Case 2) of the total respondents strongly agree. 31% (Case1 and Case 2) of the total respondents agree with the statement.26% (Case 1) and 41% (Case 2) somewhat agree, whereas 7% (Case 1) and 0% (Case 2) disagree and 3% (Case 1) and 2% (Case 2) are strongly disagree with the statement.

Majority of the respondents (90% -Case 1 and 98%-Case 2) are of the opinion that **mismatch between individual culture and organization culture has adverse effect on individual and Organizational performance.**

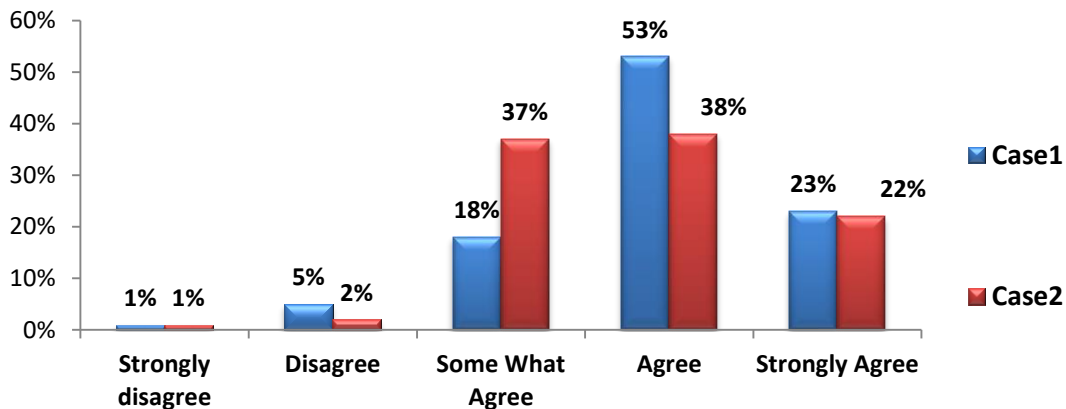
**Q.B5.12. Managing workforce diversity is a present challenge in Organization Behaviour**

**Table no.4A.25: Managing workforce diversity is a challenge**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	1	1
Disagree	5	5	2	2
Some What Agree	18	18	37	37
Agree	53	53	38	38
Strongly Agree	23	23	22	22
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.25: Managing workforce diversity is a challenge**



**Analysis and Interpretation:** Table no.4A.25 and Figure no.4A.25 exhibit that 23% (Case 1) and 22% (Case 2) of the total respondents strongly agree. 53% (Case 1) and 38% (Case 2) of the total respondents agree with the statement. 18% (Case 1) and 37% (Case 2) somewhat agree, whereas 5% (Case 1) and 2% (Case 2) disagree and 1% (Case 1) and 1% (Case 2) are strongly disagree with the statement.

Majority of the respondents (94% - Case 1 and 97% - Case 2) are of the opinion that managing workforce diversity is a present challenge in organization behavior.

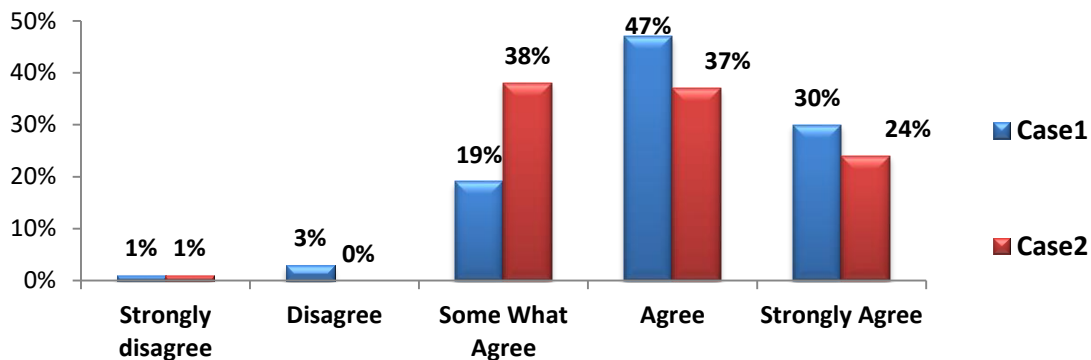
**Q.B 5.13. Organizations needs to accommodate diverse workforce in terms of its socioeconomic, ethnic & Linguistic composition**

**Table No.4A.26 : Organizations accommodating diverse workforce**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	1	1
Disagree	3	3	0	0
Some What Agree	19	19	38	38
Agree	47	47	37	37
Strongly Agree	30	30	24	24
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.26: Organizations accommodating diverse workforce**



**Analysis and Interpretation:** Table No.4A.26 and Figure No.4A.26 exhibit that

**30%** (Case 1) and **24%** (Case 2) of the total respondents strongly agree.

**47%** (Case 1) and **37%** (Case 2) of the total respondents agree with the statement. **19%** (Case 1) and **38%** (Case 2) somewhat agree, whereas **3%** (Case 1) and **0%** (Case 2) disagree and **1%** (Case 1) and **1%** (Case 2) are strongly disagree with the statement.

Majority of the respondents (**96%** - Case1 and **99%** - Case 2) **are of the opinion that organizations have to accommodate diverse workforce in terms of its socioeconomic, ethnic & Linguistic composition.**

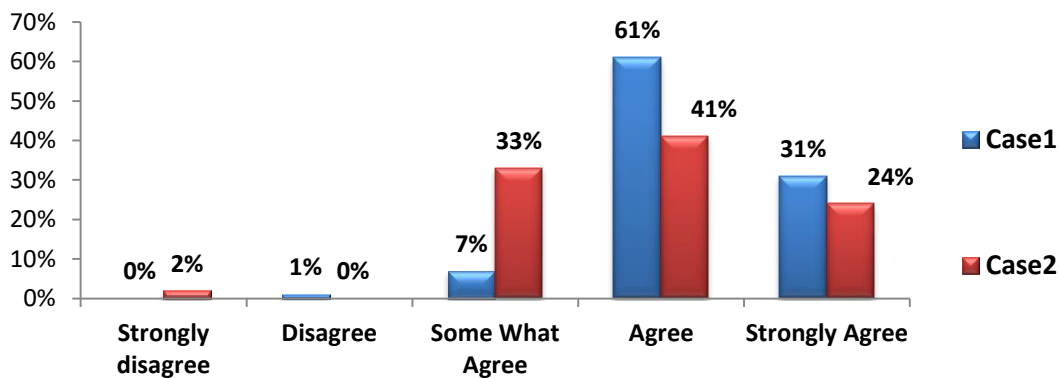
**Q.B 5.14. I know that cultural knowledge needs to be altered in interaction with different cultures.**

**Table No.4A.27: Cultural knowledge needs to be altered in interaction with different cultures.**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	2	2
Disagree	1	1	0	0
Some What Agree	7	7	33	33
Agree	61	61	41	41
Strongly Agree	31	31	24	24
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.27: Cultural knowledge needs to be altered in interaction with different cultures.**



**Analysis and Interpretation:** As per Table No.4A.27 and Figure No.4A.27 ,31% (Case 1) and 24% (Case 2) of the total respondents strongly agree. 61% (Case 1) and 41% (Case 2) of the total respondents agree.7% (Case 1) and 33% (Case 2) somewhat agree ,whereas 1% (Case 1) and 0% (Case 2) disagree and 0% (Case 1) and 2% (Case 2) are strongly disagree with the statement that **cultural knowledge needs to be altered while interacting in different cultures.**

Majority of the respondents (99% - Case1 and 98% - Case 2) **know that cultural knowledge needs to be altered while interacting in different cultures.**

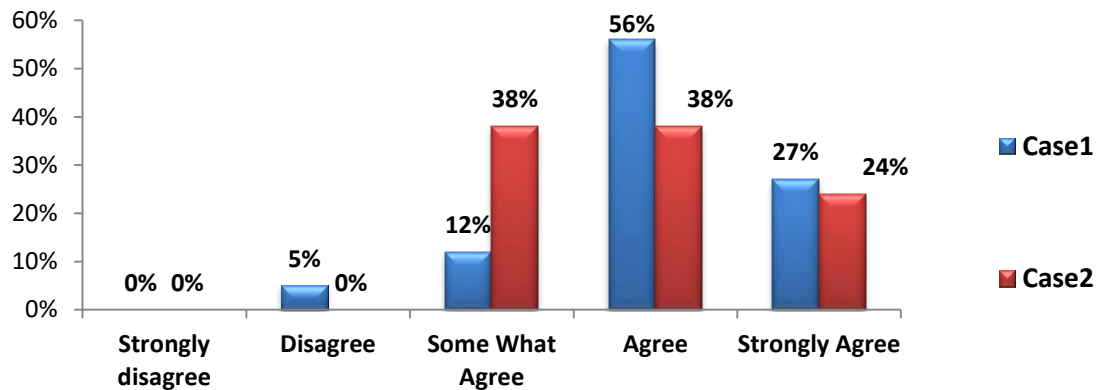
**Q.B5.15. I take care at the time of applying cultural information in multi-cultural situations**

Table No.4A.28: Taking care at the time of applying cultural information in multi-cultural situations

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	5	5	0	0
Some What Agree	12	12	38	38
Agree	56	56	38	38
Strongly Agree	27	27	24	24
Total	100	100	100	100

[Source: Field Work]

Figure No.4A.28 Taking care at the time of applying cultural information in multi-cultural situations



**Analysis and Interpretation:** As per Table No.4A.28 and Figure No.4A.28 ,27% (Case1) and 24% (Case2) of the total respondents strongly agree.56% (Case1) and 38%(Case 2) of the total respondents agree.12% (Case1) and 38% (Case 2) somewhat agree ,whereas 5% (Case1) and 0% (Case 2) disagree and 0% (Case1) and 0% (Case 2) are strongly disagree with the statement .

Majority of the respondents (95% -Case1and 100% -Case 2) are of the opinion that they **are careful at the time of applying cultural information in multi-cultural situations.**

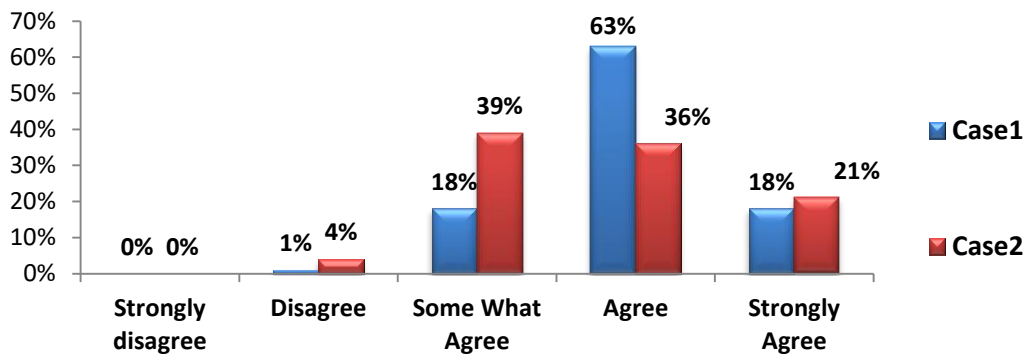
**Q.B5.16. I amend my cultural knowledge time to time while interacting in multi-cultural situations**

**Table No.4A.29: Amending cultural knowledge in multi-cultural situations**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	1	1	4	4
Some What Agree	18	18	39	39
Agree	63	63	36	36
Strongly Agree	18	18	21	21
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.29: Amending cultural knowledge in multi-cultural situations**



**Analysis and Interpretation:** As per Table No.4A.29 and Figure No.4A, **18%** (Case1) and **21%** (Case2) of the total respondents strongly agree.**63%** (Case1) and **36%**(Case2) of the total respondents agree with the statement.**18%** (Case1) and **39%** (Case2) somewhat agree ,whereas**1%** (Case1) and **4%** (Case2) disagree and **0%** (Case1) and **0%** (Case2) are strongly disagree with the statement.

**Majority of the respondents (99% -Case1and 96%-Case2) are of the opinion that they amend their cultural knowledge time to time while interacting in multi-cultural situations.**

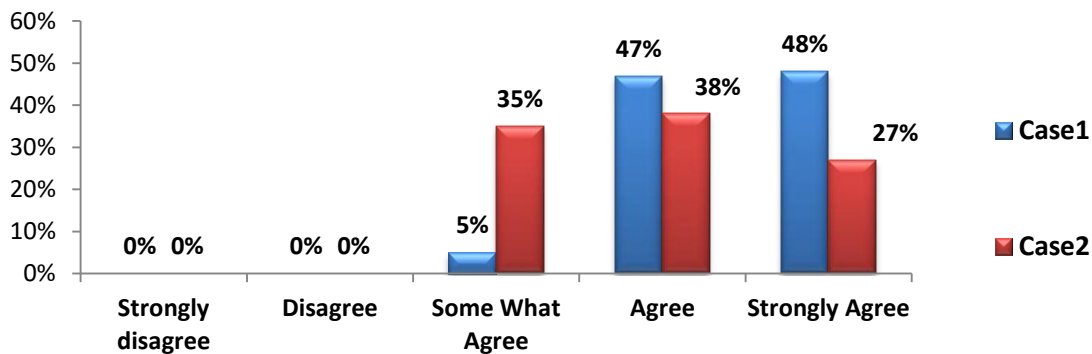
**Q.B5.17. I enjoy interacting with people from different cultures.**

**Table No.4A.30: I enjoy interacting with people from different cultures**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	0	0	0	0
Some What Agree	5	5	35	35
Agree	47	47	38	38
Strongly Agree	48	48	27	27
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.30: I enjoy interacting with people from different cultures**



**Analysis and Interpretation:** As per Table No.4A.30 and Figure No.4A.30, 48% (Case 1) and 27% (Case 2) of the total respondents strongly agree. 47% (Case 1) and 38% (Case 2) of the total respondents agree with the statement. 5% (Case 1) and 35% (Case 2) somewhat agree, whereas 0% (Case 1) and 0% (Case 2) disagree and 0% (Case 1) and 0% (Case 2) are strongly disagree with the statement.

All the respondents (100% -Case1 and 100%-Case 2) are of the opinion that **they enjoy interacting with people from different cultures.**

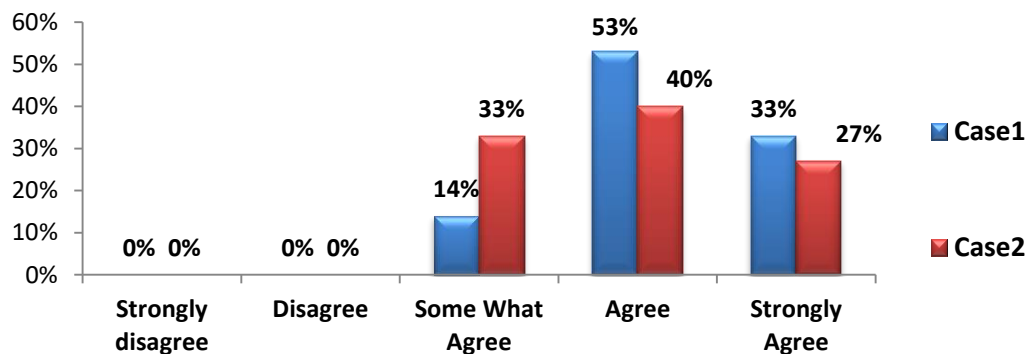
**Q.B5.18. I am sure that I can get mingled with the people from other cultures**

**Table No.4A.31: I can get mingled with the people from other cultures**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	0	0	0	0
Some What Agree	14	14	33	33
Agree	53	53	40	40
Strongly Agree	33	33	27	27
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.31: I can get mingled with the people from other cultures**



**Analysis and Interpretation:** As per Table No.4A.31 and Figure No.4A.31 , 33% (Case1) and 27% (Case 2) of the total respondents strongly agree.53% (Case1) and 40%(Case 2) of the total respondents agree with the statement.14% (Case1) and 33% (Case 2) somewhat agree ,whereas 0% (Case1) and 0% (Case 2) disagree and 0% (Case 1) and 0% (Case 2) are strongly disagree with the statement .

Majority of the respondents (100% - Case 1 and 100% - Case 2) are of the opinion that **they can get mingled with the people from other cultures .**



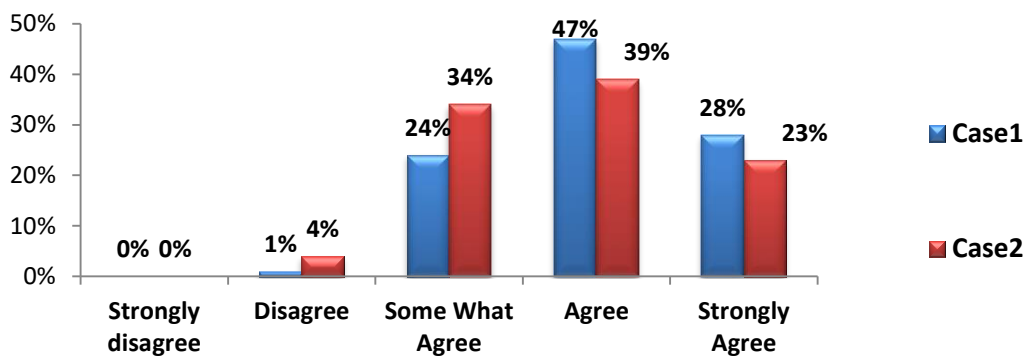
**Q.B5.19. I enjoy living in cultures that are unfamiliar to me.**

**Table No.4A.32: I enjoy living in cultures that are unfamiliar to me**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	1	1	4	4
Some What Agree	24	24	34	34
Agree	47	47	39	39
Strongly Agree	28	28	23	23
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.32: I enjoy living in cultures that are unfamiliar to me**



**Analysis and Interpretation:** As per Table No 4A.32 and Figure No.4A.32 ,28% (Case 1) and 23% (Case 2) of the total respondents strongly agree, 47% (Case 1) and 39% (Case 2) of the total respondents agree ,24% (Case 1) and 34% (Case 2) somewhat agree ,whereas 1% (Case 1) and 4% (Case 2) disagree and 0% (Case 1 and Case 2) strongly disagree with the statement that they enjoy living in cultures that are unfamiliar to them.

**Majority of the respondents (99% - Case 1 and 96% - Case 2) are of the opinion that they enjoy living in cultures that are unfamiliar to them.**

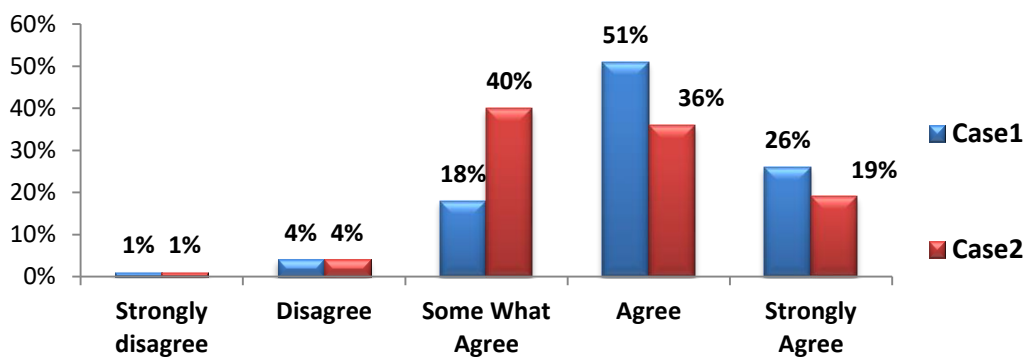
**Q.B5.20. I can apply appropriate verbal behavior in multi-cultural interactions**

**Table no.4A.33: I can apply appropriate verbal behavior in multi-cultural interactions**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	1	1
Disagree	4	4	4	4
Some What Agree	18	18	40	40
Agree	51	51	36	36
Strongly Agree	26	26	19	19
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.33: I can apply appropriate verbal behavior in multi-cultural interactions**



**Analysis and Interpretation:** As per Table No.4A.33 and Figure no.4A.33 , **26%** (Case 1) and **19%** (Case 2) of the total respondents strongly agree.**51%** (Case 1) and **36%** (Case 2) of the total respondents agree with the statement.**18%** (Case1) and **40%** (Case 2) somewhat agree ,whereas **4%** (Case 1) and **4%** (Case 2) disagree and **1%** (Case 1) and **1%** (Case 2) strongly disagree with the statement.

Majority of the respondents (**95%** - Case 1 and **95%** - Case 2) are of the opinion that **they apply appropriate verbal behavior in multi-cultural interactions.**

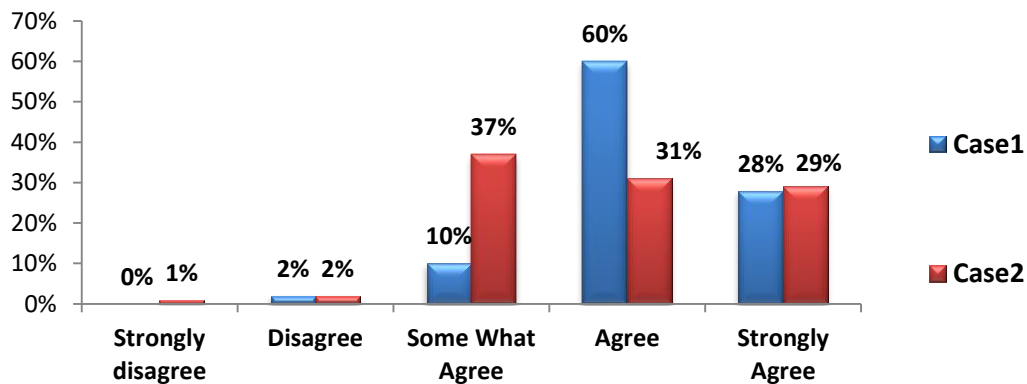
**Q.B5.21. I am certain that I can befriend with people whose cultural backgrounds are different than mine**

**Table No.4A.34: I can befriend with people whose cultural backgrounds are different**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	1	1
Disagree	2	2	2	2
Some What Agree	10	10	37	37
Agree	60	60	31	31
Strongly Agree	28	28	29	29
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.34: I can befriend with people whose cultural backgrounds are different**



**Analysis and Interpretation:** As per Table No. 4A.34 and Figure No.4A.34 , **28%** (Case 1) and **29%** (Case 2) of the total respondents strongly agree.**60%** (Case1) and **31%** (Case 2) of the total respondents agree with the statement.**10%** (Case 1) and **37%** (Case 2) somewhat agree ,whereas **2%** (Case 1) and **2%** (Case 2) disagree and **0%** (Case 1) and **1%** (Case 2) strongly disagree with the statement .

Majority of the respondents (**98%** - Case1 and **97%**- Case 2) agree that **they can befriend with people whose cultural backgrounds are different than them.**

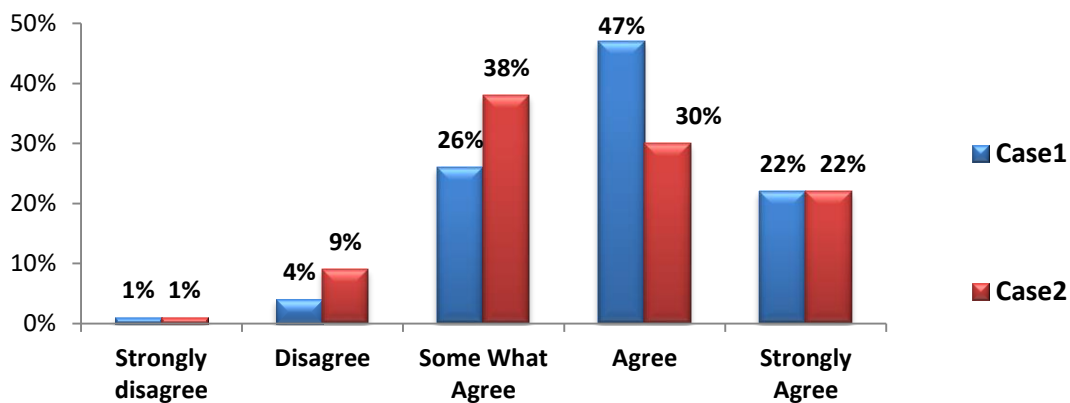
**Q.B5.22. I can adapt to the lifestyle of a different culture with relative ease.**

**Table No.4A.35: I can adapt to the lifestyle of a different culture with relative ease**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	1	1
Disagree	4	4	9	9
Some What Agree	26	26	38	38
Agree	47	47	30	30
Strongly Agree	22	22	22	22
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.35: I can adapt to the lifestyle of a different culture with relative ease**



**Analysis and Interpretation:** As per Table No.4A.35 and Figure No.4A.35, 22% (Case 1 and Case2) of the total respondents strongly agree. 47% (Case1) and 30%(Case 2) of the total respondents agree, 26% (Case1) and 38% (Case 2) somewhat agree, whereas 4% (Case 1) and 9% (Case 2) disagree and 1% (Case 1) and 1% (Case 2) strongly disagree with the statement.

Majority of the respondents (95% - Case 1 and 90%- Case 2) are of the opinion that **they can adapt to the lifestyle of a different culture with relative ease.**

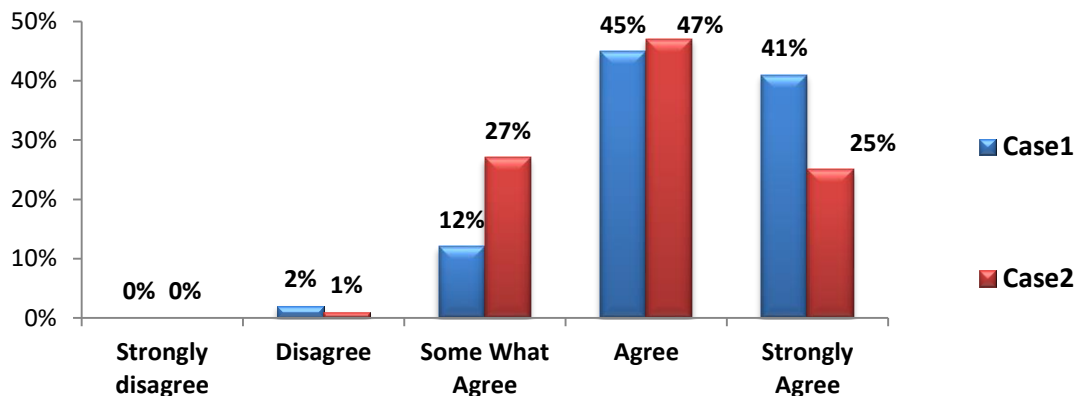
**Q.B5.23. Every employee should seriously give a thought to his/her cultural intelligence**

**Table no.4A.36: Every employee should seriously give a thought to his/her CI**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	2	2	1	1
Some What Agree	12	12	27	27
Agree	45	45	47	47
Strongly Agree	41	41	25	25
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.36: Every employee should seriously give a thought to his/her CI**



**Analysis and Interpretation:** As per Table No.4A.36 and Figure no.4A.36 , **41%** (Case1) and **25%** (Case 2) of the total respondents strongly agree.**45%** (Case 1) and **47%** (Case 2) of the total respondents agree with the statement.**12%** (Case1) and **27%** (Case 2) somewhat agree , whereas **2%** (Case1) and **1%** (Case 2) disagree and **0%** (Case 1 and Case 2) strongly disagree with the statement .

Majority of the respondents (**98%** - Case1 and **99%** - Case 2) are of the opinion that **every employee should seriously give a thought to his/her cultural intelligence.**

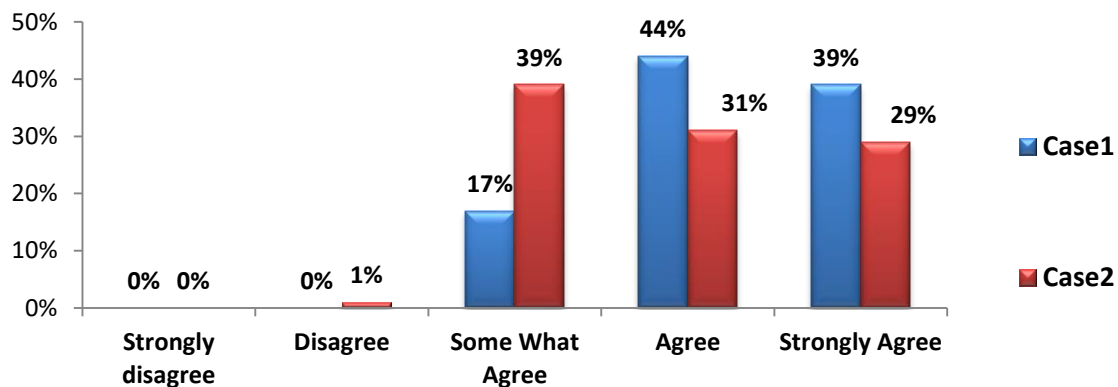
**Q.B5.24. Every organization should seriously give a thought to its cultural intelligence**

**Table no. 4A.37: Every organization should seriously give a thought to CI**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	0	0	1	1
Some What Agree	17	17	39	39
Agree	44	44	31	31
Strongly Agree	39	39	29	29
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.37: Every organization should seriously give a thought to CI**



**Analysis and Interpretation:** As per Table No 4A.37 and Figure no. 4A.37 , **39%** (Case1) and **29%** (Case 2) of the total respondents strongly agree.**44%** (Case 1) and **31%** (Case 2) of the total respondents agree with the statement.**17%** (Case 1) and **39%** (Case 2) somewhat agree ,whereas **0%** (Case 1) and **1 %** (Case 2) disagree and **0%** (Case 1) and **0%** (Case 2) strongly disagree with the statement .

Majority of the respondents (100% - Case 1 and 99% - Case 2) are of the opinion that **every organization should seriously give a thought to its cultural intelligence.**

**Q.B5.25 To what extent good amount of diversity leads to:-**

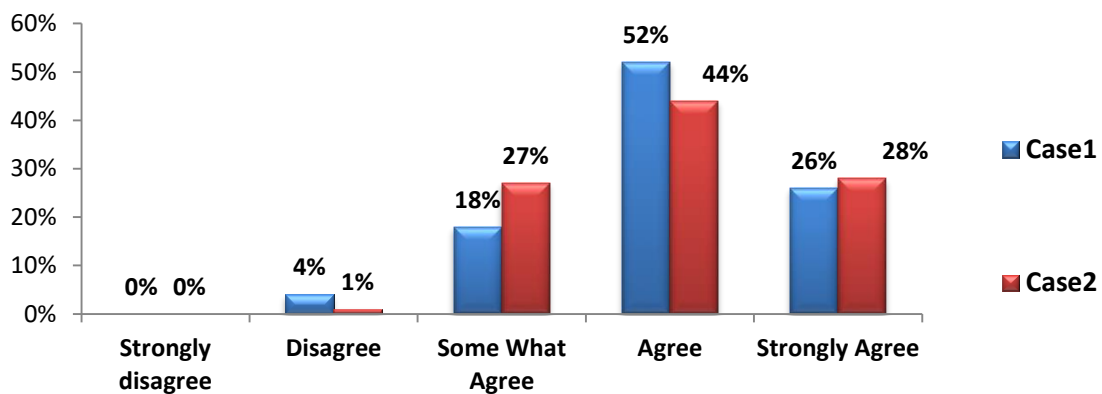
**Q.B5.25. A. To what extent good amount of diversity leads to Team Performance**

**Table No.4A.38 a: Diversity leads to Team Performance**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	4	4	1	1
Some What Agree	18	18	27	27
Agree	52	52	44	44
Strongly Agree	26	26	28	28
Total	100	100	100	100

**[Source: Field Work]**

**Figure No.4A.38 a: Diversity leads to Team Performance**



**Analysis and Interpretation:** Table No. 4A.38a and Figure No.4A.38a, **26%** (Case1) and **28%** (Case 2) of the total respondents strongly agree. **52%** (Case 1) and **44%** (Case 2) of the total respondents agree with the statement. **18%** (Case 1) and **27%** (Case 2) somewhat agree, whereas **4%** (Case 1) and **1%** (Case 2) disagree and **0%** (Case 1) and **0%** (Case 2) strongly disagree with the statement.

Majority of the respondents (**96%** - Case1 and **99%** - Case 2) are of the opinion that **good amount of diversity leads to team performance.**

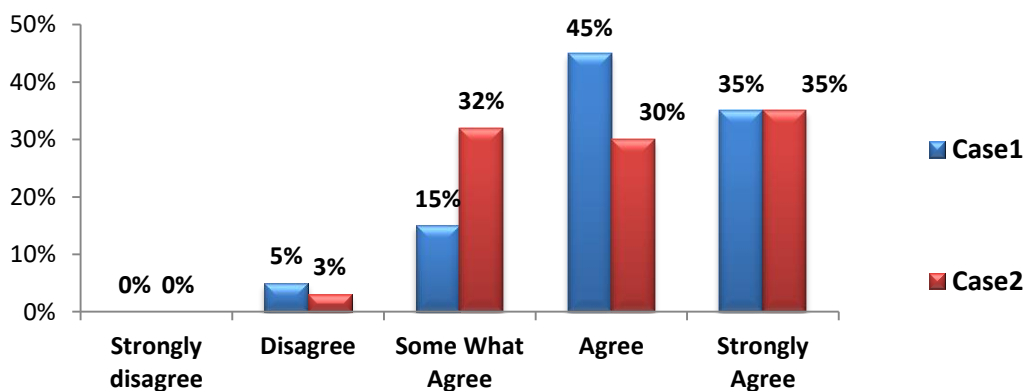
**Q.B5.25. B. To what extent good amount of diversity leads to Innovative Ideas**

**Table No.4A.38b: diversity leads to Innovative Ideas**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	5	5	3	3
Some What Agree	15	15	32	32
Agree	45	45	30	30
Strongly Agree	35	35	35	35
Total	100	100	100	100

[Source: Field Work]

**Figure No.4A.38b: diversity leads to Innovative Ideas**



**Analysis and Interpretation:** As per Table No.4A.38b and Figure No. 4A.38b , **35%** (Case 1) and **35%** (Case 2) of the total respondents strongly agree.**45%** (Case 1) and **30%** (Case 2) of the total respondents agree with the statement.**15%** (Case 1) and **32%** (Case 2) somewhat agree , whereas **5%** (Case 1) and **3 %** (Case 2) disagree and **0%** (Case 1) and **0%** (Case 2) strongly disagree with the statement .

Majority of the respondents (**95%** - Case1 and **97%**- Case 2) are of the opinion that **good amount of diversity leads to innovative ideas.**



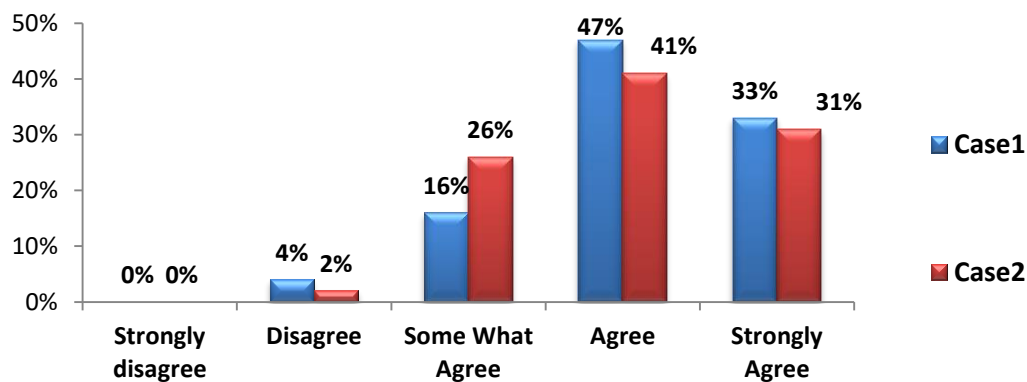
**Q.B5.25. C. To what extent good amount of diversity leads to Problem Solving**

**Table No. 4A.38c: diversity leads to Problem Solving**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	4	4	2	2
Some What Agree	16	16	26	26
Agree	47	47	41	41
Strongly Agree	33	33	31	31
Total	100	100	100	100

[Source: Field Work]

**Figure No. 4A.38c: diversity leads to Problem Solving**



**Analysis and Interpretation:** As per Table No. 4A.38c and Figure No. 4A.38c , **33%** (Case 1) and **31%** (Case 2) of the total respondents strongly agree. **47%** (Case 1) and **41%** (Case 2) of the total respondents agree ,**16%** (Case1) and **26%** (Case 2) somewhat agree , whereas **4%** (Case 1) and **2%** (Case 2) disagree and **0%** (Case 1) and **0%** (Case 2) strongly disagree with the statement.

Majority of the respondents (**96%** - Case 1 and **98%** - Case 2) are of the opinion that **good amount of diversity leads to ease in problem solving.**

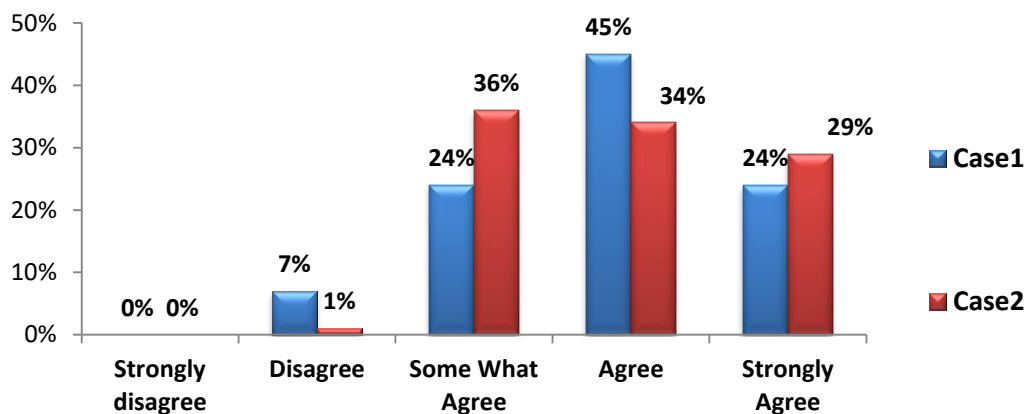
**Q.B5.25.D.To what extent good amount of diversity leads to completion of project**

**Table No. 4A.38d: diversity leads to completion of project**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	7	7	1	1
Some What Agree	24	24	36	36
Agree	45	45	34	34
Strongly Agree	24	24	29	29
Total	100	100	100	100

[Source: Field Work]

**Figure No. 4A.38d: diversity leads to completion of project**



**Analysis and Interpretation:** As per Table No. 4A.38d and Figure No. 4A.38d, **24%** (Case 1) and **29%** (Case 2) of the total respondents strongly agree.**45%** (Case1) and **34%** (Case 2) of the total respondents agree with the statement.**24%** (Case 1) and **36%** (Case 2) somewhat agree , whereas **7%** (Case 1) and **1 %** (Case 2) disagree and **0%**(Case 1) and **0%** (Case 2) strongly disagree with the statement .

Majority of the respondents (**93%** - Case 1 and **99%** - Case 2) are of the opinion that good amount of **diversity leads to completion of project**.

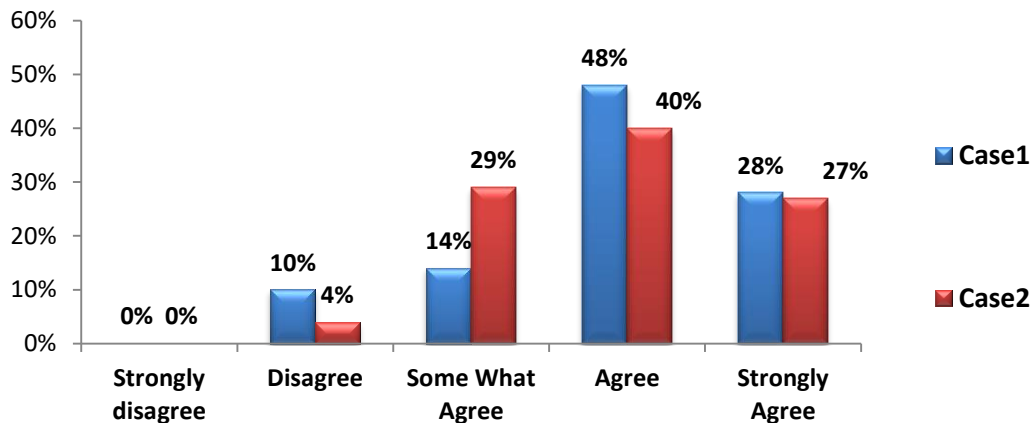
**Q.B5.25.E. To what extent good amount of diversity leads to Group Decision Making**

**Table No. 4A.38e : diversity leads to Group Decision Making**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	10	10	4	4
Some What Agree	14	14	29	29
Agree	48	48	40	40
Strongly Agree	28	28	27	27
Total	100	100	100	100

[Source: Field Work]

**Figure No. 4A.38e: diversity leads to Group Decision Making**



**Analysis and Interpretation:** As per Table No. 4A.38e and Figure No. 4A.38e, **28%** (Case1) and **27%** (Case 2) of the total respondents strongly agree. **48%** (Case1) and **40%** (Case 2) of the total respondents agree with the statement. **14%** (Case 1) and **29%** (Case 2) somewhat agree, whereas **10%** (Case 1) and **4%** (Case 2) disagree and **0%** (Case1 and Case 2) strongly disagree with the statement that .

Majority of the respondents (**90%** - Case 1 and **96%** - Case 2) are of the opinion that good amount of **diversity leads to Group Decision Making**.

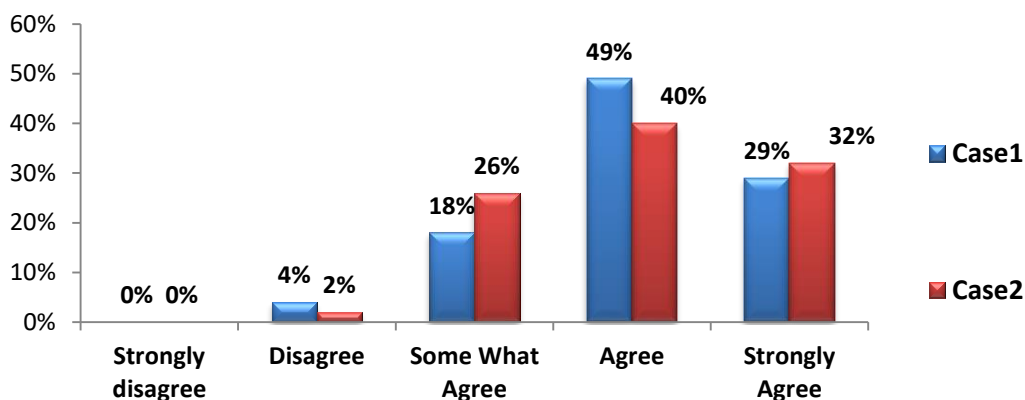
**Q.B5.25.F.To what extent good amount of diversity leads to Individual & group Productivity/Performance**

**Table No. 4A.38f : diversity leads to Individual & group Productivity/Performance**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	4	4	2	2
Some What Agree	18	18	26	26
Agree	49	49	40	40
Strongly Agree	29	29	32	32
Total	100	100	100	100

[Source: Field Work]

**Figure No. 4A.38f: diversity leads to Individual & group Productivity/Performance**



**Analysis and Interpretation:** As per Table No. 4A.38f and Figure No. 4A.38f , 29% (Case 1) and 32% (Case 2) of the total respondents strongly agree.49% (Case 1) and 40% (Case 2) of the total respondents agree ,18% (Case 1) and 26% (Case 2) somewhat agree , whereas 4% (Case 1) and 2 % (Case 2) disagree and 0% (Case 1) and 0% (Case 2) strongly disagree with the statement .

Majority of the respondents (96% - Case 1 and 98% -Case 2) are of the opinion that **good amount of diversity leads to Individual and group Productivity/Performance.**

Q.B5.26. To what extent Cultural Intelligence of employees has effect on :-

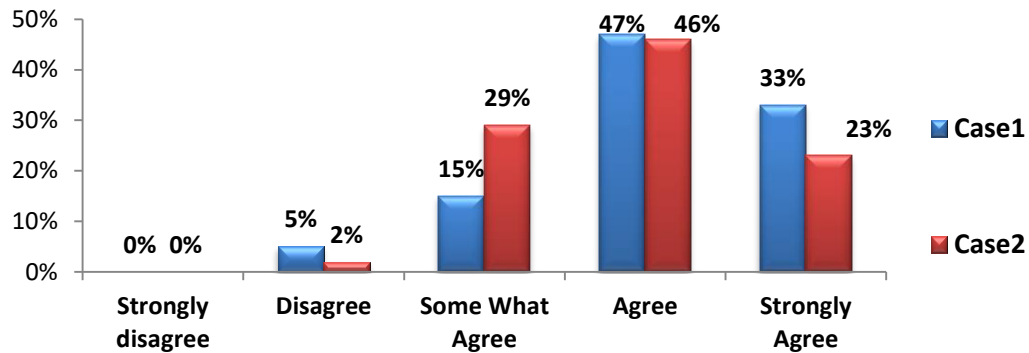
Q.B5.26.A. Cultural Intelligence of employees has effect on individual & team performance

Figure No.4A.39a: effect of CI on individual & team performance

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	5	5	2	2
Some What Agree	15	15	29	29
Agree	47	47	46	46
Strongly Agree	33	33	23	23
Total	100	100	100	100

[Source: Field Work]

Figure No. 4A.39a: effect of CI on individual & team performance



**Analysis and Interpretation:** As per Table No. 4A.39a and Figure No. 4A.39a , **33%** (Case1) and **23%** (Case 2) of the total respondents strongly agree.**47%** (Case1) and **46%** (Case 2) of the total respondents agree with the statement.**15%** (Case 1) and **29%** (Case 2) somewhat agree, whereas **5%** (Case 1) and **2%** (Case 2) disagree and **0%** (Case 1) and **0%** (Case 2) strongly disagree with the statement .

Majority of the respondents (**95%** - Case 1 and **98%** - Case 2) are of the opinion that **Cultural Intelligence of employees has effect on Individual & Team Performance.**

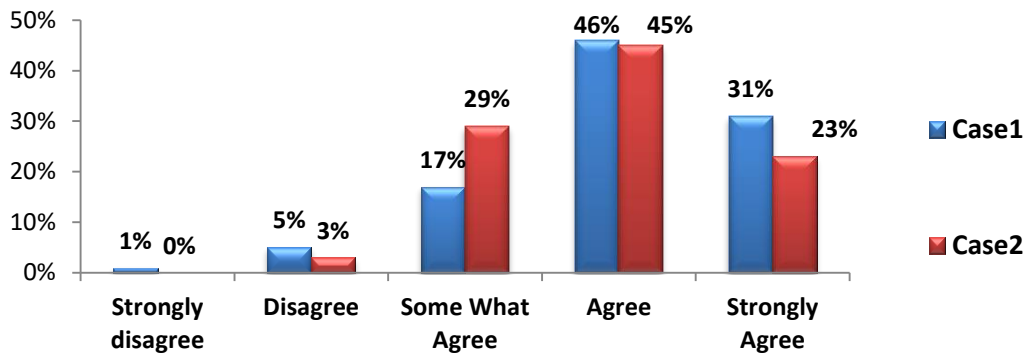
**B5.26.B. Cultural Intelligence of employees has effect on Overall Productivity/ Performance**

Table No. 4A.39b: effect of CI on Overall Productivity/ Performance

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	0	0
Disagree	5	5	3	3
Some What Agree	17	17	29	29
Agree	46	46	45	45
Strongly Agree	31	31	23	23
Total	100	100	100	100

[Source: Field Work]

Figure No. 4A.39b: effect of CI on Overall Productivity/ Performance



**Analysis and Interpretation:** As per Table No. 4A.39b and Figure No. 4A.39b , 31% (Case 1) and 23% (Case 2) of the total respondents strongly agree.46% (Case1) and 45% (Case 2) of the total respondents agree with the statement.17% (Case 1) and 29% (Case 2) somewhat agree , whereas 5% (Case 1) and 3 % (Case 2) disagree and 1% (Case1) and 0% (Case 2) strongly disagree with the statement .

Majority of the respondents (94% - Case1 and 97% - Case 2) are of the opinion that **Cultural Intelligence of employees has effect on Overall Productivity/Performance.**

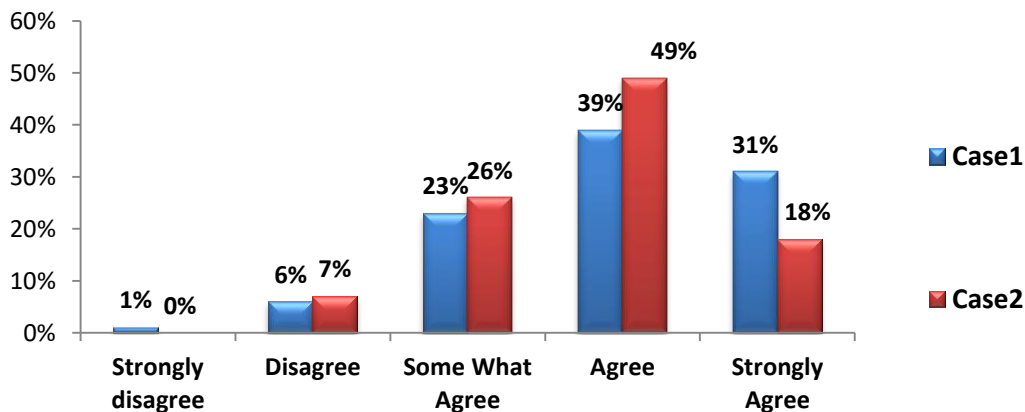
**B5.26.C. Cultural Intelligence of employees has effect on Employees Retention**

**Table no. 4A.39c: Effect of CI on Employees Retention**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	0	0
Disagree	6	6	7	7
Some What Agree	23	23	26	26
Agree	39	39	49	49
Strongly Agree	31	31	18	18
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.39c: Effect of CI on Employees Retention**



**Analysis and Interpretation:** Table no. 4A.39c and Figure no. 4A.39c , **31%** (Case1) and 18% (Case 2) of the total respondents strongly agree, **39%** (Case 1) and 49% (Case2) of the total respondents agree with the statement. **23%** (Case 1) and 26% (Case 2) somewhat t agree , whereas 6% (Case 1) and 7 % (Case 2) disagree and 1% (Case 1) and 0% (Case 2) strongly disagree with the statement .

Majority of the respondents (93% - Case1 and 93%- Case 2) are of the opinion that **Cultural Intelligence of employees has effect on Employees Retention.**

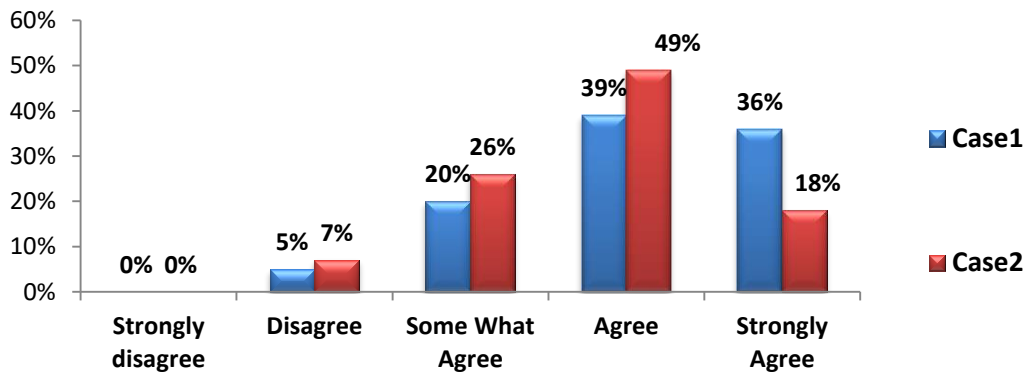
**B5.26.D. Cultural Intelligence of employees has effect on Leadership**

**Table no. 4A.39d : Effect of CI on Leadership**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	5	5	7	7
Some What Agree	20	20	26	26
Agree	39	39	49	49
Strongly Agree	36	36	18	18
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.39d: Effect of CI on Leadership**



**Analysis and Interpretation:** As per Table no. 4A.39d and Figure no. 4A.39d , **36%** (Case1) and **18%** (Case2) of the total respondents strongly agree, **39%** (Case1) and **49%** (Case2) of the total respondents agree ,**20%** (Case1) and **26%** (Case2) somewhat agree , whereas **5%** (Case1) and **7%** (Case2) disagree and **0%** (Case1) and **0%** (Case2) strongly disagree with the statement .

Majority of the respondents (**95%** - Case 1 and **93%**- Case 2) are of the opinion **that Cultural Intelligence of employees has effect on Leadership.**



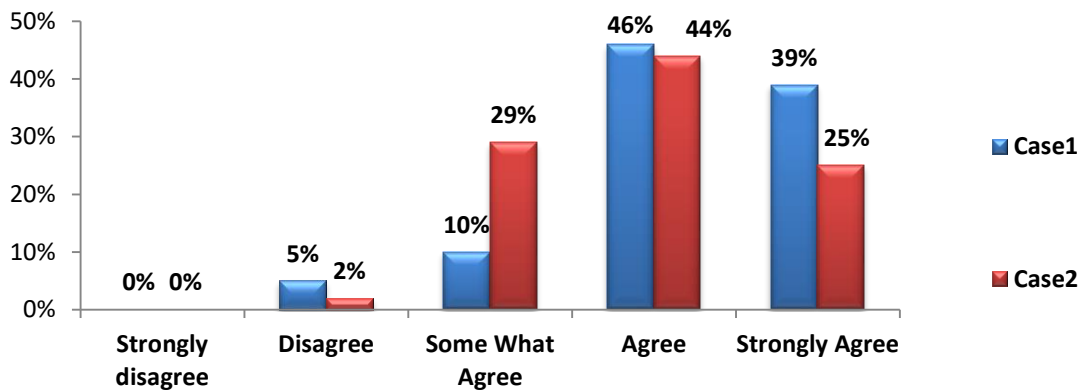
**Q. B5.26.E. Cultural Intelligence of employees has effect on Work environment**

Table no. 4A.39e: Effect of CI on work environment

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	5	5	2	2
Some What Agree	10	10	29	29
Agree	46	46	44	44
Strongly Agree	39	39	25	25
Total	100	100	100	100

[Source: Field Work]

Figure no. 4A.39e: Effect of CI on work environment



**Analysis and Interpretation:** As per Table No. 4A.39e and Figure no. 4A.39e, 39% (Case1) and 25% (Case 2) of the total respondents strongly agree, 46% (Case 1) and 44% (Case 2) of the total respondents agree with the statement. 10% (Case 1) and 29% (Case2) somewhat agree, whereas 5% (Case 1) and 2 % (Case 2) disagree and 0% (Case 1) and 0% (Case 2) strongly disagree with the statement .

Majority of the respondents (95% - Case 1 and 98% - Case 2) are of the opinion that **Cultural Intelligence of employees has effect on Work environment.**

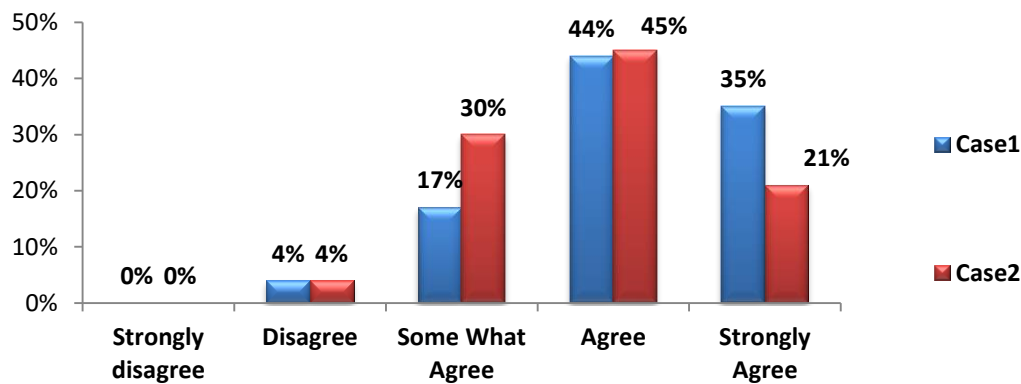
**Q.B5.26.F. Cultural Intelligence of employees has effect on Quality of Life**

**Table no. 4A.39f: Effect of CI on Quality of Life**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	4	4	4	4
Some What Agree	17	17	30	30
Agree	44	44	45	45
Strongly Agree	35	35	21	21
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.39f : Effect of CI on Quality of Life**



**Analysis and Interpretation:** Table No. 4A.39f and Figure no. 4A.39f, **35%** (Case 1) and 21% (Case 2) of the total respondents strongly agree, **44%** (Case1) and 45% (Case 2) of the total respondents agree with the statement. **17%** (Case1) and 30% (Case 2) somewhat agree, whereas 4% (Case1) and 4% (Case 2) disagree and 0% (Case 1) and 0% (Case 2) strongly disagree with the statement.

Majority of the respondents (96% - Case 1 and 96% - Case 2) are of the opinion that **Cultural Intelligence of employees has effect on Quality of Life.**

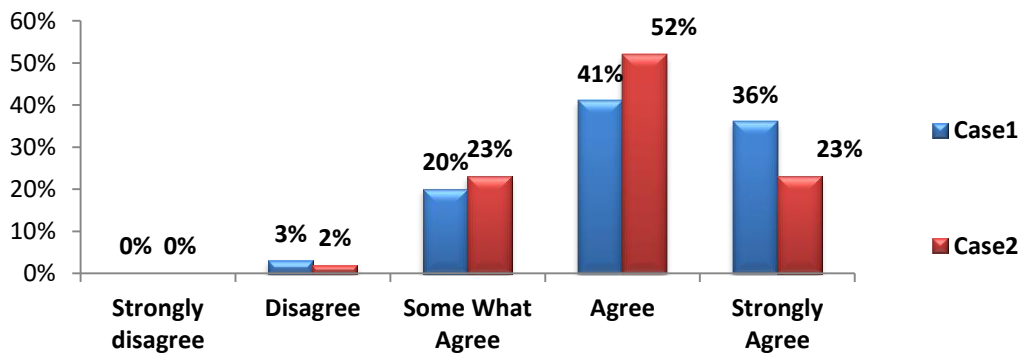
**Q.B5.26.G. Cultural Intelligence of employees has effect on Quality of Work life**

**Table no. 4A.39g: Effect of CI on Quality of Work Life**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	3	3	2	2
Some What Agree	20	20	23	23
Agree	41	41	52	52
Strongly Agree	36	36	23	23
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.39g: Effect of CI on Quality of Work Life**



**Analysis and Interpretation:** Table No. 4A.39g and Figure no. 4A.39g , **36%** (Case1) and **23%** (Case 2) of the total respondents strongly agree, **41%** (Case1) and **52%** (Case 2) of the total respondents agree with the statement.**20%** (Case1) and **23%** (Case 2) somewhat agree , whereas **3%** (Case 1) and **2 %** (Case 2) disagree and **0%** (Case1 and Case 2) strongly disagree with the statement .

Majority of the respondents (**97%** - Case 1 and **98%**- Case2) are of the opinion that **Cultural Intelligence of employees has effect on Quality of Work Life.**

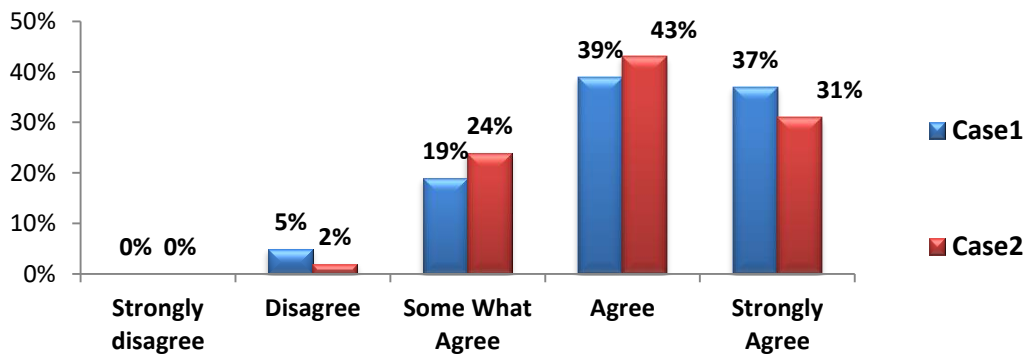
**B5.26.H. Cultural Intelligence of employees has effect on Organizational Effectiveness**

**Table no. 4A.39h: Effect of CI on Organizational Effectiveness**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	5	5	2	2
Some What Agree	19	19	24	24
Agree	39	39	43	43
Strongly Agree	37	37	31	31
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.39h: Table no. 4A.39h: Effect of CI on Organizational Effectiveness**



**Analysis and Interpretation:** As per Table No. 4A.39h and Figure no. 4A.39h , **37%** (Case1) and **31%** (Case 2) of the total respondents strongly agree, **39%** (Case 1) and **43%** (Case 2) of the total respondents agree with the statement, **19%** (Case 1) and **24%** (Case 2) somewhat agree , whereas **5%** (Case 1) and **2%** (Case 2) disagree and **0%** (Case 1) and **0%** (Case 2) strongly disagree with the statement .

Majority of the respondents (**95%** - Case 1 and **98%** - Case 2) are of the opinion **that Cultural Intelligence of employees has effect on Organizational Effectiveness.**

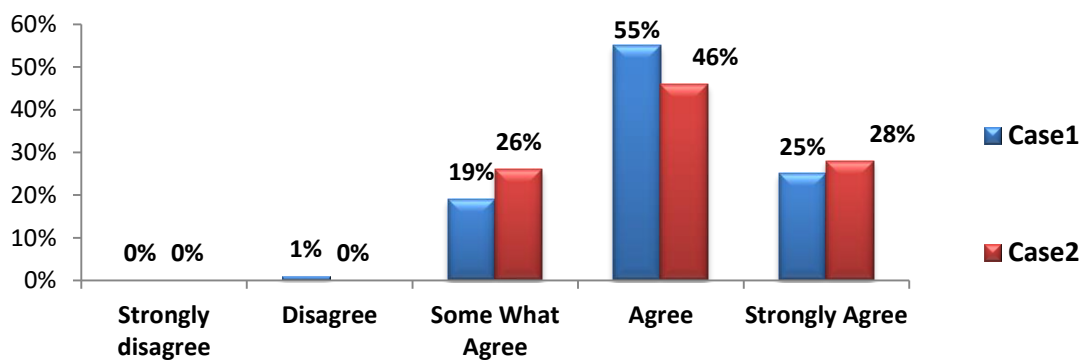
**Q.B5.27. Cultural intelligence is a significant critical leadership ability in today’s globalized world.**

**Table no.4A.40: Cultural intelligence is a leadership ability**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	1	1	0	0
Some What Agree	19	19	26	26
Agree	55	55	46	46
Strongly Agree	25	25	28	28
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.40: Cultural intelligence is a leadership ability**



**Analysis and Interpretation:** Table No. 4A.40 and Figure no.4A.40 ,25% (Case 1) and 28% (Case 2) of the total respondents strongly agree.55% (Case 1) and 46% (Case 2) of the total respondents agree with the statement.19% (Case1) and 26% (Case 2) somewhat agree , whereas 1% (Case 1) and 0 % (Case 2) disagree and 0% (Case 1) and 0% (Case 2) strongly disagree with the statement.

Majority of the respondents (99% - Case1 and 100% - Case 2) are of the opinion that **CQ is a significant leadership ability in today’s globalized world.**

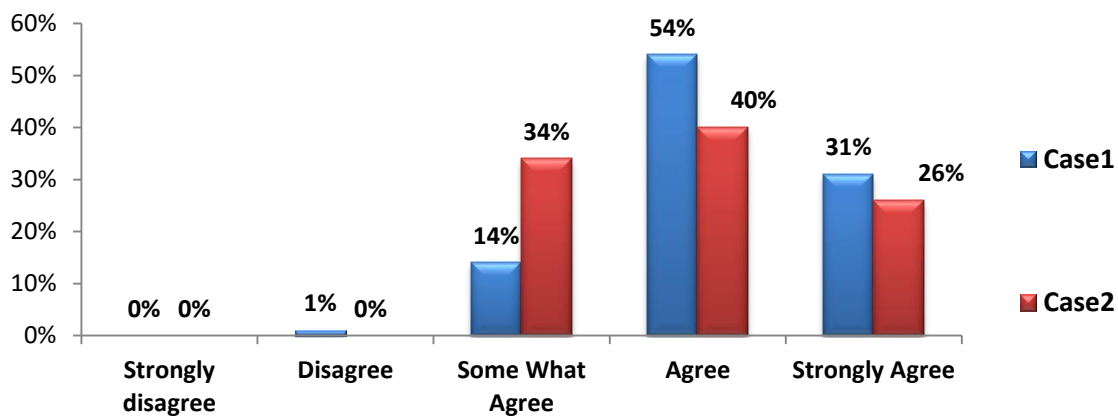
**B5.28.The effective leadership requires a special skill to perform in diverse settings across the world**

Table no.4A.41: Requirement of special Skill for leadership across the world

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	1	1	0	0
Some What Agree	14	14	34	34
Agree	54	54	40	40
Strongly Agree	31	31	26	26
Total	100	100	100	100

[Source: Field Work]

Figure no.4A.41: Requirement of special Skill for leadership across the world



**Analysis and Interpretation:** As per Table No.4A.41 and Figure no.4A.41 , **31%** (Case 1) and **26%** (Case 2) of the total respondents strongly agree.**54%** (Case 1) and **40%** (Case 2) of the total respondents agree with the statement, **14%** (Case 1) and **34%** (Case 2) somewhat agree , whereas **1%** (Case 1) and **0%** (Case 2) disagree and **0%** (Case1 and Case 2) are strongly disagree with the statement .

Majority of the respondents (**99%** - Case 1 and **100%** - Case 2) are of the opinion that **the effective leadership requires a special skill to perform in diverse settings across the world.**

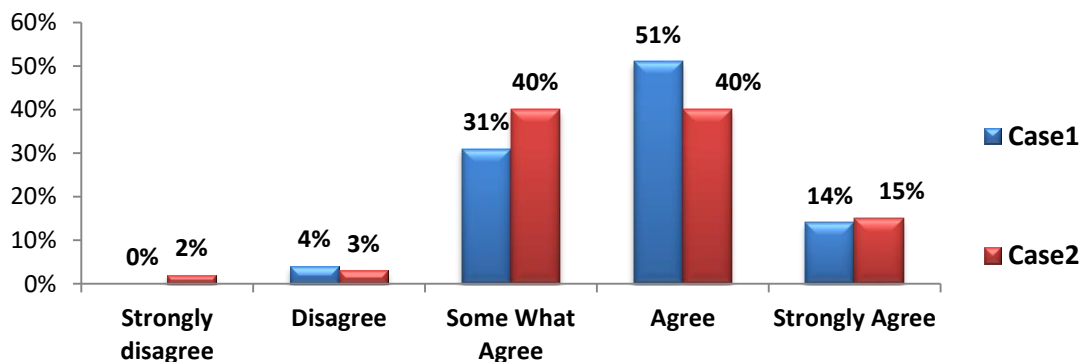
**Q.B5.29.My Organizations applies CI as a tool to foster tolerance and enhance cross cultural interactions.**

**Table no.4A.42: Organizations apply CI as a tool**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	2	2
Disagree	4	4	3	3
Some What Agree	31	31	40	40
Agree	51	51	40	40
Strongly Agree	14	14	15	15
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.42: Organizations apply CI as a tool**



**Analysis and Interpretation** :As per Table No.4A.42 and Figure no.4A.42 ,14% (Case 1) and 15% (Case 2) of the total respondents strongly agree.51% (Case1) and 40% (Case 2) of the total respondents agree with the statement.31% (Case1) and 40% (Case 2) somewhat agree , whereas 4% (Case1) and 3% (Case 2) disagree and 0% (Case 1) and 2% (Case 2) strongly disagree with the statement .

Majority of the respondents (96% - Case 1 and 95% - Case 2) are of the opinion that **Organization applies CI as a tool to foster tolerance and enhance cross cultural interactions.**

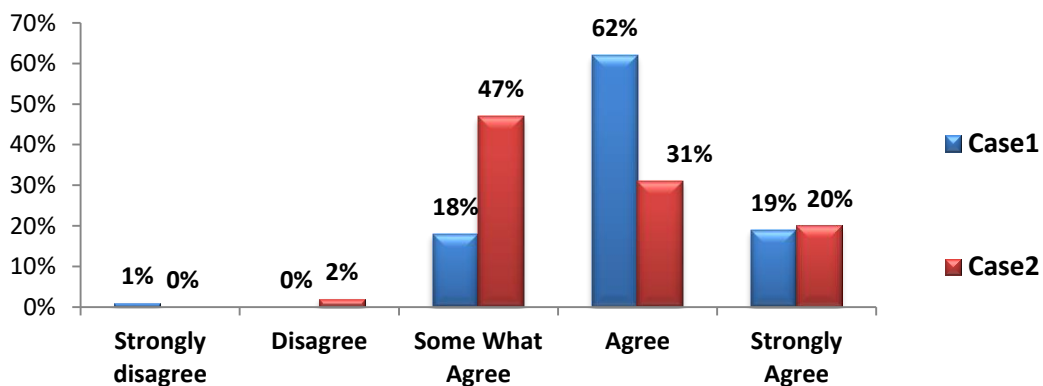
**Q.B5.30.My Organization gives enough importance to diversity Management.**

**Table no.4A.43: Opinion on importance to diversity Management.**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	0	0
Disagree	0	0	2	2
Some What Agree	18	18	47	47
Agree	62	62	31	31
Strongly Agree	19	19	20	20
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.43: Opinion on importance to diversity Management.**



**Analysis and Interpretation:** As per Table No. 4A.43 and Figure no .4A.43 , **19%** (Case 1) and **20%** (Case 2) of the total respondents strongly agree .**62%** (Case 1) and **31%** (Case2) of the total respondents agree with the statement.**18%** (Case 1) and **47%** (Case 2) somewhat agree, whereas **0%** (Case 1) and **2%** (Case 2) disagree and **1%** (Case1) and **0%** (Case 2) strongly disagree with the statement .

Majority of the respondents (**99%** -Case1 and **98%**- Case 2) are of the opinion that **organization gives enough importance to diversity management.**



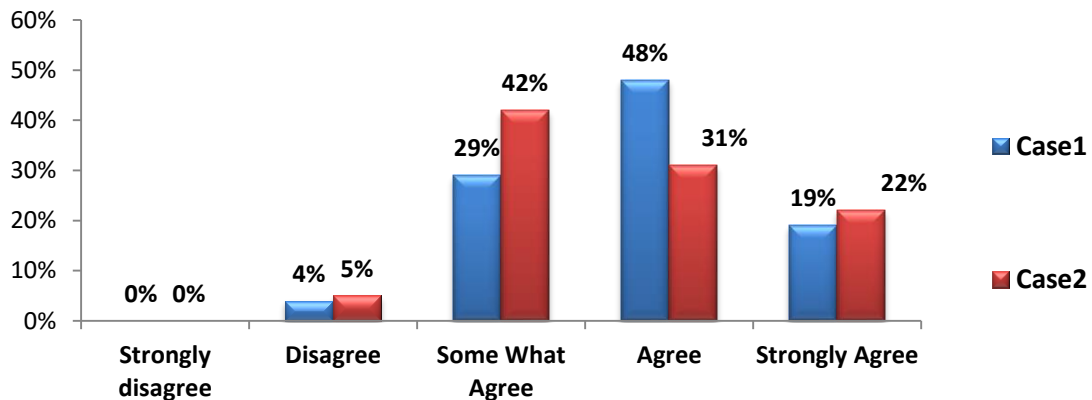
**Q.B5.31. My Organization gives enough importance to development of Cultural Intelligence of employees.**

**Table no.4A.44: Opinion on importance to development of CI of employees**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	4	4	5	5
Some What Agree	29	29	42	42
Agree	48	48	31	31
Strongly Agree	19	19	22	22
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.44: Opinion on importance to development of CI of employees**



**Analysis and Interpretation:** Table No .4A.44 and Figure no.4A.44, **19%** (Case 1) and **22%** (Case 2) of the total respondents strongly agree. **48%** (Case 1) and **31%** (Case 2) of the total respondents agree with the statement. **29%** (Case 1) and **42%** (Case 2) somewhat agree, whereas **4%** (Case 1) and **5%** (Case 2) disagree and **0%** (Case 1) and **0%** (Case2) strongly disagree with the statement.

Majority of the respondents (**96%** - Case 1 and **95%** - Case 2) are of the opinion that organization gives enough **importance to development of Cultural Intelligence of employees.**

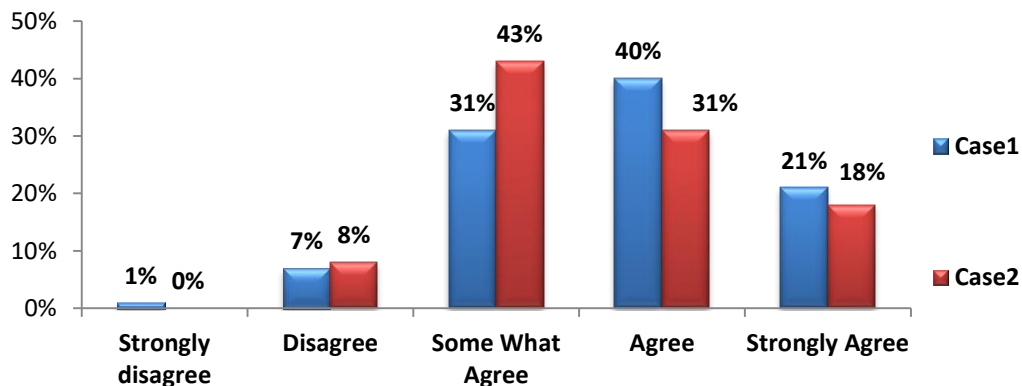
**Q.B5.32.My employer recognizes and rewards the employees for performance and displaying cultural norms**

**Table no.4A.45: employer recognizes and rewards the employees for performance**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	0	0
Disagree	7	7	8	8
Some What Agree	31	31	43	43
Agree	40	40	31	31
Strongly Agree	21	21	18	18
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.45: employer recognizes and rewards the employees for performance**



**Analysis and Interpretation:** Table No. 4A.45 and Figure no. 4A.45, 21% (Case1) and 18% (Case 2) of the total respondents strongly agree. 40% (Case1) and 31% (Case 2) of the total respondents agree with the statement. 31% (Case1) and 43% (Case 2) somewhat agree, whereas 7% (Case1) and 8% (Case 2) disagree and 1% (Case1) and 0% (Case 2) strongly disagree with the statement.

**Majority of the respondents (92% -Case1 and 92%- Case 2) are of the opinion that employer recognizes and rewards the employees for performance and displaying cultural norms.**

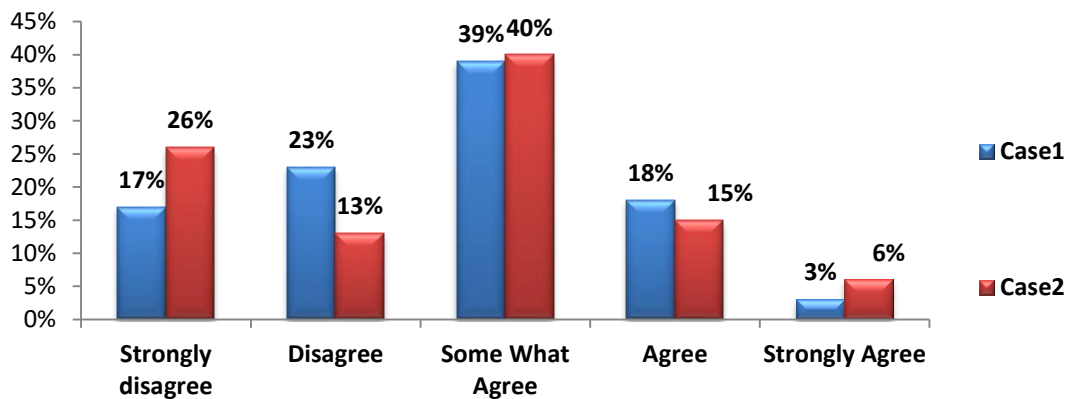
**Q.B5.33.My employer penalizes the employees for non-displaying cultural norms**

Table no.4A.46: employer penalizes the employees for non-displaying cultural norms

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	17	17	26	26
Disagree	23	23	13	13
Some What Agree	39	39	40	40
Agree	18	18	15	15
Strongly Agree	3	3	6	6
Total	100	100	100	100

[Source: Field Work]

Figure no.4A.46: employer penalizes the employees for non-displaying cultural norms



**Analysis and Interpretation:** As per Table No. 4A.46 and Figure no.4A.46, 3% (Case 1) and 6% (Case 2) of the total respondents strongly agree. 18% (Case 1) and 15% (Case2) of the total respondents agree with the statement. 39% (Case 1) and 40% (Case2) somewhat agree, whereas 23% (Case 1) and 13% (Case 2) disagree and 17% (Case 1) and 26% (Case 2) strongly disagree with the statement.

**Majority of the respondents (60% - Case 1 and 61% - Case 2) are of the opinion that employer penalize the employees for non-displaying cultural norms .**

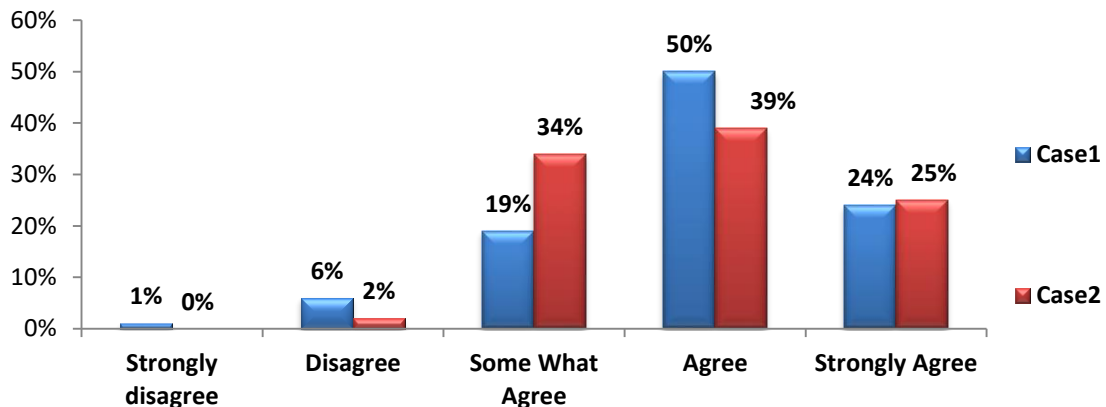
**Q.B5.34.I Opinion to discover the concept of CI more**

**Table no.4A.47: Opinion to discover the concept of CI more**

	Case1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	1	1	0	0
Disagree	6	6	2	2
Some What Agree	19	19	34	34
Agree	50	50	39	39
Strongly Agree	24	24	25	25
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.47: Opinion to discover the concept of CI more**



**Analysis and Interpretation:** As per Table no.4A.47 and Figure no.4A.47 , 24% (Case 1) and 25% (Case 2) of the total respondents strongly agree.50% (Case 1) and 39% (Case 2) of the total respondents agree with the statement.19% (Case 1) and 34% (Case 2) somewhat agree , whereas 6% (Case 1) and 2% (Case 2) disagree and 1% (Case 1) and 0% (Case 2) strongly disagree with the statement.

Majority of the respondents (93% - Case 1 and 98% - Case 2) are of the opinion that that **they should discover or explore the concept of CI more.**

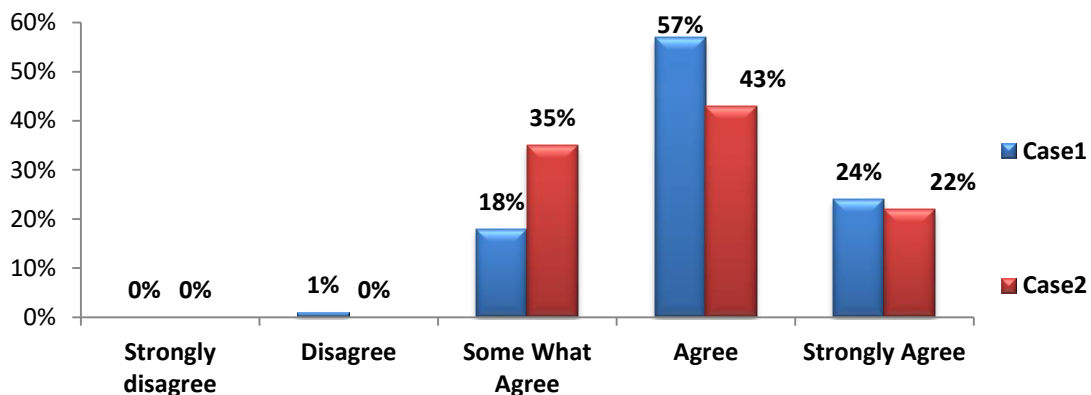
**Q.B5.35.Diversity training is a tool to improve organizational culture**

**Table no.4A.48: Diversity training to improve organizational culture**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	1	1	0	0
Some What Agree	18	18	35	35
Agree	57	57	43	43
Strongly Agree	24	24	22	22
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.48: Diversity training to improve organizational culture**



**Analysis and Interpretation:** As per Table No. 4A.48 and Figure no.4A.48, 24% (Case 1) and 22% (Case 2) of the total respondents strongly agree. 57% (Case 1) and 43% (Case 2) of the total respondents agree with the statement. 18% (Case 1) and 35% (Case 2) somewhat agree, whereas 1% (Case 1) and 0% (Case 2) disagree and 0% (Case 1) and 0% (Case 2) strongly disagree with the statement.

Majority of the respondents (99% - Case 1 and 100% - Case 2) are of the opinion that **Diversity training is a vital tool to improve organizational culture.**

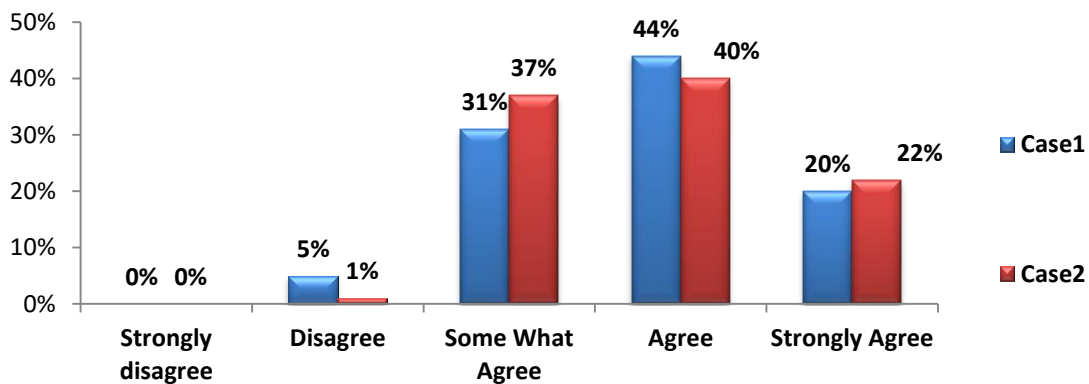
**Q. B5.36.Diversity Audit is a tool to manage Workplace Diversity**

**Table no. 4A .49: Diversity Audit is a tool to manage Workplace Diversity**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	5	5	1	1
Some What Agree	31	31	37	37
Agree	44	44	40	40
Strongly Agree	20	20	22	22
Total	100	100	100	100

[Source: Field Work]

**Figure no .4A .49: Diversity Audit is a tool to manage Workplace Diversity**



**Analysis and Interpretation:** Table No. 4A.49 and Figure no.4A.49 ,20% (Case 1) and 22% (Case 2) of the total respondents strongly agree,44% (Case 1) and 40% (Case 2) of the total respondents agree with the statement.31% (Case 1) and 37% (Case 2) somewhat agree , whereas 5% (Case 1) and 1% (Case 2) disagree and 0 % (Case1) and 0 % (Case 2) strongly disagree with the statement .

**Majority of the respondents (95% - Case 1 and 99% - Case 2) are of the opinion that Diversity Audit is a tool to manage workplace diversity.**

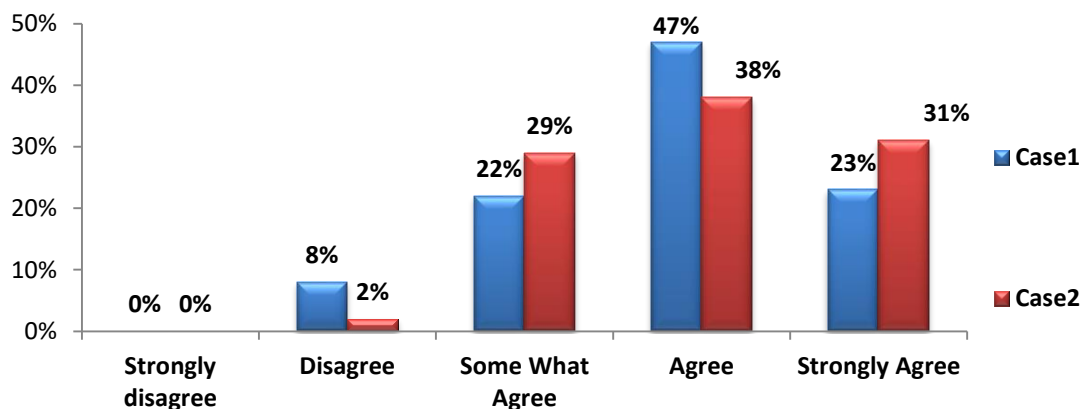
**Q.B5.37. Diversity Audit needs to be conducted from time to time by each organization**

**Table no.4A .50: Diversity Audit needs to be conducted from time to time**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	8	8	2	2
Some What Agree	22	22	29	29
Agree	47	47	38	38
Strongly Agree	23	23	31	31
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A. 50: Diversity Audit needs to be conducted from time to time**



**Analysis and Interpretation:** As per Table No 4A.50 and Figure no.4A.50 , 23% (Case1) and 31% (Case2) of the total respondents strongly agree.47% (Case1) and 38% (Case 2) of the total respondents agree with the statement.22% (Case1) and 29% (Case 2) somewhat agree , whereas 8% (Case1) and 2% (Case 2) disagree and 0% (Case1) and 0% (Case 2) strongly disagree with the statement that Diversity Audit needs to be conducted from time to time by each organization.

Majority of the respondents (92% -Case1 and 98%- Case 2) are of the opinion that **Diversity Audit needs to be conducted from time to time by each organization.**

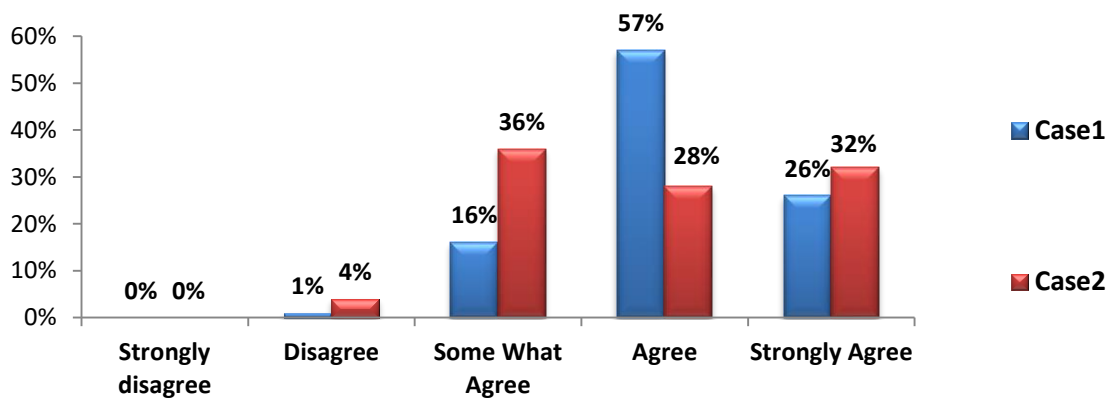
**Q.B.5.38. Encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness.**

**Table no.4A.51: Encouraging diversity is positive motivational tool**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	1	1	4	4
Some What Agree	16	16	36	36
Agree	57	57	28	28
Strongly Agree	26	26	32	32
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.51: Encouraging diversity is positive motivational tool**



**Analysis and Interpretation:** Table No. 4A.51 and Figure no.4A.51 ,26% (Case 1) and 32% (Case 2) of the total respondents strongly agree.**57%** (Case 1) and 28% (Case 2) of the total respondents agree with the statement.**16%** (Case 1) and 36% (Case 2) somewhat agree , whereas 1% (Case 1) and 4% (Case 2) disagree and 0% (Case 1) and 0% (Case 2) strongly disagree with the statement .

Majority of the respondents (**99%** -Case 1 and 96%- Case 2) are of the opinion that **encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness.**



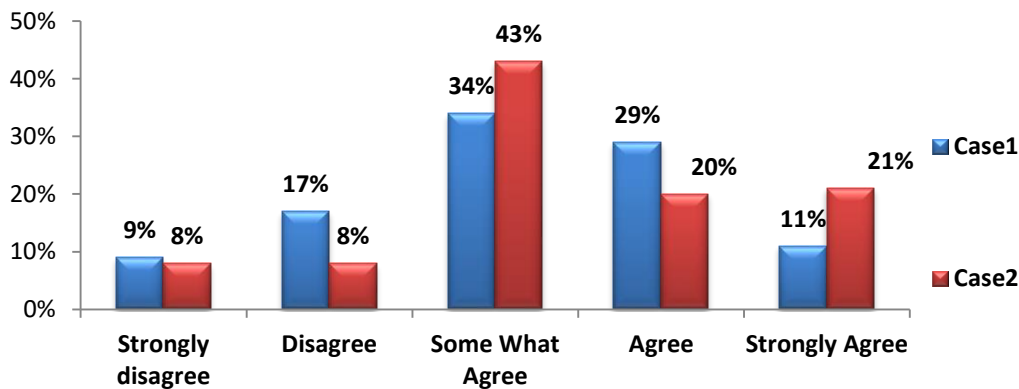
**Q.B5.39.My Company arranges Special Training Programs to manage cultural diversity**

Table no.4A.52: Company arranges Special Training Programs to manage cultural diversity

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	9	9	8	8
Disagree	17	17	8	8
Some What Agree	34	34	43	43
Agree	29	29	20	20
Strongly Agree	11	11	21	21
Total	100	100	100	100

[Source: Field Work]

Figure no.4A.52: Company arranges Special Training Programs to manage cultural diversity



**Analysis and Interpretation:** As per Table No .4A.52 and Figure no.4A.52 ,11% (Case 1) and 21% (Case 2) of the total respondents strongly agree.29% (Case 1) and 20% (Case 2) of the total respondents agree with the statement.34% (Case 1) and 43% (Case2) somewhat agree, whereas 17% (Case 1) and 8% (Case 2) disagree and 9 % (Case1) and 8% (Case 2) strongly disagree with the statement.

Majority of the respondents (74% - Case1 and 84% - Case 2) are of the opinion that **companies arrange Special Training Programs to manage cultural diversity.**

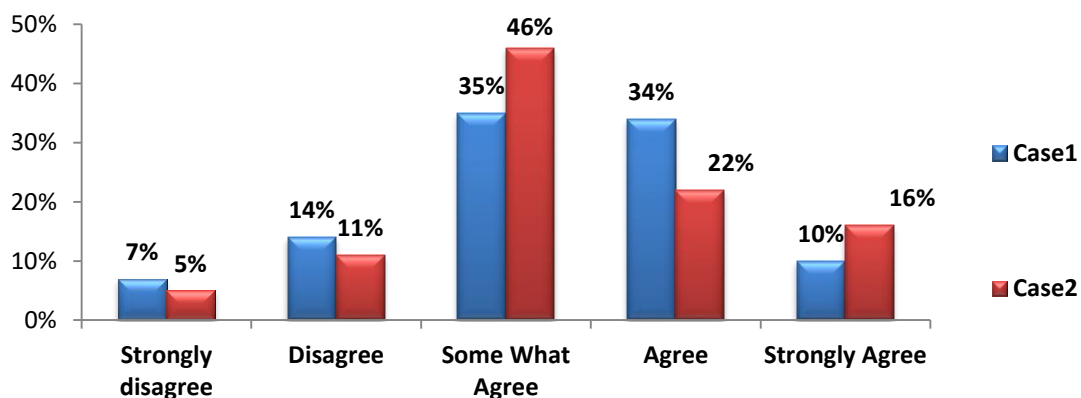
**Q.B5.40.My Company conducts Programs to develop Cultural Intelligence**

**Table no.4A.53: Company conducts programs to develop Cultural Intelligence**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	7	7	5	5
Disagree	14	14	11	11
Some What Agree	35	35	46	46
Agree	34	34	22	22
Strongly Agree	10	10	16	16
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.53: Company conducts Programs to develop Cultural Intelligence**



**Analysis and Interpretation:** As per Table No. 4A.53 and Figure no.4A.53 ,10% (Case1) and 16% (Case2) of the total respondents strongly agree.34% (Case1) and 22% (Case2) of the total respondents agree with the statement.35% (Case1) and 46% (Case2) somewhat agree , whereas 14% (Case1) and 11% (Case2) disagree and 7% (Case1) and 5% (Case2) strongly disagree with the statement.

Majority of the respondents (79% -Case1 and 84%- Case 2) are of the **opinion that company conducts programs to develop Cultural Intelligence.**

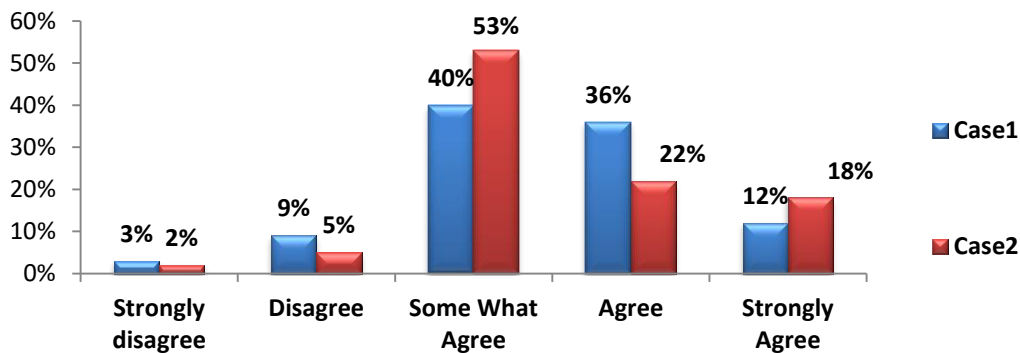
**Q.B.5.41.My Company has Diversity Management (DM)Policy to deal with the challenges and opportunities of diverse culture of employees.**

**Table no.4A.54 : Company has policy for diverse culture of employees**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	3	3	2	2
Disagree	9	9	5	5
Some What Agree	40	40	53	53
Agree	36	36	22	22
Strongly Agree	12	12	18	18
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.54: Company has policy for diverse culture of employees**



**Analysis and Interpretation:** As per Table No. 4A.54 and Figure no.4A.54 ,12% (Case1) and 18% (Case 2) of the total respondents strongly agree.**36%** (Case1) and 22% (Case2) of the total respondents agree with the statement.**40%** (Case1) and 53% (Case2) somewhat agree , whereas 9% (Case1) and 5% (Case2) disagree and 3% (Case1) and 2% (Case2) strongly disagree with the statement .

Majority of the respondents (88% -Case1 and 93%- Case 2) are of the opinion **that the companies have Diversity Management(DM) Policy to deal with the challenges and opportunities of diverse culture of employees.**

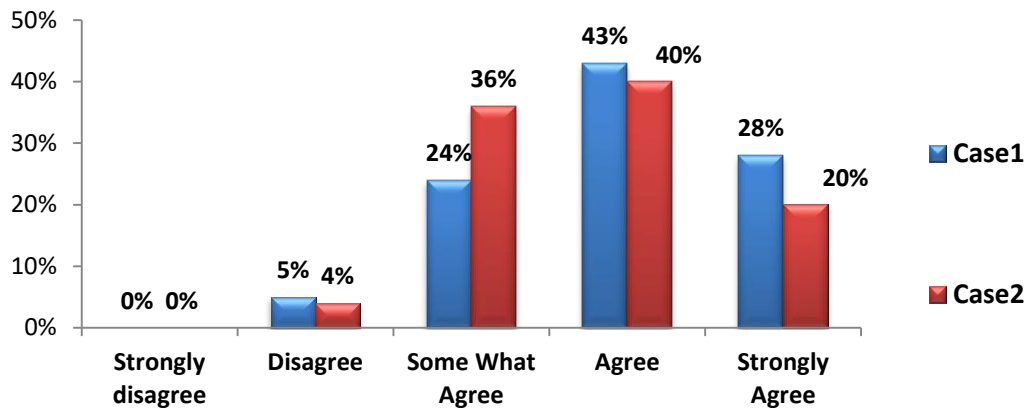
**Q.B5.42. My company complies with Diversity related Acts and Regulations**

**Table no.4A.55: company complies with Diversity related Acts**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	0	0	0	0
Disagree	5	5	4	4
Some What Agree	24	24	36	36
Agree	43	43	40	40
Strongly Agree	28	28	20	20
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.55: company complies with Diversity related Acts**



**Analysis and Interpretation:** Table No. 4A.55 and Figure no.4A.55 ,28% (Case1) and 20% (Case 2) of the total respondents strongly agree,43% (Case1) and 40% (Case 2) of the total respondents agree with the statement,24% (Case1) and 36% (Case 2) somewhat agree , whereas 5% (Case1) and 4% (Case 2) disagree and 0% (Case1) and 0% (Case 2) are strongly disagree with the statement.

Majority of the respondents (95% -Case1 and 96%- Case 2) are of the opinion that **companies comply with Diversity related Acts and Regulations.**

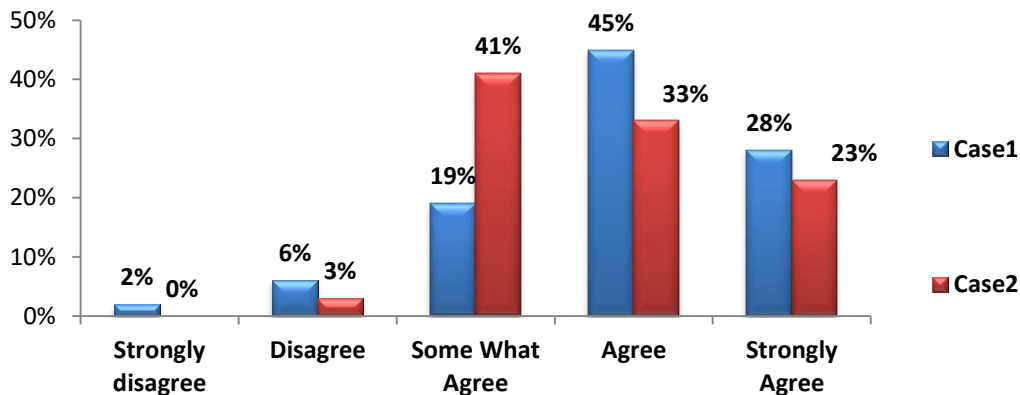
**Q.B5.43. Organization has created a working environment to increase the motivation, satisfaction , commitment of diverse people.**

**Table no.4A.56 : working environment in organization**

	Case1		Case 2	
	Frequency	Percent	Frequency	Percent
Strongly disagree	2	2	0	0
Disagree	6	6	3	3
Some What Agree	19	19	41	41
Agree	45	45	33	33
Strongly Agree	28	28	23	23
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.56 : working environment in organization**



**Analysis and Interpretation:** Table No.4A.56 and Figure no.4A.56 ,28% (Case1) and 23% (Case 2) of the total respondents strongly agree.45% (Case1) and 33% (Case 2) of the total respondents agree with the statement.19% (Case 1) and 41% (Case 2) somewhat agree , whereas 6% (Case1) and 3% (Case 2) disagree and 2% (Case 1) and 0% (Case 2) strongly disagree with the statement.

Majority of the respondents (92% -Case1 and 97%- Case 2) are of the opinion that the **organizations have created a working environment to increase the motivation, satisfaction , commitment of diverse people .**

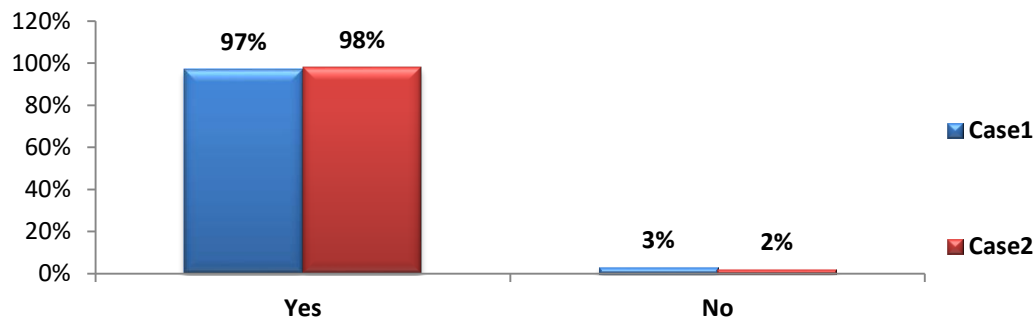
**Q.B5.44.A.The Cross Cultural Training essential in Communication Skills**

**Table no.4A.57a: The Cross Cultural Training essential in Communication Skills**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Yes	97	97	98	98
No	3	3	2	2
Total	100	100	100	100

[Source: Field Work]

**Figure no .4A.57a The Cross Cultural Training essential in Communication Skills**



**Analysis and Interpretation:** As per Table No. 4A.57a and Figure no. 4A.57a , 97% (Case1) and 98% (Case2) of total respondents are favorable and 2% (Case2) of respondents are saying no to this.

Majority of the managers (97% -Case1 and 98%- Case 2) opine that **cross cultural training is essential in communication skills.**

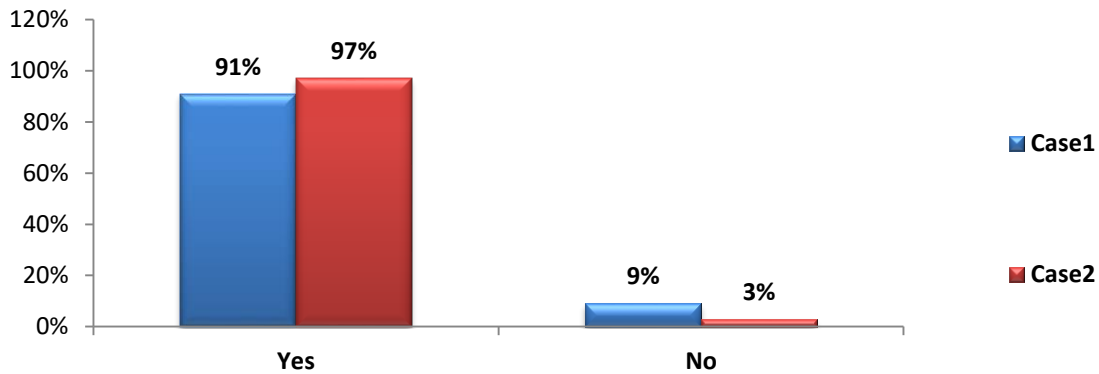
**Q.B5.44.B.The Cross Cultural Training essential in tolerance to ambiguity**

**Table no.4A.57b: The Cross Cultural Training essential in tolerance to ambiguity**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Yes	91	91	97	97
No	9	9	3	3
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.57b : The Cross Cultural Training essential in tolerance to ambiguity**



**Analysis and Interpretation:** As per Table No. 4A.57b and Figure no. 4A.57b, **91%** (Case1) and **97%** (Case 2) of total respondents are favorable and **9%** (Case 1) and **3%** (Case 2) of respondents are saying no.

Majority of the managers (91% -Case 1 and 97%- Case 2) opine that **cross cultural training is essential in tolerance to ambiguity.**

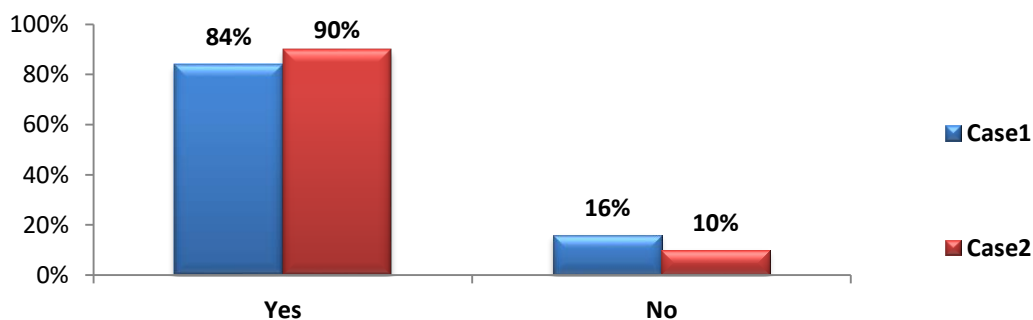
**Q.B5.44.C.The Cross Cultural Training essential in empathy**

**Table no.4A.57c : The Cross Cultural Training essential in empathy**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Yes	84	84	90	90
No	16	16	10	10
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.57c: The Cross Cultural Training essential in empathy**



**Analysis and Interpretation:** As per Table No. 4A.57c and Figure no. 4A.57c , 84% (Case1) and 90% (Case 2) of total respondents are favorable with the need of cross cultural training in the area of Empathy. 16% (Case 1) and 10% (Case 2) of respondents are saying no to this.

Majority of the managers (84% -Case1 and 90%- Case 2) opine that **cross cultural training is essential in the theme of empathy.**

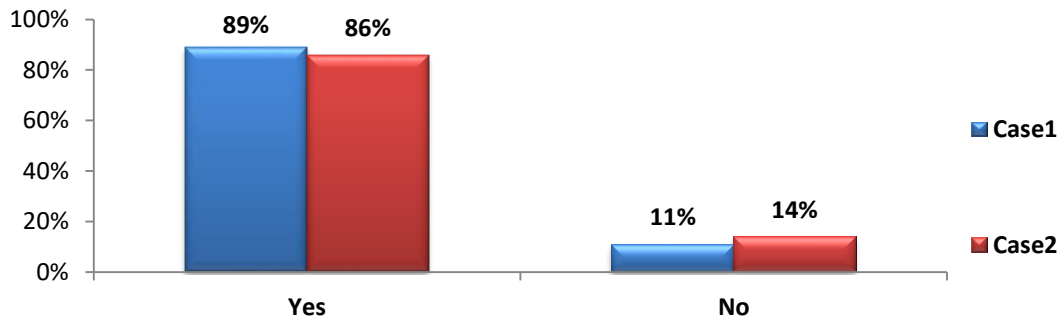
**Q.B5.44.D.The Cross Cultural Training essential in open mindedness**

**Table no.4A.57d: The Cross Cultural Training essential in open mindedness**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Yes	89	89	86	86
No	11	11	14	14
Total	100	100	100	100

[Source: Field Work]

**Table no .4A.57d: The Cross Cultural Training essential in open mindedness**



**Analysis and Interpretation:** As per Table No. 4A.57d and **Figure no. 4A.57d**, 89% (Case1) and 86% (Case 2) of total respondents are favorable and 11% (Case1) and 14% (Case 2) of respondents are saying no to this.

Majority of the managers (89% -Case1 and 86%- Case 2) opine that **cross cultural training is essential in the theme of Open Mindedness.**



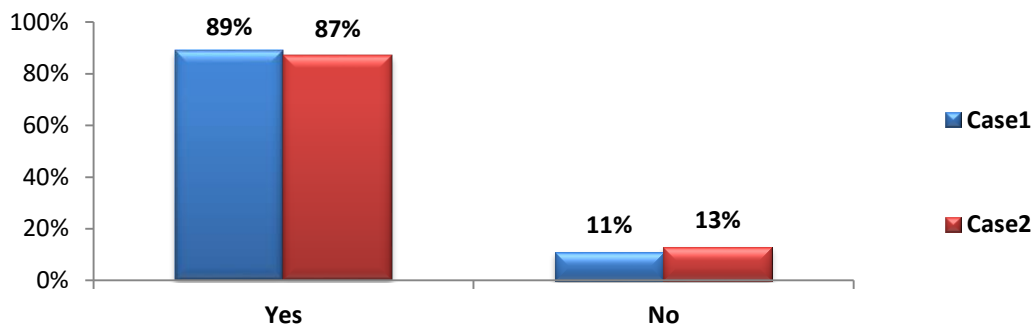
**Q.B5.44.E.The Cross Cultural Training essential in Flexibility**

**Table no.4A.57e: The Cross Cultural Training essential in Flexibility**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Yes	89	89	87	87
No	11	11	13	13
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.57e: The Cross Cultural Training essential in Flexibility**



**Analysis and Interpretation:** Table No. 4A.57e and **Figure no. 4A.57e** exhibit that **89%** (Case 1) and **87%** (Case 2) of total respondents are favorable with the requirement of **training in Flexibility**. **11%** (Case 1) and **13%** (Case 2) of respondents are saying no to this.

Majority of the managers (**89%** -Case 1 and **87%**- Case 2) opine that **cross cultural training is essential in the topic of Flexibility**.

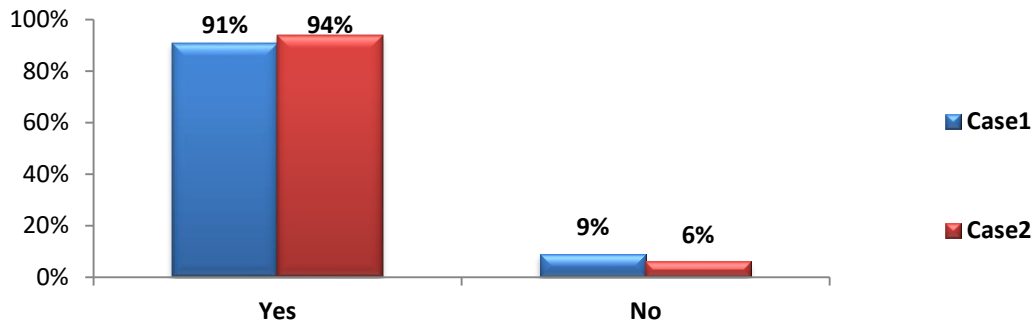
**Q. B5.44.F. The Cross Cultural Training essential in Ability to Adopt Dual Forces: - Task & Relationship**

**Table no. 4A.57f : The Cross Cultural Training essential in Ability to Adopt Dual Forces: - Task & Relationship**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Yes	91	91	94	94
No	9	9	6	6
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.57f : The Cross Cultural Training essential in Ability to Adopt Dual Forces: - Task & Relationship**



**Analysis and Interpretation: Table No. 4A.57f and Figure no. 4A.57f** , 91% (Case1) and 94% (Case 2) of total respondents are favorable with the requirement of cross cultural training and 9% (Case1) and 6% (Case 2) of respondents are saying no to this.

Majority of the managers (91% -Case1 and 94%- Case 2) opine that **cross cultural training is essential regarding the concept of Ability to Adopt Dual Forces -Task & Relationship.**

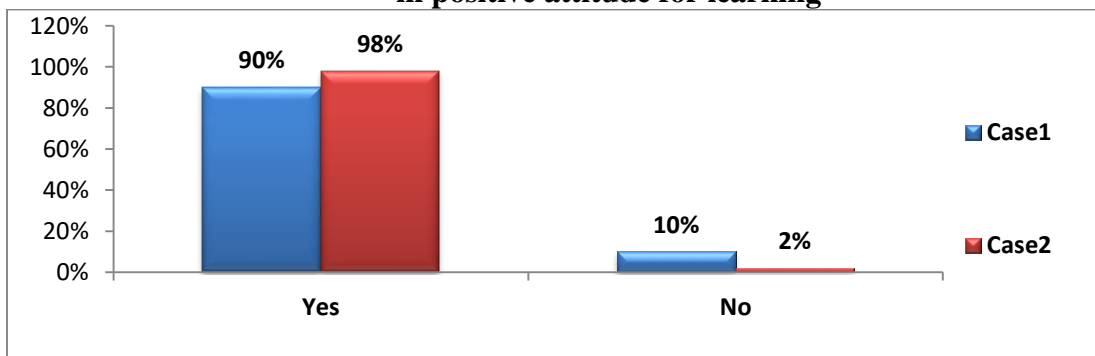
**Q.B5.44.G.The Cross Cultural Training essential in positive attitude for learning**

**Table no. 4A.57g: The Cross Cultural Training essential in positive attitude for learning**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Yes	90	90	98	98
No	10	10	2	2
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.57g: The Cross Cultural Training essential in positive attitude for learning**



**Analysis and Interpretation** :Table No. 4A.57g and **Figure no. 4A.57g** , **90%** (Case1) and **98%** (Case2) of total respondents are favorable and **10%** (Case1) and **2%** (Case2) of respondents are saying no .

Majority of the managers (**90%** -Case1 and **98%**- Case 2) opine that **cross cultural training is essential in developing of positive attitude for learning.**

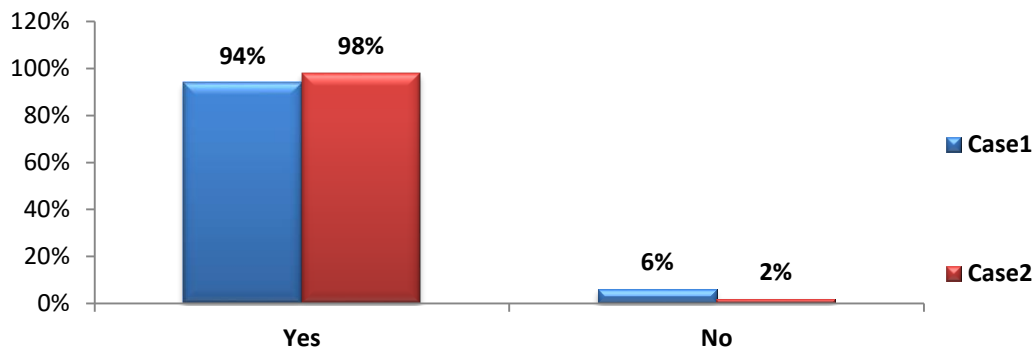
**Q.B5.44.H.The Cross Cultural Training is essential in tolerance for different styles of culture**

**Table no. 4A.57h: The Cross Cultural Training is essential in tolerance for different styles of culture**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Yes	94	94	98	98
No	6	6	2	2
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.57h: The Cross Cultural Training is essential in tolerance for different styles of culture**



**Analysis and Interpretation:** Table No. 4A.57h and. **Figure no. 4A.57h** ,**94%** (Case1) and **98%** (Case2) of total respondents are favorable and **6%** (Case1) and **2%** (Case2) of respondents are saying no to this.

Majority of the managers (**94%** -Case1 and **98%**- Case 2) opine **that cross cultural training is essential to develop tolerance for different styles of culture .**

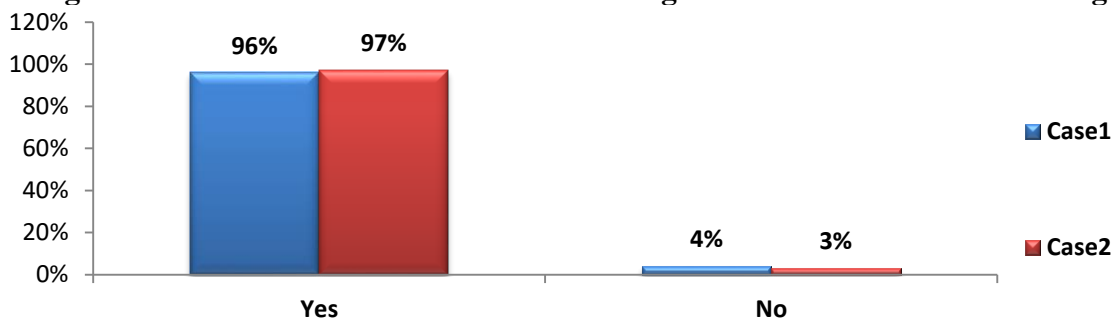
**Q.B5.44.I.The Cross Cultural Training essential in Cultural Knowledge**

**Table no.4A.57i: The Cross Cultural Training essential in Cultural Knowledge**

	Case 1		Case 2	
	Frequency	Percent	Frequency	Percent
Yes	96	96	97	97
No	4	4	3	3
Total	100	100	100	100

[Source: Field Work]

**Figure no.4A.57i: The Cross Cultural Training essential in Cultural Knowledge**



**Analysis and Interpretation:** Table No. 4A.57i and Figure no.4A.57i , 96% (Case1) and 97% (Case2) of total respondents are favorable with the requirement of training in enhancing cultural knowledge.4% (Case1) and 3% (Case2) of respondents are saying no to this.

Majority of the managers (96% -Case1 and 97%- Case 2) opine **that cross cultural training is essential in enhancing cultural knowledge.**

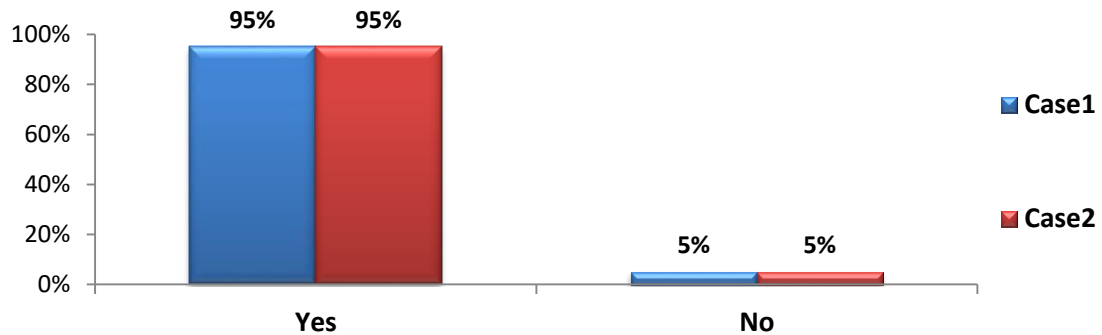
**Q.B5.44.J.The Cross Cultural Training essential in ability to succeed in multiple & diverse environments**

**Table no.4A.57j: The Cross Cultural Training essential in ability to succeed in multiple & diverse environments**

	Case1		Case2	
	Frequency	Percent	Frequency	Percent
Yes	95	95	95	95
No	5	5	5	5
Total	100	100	100	100

[Source: Field Work]

**Figure no. 4A.57j : The Cross Cultural Training essential in ability to succeed in multiple & diverse environments**



**Analysis and Interpretation: Table No. 4A.57j and Figure no.4A.57j** , 95% (Case1) and 95% (Case 2) of total respondents are favorable with the necessity of cross cultural training in developing ability to succeed in multiple & diverse environments.5% (Case1) and 5% (Case 2) of respondents are saying no to this.

Majority of the managers (95% -Case1 and 95%- Case 2) opine that **cross cultural training is essential in developing ability to succeed in multiple & diverse environments** .

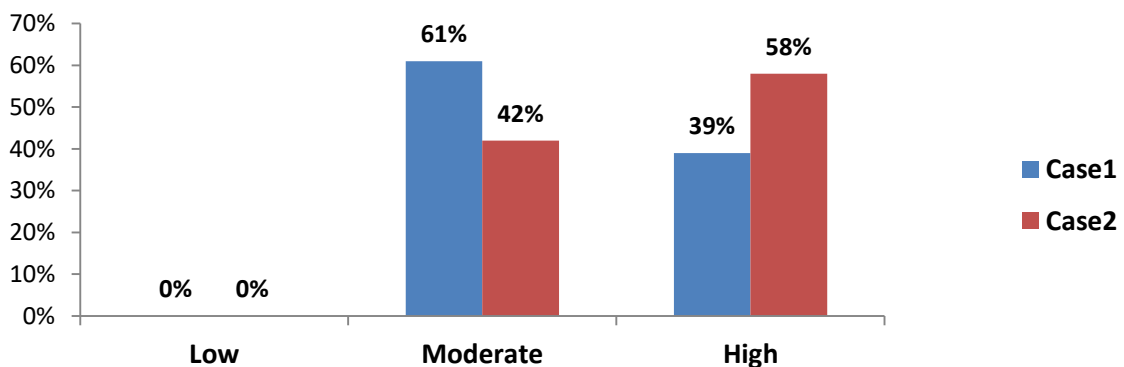
**Q.45.A. How much do you feel you are culturally intelligent?**

**Table no.4A.58a: level of cultural intelligence of individual**

		Case1		Case 2	
		Frequency	Percent	Frequency	Percent
0-3	Low	0	0	0	0
4-7	Moderate	61	61	42	42
8-10	High	39	39	58	58
Total		100	100	100	100

[Source: Field Work]

**Figure no. 4A.58a: level of cultural intelligence of individual**



**Analysis and Interpretation:** Table no. 4A.58a and Figure no. 4A.58a reveals the cultural intelligence self-rating by the respondents. It is required variable to know whether managers are aware about their own CI rating. It is not scientifically tested, but it is their perception. In the category High (Rate 8-10), there falls 39% (Case 1) and 58% (Case 2) of the total respondents, in the category of moderate, there falls 61% (Case 1) and 42% (Case 2) and in the low category, 0% (Case 1) and 0% (Case 2) of total respondents. Majority of the managers (61% -Case1) fall in the category of moderate and high. (95%- Case 2).

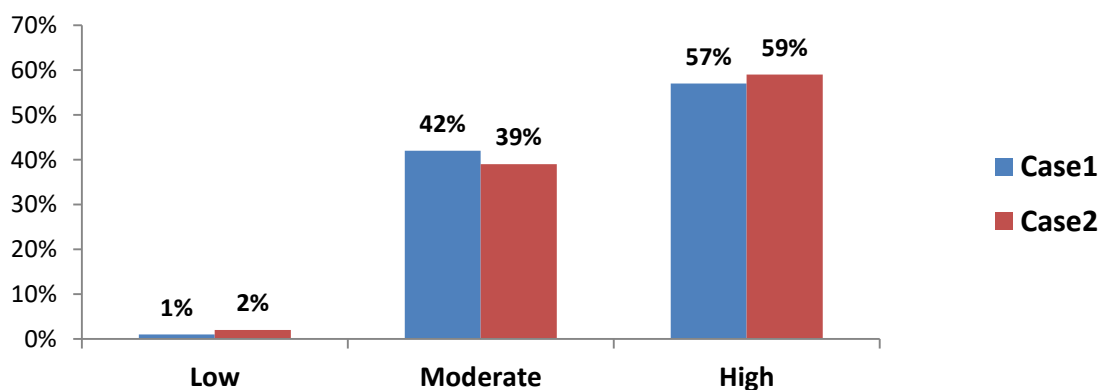
**Q.45.B.How much do you feel your company is culturally intelligent?**

**Table no.4A.58b: Level of Cultural Intelligence of organization**

		Case 1		Case 2	
		Frequency	Percent	Frequency	Percent
0-3	Low	1	1	2	2
4-7	Moderate	42	42	39	39
8-10	High	57	57	59	59
Total		100	100	100	100

[Source: Field Work]

**Figure no.4A.58b: Level of Cultural Intelligence of organization**



**Analysis and Interpretation:** Table no. 4A.58b and Figure no.4A.58b reveals the cultural intelligence of companies self-rating by the respondents. It is required variable to know whether managers are aware about their companies CI rating. It is not scientifically tested, but it is their perception.

In the category High (Rate 8-10), there falls **57%** (Case1) and 59% (Case 2) of the total respondents, in the category of moderate, there falls **42%** (Case1) and 39% (Case 2) and in the low category, **1%** (Case1) and 2% (Case 2) of total respondents.

Majority of the managers **fall in the category of high (57% - Case1 and 59%- Case 2) and moderate (42% -Case1 and 39% -Case 2)** .

#### **4.02 (IV -d) Outcome of Case Study 1 & Case study 2**

- Most of the managers are in the category of 31 years to 40 years of age .
- Majority of the managers are male and majority are lower and middle level managers..
- Majority of the managers are married and majority possesses degree of Post Graduate .
- Majority of the managers are aware with the concept diversity at workplace, diversity management, Organizational culture and Cultural Intelligence.
- There is moderate to high overall diversity in both the companies.
- Managers are favorable with presence of OCTAPACE in their organizations.
- Majority of the respondents are of the opinion that
  - ❖ They understand the economic, ethnic and cultural values of different cultures.
  - ❖ Managers try to apply their cultural understanding and knowledge in Multi cultural situations
  - ❖ They enjoy interacting with people from different cultures and adapt to the lifestyle of a different culture with relative ease.
  - ❖ They can be friendly with people whose cultural backgrounds are different than them.
- Majority of the respondents are of the opinion that-
  - ❖ CQ is important skill in domestic and cross cultural situations.
  - ❖ There must be a match between Individual culture and Organizational culture
  - ❖ Mismatch between Individual culture and organization culture has adverse effect on overall performance .
  - ❖ Workforce diversity is a challenge in Organization Behavior .
  - ❖ Organizations have to accommodate diverse workforce in terms of its

socioeconomic, ethnic & Linguistic composition

- ❖ Every employee and organization should seriously give a thought to their CI
  - ❖ CQ is an essential leadership skill in today's world .
  - ❖ The effective leadership requires a special skill to perform in diverse settings across the world.
  - ❖ Organizations applies Cultural Quotient as a tool to foster tolerance and enhance cross cultural interactions
  - ❖ Organization gives importance to diversity Management and to the Cultural Intelligence of employees
- Majority of the respondents are of the opinion that good amount of diversity leads to Performance .
  - Majority of the respondents are of the opinion that Cultural Intelligence of employees has effect on Overall Productivity/Performance ,Quality of Life and Quality of Work Life etc.
  - Diversity training is required to keep strong culture in the organisations
  - Diversity Audit is a tool to manage Workplace Diversity and needs to be conducted from time to time by each organization
  - Encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness
  - Company arranges need based Training and workshops to spread awareness on diversity.
  - Company conducts Programs to develop Cultural Intelligence
  - Companies have policy to deal with diverse culture of employees
  - Companies comply with acts on managing Diversity at workplace .
  - The organizations have created a working environment to increase the motivation, satisfaction , commitment of diverse people
  - Majority of the managers opine that cross cultural training is essential and they have high Cultural Intelligence scale .



## 4.3 Interviews of Managers

### 4.3 (I) Pre survey Interviews

#### Interview 1

The manager said that

- CI can improve with trainings and other things.
- Awareness Program should be conducted in Industries for all levels of employees.
- Cultural Integration should be seen as an opportunity human beings have been given, the best way to integrate culturally is to Travel, Meet and Greet People in person.
- Internet and digital media helps but one needs all five senses activated to Unity in the Diversity.

The manager opined that

- The efforts of the researcher created awareness of CQ and thanked for presenting the case study.
- He has not thought about Cultural Intelligence to this extent.
- He shared few facts about Indian culture Vs. culture of other countries:1)In India YES means not 100% yes,2)In India ,you can say Hi to every individual you meet like in US /Japan due to number of people you meet.
- Also shared few facts about Japan Culture awareness mainly includes-Japan Culture like to see problem solution in terms of sections and layouts instead of 3D world.

**Interpretation:** The need to create awareness of diversity management and Cultural Intelligence in Industries at present situation is underlined.

#### Interview 2

The manager said that

- CI surely carries certain benefits and showed agreeableness that CI is required for diversity management to improve productivity.
- Cultural Intelligence enhances the bonding within the team. It keeps the workforce happy and motivated.
- We have very good culture but those who understand will enjoy it, and underlined that adaptability is needed by managers.

- He appreciated the research as nice Initiative to measure Cultural Intelligence which will give many benefits mentioned in the study.

The manager emphasized that

- Along with Management /workforce, diversity people view, thoughts play key role in work culture.CI stays with individual in body, heart and the mind.
- We need to focus on his/her physical, emotional as well as cognitive aspects to improve CI.
- Motivation is the key factor playing major role for improvement of one's CI. So one should motivate people & motivation should be accepted by heart.

**Interpretation:** This shows that CI is a requisite for the development of individual and business.

### Interview 3

The manager said that

- Cultural intelligence is mandatory for all and it is there in everyone which needs to explore.
- We operate in many countries and have worked successfully on projects involving people from diverse cultures.
- Being MNC his organization is spread around the globe, hence the company has offices and clients from all over the world. It's a part of day to day working with people belonging to different cultures and traditions.
- The manager advised that in educational institutes this concept needs to experiment to deal with sensitive age group students who are citizens of India and will be dividend for future organizations or companies where they are going to work.
- As the concept is new and vast ,he is trying hard to understand the concept of CI, want to study the concept.
- CI is important for any cosmopolitan city, so this has got potential for research.

**Interpretation:** It boosts the need of CI study which has potential to do research further.

### Interview 4

The manager said that

- Company encourages the employee to wear ethnic dresses of different cultures company celebrates different festivals of different states.

- There are the ways to develop CI on our own. Being Indian, we need to work together irrespective of the religion, caste, creed, colour, and we need to inculcate the habit of sharing and caring, Give and take.
- The organization has the policy for cross culture diversity, there are programs arranged for people traveling abroad so he requested to have more programs.
- His Organization has diversity in terms of culture .Being the global organization, people from various cultural backgrounds work there .
- Company arranges different training programs so that employees can understand other cultures and so can better understand people they are working with.
- There is a great need of CI training. And more focus is needed on CI though Training, Workshops and activities.

**Interpretation:** the need of training of CI is emphasized and need of the different ways /efforts which organizations explore to increase CI is discussed.

### **4.3 (II) Post survey Interviews**

#### **Interview 5: Interview with Director**

**Q. I )** The **suggestions** for the managers on following points :

**a) Management of workplace diversity-**

The manager said he is pleased to know that managers are enough aware with concepts of diversity management and cultural intelligence. Ethics and Diversity policy of the company actually helps to keep the things on the proper track so efforts are needed to follow the policies, acts, laws sincerely to avoid the possible issues. In the induction program the mention of Diversity related issues, laws and policies are mentioned, so employees are well versed with the policies.

**b) Developing their cultural Intelligence.**

Cultural intelligence is the ability every person should possess and it is most important in the organization where people of diverse backgrounds come together to accomplish the same goal. They conduct the programs for diversity management and programs are also conducted to develop CI but the frequency was less. They assured to take targeted programs especially for CI.

Q. II) The future plans on:-

a) **Diversity Policy**

The amendments from time to time are expected as the diversity policy is well constituted. It is prepared by the experts.

b) **Diversity Audit**

Diversity is the inseparable factor at any workplace. It is important to see that diversity is properly managed or not. The manager opined the diversity audit is must to know the loopholes in the diversity policy and to know its effectiveness.

c) **On line and face- to -face Training of managers on diversity Training and Cultural Intelligence training**

Training is the essential part in the life of every individual. To understand new concepts, technologies, to get expertise in a particular work or program or concept, training always helps. The practical experience, on line and face- to- face training both are effective if it is planned and executed properly. so the manager said that they will take more training programs on diversity and CI.

**Interview 6: Interview with HR executive**

Q. I ) The **suggestions** for the managers on following points :

a) **Management of workplace diversity**

The manager said that they take utmost care to manage diversity at workplace. The plan is prepared to recruit the right persons for the right job ,more attention is given to education, views, opinions, and values of the persons The Diversity and Inclusion Policy clearly states the Non-discrimination policy and the contents gives idea as how to manage diversity. Equal opportunity Statement also helps to work smoothly at the workplace and Tata code of conduct states the rules and regulations to be followed by every employee. Section D of code of conduct states that

‘We are an equal opportunity employer and are committed to maintain respect and dignity for all.’ (Source: Tata code of conduct)

b) **Developing their cultural Intelligence.**

As it is proved from the findings that CI makes effect on performance, work environment and leadership and on quality of life, it becomes important to increase CI of individual employees.

Company arranges special training programs for employees if needed more programs will be planned.

**Q. II)** The future plans on:-

a) **Diversity Policy**

The diversity policy, ethics policy and code of conduct go hand in hand and help to maintain healthy organizational environment. Section D of code of conduct also states that ‘We are committed to strengthen diversity and inclusion at the workplace through an enabling environment, supportive work life policies for employees.’ (Source: Tata code of conduct)

b) **Diversity Audit**

**The manager said that he agrees with -**

Diversity Audit is a tool to manage Workplace Diversity.

Diversity Audit needs to be conducted from time to time by each organization.

They conduct Human resource and other management audits where in a part of diversity is considered but the Audit is not yet conducted emphasizing on diversity at workplace so manager said that they will get it done soon.

c) **On line and face- to -face Training of managers on diversity Training and Cultural Intelligence training**

The manager replied that they arranged trainings (online and face- to-face) for employees on diversity and cultural intelligence and would conduct more focused trainings if need arises.

## **4.4 Testing of Hypotheses**

### **4.4 (A) TESTING OF HYPOTHESES –MAIN SURVEY**

#### **Hypothesis 1:**

**H<sub>0</sub>** : There is no significant difference in the awareness of managers regarding Workplace diversity, Diversity management and Cultural Intelligence.

**H<sub>1</sub>** : There is a significant difference in the awareness of managers regarding Workplace diversity, Diversity management and Cultural Intelligence.

To test this hypothesis question no. QB1.1 To B1.4 from the questionnaire for employees has been considered. Different questions are asked related to Workplace diversity, Diversity management and Cultural Intelligence. The Z test has been used.

Table 4H.1:One-Sample Test

Awareness	Test Value = 0 df=406	
	Z	Sig. (2-tailed)
Awareness of Diversity at Work Place	75.521	.000
Awareness of Diversity Management	63.342	.000
Awareness of Organisational Culture	81.300	.000
Awareness of Cultural Intelligence	46.633	.000

In table no. **4H.1** value of Z is greater than the table value of Z (i.e.  $Z = 1.96$ ) in all the cases. Also the 'P' value is less than 0.05 ( $P < 0.05$ ). This means that the null hypothesis ( $H_0$ ) is rejected & alternate hypothesis ( $H_1$ ) is accepted. Hence it can be concluded that there is a significant difference in the awareness of employees regarding Workplace diversity, Diversity management and Cultural Intelligence.

The awareness of diversity at workplace is high [91%], the awareness of Diversity Management is high [ 86%], for Cultural intelligence it is 74% . [Refer Table no 4.7 to 4.10 for detailed analysis]

Hence ,it is concluded that

**Employees are aware of the concepts Workplace diversity , Diversity management and Cultural Intelligence.**

### **Hypothesis 2:**

**$H_0$**  : There is no significant difference in the exploring ways to increase Cultural Intelligence.

**$H_1$**  : There is a significant difference in the exploring ways to increase Cultural Intelligence.

To test this hypothesis question no. Q-B5.29 TO B5.44 from the questionnaire for employees has been considered. Different questions are asked related to Diversity at workplace, Diversity management ,organisational culture, initiatives taken to increase CI and about exploring different ways to increase CI. The Z test is used. **Table 4H.2: Z test shows the details of this.**

**Table 4H.2: Z test**

Question No.	statements	Test Value = 0 , d f = 406)	
		Z	Sig. 2-tailed
29	My Organizations applies CI as a tool to foster tolerance and enhance cross cultural interactions.	87.4	.00
30	My Organization gives enough importance to diversity Management.	99.4	.00
31	My Organization gives enough importance to development of Cultural Intelligence of employees.	86.8	.00
32	My employer recognizes and rewards the employees for performance and displaying cultural norms	75.0	.00
33	My employer penalizes the employees for non-displaying cultural norms	46.4	.00
34	My opinion to discover the concept of Cultural Intelligence more	87.8	.00
35	Diversity training is a tool to improve organizational culture	101.8	.00
35	Diversity Audit is a tool to manage Workplace Diversity	87.6	.00
37	Diversity Audit needs to be conducted from time to time by each organization	83.6	.00
38	Encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness.	88.9	.00
39	My company arranges Special Training Programs to manage cultural diversity	55.2	.00
40	My company conducts Programs to develop Cultural Intelligence	57.9	.00
41	My company has DM Policy to deal with the challenges and Opportunities of diverse culture of employees.	68.2	.00
42	My company complies with Diversity related Laws and Regulations	83.9	.00
43	My organization has created a working environment to increase the motivation, satisfaction, commitment of diverse people.	84.8	.00
44.A	The Cross Cultural Training essential in <i>Communication Skills</i>	99.9	.00
44.B	The Cross Cultural Training essential in <i>Tolerance to Ambiguity</i>	77.2	.00
44.C	The Cross Cultural Training essential in <i>Empathy</i>	65.2	.00
44.D	The Cross Cultural Training essential in <i>Open Mindedness</i>	69.3	.00
44.E	The Cross Cultural Training essential in <i>Flexibility</i>	69.8	.00
44.F	The Cross Cultural Training essential in <i>Ability to Adopt Dual Forces :- Task &amp; Relationship</i>	71.3	.00
44.G	The Cross Cultural Training essential in <i>Positive Attitude for Learning</i>	72.4	.00
44.H	The Cross Cultural Training essential in <i>Tolerance for Different Styles of Culture</i>	95.7	.00
44.I	The Cross Cultural Training essential in <i>Cultural Knowledge</i>	93.9	.00
44.J	The Cross Cultural Training essential in <i>Ability to Succeed in Multiple &amp; Diverse Environments</i>	83.9	.00

In table no. **4H.2** value of Z is greater than the table value of Z (i.e.  $Z = 1.96$ ) in all the cases. Also the 'P' value is less than 0.05 ( $P < 0.05$ ). This means that the null hypothesis ( $H_0$ ) is rejected & alternate hypothesis ( $H_1$ ) is accepted. So, there is a significant difference in the exploring ways to increase Cultural Intelligence .

The ways the organisations and employees follow and to what extent it is followed to increase Cultural Intelligence are as follows:-

( Refer table no. 4.42 to 4.57 for detailed analysis)

- 94% respondents agree that the organizations apply CI as to foster tolerance and enhance cross cultural situations.
- 97% respondents said that organization gives enough importance to diversity management.
- 94 % respondents agree that Organization gives enough importance to development of CI.
- 89 % said that employer recognizes and rewards for performance and displaying cultural norms.
- 60% said that employer penalizes for non-displaying cultural norms.
- 95 % respondents agree to discover the concept of Cultural Intelligence more
- 98 % respondents agree that Diversity training is a tool to improve organizational culture.
- 96 % respondents said that Diversity Audit is a tool to manage Workplace Diversity and .
- 94 % said that Diversity Audit needs to be conducted each organization.
- Encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness, 96 % respondents agree with this...
- 79 % said that company arranges Special Training Programs to manage cultural diversity.
- 77% respondents agree with company conducts Programs to develop Cultural Intelligence.
- 86 % of the respondents agree with company has Policy to deal with employees of diverse culture .
- 92 % said that company complies with Diversity related Acts .
- 93 % said that organization has created a working environment to increase the motivation, satisfaction , commitment of diverse people.
- Majority of the respondents said that the Training is essential in the developing cross cultural situations .

Hence it is concluded that,

**Employees and organisations explore various ways to increase their Cultural Intelligence.**



### Hypothesis 3:

**H<sub>0</sub>** : There is no significant impact of diversity on overall development of employees.

**H<sub>1</sub>** : There is a significant impact of diversity on overall development of employees.

To test this hypothesis question no. B5.25A To 5.25 F has been considered from the questionnaire for employees. The questions were asked on the different variables related to overall development of employees. The variables selected for the diversity testing are related to team performance and team performance is based on Innovative ideas, problem solving skill, better completion of project and group decision making etc.

Productivity and performance is not checked with pre and post outcome or results, but it is based on opinion of the employees. (For more explanation refer page no.85 in chapter 3: Research Methodology)

The chi-square test is used. Table No. 4H.3 exhibits the details about this.

Table no.4H.3: Test Statistics

Perceptions	Chi-square	Asymp. Sig.
Team Performance	356.428	.000
Innovative Ideas	248.074	.000
Problem solving	266.452	.000
Completion of project	221.415	.000
Group decision making	235.838	.000
Individual & Group Productivity/Performance	272.840	.000

### Interpretation

In Table No. 4H.3, the chi-square test has been used. The 'P' value is less than 0.05 ( $P < 0.05$ ) in all cases. This means that the null hypothesis (**H<sub>0</sub>**) is rejected & alternate hypothesis (**H<sub>1</sub>**) is accepted. Hence it can be concluded that there is a significant impact of diversity on the variables selected for the study which leads to overall development of employees.

Majority of the respondents agree that there is significant impact of diversity on overall development of employees which means-

There is a significant effect of diversity on Team Performance.

There is a significant effect of diversity on Innovative Ideas.

There is a significant effect of diversity on Problem solving.

There is a significant effect of diversity on Completion of project.

There is a significant effect of diversity on Group Decision making.

There is a significant effect of diversity on Individual /group productivity performance.

In simple terms, Diversity has major impact on team performance [96%] and lesser impact on group decision making [90%] (Refer table no 4.38a to no. 4.38f for detailed analysis)

It can be concluded that ,

**Diversity has impact on overall development of employees.**

**Hypothesis 4:**

**H<sub>0</sub>** : There is no significant impact of the Cultural Intelligence on overall development of employees.

**H<sub>1</sub>** : There is a significant impact of the Cultural Intelligence on overall development of employees.

To test this hypothesis question no. B5.26A To 5.26 H has been considered from the questionnaire for employees. The questions are asked on the different variables related to overall development of employees. The concept of overall development of employees used for this research is taken as a generic concept and only those variables are selected that are related to work environment and overall performance and therefore the following variables like Healthy work environment, Quality of life, Quality of Work life, Individual & Team Performance, Overall Performance, Employee retention, Leadership and Organizational Effectiveness etc. are considered in finding impact of Cultural Intelligence.

Productivity, quality and performance is not checked with pre and post outcome or results ,but it is based on opinion of the employees. . (For more explanation refer page no .85 in chapter 3: Research Methodology)

**Table no.4H.4: Test Statistics**

<b>Perceptions</b>	<b>Chi-square</b>	<b>Asymp. Sig.</b>
Individual & Team Performance	61.500	.000
Overall Productivity/Performance	68.300	.000
Employees Retention	61.100	.000
Leadership	52.100	.000
Work environment	73.500	.000
Quality of Life	54.700	.000
Quality of Work life	78.200	.000
Organizational Effectiveness	66.000	.000

### **Interpretation:**

The chi-square test has been used. As per table No.4H.4 , the 'P' value is less than 0.05 ( $P < 0.05$ ) in all cases. This means that the null hypothesis ( $H_0$ ) is rejected & alternate hypothesis is ( $H_1$ ) accepted.

So, it means that there is a significant impact of the CI on the variables selected for the study which leads to overall development of employees.

Majority of the respondents are of the opinion that Cultural Intelligence of employees has impact on the selected variables, which means -

There is a significant effect of CI on overall development of employees which covers the following:

There is a significant effect of the CI on Individual & Team Performance,

There is a significant effect of the CI on Employees Retention,

There is a significant effect of the CI on Leadership,

There is a significant effect of the CI on Quality of Life.

There is a significant effect of the CI on work environment .

There is a significant effect of the CI on Quality of work life.

There is a significant effect of the CI on Organizational effectiveness.

There is a significant effect of the CI on Overall Productivity/Performance.

It simply means , CI has major impact on Quality of work life [96%] and lesser impact on employee retention [91%] [Refer table no 4.39a to table no. 4.39h for detailed analysis ]

Hence it is concluded that,

**Cultural Intelligence has impact on overall development of employees.**

### **4.4 (B) TESTING OF HYPOTHESES (CASE 1 and CASE 2)**

#### **Hypothesis 1:**

**H<sub>0</sub>** : There is no significant difference in the awareness of managers regarding Workplace diversity, Diversity management and Cultural Intelligence.

**H<sub>1</sub>** : There is a significant difference in the awareness of managers regarding Workplace diversity, Diversity management and Cultural Intelligence.

To test this hypothesis question no. QB1.1 To B1.4 from the questionnaire for employees has been considered. Different questions are asked related to Workplace diversity, Diversity management and Cultural Intelligence . The Z test has been used.

Table 4H.5: One-Sample Test (Z Test)

Awareness	Case 1		Case 2	
	Test Value = 0 , df=99		Test Value = 0 , df=99	
	Z	Sig. (2-tailed)	Z	Sig. (2-tailed)
Awareness of Diversity at Work Place	43.142	.000	43.454	.000
Awareness of Diversity Management	32.668	.000	41.017	.000
Awareness of Organizational Culture	50.079	.000	48.036	.000
Awareness of Cultural Intelligence	22.743	.000	29.870	.000

In table no. **4H.5**, value of Z ( $z = 1.96$ ) is greater than the table value of Z (i.e.  $Z = 1.96$ ) in all the cases. Also the ‘P’ value is less than 0.05 ( $P < 0.05$ ). This means that the null hypothesis ( $H_0$ ) is rejected & alternate hypothesis ( $H_1$ ) is accepted .**So**, there is a significant difference in the awareness of employees regarding Workplace diversity, Diversity management and Cultural Intelligence.

The **awareness of Diversity at workplace is high** [92% for Case 1 and 96% for Case 2 ], the awareness of Diversity Management is high [87% for Case 1 and 96% for Case 2 ], for Cultural intelligence ,awareness is high [77% for Case 1 and 85% for Case 2 ] in the sample companies. [Refer Table no 4A.7 to 4A.10 for detail analysis ]

**Hence it can be concluded that ,**

**Employees are aware of the concepts Workplace diversity , Diversity management and Cultural Intelligence.**

**Hypothesis 2:**

**H<sub>0</sub>** : There is no significant difference in the exploring ways to increase Cultural Intelligence.

**H<sub>1</sub>** : There is a significant difference in the exploring ways to increase Cultural Intelligence.

To test this hypothesis question no. Q-B5.29 TO B5.44 from the questionnaire for employees has been considered. Different questions are asked related to Diversity at workplace, Diversity management ,organisational culture ,initiatives taken to increase CI and about exploring different ways to increase CI. The Z test is used.

**Table 4H.6[ a] and Table 4H.6[ b] shows the details of Z test for Case 1 and case2 respectively.**

**Table 4H.6 [a]: Z test [Case 1]**

Question No.	QB.5.29 to QB.5.44 Perceptions/statements	Test Value = 0 ,df=99)	
		Z	Sig. 2-tailed
29	My Organizations applies Cultural Quotient as a tool to foster tolerance and enhance cross cultural interactions.	50.4	.00
30	My Organization gives enough importance to diversity Management.	58.4	.00
31	My Organization gives enough importance to development of Cultural Intelligence of employees.	48.7	.00
32	My employer recognizes and rewards the employees for performance and displaying cultural norms	41.0	.00
33	My employer penalizes the employees for non-displaying cultural norms	25.3	.00
34	My opinion to discover the concept of Cultural Intelligence more	44.8	.00
35	Diversity training is one of the tool to improve organizational culture	59.3	.00
35	Diversity Audit is a tool to manage Workplace Diversity	46.2	.00
37	Diversity Audit needs to be conducted from time to time by each organization	44.3	.00
38	Encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness.	60.2	.00
39	My company arranges Special Training Programs to manage cultural diversity	28.2	.00
40	My company conducts Programs to develop Cultural Intelligence	31.0	.00
41	My company has DM Policy to deal with the challenges and Opportunities of diverse culture of employees.	37.2	.00
42	My company complies with Diversity related Laws and Regulations	46.3	.00
43	My organization has created a working environment to increase the motivation, satisfaction, commitment of diverse people.	41.4	.00
44.A	The Cross Cultural Training essential in <i>Communication Skills</i>	60.0	.00
44.B	The Cross Cultural Training essential in <i>Tolerance to Ambiguity</i>	37.8	.00
44.C	The Cross Cultural Training essential in <i>Empathy</i>	31.4	.00
44.D	The Cross Cultural Training essential in <i>Open Mindedness</i>	35.2	.00
44.E	The Cross Cultural Training essential in <i>Flexibility</i>	35.2	.00
44.F	The Cross Cultural Training essential in <i>Ability to Adopt Dual Forces :- Task &amp; Relationship</i>	37.8	.00
44.G	The Cross Cultural Training essential in <i>Positive Attitude for Learning</i>	36.4	.00
44.H	The Cross Cultural Training essential in <i>Tolerance for Different Styles of Culture</i>	44.4	.00
44.I	The Cross Cultural Training essential in <i>Cultural Knowledge</i>	52.8	.00
44.J	The Cross Cultural Training essential in <i>Ability to Succeed in Multiple &amp; Diverse Environments</i>	47.9	.00

**Table 4H.6[ b]: Z test [Case 2]**

Question No.	QB.5.29 to QB.5.44 Perceptions/statements	Test Value = 0 ,df=99)	
		Z	Sig. 2-tailed
29	My Organizations applies Cultural Quotient as a tool to foster tolerance and enhance cross cultural interactions.	42.771	.00
30	My Organization gives enough importance to diversity Management.	45.403	.00
31	My Organization gives enough importance to development of Cultural Intelligence of employees.	42.510	.00
32	My employer recognizes and rewards the employees for performance and displaying cultural norms	40.923	.00
33	My employer penalizes the employees for non-displaying cultural norms	21.910	.00
34	My opinion to discover the concept of Cultural Intelligence more	47.647	.00
35	Diversity training is a tool to improve organizational culture	51.776	.00
35	Diversity Audit is a tool to manage Workplace Diversity	49.152	.00
37	Diversity Audit needs to be conducted from time to time by each organization	48.037	.00
38	Encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness.	42.488	.00
39	My company arranges Special Training Programs to manage cultural diversity	29.546	.00
40	My company conducts Programs to develop CI	32.165	.00
41	My company has DM Policy to deal with the challenges and opportunities of diverse culture of employees.	38.118	.00
42	My company complies with Diversity related Laws and Regulations	45.967	.00
43	My organization has created a working environment to increase the motivation, satisfaction , commitment of diverse people.	44.639	.00
44.A	The Cross Cultural Training essential in <i>Communication Skills</i>	72.492	.00
44.B	The Cross Cultural Training essential in <i>Tolerance to Ambiguity</i>	60.077	.00
44.C	The Cross Cultural Training essential in <i>Empathy</i>	36.483	.00
44.D	The Cross Cultural Training essential in <i>Open Mindedness</i>	32.690	.00
44.E	The Cross Cultural Training essential in <i>Flexibility</i>	33.432	.00
44.F	The Cross Cultural Training essential in <i>Ability to Adopt Dual Forces :- Task &amp; Relationship</i>	44.410	.00
44.G	The Cross Cultural Training essential in <i>Positive Attitude for Learning</i>	72.492	.00
44.H	The Cross Cultural Training essential in <i>Tolerance for Different Styles of Culture</i>	72.492	.00
44.I	The Cross Cultural Training essential in <i>Cultural Knowledge</i>	60.077	.00
44.J	The Cross Cultural Training essential in <i>Ability to Succeed in Multiple &amp; Diverse Environments</i>	47.936	.00

In table no. **4H.6** [a] and [b] value of Z is greater than the table value of Z (i.e.  $Z = 1.96$ ) in all the cases. Also the 'P' value is less than 0.05 ( $P < 0.05$ ). This means that the null hypothesis (**H<sub>0</sub>**) is rejected & alternate hypothesis (**H<sub>1</sub>**) is accepted. So, there is a significant difference in the exploring ways to increase Cultural Intelligence .

The ways the organisations and employees follow and to what extent it is followed to increase Cultural Intelligence are as follows:-

( Refer table no. 4A.42 to 4A.57 for detailed analysis)

**Majority of the respondents agree that,**

- The organizations apply CI as to foster tolerance and enhance cross cultural situations.
- The organization gives enough importance to diversity management.
- The Organization gives enough importance to development of CI.
- The employer recognizes and rewards for performance and displaying cultural norms.
- They should discover the concept of Cultural Intelligence more
- Diversity training is a tool to improve organizational culture.
- Diversity Audit is a tool to manage Workplace Diversity .
- Encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness.
- Company arranges Special Training Programs to manage cultural diversity.
- Company conducts Programs to develop Cultural Intelligence.
- Company has Policy to deal with employees of diverse culture .
- Company complies with Diversity related Acts .
- Organization has created a working environment to increase the motivation, satisfaction , commitment of diverse people.
- The Training is essential in the developing cross cultural situations .

Hence it is concluded that,

**Employees and organisations explore various ways to increase their Cultural Intelligence.**



### Hypothesis 3:

**H<sub>0</sub>** : There is no significant impact of diversity on overall development of employees.

**H<sub>1</sub>** : There is a significant impact of diversity on overall development of employees.

To test this hypothesis question no. B5.25A To 5.25 F has been considered from the questionnaire for employees. The questions were asked on the different variables related to overall development of employees. The variables selected for the diversity testing are related to team performance and team performance is based on Innovative ideas, problem solving skill, better completion of project and group decision making etc.

Productivity and performance is not checked with pre and post outcome or results, but based on opinion of the employees.

Table no.4.H.7: Test Statistics

Perceptions	Case 1		Case 2	
	Chi-square	Asymp. Sig.	Chi-square	Asymp. Sig.
Team Performance	48.800	.000	38.000	.000
Innovative Ideas	40.000	.000	26.320	.000
Problem solving	42.800	.000	32.880	.000
Completion of project	29.040	.000	31.760	.000
Group decision making	35.360	.000	27.440	.000
Individual & Group Productivity/Performance	43.280	.000	32.160	.000

### Interpretation

Chi-square test has been used. In Table No. 4H.7, the 'P' value is less than 0.05 ( $P < 0.05$ ) in all cases. This means that the null hypothesis (**H<sub>0</sub>**) is rejected & alternate hypothesis (**H<sub>1</sub>**) is accepted.

So, there is a significant impact of diversity on the variables selected for the study which leads to overall development of employees.

Majority of the respondents agree that there is significant impact of diversity on overall development of employees which means-

There is a significant effect of diversity on Team Performance.

There is a significant effect of diversity on Innovative Ideas.

There is a significant effect of diversity on Problem solving.

There is a significant effect of diversity on Completion of project.

There is a significant effect of diversity on Group Decision making.

There is a significant effect of diversity on Individual /group productivity performance.

It simply means,

**In case study 1**, Diversity has major impact on team performance, Individual and group performance and productivity [96%] and problem solving [96%] and diversity has lesser impact on group decision making [90%]

**In case study 2**, Diversity has major impact on team performance [99%]and completion of project [99%] and diversity has lesser impact on group decision making [96%]

(Refer table no.4A.38a to 4A.38f for detailed analysis )

Hence it is concluded that ,

**Diversity has impact on overall development of employees.**

#### **Hypothesis 4:**

**H<sub>0</sub>:** There is no significant impact of the CI on overall development of employees

**H<sub>1</sub>:** There is a significant impact of the CI on overall development of employees

To test this hypothesis question no. B5.26A To 5.26 H has been considered from the questionnaire for employees. The questions are asked on the different variables related to overall development of employees. The concept of overall development of employees used for this research is taken as a generic concept and only those variables are selected that are related to work environment and overall performance and therefore the following variables like Healthy work environment, Quality of life, Quality of Work life, Individual & Team Performance, Overall Performance, Employee retention, Leadership and Organizational Effectiveness etc. are considered in finding impact of Cultural Intelligence.

Productivity, quality and performance is not checked with pre and post outcome or results ,but based on opinion of the employees.

Table no.4.H.8: **Test Statistics**

<b>Perceptions</b>	Case 1		Case 2	
	Chi-square	Asymp. Sig.	Chi-square	Asymp. Sig.
Individual & Team Performance	61.500	.000	39.600	.000
Overall Productivity/Performance	68.300	.000	36.160	.000
Employees Retention	61.100	.000	38.000	.000
Leadership	52.100	.000	30.640	.000
Work environment	73.500	.000	36.240	.000
Quality of Life	54.700	.000	35.280	.000
Quality of Work life	78.200	.000	50.640	.000
Organizational Effectiveness	66.000	.000	35.600	.000

**Interpretation:**

As per Table No.4H.8, the chi-square test has been used. The ‘P’ value is less than 0.05 ( $P < 0.05$ ) in all cases. This means that the null hypothesis ( $H_0$ ) is rejected & alternate hypothesis is ( $H_1$ ) accepted.

So, it means that there is a significant impact of the CI on the variables selected for the study which leads to overall development of employees.

Majority of the respondents are of the opinion that Cultural Intelligence of employees has impact on the selected variables, which means -

There is a significant effect of CI on overall development of employees which covers the following:

There is a significant effect of the CI on Individual & Team Performance,

There is a significant effect of the CI on Employees Retention,

There is a significant effect of the CI on Leadership,

There is a significant effect of the CI on Quality of Life.

There is a significant effect of the CI on work environment .

There is a significant effect of the CI on Quality of work life.

There is a significant effect of the CI on Organizational effectiveness.

There is a significant effect of the CI on Overall Productivity/Performance.

It simply means ,

**For Case study 1**, CI has major impact on Quality of work life [97%] and lesser impact on employee retention [93%]

**For Case study 2,** CI has major impact on Quality of work life [98%] ,Individual & team performance[98%],work environment and organizational effectiveness[98%] and lesser impact on employee retention [93%] and leadership [93%]

[Refer table no 4A.39a to no. 4A.39h for detailed analysis ]

Hence it is concluded that,

**Cultural Intelligence has impact on overall development of employees.**

## **4.5 Conclusion**

The study of the data collected from respondents is completed. The responses are analyzed and interpreted thoroughly .The hypotheses testing too is done by using the suitable statistical tests. Based on these findings, the suggestions, recommendations are written in the next chapter.

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## **CHAPTER 5**

### **FINDINGS, CONCLUSION, SUGGESTIONS & RECOMMENDATIONS**

**5.1 Introduction**

**5.2 Findings**

**5.3 Suggestions**

**5.4 Recommendations and managerial implications**

**5.5 Contribution of the Research**

**5.5 (a) Contribution to academics**

**5.5 (b) Contribution to industry**

**5.6 Area for further study**

**5.7 Conclusion**

## CHAPTER 5

### FINDINGS, CONCLUSION, SUGGESTIONS & RECOMMENDATIONS

#### 5.1 Introduction

Based on the detailed analysis and interpretation of the data (ref. chapter 4), the conclusions are drawn and reported in this chapter. The suggestions and recommendations to employees and to industries are also covered. Area of further study and contribution through research study is also discussed.

#### 5.2 Findings

1. Majority of the employees agree with the following:
  - Cultural Intelligence[CI] is an important **competency in cross cultural teams** and also CI is a **critical leadership competency** in present world of globalization.
  - Effective cross boarder leadership requires the ability (high CI) to function in culturally diverse contexts.
  - Cultural intelligence is an essential competency or proficiency in domestic and cross cultural context.
  - Cultural intelligence helps to **increase tolerance and improve cross cultural interactions**.
  - The **OCTAPACE** culture existed in the companies i.e. Openness, Collaboration , Trust & Trustworthy, Authenticity, Proaction, Autonomy, Confrontation and Experimentation.
  - The employees , when needed, they can adjust to the lifestyle of other cultures and they are aware about applying the cultural knowledge, if necessary, while dealing in cross cultural situations.
  - There is a system of reward and recognition of employees to exhibit cultural standards and norms.
  - one of the important instruments to develop culture at the workplace is **Diversity Training**.
  - one of the important instruments to embrace diversity in the organisation is **Diversity Audit. Diversity Audit** is desirable to conduct on **regular basis**.

**2. Diversity has positive impact on: -**

- enhanced individual & group or team performance
- innovative ideas
- problem solving
- better completion of project
- group decision making

**3. Cultural intelligence of managers has positive impact on: –**

- Healthy work environment
- Leadership
- Quality of Work life
- Individual & Team Performance
- Overall Performance
- Employee retention
- Organizational Effectiveness
- Quality of life

**4. The need of Cross Cultural Training is identified in the areas like: -**

- Communication skills
- Cultural knowledge
- Open mindedness
- Flexibility
- Empathy
- Tolerance for different styles of culture
- Positive attitude for learning
- Ability to succeed in multiple & diverse environments
- Tolerance to ambiguity
- Ability to adopt dual forces- Task & Relationship

5. Less than 50% respondents' companies have the Policy to deal with Challenges of diverse culture in employees. There is less awareness of Diversity Management Policy. The organisations that have the policy, follow it while facing the challenges of diversity.

6. Majority of the employees are aware of the concepts of **workplace diversity, Diversity Management, Organizational Culture and Cultural Intelligence.**

This awareness is sought by employees through colleagues, peers and newspapers.

Though the % of respondents who are not aware or of somewhat aware of the concept of Diversity, Diversity Management, Organization culture and Cultural Intelligence is less, it does affect the performance. Therefore, absolute awareness is essential.

7. While doing cross cultural interactions, the managers are aware and are conscious of socio- cultural, legal and religious belief of diverse cultural aspects.

Majority of the employees said that Organizational culture of every undertaking is unique.

The % of respondents who do not understand the values, religious beliefs, economic systems of other cultures , applying non-verbal behavior (kinesics ) in different cultures and uniqueness of organisational culture is less, still it affects the cultural intelligence of the team, and thereby the performance.

8. Managers are of the view that that they should explore the concept of cultural intelligence further. The managers and the companies are earnestly making an attempt to explore different ways and means to develop CI.

Diversity Management and Cultural Intelligence of employees are of ample importance in the Organizations. It should be seriously attended to, as it helps to attract and retain best managers and enhance organizational effectiveness.

Regarding whether CI is important, 20% respondents are not sure.

9. The opinion of employees is same as regards whether Emotional Intelligence and Cultural Intelligence is Complementary or not.

Emotional intelligence(EI) and Cultural intelligence (CI) are complementary to each other and the managers are of the opinion that employees and **organisations should take EI and CI seriously.**

10. Only 40 % can confidently say that their companies arrange special training programs to manage cultural diversity .Whatever training is conducted ,it is conducted on Awareness of diversity and Cultural Intelligence [CI].

11. The following needs are highlighted by the employees-

- Accommodating heterogeneous workforce which is socio-economically, ethnically & by language diverse in the organisations.
- Congruency between culture of employees and culture of the organization to



reduce the negative effect on employee performance and business performance.

12. There is moderate to high overall diversity in the respondent companies with regards to Age, Gender, Religion, Economic Status, Values, and Norms etc.

Though the employees enjoy and appreciate working in variety of cultures, managing the heterogeneous workforce is a challenge for managers.

For majority of managers, **managing Diversity is a big challenge.**

### 5.3 Suggestions

1. Though there is significant awareness of the concept of diversity management, workplace diversity and Organizational culture but moderate to high awareness for Cultural Intelligence, which needs to be attained properly to **increase awareness and organizational effectiveness.**
2. **Diversity related laws and regulations** i.e. Law of Equal opportunity, Inclusion policy and Discrimination policy, etc. should be communicated to employees by the organization to avoid conflicts or clashes and bias.  
E.g. **Issues with transgender employees** for which proper training and information is required for other employees to behave with the transgender in the normal way.
3. If the workshop is not preferred as best channel to get information, then may be workshops are monotonous, typical schedule, too much informative etc., so there is a need to make these initiatives positive and fruitful. Also it is the alarming signal to the trainers to change the format of training or workshop. Innovative **and interesting way of training** schedule is required so information will reach to the participants directly and indirectly and they will not find it bored. It can be in the form of **role play, theatre play/activity, situational activities, interactive discussions, activities, brain storming sessions, management games** etc.
4. There should be **Need Analysis of the training workshop for Cultural Intelligence**, target group should be identified, focused efforts are required to make workshop effective and successful.
5. Suggested measures to increase the effectiveness of **Teaching Learning Process (TLP)**. The need to study **awareness of Cultural intelligence (CI)** is revealed in the research. It is advisable to the Educational Institutions, especially to teachers, as they have to inculcate skills and abilities in the students who are the future of respective

country. The focused training programs are under planning. It can be conducted in association with National and International Training Institutes so that scientific training of CI is possible for teachers.

6. A workshop or training on ‘**How to achieve OCTAPACE culture?**’ is a way to make organizational culture strong.
7. The efforts required from companies to create a working environment to increase motivation and satisfaction of diverse people to make the workforce happy and contented.
8. The awareness of **Cultural intelligence** is essential in global or at International level but the awareness of CI in domestic context needs to be increased.
9. A workshop or training on ‘**How to capitalize Diversity at workplace?**’ should be arranged covering the benefits and advantages of Diversity-Innovative ideas, ease in problem solving, better and timely completion of project, enhance performance, increase in decision making abilities, attracts and retains best employees, increase in organizational competitiveness etc.
10. **A workshop on ‘Need of Cultural Intelligence’** should be arranged covering the benefits or advantages of CI-Individual & team performance/productivity, leadership, healthy work environment, Quality of life and work life, increase tolerance, improve cross cultural interactions and organizational effectiveness etc.
11. The need of **Cross Cultural Training** is identified in the areas like
  - **Communication skills**-verbal (Oral and Written) and nonverbal (body language-to know positive or negative response of peers).
  - Tolerance to ambiguity and learning different styles of culture-there are chances of ambiguity in diverse/heterogeneous groups as people join with different social, cultural backgrounds.
  - **Tolerance to learn different styles** of culture like OCTAPACE or
    - Clan: collaborative, team work, involvement in work
    - Adhocracy: creative, innovative working environment with Individual Initiation
    - Market: a culture of competitiveness
    - Hierarchy: The culture with control-continuous planning and smooth functioning
    - Authoritative, bureaucratic, Individualism, collectivism etc.
  - The **team building and capacity building exercises** to increase empathy, flexibility, adaptability, open mindedness, positive attitude towards learning
  - **Dissemination of cultural knowledge, values, norms**

- Increasing ability of leaders/manager to work on dual forces: Task (effective work will automatically develop good relationships) and Relationship (with good rapport work becomes easy and productive.)
12. **Cultural Intelligence Audit (CIA)** is advisable to conduct from time to time to know the awareness and practice of CI at the workplace.
  13. While recruiting the managers the **candidates who are adaptable to diverse situations** should be preferred.
  14. In **Induction program** the inclusion of diversity and CI is desirable.
  15. There is a need of a policy and rules and regulations regarding penalizing the employees for non-displaying cultural norms.
  16. Employees should make effective **use of social media to impart knowledge** on how to become culturally intelligent.
  17. A **special paper on Cross Cultural Interaction, Cultural Sensitivity, Cultural Fit, and Cultural Intelligence** with Evaluation on Grade system is to be accommodated in pedagogy.

#### 5.4 Recommendations and managerial implications

The Recommendations are given for the Human Resource Manager and Business leaders.

1. The diversity management test and Cultural Intelligence test should be conducted in selection process to know whether employee is compatible/suitable to Organizational Culture. Psychometric Tests are also available with this respect. This will **minimize the Training cost** involved and it will also help in **employee engagement**.
2. **Diversity Training Programs** should be conducted to interact within the employees in multicultural environment.
3. Mere trainings are not enough but **special events and programs** should be conducted to celebrate diversity at the workplace e.g. **cultural fest** etc.
4. Cultural Fairs be conducted, reading literature of other cultures, foreign language course, Cultural Exchange Programs to be conducted.
5. Programs should be conducted where **foreign languages** be taught and **literature** is discussed to give exposure to diverse cultures.
6. **Training Need Identification [TNI]** and focused Special Training Programs be designed and executed on Cultural Intelligence.

7. Diversity Audit, Cultural Intelligent Audit be conducted which will minimize the problems related to diverse background of the employees.
8. **Cultural Intelligence Audit(CIA)** of the whole company and separately for lower, middle and senior management should be done, with the help of CIA, training need identification will be possible.
9. Based on Training Need Identification (TNI) training, coaching, mentoring, counseling would be possible. E.g. Cultural sensitivity workshops.
10. The companies should start **online awareness programs** for getting clear and correct information about company diversity and diversity management.
11. There is a need for **training programs on cross cultural training** (online and offline).
12. Diversity should be included in the **vision, mission and objective of organization** and added as a part of routine work so that it automatically will be followed by every individual.
13. The organizations should conduct Special training programs on diversity management and it should be seen that every employee completes this training, such as **awareness programs** on Cultural Intelligence, **sensitivity programs** on Cultural Intelligence, **capacity or competency building programs** on Cultural Intelligence, **Informal programs like Open House, Cultural Platforms etc.**
14. The organization should increase the contents on **Organization culture in its Induction Programs.**
15. The policy document or **Code of conduct** to manage diverse human resource is recommended. Such **policies should be made transparent and open.**
16. There should be **Cultural Intelligence Cell** in the organizations to deal with related issues.
17. To increase the **quality of life and quality of work life** more research on Cultural intelligence should be conducted by the companies on regular basis.

## 5.5 Contribution of the research

### 5.5 (a) Contribution to Academics

1. The present research is the **pioneering study on Cultural Intelligence** as far as Ph.D. level research in India is concerned.
2. **Definition of Cultural Intelligence** by the researcher as own contribution:  
*‘Cultural intelligence is the aptitude, proficiency, competency and skill to behave, act, interact, and perform in different cultural situations by applying the suitable cultural knowledge at social, local, regional, national and international level.’*
3. Diversity audit, is the tool towards managing diversity of the teachers and students. The researcher is invited by a reputed educational institute in Pune for **Diversity audit[DA] and Cultural intelligence audit[CIA]**
4. The study has made available
  - An **instrument for Diversity Audit for teachers, students and companies (Annexure no. IV)**
  - An **instrument to study the awareness of teachers and students on Cultural Intelligence (Annexure no. V)**
5. Based on the Need identification, specialized Training Programs can be offered **One-day program design is made by the researcher. (Annexure VI to IX)**

### 5.05 (b) Contribution to Industry

1. The study has made available an instrument for **Diversity Audit for employees (Annexure no. IV)**
2. The study has made available an **instrument to study the awareness of employees in companies on Cultural Intelligence (Annexure no. IV)**  
**The instrument to conduct Cultural Intelligence Audit [CIA] is designed. (Annexure V)** It will help the organization to know the level of CI of the employees. If it results into medium or low level then CI then precautionary measures like **cultural sensitivity workshops, cross cultural training programs, need based, focused or tailor based**

**training programs** depending on the requirement of the organization will be designed and conducted. (**Annexure VI to IX**)

3. A **workshop or training program** for corporate employees on ‘**How to achieve OCTAPACE culture?**’ is designed. (**Annexure VIII**)
4. A **workshop or training program** for corporate employees on ‘**How to develop Cultural Intelligence?**’ for increasing the 4 dimensions of CI is designed. It will include the following (**Annexure IX**)
  - Meta cognitive CI: documentaries, movies, interaction with peers, formal and informal talks, social and family interactions, Team building or capacity building exercises or management games related to organizational culture in diverse (heterogeneous) and homogeneous groups, social networking sites.
  - Cognitive CI: workshops, movies, documentaries, books, training, reading online and offline material, experience through travel to other places, social networking sites
  - Motivational CI: The organization can give a try to arrange field visits, informal get-togethers, traditional day celebration that is wearing the traditional cloths of our own culture, celebrating festivals of different cultures etc. Efforts are required to increase leadership skills among managers to work effectively at all situations especially cross border situations.
  - Behavioral CI: To learn the effective use of non-verbal communication a training on Soft Skill will help (it will cover the non -verbal modes-body language)

## **5.6 Area for Further study**

The researcher suggests that a research in this area is required in the future.

- The impact of Cultural Intelligence on performance and productivity of employees is needed in the developing countries say Asian Countries, as this concept is more studied in Western countries.
- The **case study of OCTAPACE Culture** in the organization will give overall structure of strong or weak organizational culture.
- **Effect of Cultural Intelligence on leadership skills** or the association between CI and Leadership can be studied as a part of further study.

- The **study of Cultural Intelligence with students in educational institutions will be helpful** and remedies to develop and increase CI should be suggested to make **students more employable**.
- **Role of cultural intelligence on the leadership competence can** be a part of the study. The ways and means to develop CI amongst employees is one more area for further study.
- **Case studies on employees of IT companies about awareness of CI** be undertaken.
- The impact of Cultural Intelligence on performance and productivity of employees need to be undertaken in the whole Maharashtra or should be kept limited to developed industrial areas in Maharashtra.

## 5.7 Conclusion

Day by day, the employees need to work in more and more diverse groups and the challenges of managers to manage this diversity for organizational effectiveness has become imperative. Diversity should be recognized as an asset which is available without much Investment. So Organizations are supposed to take maximum benefit by offering proper Organizational Environment. The organizations are to make optimum efforts to manage the diversity and keep equilibrium in organizational culture and organizational development at local, regional, national level and also at international level.

Diversity brings innovation in ideas which is important for enhancing individual, team and thereby organizational performance. There is much requirement to spread awareness of Cultural Intelligence in companies and to build the capacity of employees in CI. It is essential that the diversity is too treated as boon and not the bane.

As Cultural Intelligence has proved to be a catalyst for better Organizational performance and effectiveness, it should be attended to and focused trainings should be conducted frequently on Diversity Management and Cultural Intelligence.

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## Annexure I

### Questionnaire of Opinion survey (For Ph.D. work)

*Opinion Survey (For Ph .D. Research)*

*Researcher: Manisha R. Bele*

**Topic:** Study and Analysis of the effect of Cultural Intelligence (CI) /Cultural Quotient (CQ) on Quality and Performance of Employees with reference to Selected Companies in and around Pune City.

**Objectives:** To study the awareness about the concept of cultural Intelligence amongst the corporate employees and To explore whether and to what extent Individual employees and organizations increase the CI.

1. Name: -----Email id:-----Mobile No-----

2. Age in years: 21-30  31-40  41-50  51-60  **Gender:** Male  Female

3. Qualification: -----Experience in years :-----

4. Name and Address of the Company-(Optional):-----

5. Designation: ----- Department:-----

**6. Put tick mark for following (√)**

No	Particulars/Statements	Yes	No	Not Sure
1.	Each Company has unique Organisation culture			
2.	There must be a match between Individual culture and Organisation culture			
3.	Mismatch between Individual culture and organization culture has adverse effect on Individual and Organisational performance			
4.	My company has given me the orientation about the Company's culture at the Induction Program when I join.			----- --
5.	My company conducts Special Training Programs: on Organisation Culture on Diversity Management			
6.	I have attended Special Training Programs: on Organisation Culture on Diversity Management			
7.	My company has Diversity Management Policy to deal with the challenges and Opportunities of diverse culture of employees.			
8.	My company complies with Diversity related Laws and Regulations			
9.	Congruence to organizational culture has positive impact on i) quality of life ii) quality of work life			
10.	Positive Organisation Culture leads to better organisational performance			
11.	Positive Organisation Culture leads to better Individual performance			
12.	Every employee should seriously give a thought to his/her cultural intelligence			
13.	Every organization should seriously give a thought to it's cultural intelligence			
14.	I think I should explore the concept of Cultural Intelligence more			
15.	A}The concept of CI has become important in present world of diversity			
	B} if yes, more research on Cultural intelligence be undertaken at- University level and Corporate Level			----- -----

7. How much do you feel you are Culturally Intelligent ? (Tick the appropriate level on scale 0 to 10)

|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|  
0    1    2    3    4    5    6    7    8    9    10

8. For the Academic Research on CI , would you allow me to do Cultural Intelligence Survey of your

Company? Yes  No

*-----Wish you High Cultural Intelligence. Thank You.-----*

## Annexure II

### Questionnaire of pilot survey (For Ph.D. work)

Dear Respondent, I, Mrs. Manisha R. Bele pursuing Ph.D. in Tilak Maharashtra Vidyapeet, the details are given below:

**Topic: Study and Analysis of the effect of Cultural Intelligence (CI) on Quality and Performance of Employees with reference to Selected Companies in and around Pune City.**

**Objectives:**

1. To Study the concept, significance and initiatives related to Cultural Intelligence (awareness)
2. To Check the impact of Cultural Intelligence on Quality and Performance.
3. To explore the ways that individual employees, managers, HR managers and also the organizations increase Cultural Intelligence.

---

#### PART A

- 1) Name: -----
- 2) Age in years :      21-30       31-40       41-50       51-60       above 60
- 3) Gender :      Male       Female       Transgender
- 4) Marital Status :      Married       Unmarried       widow
- 5) Qualification: Maximum: -      UG       PG       professional qualification       other-----
- 6) Name of the Company:-----
- 7) Address of the Company :-----
- 8) Type of Company :-----
- 9) Designation: -----      Experience in years:-----
- 10) Mail id :-----      Mobile No.-----
- 
- 

#### PART B: Questionnaire

- 1) To what extent do you feel you are aware of the following concepts? Rate on 0 to 5 scale: 0 lowest level & 5 highest level

concepts	0	1	2	3	4	5
Diversity at workplace						
Diversity Management						
Organisational culture						
Cultural Intelligence or Cultural Quotient						



2) Tick mark the channels from where you get knowledge of diversity management

sources	Yes	sources	Yes
Newspapers		Working with colleagues /peers of different culture	
Movies/ Documentaries		Experiential Learning	
Books		Workshops	
Travelling to other state /country		Any other ,pl.specify :-----	

3) Do the features of culture of OCTAPACE exist in your Organization?If yes to what extent it exists on 1 to 5 point scale (1-Minimum and 5-Maximum)

features	Yes	No	If yes					
			1	2	3	4	5	
Openness								
Collaboration								
Trust & Trustworthy								
Authenticity								
Proaction								
Autonomy								
Confrontation								
Experimentation								

**Meaning of Cultural Intelligence(CI):** “A measure of a person's capacity to function effectively in a multi-cultural environment. Employers and organizations apply CQ as a way to foster tolerance and enhance cross-cultural interactions.”

4) Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}

Sr.No	Particulars					
<b>Part 1</b>	<b>Diversity Management,Organisational culture and Cultural Intelligence</b>					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1-Strongly disagree to 5-strongly agree}</b>						
	<b>My Perception</b>	1	2	3	4	5
1.	I can understand the social ,cultural & other values of different cultures.					
2.	I know the religious beliefs of other cultures.					
3.	I know the economic systems of other cultures.					
4.	I am aware of rules for non verbal actions (Kinesics) in different cultures.					
5.	CQ is important competency in cross cultural teams					
6.	EQ and CQ are complementary to each other.					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1-Strongly disagree to 5-strongly agree}</b>						
	<b>My response</b>	1	2	3	4	5
7.	I know that cultural knowledge needs to be altered while interacting					

	with individuals people from a different culture.					
8.	I take care at the time of applying cultural knowledge in multi-cultural interactions.					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree{1-Strongly disagree to 5-strongly agree}</b>						
	<b>My response</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
9.	I amend my cultural knowledge time to time while interacting in multi cultural situations					
10.	I enjoy interacting with people from different cultures.					
11.	I am sure that I can get mingled( socialize with locals)with the people from other cultures					
12.	I enjoy living in cultures that are unfamiliar to me.					
13.	I can apply appropriate verbal behavior (Accent ,tone) in multi- cultural interactions					
14.	I am certain that I can befriend with people whose cultural backgrounds are different than mine					
15.	I can adapt to the lifestyle of a different culture with relative ease					
<b>Part 2</b>	<b>Quality,performance ,productivity and Cultural Intelligence</b>					
	<b>My Perception</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
16.	To what extent good amount of diversity leads to :{1 to 5 scale:1- minimum & 5-Maximum}  Team performance Innovative ideas Problem solving Completion of project Group decision making Productivity/performance  Any other pl.mention:					
17.	To what extent Cultural Intelligence of employees has effect on the following: :{1 to 5 scale:1-minimum & 5-Maximum}  Individual & Team performance Overall Productivity/performance Employees Retention Leadership Work environment Quality of Life Quality of Work life Organisational Effectiveness  Any other pl.mention:					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
18.	CQ is a critical leadership competency in today's globalized world.					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}</b>						
	<b>My Response</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
19.	My Organisation gives enough importance to diversity Management.					

20.	My Organisation gives enough importance to development of Cultural Intelligence of employees.					
21.	I think I should explore the concept of Cultural Intelligence more					
<b>Part 3 Policy ,Audit ,Training of Cultural intelligence</b>						
Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}						
	<b>My perception</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}						
	<b>My Response</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
22.	My company arranges Special Training Programmes to manage cultural diversity					
23.	My company conducts Programs to develop Cultural Intelligence					
24.	My organization has created a working environment to increase the motivation, satisfaction , commitment of diverse people.					
25.	In your opinion,is the Cross Cultural Training essential for employees?	<b>YES</b>			<b>NO</b>	
	Cultural knowledge					
	Communication skills					

**Anything else you want to share on Cultural intelligence in the organization: -**

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**\*\*\*\*\*Wish You High Cultural Intelligence. Thank you. \*\*\*\*\***

## Annexure III

### Questionnaire of Main survey (For Ph.D. work)

Dear Respondent ,I, Mrs.Manisha R. Bele pursuing Ph.D. in Tilak Maharashtra Vidyapeet,the details are given below:

Topic: **Study and Analysis of the effect of Cultural Intelligence (CI) on Quality and Performance of Employees with reference to Selected Companies in and around Pune City.**

**Objectives:**

1. To Study the concept ,significance and initiatives related to Cultural Intelligence .(awareness)
2. To explore the ways that individual employees , managers , HR managers and also the organizations increase Cultural Intelligence.
3. To Check the impact of Cultural Intelligence on Quality and Performance.

#### PART A

- 1) Name: -----
- 2) Age in years :      21-30       31-40       41-50       51-60       above 60
- 3) Gender      :      Male       Female       Transgender
- 4) Marital Status      :      Married       Unmarried       widow
- 5) Qualification: Maximum: -      UG       PG       professional qualification
- 6) Name of the Company:-----
- 7) Address of the Company :-----
- 8) Type of Company :Pharmaceutical /Automobile/Chemical /Insurance/IT /Banking/if other ,pl. specify:-----
- 9) Designation:-----      Experience in years:-----
- 10) Mail id:-----      Mobile No.-----

#### PART B:Questionnaire

1) To what extent do you feel you are aware of the following concepts ?

Rate on 0 to 5 scale:

0 =lowest level

5= highest level

concepts	0	1	2	3	4	5
Diversity at workplace						
Diversity Management						
Organisational culture						
Cultural Intelligence or Cultural Quotient						

2) Tick mark the channels from where you get knowledge of diversity management

sources	Yes	sources	Yes
Newspapers		Working with colleagues /peers of different culture	
Movies/ Documentaries		Experiential Learning	
Books		Workshops	
Travelling to other state /country		Any other ,pl.specify :-----	

3) To what extent your organization has diversity in the workforce in the following areas? :

(tick mark the diversity level)

1-lowest level

10-highest level

Diversity Parameters	1	2	3	4	5	6	7	8	9	10
Age										
Gender/equality										
Religion, Custom & Language										
Economic status & Life style										
Nationality										
Values, Norms										
Opinion, Views ,Thoughts ,Beliefs										
Education										
Physical appearance										
Overall diversity										
Any other,Pl.mention-----										

4) Do the features of culture of OCTAPACE exist in your Organization?If yes to what extent it exists on 1 to 5 point scale (1-Minimum and 5-Maximum)

features	Yes	No	If yes 1	2	3	4	5
Openness							
Collaboration							
Trust & Trustworthy							
Authenticity							
Proaction							
Autonomy							
Confrontation							
Experimentation							

**Meaning of Cultural Intelligence(CI):** *“A measure of a person's capacity to function effectively in a multi-cultural environment. Employers and organizations apply CQ as a way to foster tolerance and enhance cross-cultural interactions.”*

5) Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}

Sr.No	Particulars					
<b>Part 1</b>		<b>Diversity Management, Organisational culture and Cultural Intelligence</b>				
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}</b>						
	<b>My Perception</b>	1	2	3	4	5
1.	I can understand the social ,cultural and other values of different cultures					
2.	I know the religious beliefs of other cultures.					
3.	I know the economic systems of other cultures.					
4.	I am aware of rules of non verbal actions (Kinesics) in different cultures					
5.	Each organization culture is unique.					
6.	Cultural Intelligence is an essential skill in multi-cultural groups or teams					
7.	CI is needed in domestic context/environment					
8.	CI is needed in cross cultural context/environment					
9.	EQ and CQ are complementary to each other.					
10.	There must be a match between Individual culture and Organisation culture					
11.	Mismatch between Individual culture and organization culture has adverse effect on Individual and Organisational performance					
12.	Managing workforce diversity is a present challenge in Organisation Behaviour					
13.	Organisations have to accommodate diverse workforce in terms of its socio economic, ethnic & Linguistic composition.					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}</b>						
	<b>My response</b>	1	2	3	4	5
14.	I know that cultural knowledge needs to be altered while interacting with individuals from different cultures.					
15.	I take care at the time of applying cultural knowledge in multi-cultural situations					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}</b>						
	<b>My response</b>	1	2	3	4	5
16.	I amend the cultural knowledge time to time while interacting in multi-cultural situations					
17.	I enjoy interacting with people from different cultures.					
18.	I am sure that I can get mingled (socialize with locals) with the people from other cultures					
19.	I enjoy living in cultures that are unfamiliar to me.					
20.	I can apply appropriate verbal behavior in multi -cultural interactions					
21.	I am certain that I can befriend with people whose cultural backgrounds are different than mine					

22.	I can adapt to the lifestyle of a different culture with relative ease					
23.	Every employee should seriously give a thought to his/her cultural intelligence					
24.	Every organization should seriously give a thought to it 's cultural intelligence					
<b>Part 2 Quality, performance ,productivity and Cultural Intelligence</b>						
	<b>My Perception</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
25.	To what extent good amount of diversity leads to : {1 to 5 scale:1-minimum & 5-Maximum}  Team performance Innovative ideas Problem solving Completion of project Group decision making Productivity/performance  Any other pl.mention:					
26.	To what extent Cultural Intelligence of employees has effect on the following :{1 to 5 scale:1-minimum & 5-Maximum} Individual & Team performance Overall Productivity/performance Employees Retention Leadership Work environment Quality of Life Quality of Work life Organisational Effectiveness  Any other pl.mention:					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree</b> <b>{1- Strongly disagree to 5-strongly agree</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
27.	CI is a critical leadership ability in today's globalized world.					
28.	Effective cross boarder leadership requires the ability to function in culturally diverse contexts.					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree</b> <b>{1- Strongly disagree to 5-strongly agree}</b>						
	<b>My Response</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
29.	My Organisations apply Cultural Quotient as a tool to foster tolerance and enhance cross cultural interactions.					
30.	My Organisation gives enough importance to diversity Management.					
31.	My Organisation gives enough importance to development of Cultural Intelligence of employees.					
32.	My employer recognizes and rewards the employees for performance and displaying cultural norms					
33.	My employer penalizes the employees for non-displaying cultural norms					
34.	I think I should explore the concept of Cultural Intelligence more					
<b>Part 3 Policy ,Audit ,Training of Cultural intelligence</b>						
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree</b> <b>{1- Strongly disagree to 5-strongly agree}</b>						

	<b>My perception</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
35.	Diversity training is one of the tool to improve organizational culture					
36.	Diversity Audit is a tool to manage Workplace Diversity					
37.	Diversity Audit needs to be conducted from time to time by each organization					
38.	Encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness.					
<b>Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree {1- Strongly disagree to 5-strongly agree}</b>						
	<b>My Response</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
39.	My company arranges Special Training Programmes to manage cultural diversity					
40.	My company conducts Programs to develop Cultural Intelligence					
41.	My company has Diversity Management Policy to deal with the challenges and Opportunities of diverse culture of employees.					
42.	My company complies with Diversity related Laws and Regulations i.e. Law of Discrimination, etc.					
43.	My organization has created a working environment to increase the motivation, satisfaction , commitment of diverse people.					
44.	In your opinion , is the Cross Cultural Training essential in the following areas? {Pl.Tick mark}	<b>YES</b>			<b>NO</b>	
	Communication skills					
	Tolerance to ambiguity					
	Empathy					
	Open mindedness					
	Flexibility					
	Ability to adopt dual forces : Task & relationship					
	Positive attitude for learning					
	Tolerance for different styles of culture					
	Cultural knowledge					
	Ability to succeed in multiple & diverse environments					

I. How much do you feel you are Culturally Intelligent?  
(Tick the appropriate level on scale 0 to 10)

|-----|-----|-----|-----|-----|-----|-----|-----|-----|  
0 1 2 3 4 5 6 7 8 9 10

II. How much do you feel your Company is Culturally Intelligent?  
(Tick the appropriate level on scale 0 to 10)

|-----|-----|-----|-----|-----|-----|-----|-----|-----|  
0 1 2 3 4 5 6 7 8 9 10

III. Anything else you want to share on Cultural intelligence in the organization:-

-----  
-----  
-----

\*\*\*\*\*Wish You High Cultural Intelligence\*\*\*\*\*



## Annexure IV

### Questionnaire of Diversity Audit

Year: 20\_\_-20\_\_

**Company profile:**

Name & address of the company:

Type of Company : Pharmaceutical /Automobile/Chemical /Insurance/Information Technology /Banking/Biotechnology/Biofarms /any other specify-----

#### PART A: Personal profile

- 1) Name: -----
- 2) Age in years :      21-30       31-40       41-50       51-60       above 60
- 3) Experience in years:-----      Designation:-----
- 4) Gender :      Male       Female       Transgender
- 5) Marital Status :      Married       Unmarried       widow
- 6) Qualification: Maximum: - UG  PG  professional qualification - other-----
- 7) Mail id :----- Mobile No.-----

#### PART B: Questionnaire

1) To what extent do you feel you are **aware** of the following concepts ?

concept	Yes	No	concept	Yes	No
Diversity at workplace			Diversity Management		

2) Tick mark the **channels** from where you get knowledge of diversity management

sources	Yes	sources	Yes
Newspapers		Working with colleagues /peers of different culture	
Movies/ Documentaries		Experiential Learning	
Books		Workshops	
Travelling to other state /country		Social networking sites	
Any other ,pl.specify :-----			

3) To what extent your organization has diversity in the workforce in the following areas? 1-lowest level & 10-highest level

Diversity Parameters	1	2	3	4	5	6	7	8	9	10
Age										
Gender/equality										
Religion, Custom & Language										
Economic status & Life style										
Nationality										
Values, Norms										
Opinion, Views ,Thoughts										
Beliefs										
Education										
Physical appearance										
Opportunity										
Incentive										
Discrimination										
Overall diversity										
Any other, Pl. mention-----										

**Meaning of Diversity Management: It is a systematic and planned responsibility by the organizations to recruit, retain, reward and promote the diverse or heterogeneous employees.**

Put tick mark (√) 1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree

{1- Strongly disagree to 5-strongly agree}

Sr.No	Particulars	1	2	3	4	5
1.	There must be a match between Individual culture and Organisation culture					
2.	Mismatch between Individual culture and organization culture has adverse effect on Individual and Organisational performance					
3.	Managing workforce diversity is a present challenge in Organisation Behaviour					
4.	Organisations have to accommodate diverse workforce in terms of its socio economic, ethnic & Linguistic composition.					
5.	Every employee should seriously give a thought to know Diversity Management					
6.	Every organization should seriously give a thought to know Diversity Management					
7.	Diversity management is a critical leadership competency in today's globalized world.					
8.	Effective cross boarder leadership requires the ability to function in culturally diverse contexts.					
9.	My Organisation gives enough importance to diversity management.					
10.	I think I should explore the concept of diversity management more					
11.	Diversity training is one of the tool to improve organizational culture					
12.	Diversity Audit is a tool to manage Workplace Diversity					
13.	Diversity Audit needs to be conducted from time to time by each organization					
14.	Encouraging diversity is positive motivational tool that attracts and retains best employees and increase organizational competitiveness.					

15.	My company arranges Special Training Programs to manage cultural diversity					
16.	My company has Diversity Management Policy to deal with the challenges and Opportunities of diverse culture of employees.					
17.	My company complies with Diversity related Laws and Regulations i.e. Law of Discrimination, etc.					
18.	My organization has created a working environment to increase the motivation, satisfaction, commitment of diverse people.					
19.	Do you think diversity brings the following in the organization Increase in cost of training, Increase in conflicts, increase in labour turnover Absenteeism of employees					
20.	To what extent good amount of diversity leads to :{ 1-minimum & 5-Maximum}  Individual & Team performance Overall Productivity/performance Innovative ideas Problem solving Completion of project Group decision making Adaptibility Clashes, difference in opinions Difficult to understand the perspective of peers Open mindedness Flexibility Positive attitude for learning Tolerance for different styles of culture Cultural knowledge Ability to succeed in multiple & diverse environments Leadership Quality of Life Quality of Work life Organisational Effectiveness  Any other pl.mention:					

Anything else you want to share on Diversity management in the organization:-

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**\*\*\*\*\*Wish You luck too manage diversity\*\*\*\*\***

## Annexure V

### Questionnaire of Cultural Intelligence Audit

Year: 20\_\_-20\_\_

**Company profile:**

Name & address of the

Company: \_\_\_\_\_

Type of Company : Pharmaceutical /Automobile/Chemical /Insurance/Information Technology /Banking/Biotechnology/Biofarms etc.

#### PART A

**Personal profile:**

- 1) Name: -----
- 2) Age in years :      21-30       31-40       41-50       51-60       above 60
- 3) Experience in years:-----      Designation:-Top/Middle /Lower level manager
- 4) Gender      :      Male       Female       Transgender
- 5) Marital Status      :      Married       Unmarried       widow
- 6) Qualification: Maximum: -      UG       PG       professional qualification       Diploma - other
- 7) Mail id:-----      Mobile No.-----

#### PART B: Questionnaire

**Meaning of Cultural Intelligence(CI):** *“A measure of a person's capacity to function effectively in a multi-cultural environment. Employers and organizations apply CQ as a way to foster tolerance and enhance cross-cultural interactions.”*

Put tick mark (√) **1-Strongly disagree,2-Disagree,3-Neutral,4-Agree,5-Strongly Agree**

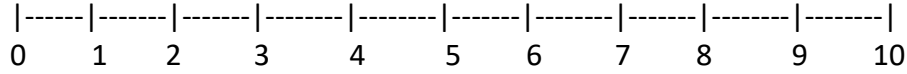
**{1- Strongly disagree to 5-strongly agree}**

Sr.No	Particulars	1	2	3	4	5
1.	I can understand the social, cultural and other values of different cultures.					
2.	I know the religious beliefs of other cultures.					
3.	I know the economic systems of other cultures.					
4.	I am aware of the rules of non-verbal actions(Kinesics) in different cultures.					
5.	CQ is needed in domestic and cross cultural context					
6.	Mismatch between Individual culture and organization culture has adverse effect on Individual and Organisational performance					
7.	I know that cultural knowledge needs to be altered while interacting with individuals from different cultures.					
8.	I take care at the time of applying cultural knowledge in multi-cultural situations.					
9.	I amend my cultural knowledge time to time while interacting in multi cultural situations					

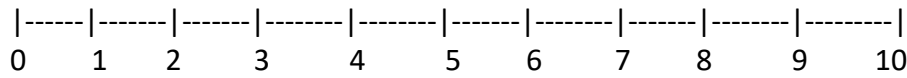
10.	I enjoy interacting with people from different cultures.						
11.	I am sure that I can get mingled (socialize with locals)with the people from other cultures						
12.	I enjoy living in cultures that are unfamiliar to me.						
13.	I can apply appropriate verbal behavior (in multi -cultural interaction						
14.	I am certain that I can befriend with people whose cultural backgrounds are different than mine						
15.	I can adapt to the lifestyle of a different culture with relative ease						
16.	Every employee should seriously give a thought to his/her cultural intelligence						
17.	Every organization should seriously give a thought to it 's cultural intelligence						
18.	To what extent Cultural Intelligence of employees has effect on the following: :{1 to 5 scale:1-minimum & 5-Maximum} Individual & Team performance Overall Productivity/performance Employees Retention Innovative ideas Leadership Work environment Quality of Life Quality of Work life Organisational Effectiveness  Any other pl.mention:						
19.	CQ is a critical leadership competency in today's globalized world.						
20.	My Organisations applies Cultural Quotient as a tool to foster tolerance and enhance cross cultural interactions.						
21.	My Organisation gives enough importance to development of Cultural Intelligence of employees.						
22.	My employer recognizes and rewards the employees for performance and displaying cultural norms						
23.	My employer penalizes the employees for non-displaying cultural norms						
24.	I think I should explore the concept of Cultural Intelligence more						
25.	Diversity training is one of the tool to improve organizational culture						
26.	Diversity Audit is a tool to manage Workplace Diversity						
27.	Cultural Intelligence audit [CIA]is an assessment to know the CI of employees and organisation						
28.	Diversity Audit and CIA needs to be conducted from time to time by each organization						
29.	My company conducts Programs to develop Cultural Intelligence						
30.	In your opinion ,is the Cross Cultural Training essential in the following areas?	<b>Yes</b>					<b>No</b>
	Communication skills						
	Tolerance to ambiguity						
	Empathy						
	Open mindedness						

	Flexibility		
	Ability to adopt dual forces:Task & relationship		
	Positive attitude for learning		
	Tolerance for different styles of culture		
	Cultural knowledge		
	Ability to succeed in multiple & diverse environments		

I. How much do you feel you are Culturally Intelligent?  
(Tick the appropriate level on scale 0 to 10)



II. How much do you feel you Company is Culturally Intelligent ?  
(Tick the appropriate level on scale 0 to 10)



III. Anything else you want to share on Cultural intelligence in the organization:-

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**\*\*\*\*\*Wish You High Cultural Intelligence\*\*\*\*\***

## Annexure VI

### One day Training Program on Diversity Management

**Target group** : Managers

**Size of the group** : 20 to 30

**Objectives** :

- To aware the participants about the concept of diversity in general & in particular, diversity management, it's importance, benefits & challenges in the diversity management in present situation.
- To sensitize the participants about the challenges and opportunities in diversity management.
- To build the capacity of the participants on overcoming the challenges and optimize through diversity management.

**Expected Outcome** :

At the end of the program, the participant will be able to

- Recognize challenges and understand benefits & importance of diversity management
- Will get and develop the tactics and strategies to deal with and be capable to solve various diversity related issues.

Time	Activity	Particulars	Training Methodology	Remarks
09.30 - 10.00	Registration & breakfast			
10.00 - 11.30	Session 1	Welcome Ice Breaker Pre test Concept of Diversity and Diversity Management Diversity related laws	Lecturette with PPT and open discussion	
11.30-11.45	Tea break			
11.45 -1.15	Session 2	Challenges in diversity	Case Study and Role Play	
1.15 - 2.00	Lunch break			
2.00- 3.30	Session 3:	Why & How to Manage Diversity Effectively? Opportunities and Benefits of diversity management. Discussion on real life cases	Group Discussion & Presentation. Management game	
3.30- 3.45	Tea Break			
3.45 – 5.00	Session 4:	Diversity audit. Diversity Policy framing Post test	Lecturette with PPT Question Answers Group Assignment and presentation	PPT, Videos of CEO & directors

## Annexure VII

### One day Training Program on Cultural intelligence [CI]

**Target group** : Managers

**Size of the group** : 20 to 30

**Objectives** :

- To aware the participants about concept of culture, organizational culture (OC) ,diversity management and Cultural intelligence [CI].
- To sensitize the participants about the challenges and importance of diversity management and Cultural intelligence.
- To build the capacity of the participants on overcoming the challenges and optimize through diversity management and through developing high cultural intelligence.

**Expected Outcome** :

At the end of the program, the participant will be able to

- Recognize challenges and understand benefits & importance of diversity management & cultural intelligence.
- Will get and develop the tactics and strategies to deal with and be capable to Solve various diversity related issues and organizational culture issues

Time	Activity	Particulars	Training Methodology	Remarks
09.30 - 10.00	Registration & breakfast			
10.00 - 11.30	Session 1	Welcome Ice Breaker Pre test Meaning of culture, OC, &,diversity management Meaning & Four Dimensions of CI ,CI & other intelligences	Lecturette with PPT and open discussion	
11.30-11.45	Tea break			
11.45 -1.15	Session 2	Challenges in developing CI Benefits of high CI Developing all 4 dimensions of CI Cultural intelligence audit[CIA]	Case Study & Role Play	
1.15 to 2.00	Lunch break			
2.00- 3.30	Session 3	Discussion on Real life cases of companies with high CI and what initiatives are taken	Group Discussion & Presentation. Management game	Videos of CEO directors
3.30- 3.45	Tea Break			
3.45 – 5.00	Session 4	Importance of Cultural intelligence audit[CIA] Procedure to conduct audit Diversity Policy framing Post test	Lecturette with PPT Question Answers Group Assignment and presentation	



## Annexure VIII

### One day Training program on ‘How to achieve OCTAPACE culture?’

**Target group** : Managers

**Size of the group** : 20 to 30

**Objectives** :

- To aware the participants about concept of culture, organizational culture and it’s types.
- To sensitize the participants about the challenges and importance of OCTAPACE culture .
- To build the capacity of the participants on overcoming the challenges and application of OCTAPACE in the organization .

**Expected Outcome** :

At the end of the program, the participant will be able to

- Recognize challenges and understand benefits & importance of organizational culture
- Will get and develop the tactics and strategies to deal with issues of OC and OCTAPACE culture

Time	Activity	Particulars	Training Methodology	Remarks
09.30 - 10.00	Registration & breakfast			
10.00 - 11.30	Session 1	Welcome Ice Breaker Pre test Meaning of culture, organizational culture with examples , types of OC	Lecturette with PPT and open discussion	
11.30-11.45	Tea break			
11.45 -1.15	Session 2	Concept of OCTAPACE Challenges & Benefits of OCTAPACE ,Concept of Openness , Collaboration	PPT, Case Study & Role Play	Real life issues & solutions
1.15 to 2.00	Lunch break			
2.00- 3.30	Session 3	Concept of Trust & Trustworthy, Authenticity, Proaction and Autonomy	PPT, Case Study & Role Play	Real life issues & solutions
3.30- 3.45	Tea Break			
3.45 – 5.00	Session 4	Concept of Confrontation and Experimentation Post test	PPT, Case Study & Role Play Question Answers	Real life issues & solutions

## Annexure IX

### One day Training program on awareness of CI with its 4 dimensions

**Target group** : Managers

**Size of the group** : 20 to 30

**Objectives** :

- To aware the participants about concept of culture, organizational culture ,diversity management and Cultural intelligence [CI].
- To sensitize the participants about the challenges and importance of diversity management and Cultural intelligence.
- To build the capacity of the participants on overcoming the challenges and ways to improve 4 dimensions of cultural intelligence.

**Expected Outcome** :

At the end of the program, the participant will be able to

- Recognize challenges and understand benefits & importance of diversity management & cultural intelligence.
- Will get and develop the tactics and strategies to improve 4 dimensions of cultural intelligence.

Time	Activity	Particulars	Training Methodology	Remarks
09.30 - 10.00	Registration & breakfast			
10.00 - 11.30	Session 1	Welcome Ice Breaker Pre test Meaning of culture, organizational culture &,diversity management Meaning of Cultural intelligence [CI]	Lecturette with PPT and open discussion	
11.30-11.45	Tea break			
11.45 -1.15	Session 2	Challenges in developing CI Benefits of high CI and developing 4 Four Dimensions of CI	Case Study & Role Play	
1.15 to 2.00	Lunch break			
2.00- 3.30	Session 3	Cognitive and Meta cognitive :Discussion on Real life cases of companies with high CI initiatives taken	Case Study & Role Play	
3.30- 3.45	Tea Break			
3.45 – 5.00	Session 4	Motivational,Behavioural :Discussion on Real life cases of companies with high CI initiatives taken Post test	Case Study & Role Play Question Answers	

## Annexure X

### Survey on awareness of teachers & managers about Cultural Intelligence

*Researcher: Manisha R.Bebe*

1. Name: -----Email id:-----Mobile No-----
2. Age in years: 21-30  31-40  41-50  51-60  Gender: Male  Female
3. Qualification: -----Experience in years:-----
4. Name and Address of the Institute-(Optional):-----
5. Designation: -----Department:-----

**6. Put tick mark for following (√)**

Sr no	Particulars/Statements	Yes	No	Not Sure
1.	Each Organization has unique Organization culture			
2.	There must be a match between Individual culture and Organisation culture			
3.	Mismatch between Individual culture and organization culture has adverse effect on Individual and Organisational performance			
4.	My Institute has Diversity Management Policy to deal with the challenges and Opportunities of diverse culture of employees			-----
5.	My Institute has given me the orientation about the it' s culture when I join.			
6.	My Institute conducts Special Training Programs on organization Culture & on Diversity Management to improve TLP			
7.	I have attended Special Training Programs on organization Culture & on Diversity Management to improve TLP			
8.	Training towards development of CI of the Teacher is essential in the Global Economy for satisfactory TLP			
9.	CI is important requisite for a teacher to have smooth TLP in the Global Economy			
10.	Better CI of a teacher acts as a facilitator in TLP			
11.	Better CI of a Teacher helps to mingle and reach out to maximum number of students for effective /satisfactory TLP			
12.	Every Teacher should seriously give a thought to his/her cultural intelligence(CI)			
13.	Every Educational Institute should seriously give a thought to it 's CI			
14.	I think I should explore the concept of Cultural Intelligence more for effective TLP			
15.	A}The concept of CI has become essential skill in present Global Economy			
	B}if yes, More research on Cultural intelligence be undertaken at-University level &-Corporate Level			

7. How much do you feel you are Culturally Intelligent ? (Tick the appropriate level on scale 0 to 10)

|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

0 1 2 3 4 5 6 7 8 9 10

8 For the Academic Research on CI , would you allow me to do CI Survey of your Company? Yes  No

\*\*\*\*\*Wish you High Cultural Intelligence. Thank You.\*\*\*\*\*

## Annexure XI

### List of publications related to Ph.D. Research

Name of the researchers: Mrs.Manisha R.Bele and Dr.Rashmi Hebalkar

Sr. No.	Title of the paper	Level & journal with ISSN	Publisher	year	Page nos.	Remarks
1.	<b>The Role of Cultural Intelligence in Organisational Success</b>	International <b>Swaraj</b> 978-93-5268-676 -6	Tilak Maharashtra University,	6 and 7 March 2017	401 to 408	<b>Best paper award</b>
2.	<i>Perception of Managers about Cultural Intelligence (CI) and it's relation to Individual and Organisational Performance'</i>	International <b>Aarhat :EIJR</b> 2277-8721	Arhat publications, Badlapur	Sept-Oct 2017	235 to 251	Peer reviewed UGC approved 48178 -48818 Impact factor 5.20(EduIndex)
3.	<b>Perception of Teachers about Cultural Intelligence: An essential skill in Global Economy</b>	International <b>Anveshak</b> 2278-8913 (print) 2350-0794 (online)	Indira Institute of management, Pune	January 2019	84 to 104	Double Blind, Peer Reviewed Refereed Journal UGC Recog. SJIF Impact factor=5.899
4.	<b>Cultural Intelligence-A competency for Effective Leadership at Workplace in 21<sup>st</sup> Century</b>	International <b>Ajanta</b> 2277-5730	Ajanta prakashan, Poona college,Pune	January –March 2019	132 to 142	Peer Reviewed refereed journal UGC approved 40776 Impact fac.5.5
5.	<i>A critical review on role of Emotional Intelligence (EI) and Cultural Intelligence (CI) of employees in building strong organizational culture</i>	International <b>Aarhat :EIJR</b> 2278-5655	BG College,Pune -National conference	March – April 2020	177 to 182	Peer reviewed Impact factor EduNext= 6.236
6.	<i>Cultural Intelligence (CI): Catalyst for better Organizational Performance and Organizational Effectiveness</i>	JournalNX-Multidisciplinary Peer Reviewed Journal	DPU, International Research e-Conference	Dec 2020	-	Peer Reviewed Research Journal
7.	<b>Role of CI in nurturing strong Organisational culture'</b>	Regional <b>Dnyanamay</b> 2395-7484	Progressive Education Society ,Pune	Sept – Nov 2016	32 to 35	Peer Reviewed Research Journal
8.	<i>The study of role of Cultural Intelligence of Teachers in Teaching Learning Process.</i>	Regional <b>Research &amp; Innovation</b> 2456 -8740	<i>Sri Guru Nanak Dev Khalsa college, New Delhi</i>	Sept 2018 to August 2019	77 to 94	-
9.	<i>Cultural Intelligence: Effective Leadership Skill in Global world</i>	Regional <b>Management Digest</b>	Business Ethics foundation	April 2018	5 to 8	-