Using Data to Better Understand How to Manage People of Different Cultures

Tae Won Moon, Ph.D. a, Marvine hamner, D.Sc. b*

*Hongik University, College of Business Administration, 72-1 Sangsu-dong, Mapo-gu, Seoul South Korea
bHarrisburg University, 326 Market St., Harrisburg, PA 17101, U.S.A.

Abstract

The relentless pace of globalization is a critical factor to consider in the business world. Employees are exposed to ever increasingly culturally diverse workforces. Since an individual’s emotions are greatly influenced by culture, how one copes with and manages emotions differ largely based on one’s ethnic and national background. That can be extended to include how one manages others. That is, a manager’s consideration of specific, culturally patterned emotional expressions and behaviors of each member in their workforce has been found to correlate directly with the efficacy of administrating people of varying cultural backgrounds. In short, this study builds on previous research showing that emotional intelligence (EI), also known as emotional quotient (EQ), depends on national culture and reports data acquired to assess the causal relationship between EI and professional achievements such as salary and job position, as well as other demographic variables such as education level, age and gender.

Keywords: Emotional Intelligence, Motivation, Culture, Cultural Intelligence

© 2017 The Authors. Published by Elsevier B.V.
Peer-review under responsibility of the Organizing Committee of the Data Analytics Summit II.
1. Introduction

Employee motivation is affected by numerous variables including compensation and professional achievement. Employee performance is also affected by numerous variables including soft skills. Emotional intelligence (EI) has been defined as an individual’s ability to recognize their own and other’s emotions, and appropriately use that knowledge to guide their thinking and behavior. Cultural intelligence (CQ) has been defined as the ability to recognize differences in culture between themselves and others and appropriately use that to guide their thinking and behavior. Studies have found EI and CQ to be a highly coupled, integral part of soft skills required by 21st century employees. This article discusses research that explores the impact of EI and culture on employee performance in terms of compensation and professional achievement.

Historically, emotions in the workplace were disregarded in studies of organizational behavior because they were considered detrimental to rational thinking, and thus, undesirable in the workplace (Muchinsky, 2000). The study of emotion has been legitimized by the acceptance of EI as well as the development of new EI measurement techniques. The concept of emotional intelligence first appeared when Salovey and Mayer (1990) defined the term in their paper, Emotional Intelligence. Although emotional intelligence (EI) or emotional quotient (EQ) has become popular within the context of a single culture/nation, it has been shown that it cannot be applied in the same way across all cultures.

Methods used to measure EI are, in general, based on the dominant cultural values and norms of their developer (Benson, 2003). Although scholars do not deliberately limit their EI models to a single country, they are unable to adequately apply their models in a cross-cultural context because EI is dependent on familiarity with a specific context that is not necessarily applicable across cultures for the individual (Earley and Ang, 2003; Earley and Peterson, 2004).

Consequently, the limitations of EI in cross-cultural context have allowed for the construction of a new measure of ability that reflects the capability of a person to adapt to various cultural settings, often referred as “cultural intelligence” (CQ). Cultural intelligence differs from emotional intelligence in several ways. Whereas emotional intelligence gauges the ability to perceive, understand and respond to the affective states of similar cultures, cultural intelligence reflects a person’s ability to adjust to new cultural contexts without limiting him or herself to a single one (Earley and Ang, 2003). Thus, a person might rate high on the emotional intelligence scale of his or her original culture, but that does not necessarily translate into success in adapting to different cultural settings. Culture is a deep, multifaceted concept. A full discussion of culture is well beyond this article. However, a few words are required to set the context and illustrate where and how this research included or excluded aspects of culture.

There are many types of culture beyond national culture that was the focus in the paragraph above, e.g. organizational or group cultures. Generally, “non-material” cultures have shared values and beliefs. Edgar Schein espoused this in his model of organizational culture comprising three levels: a top or most visible level that includes artifacts; a middle level that includes values; and, a deep, hidden level that includes shared basic assumptions (Schein, 2004). During this research every attempt that could be made to eliminate confusion between cultures was taken. For example, while this research did want to examine the effect of national culture it tried to minimize the effect of organizational and group cultures by including people in similar occupations all employed by the same company but located in two different countries, i.e. the U.S. and S. Korea. These countries were of particular interest because they represent two distinct cultures. The U.S. has an individualistic culture with corresponding values and beliefs. S. Korea has a collectivistic culture with corresponding values and beliefs. This will be further discussed as the results of this research are presented.

2. Effects of Emotional Intelligence (EI) and Cultural Intelligence (CQ)

Because EI and CQ are highly coupled, the effects of EI and CQ are not distinct and do not happen separately. In fact, it has long been recognized that there are many ‘intelligences’. For example, Howard Gardner developed the theory of multiple intelligences during the 1970-80’s. In doing so he defined intelligence as “… an ability to solve a problem or to fashion a product which is valued in one or more cultural settings” (Gardner, 1986) where a product is a poem or song or design, etc. As part of his theory of multiple intelligences Gardner, a developmental psychologist, identified eight intelligences including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal intelligences. One question that is asked is how are the various
دریافت فوری
متن کامل مقاله

امکان دانلود نسخه تمام متن مقالات انگلیسی
امکان دانلود نسخه ترجمه شده مقالات
پذیرش سفارش ترجمه تخصصی
امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
امکان دانلود رایگان ۲ صفحه اول هر مقاله
امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
دانلود فوری مقاله پس از پرداخت آنلاین
پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات