

Spring 2018

Understanding the Difference Between Transformational Leadership and Cultural Intelligence

Sarah E. Fortier MA
University of Southern Maine

Follow this and additional works at: <https://digitalcommons.usm.maine.edu/etd>

Recommended Citation

Fortier, Sarah E. MA, "Understanding the Difference Between Transformational Leadership and Cultural Intelligence" (2018). *All Theses & Dissertations*. 320.
<https://digitalcommons.usm.maine.edu/etd/320>

This Open Access Thesis is brought to you for free and open access by the Student Scholarship at USM Digital Commons. It has been accepted for inclusion in All Theses & Dissertations by an authorized administrator of USM Digital Commons. For more information, please contact jessica.c.hovey@maine.edu.

Understanding the Relationship Between
Transformational Leadership and Cultural Intelligence


Sarah E Fortier


University of Southern Maine

FINAL APPROVAL FORM
THE UNIVERSITY OF SOUTHERN MAINE
MASTER IN LEADERSHIP STUDIES


May 2018

We hereby recommend that the thesis of Sarah Fortier entitled *Understanding the Relationship Between Transformational Leadership and Cultural Intelligence* be accepted in partial fulfillment of the requirements for the Degree of Master in Leadership Studies.

 Thesis Advisor (Elizabeth Fisher Turesky, Ph.D.)

 Second Reader (Elizabeth Goryunova, Ph.D.)

Accepted

 Director (Dan Jenkins, Ph.D.)

Abstract

Understanding the relationship between transformational leadership competencies and cultural intelligence is becoming increasingly important due to today's evolving economy and as the demands for global leaders rise. As the cross-cultural relationships of global trade, foreign policy, concerns of terrorism, and environmental welfare continue, understanding the key competencies that contribute to a successful global leader will become more relevant (Lewis, Boston & Peterson, 2017). The purpose of this study is to examine if there is a relationship between transformational leadership (TL) and the four factors (strategy, knowledge, motivation, and behavior) of cultural intelligence (CQ). A total of 100 participants were recruited from a global organization based in Maine, USA. An electronic questionnaire, comprised of demographic data and 21 items from Bass and Avolio's (1991) Multifactor Leadership Questionnaire (MLQ) and 20 items from Ang and Van Dyne's (2008) Cultural Intelligence Scale (CQS) were addressed on a Likert type scale. A Pearson's r correlation analysis indicated that there is a positive linear relationship between transformational leadership competencies and each of the four cultural intelligence factors.

Key Words: Transformational, Leadership, Cultural, Intelligence

Table of Contents

Chapter I: Introduction.....	5
Research Problem	5
Research Statement.....	6
Hypotheses.....	7
Definition of Terms.....	7
Significance of Research.....	9
Chapter II: Review of Literature.....	9
Transformational Leadership.....	10
Cultural Intelligence.....	11
Global Organizations and Leadership.....	13
Transformational Leadership in the Globalized Workplace.....	14
Contribution.....	15
Chapter III: Methods.....	16
Participants.....	16
Design	16
Procedure	17
Chapter IV: Findings and Results.....	17
Demographics and Background Data	17
Transformational Leadership.....	19
CQ Strategy.....	19
CQ Knowledge.....	20
CQ Motivation	21
CQ Behavior	21
Chapter V: Discussion	22
Limitations of the Study.....	23
Chapter VI: Conclusion	24
References.....	26
Appendix A.....	29

Chapter I: Introduction

Throughout history, leaders have influenced individuals across a wide array of cultures and environments to various forms of followership, such as following a new trend, laws of a president, or abiding by the regulations of a supervisor. Leadership comes in all shapes and sizes, and can be either formal or informal. Hughes, Ginnett, and Curphy (2012) explain that leadership is a complex phenomenon involving the leader, the followers and the situation. Many researchers have focused on the personality, physical traits, or behaviors of the leader; some have studied the relationships between leaders and followers; while others have studied how aspects of the situation affect how leaders act (p. 4). However, as 21st century organizations across the world continue to enter a globalized economy, a demand for global leadership research is in demand (Johns, 2006). The term ‘global leader’ refers to a high-level professional such as a supervisor, manager, executive, director, vice president, or president who is required to partake in some form of global integrations activities within a multicultural organization. Given the importance of global leadership effectiveness in the evolving globalized economy, researchers have become increasingly interested in ways to identify individuals with skills to become successful global leaders (Caligiuri and Tarique, 2009).

Research Problem

Understanding how to work in cross-cultural contexts can become incredibly complex when considering cultural background stimuli, prototypes, and schemas about suitable leadership styles and behaviors (Rockstuhl, Seiler, Ang, Van Dyne & Annen, 2011). The ability to solve multifarious social and technical problems is dependent on a leader’s effectiveness (Mumford, Zaccaro, Harding, Jacobs, & Fleishman, 2000). This can

be an incredibly daunting task considering the impact cultural differences may have. Therefore, it is imperative to fully understand what competencies are needed for a leader to be effective in a global climate. An effective leader is an individual who positively builds rapport, inspires, and shows empathy to motivate their employees to achieve organizational goals with a willingness to make a sacrifice for the greater good of the organization (Lewis, Boston & Peterson, 2017).

Research Statement

The proposed research will seek to examine if there is a relationship between the core competencies associated with transformational leadership (TL) and the four individual factors of cultural intelligence (CQ). TL is defined as a leadership style where the leader collaborates with subordinates to identify needed change, create a vision to guide the change through inspiration, and execute the change with committed members of a group. The core competencies of transformational leadership include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Cultural intelligence is defined as an individual's ability to effectively function in culturally diverse environments and situations. The four individual factors of cultural intelligence include: CQ-strategy, CQ-knowledge, CQ-motivation, and CQ-behavior (Rockstuhl, 2011).

Understanding the relationship between transformational leadership competencies and cultural intelligence is becoming increasingly popular due to today's evolving economy and as the demand for global leaders rises (Lewis, Boston & Peterson, 2017). As the cross-cultural nature of global trade, foreign policy, concerns of terrorism, and environmental welfare continue, it will become more and more relevant to understand the

key competencies that contribute to the success of a global leader (Lewis, Boston & Peterson, 2017). Furthermore, individuals leading organizations that engage in international business will need to understand required leadership traits particularly when hiring employees who can foster cross-cultural networks and create a positive global impact. The data analyzed in this study provides a better understanding about the relationship between transformational leadership competencies and levels of cultural intelligence (CQ) typical of global leaders. The results of this study may be beneficial for multicultural organizations looking to recruit more global leaders. It is hypothesized that high levels of transformational leadership competencies and high levels of cultural intelligence competencies will positively correlate.

Hypotheses

Hypothesis 1: Participants that rank high in transformational leadership competencies will rank high in CQ-Strategy.

Hypothesis 2: Participants that rank high in transformational leadership competencies will rank high in CQ-Knowledge.

Hypothesis 3: Participants that rank high in transformational leadership competencies will rank high in CQ-Motivation.

Hypothesis 4: Participants that rank high in transformational leadership competencies will rank high in CQ-Behavior.

Definition of Terms

Global Organization: Researchers such as Marquardt, Berger, and Loan (2004) define a global organization as one that involves business with several other countries.

Global Leader: Caligiuri and Tarique (2009) broadly define global leaders as “high level professionals such as executives, vice presidents, directors, and managers who are in jobs with some global leadership activities” (p. 336).

Transformational Leadership: A leadership style where the leader collaborates with subordinates to identify needed change, create a vision to guide the change through inspiration, and execute the change with committed members of a group (Bass, 1985).

Cultural Intelligence: A person's capability to function effectively in situations characterized by cultural diversity (Ang, Van Dyne, & Koh, 2005; Earley & Ang, 2003; Earley & Mosakowski, 2005).

CQ-Knowledge: The knowledge factor is implemented when a person can understand differences and similarities between different culture (Ang et al., 2005).

CQ-Strategy: The strategy factor is implemented when a person can comprehend their inter-cultural experience by making comprehensive judgments about their internal thoughts and the thoughts of others (Ang, Van Dyne, & Koh, 2005).

CQ-Motivation: The motivation factor is implemented when a person shows a desire to explore other cultures and interact with people from diverse cultures (Ang et al., 2005).

CQ-Behavior: The behavioral factor is implanted when a person can adapt appropriate nonverbal and verbal behaviors in various cultures (Ang et al., 2005).

Significance of Research

This research will make a unique contribution to the minimal, yet growing body of research that investigates the relationship between transformational leadership and cultural intelligence. Furthermore, this proposed study investigates the relationship between transformational leadership and each of the four individual factors of cultural intelligence (CQ-Strategy, CQ-Knowledge, CQ-Motivation and CQ-Behavior). By analyzing each component of CQ, this study provides a more well-rounded approach to understanding the CQ factors most positively correlated with transformational leadership.

Chapter II: Review of Literature

To date, research on leadership effectiveness has been predominantly focused on domestic settings and does not place much emphasis on leadership effectiveness in globalized settings (Rockstuhl et al., 2011). However, as globalization is becoming an undeniable reality for the 21st century workplace, a need for research on global leadership effectiveness has become apparent (Rockstuhl et al., 2011). While the overall scope of leadership responsibilities is similar for domestic and global leaders, the skills of which they achieve leadership effectiveness may vary. Global leaders must not only possess basic leadership skills, but also understand how to (1) adopt a multicultural perspective rather than a country-specific perspective; (2) balance local and global demands which can be contradictory; and (3) work with multiple cultures simultaneously rather than working with one dominant culture (Bartlett & Goshal, 1992).

A review of current literature revealed that there is an abundance of scholarly work on TL, a rapidly growing basis of research on CQ, but a very minimal amount of research on the relationship of TL and CQ. The research that does exist, examining the

relationship between TL and CQ, is mainly focused on academic settings, such as leadership in higher-education institutions. A study conducted by Keung and Rockinson-Szapkiw (2013) found a significant positive relationship between cultural intelligence and transformational leadership. The study focused on leaders within international education institutions and found that the leaders that ranked high in cultural intelligence exhibited a higher level of transformation leadership tendencies. Among the four individual factors of CQ, CQ-behavior and CQ-knowledge were found to have the strongest positive correlation with transformational leadership competencies (Keung & Rockinson-Szapkiw, 2013).

Transformational Leadership

Burns (1978) introduced the concepts of transactional and transformational leadership when exploring political leadership. He found that the main difference between the two leadership styles is determined by what the leaders and followers offer one another. (Conger & Kanungo, 1998) Transformational leaders focus on intrinsic needs of their followers and transcend through short-term goals. Transformational leadership is comprised of idealized influence, First, leaders emphasize a transparent vision for their organization that emphasizes the desired end-state and goals of the organization. This transparency develops a clear and inspiring comprehension of what the employees are expected to achieve, thus promoting desired action and performance from the employees (Wright & Pandey, 2010). Secondly, employees have a strong comprehension of what they are expected to do in order to be a contributing member of the organization's success. This awareness promotes the employees to positively engage in these actions and makes them aware that their day-to-day actions directly contribute to

the company's success (Paarlberg & Perry, 2007). Thirdly, transformational leaders encourage collaboration and generate enthusiasm by continuously promoting the organization's short-term and long-term visions. Employees are also energized and motivated to successfully complete their desired tasks by leaders continuously emphasizing the significance of their work (Wright et al., 2012).

When TL competencies are enforced, followers are likely to identify and align with the needs and interests of their leader. Whereas transactional leaders are more focused on the exchange of resources with their followers. Transactional leadership is comprised of contingent rewards, management-by-exception, and laissez faire management styles. This results in followers giving the leaders something in exchange for what they want (Bass, 1985).

Burns' (1978) studies in political leadership suggest that a transformational leadership style is effective on employees in terms of promoting productivity, motivation, personal growth and loyalty. Research suggests that employees working under a transformational leader tend to express admiration, trust, appreciation and respect for their leader and put extra effort in their job (Bass, 1985; Katz & Kahn, 1978). These findings are important to consider across all types of organizations.

Cultural Intelligence

Both general intelligence (Judge, Colbert, & Ilies, 2004) and emotional intelligence (Caruso, Meyer, & Salovey, 2002) have found a positive correlation with leadership effectiveness in a western culture setting. However, there has been little research on these intelligences in a global organization setting. To address this gap, Earley and Ang (2003) decided to elaborate on the existing research on multidimensional

perspectives on intelligence formulated by Sternberg and Detterman (1986). Through this research, and further studies conducted by Ang and Van Dyne (2011), cultural intelligence (CQ) has been defined as an individual's ability to effectively function in culturally diverse environments and situations. As part of this definition, CQ is comprised of four distinct factors: CQ-strategy, CQ-knowledge, CQ-motivation, and CQ-behavior (Rockstuhl, 2011).

The four-factor model is used to distinguish the four major components of cultural intelligence. CQ-Strategy is implemented when a person is able to comprehend their inter-cultural experience by making comprehensive judgments about their internal thoughts and the thoughts of others. This factor also involves the person's ability to strategize prior to an inter-cultural experience, understand assumptions throughout the experience, and have the ability to adjust their mental assumptions when experiences are different than expected due to cultural differences (Ang, Van Dyne, & Koh, 2005). CQ-Knowledge is implemented when a person is able to understand differences and similarities between diverse cultures. The knowledge factor involves a person's ability to understand things such as legal and economic systems, religious beliefs, social norms, languages, and aesthetic values across several diverse cultures (Ang et al., 2005). CQ-Motivation is implemented when a person shows a desire to explore other cultures and interact with people from diverse cultures. This factor places an intrinsic value on culturally diverse environments and situations and leaves people with a sense of confidence that the experience will be effective (Ang et al., 2005). CQ-Behavior is implemented when a person is able to adapt appropriate nonverbal and verbal behaviors

in various cultures. This factor allows people to easily adjust their behavior based on specific, culturally diverse interactions (Ang et al., 2005).

A 2011 study conducted by Rockstuhl et al. found that CQ is a critical competency of effective global leaders. The research identified that leaders working in global settings must work simultaneously with people, processes, and systems from diverse cultures, and must have a high level of CQ in order to do so effectively (Rockstuhl et al., 2011). For leaders to achieve cross-cultural effectiveness in today's globalized world, it is imperative that leaders of these organizations possess cultural intelligence competencies (Rockstuhl et al., 2011).

Global Organizations and Leadership

The concept of global leadership is rapidly evolving in the field of leadership studies (Kim & McLean, 2014). Researchers have continuously used the terms multicultural, cross-cultural, international, and multinational in place of the term 'global' in various forms of research (Jokinen, 2005). However, researchers such as Marquardt, Berger, and Loan (2004) have developed guidelines that distinguish 'global' status from the other commonly used terms. They identified that for an organization to reach global status, it typically evolves through four phases; (a) domestic; (b) international; (c) multinational; and (d) global. Domestic involves business within the country of origin, international involves business with one other country, multinational involves business with multiple other countries and global involves business with several other countries. Competition becomes more rigorous and the size of the market progressively expands as organization approach the global phase. Since global organizations operate without

geographic boundaries and employees come from diverse cultural backgrounds, cultural sensitivity becomes more critical (Kim and McLean, 2015).

Considering the multiple dimensions of diversity involved with global organizations and the leaders that run them, it is imperative that the leaders are able to fluctuate amongst multiple sociocultural and political value systems. For truly globalized organizations, it would be likely for the leader to have regular interaction with business partners that have different ethnicities, political viewpoints, religious beliefs, and business ethics. Global leaders are able to develop meaningful networks and relationships without these differences having a negative impact. Caligiuri and Tarique (2009) broadly define global leaders as “high level professionals such as executives, vice presidents, directors, and managers who are in jobs with some global leadership activities” (p. 336). These global leaders must lead in such a way that shows, and promotes respect, loyalty and openness to a wide variety of views on several dimensions. When these qualities are present, employees are more likely to achieve higher levels of effectiveness and productivity (Caligiuri and Tarique, 2009).

Transformational Leadership in the Globalized Workplace

Research conducted by Lewis, Boston, and Peterson (2017) elaborated on the concept of global transformational leadership (GTL). This concept outlines the relationship and commonalities of global leadership competencies and transformational leadership competencies. To be a global leader that successfully operates across several cultures, one must possess transformational leadership skills. Lewis, Boston, and Peterson (2017) state “a global transformational leader must be a critical thinker that can influence society to reflect and embody cultural sensitivity, and be a model of high moral

and ethical adaptability as a leader” (p.5). It is exceptionally important for global organizational leaders to promote values such as admiration, trust, appreciation, respect, and motivation (Bass, 1985; Katz & Kahn, 1978) across all sectors of the organization. As aforementioned, this can be extremely complex considering the vast diversity in socioeconomic and personality traits of the people that the leader works with. However, if the leader is truly transformational, developing these values at the global level may come with ease.

In Gundersen, Hellesoy, and Raeder’s (2012) study on the effectiveness of transformational leadership in dynamic work environments when leading international project teams, found a positive correlation between transformational leadership and global (international) work environments. Their research suggests that transformational project leaders ranked higher on employee satisfaction, well-adjusted teams, and higher overall employee performance, in comparison to leaders that did not rank high on transformational leadership competencies. Gundersen, Hellesoy, and Raeder’s (2012) study also serves as a basis of research that contributes to the increased comprehension that leader behavior has various levels of effectiveness across environments. The findings of their study imply that transformational leaders are more effective in complex, diverse environments than leaders that did not rank high in transformational leadership competencies (Gundersen, et al., 2012).

Contribution

The intention of this research is to investigate if a relationship exists between transformational leadership and cultural intelligence. Although there is an abundance of research available on transformational leadership theory, there is little research regarding

its effectiveness on a global level. As organizations continue to grow and collaborate on a global level, the demand for further research on global leadership continues to rise.

Leaders within any type of organization that is operating in a culturally diverse setting is likely to face ambiguous, volatile, and unpredictable workplace situations (Gundersen, et al., 2012). It is imperative that leaders of globalized organizations understand the leadership behaviors that will yield the highest level of effectiveness and performance amongst employees if they plan to succeed.

Chapter III: Methods

Participants

A sample size of 100 participants was recruited from a global organization based in Maine, USA. All participants met the following criteria: (a) be employed by a global organization, (b) have one or more years of experience in current role, and (c) experience working with international colleagues. Participants meeting these criteria were identified through use of the company's online employee database. The population sample varied in gender, race, age, cultural background, and education level.

Design

Data was gathered through the use of an online questionnaire powered by SurveyMonkey. After receiving signed informed consent forms from all willing participants, the questionnaire was distributed electronically via email. The questionnaire had 51 questions. The first section, comprised of 10 questions, addressed demographics and background data, such as education level, travel abroad experience, and occupation. Following the demographics and background information, a 41-item questionnaire was presented with 21 items from Bass and Avolio's (1991) Multifactor Leadership

Questionnaire (MLQ) and 20 items from Ang and Van Dyne's (2008) Cultural Intelligence Scale (CQS) addressed on a Likert type scale (see Appendix).

Procedure

A quantitative research method was used to analyze the data. Means and frequencies were calculated from the online questionnaire results. Results from the Likert type scale were organized in Microsoft Excel to conduct a correlation analysis using Pearson's R. The computed Pearson's R values were reflective of statistical correlations between TL and CQ. Each of the four CQ factors were evaluated individually and compared against rankings for TL competency factors in relation to one another.

Chapter IV: Findings and Results

Demographics and Background Data

A total of 100 completed questionnaires were submitted between the months of October 2017 and November 2017 from participants recruited from a global organization based in Maine, USA. Sixty-three percent of participants identified as female and the remaining 37% identified as male. All participants were between the age of 21 and 60+ years old; 21-29 (31.00%), 30-39 (31.00%), 40-49 (21.00%), 50-59 (14.00%) 60+ (3.00%). Their ethnicities ranked as follows; American Indian or Alaskan Native (2.00%), Asian or Pacific Islander (2.00%), Black or African American (1.00%), Hispanic (3.00%), White/Caucasian (91.00%), and Middle Eastern (2.00%), as reflected in Figure A, below.

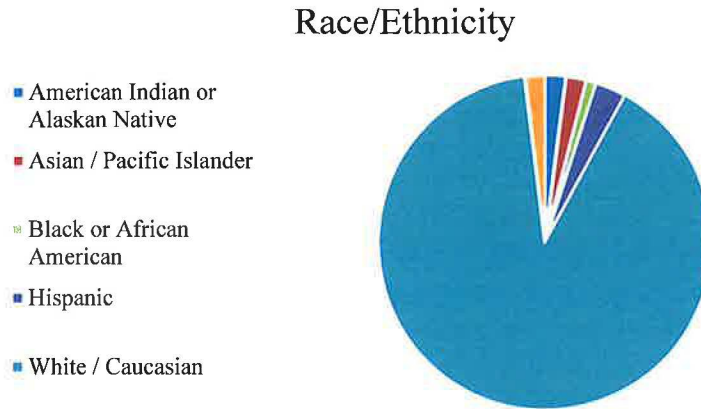


Figure A

In terms of education and careers, the participants were relatively varied. For highest education level completed the results are as follows; some high school/no degree (1.00%), high school diploma (3.00%), some college/no degree (18.00%), associate degree (6.00%), bachelor degree (56.00%), graduate degree (16%). Current job role (figure B) and occupational field (figure C) were also evaluated.

Individual Contributor/ Contractor	1.00%
Staff (Overseen by Manager or Supervisor)	62.00%
Team Lead	9.00%
Manager	23.00%
Intern/ Temp Employee	3.00%
Other	2.00%

Figure B

Finance	32.00%
Sales	15.00%
Marketing	10.00%
Healthcare	2.00%
Education	6.00%
Law & Public Policy	1.00%
Engineering	4.00%
Information Technology/ Computer Science	18.00%
Sciences - Biological & Physical, etc	7.00%
Skilled Trade - Electrician, Construction, Plumber, Maintenance, etc	3.00%
Hospitality	2.00%

Figure C

Transformational Leadership

Eighty-four out of 100 participants (84.00%) ranked as transformational leaders according to Bass and Avolio's (1991) multi-factor leadership scale. The questionnaire allowed for a maximum score of 60 and minimum score of 0. For the purpose of this study, any participant scoring 33(55.00%) or above (55.00%) was considered a transformational leader. All participants scoring 32 (54.00%) or below were excluded from the data analysis.

CQ Strategy

Ang and Van Dyne's (2008) Four Factor Cultural Intelligence Scale allowed for a maximum score 16 and a minimum score of 0 in the CQ-strategy factor. Of the 84.00% (N=100) participants that were classified as transformational leaders, 84.52% ranked 75.00% or higher in the CQ-Strategy factor. TL and CQ-Strategy were positively correlated, $r=.43$, $p < .05$. Figure E indicates a weak uphill linear relationship:

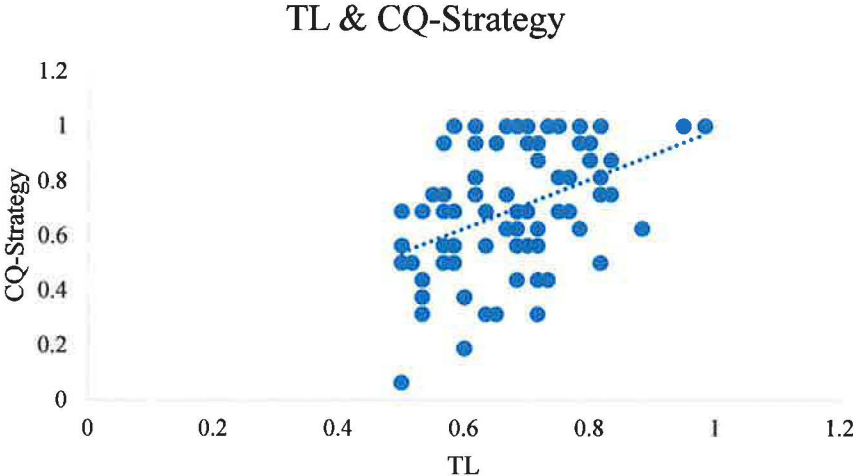


Figure E

CQ Knowledge

Ang and Van Dyne’s (2008) Four Factor Cultural Intelligence Scale allowed for a maximum score 24 and a minimum score of 0 in the CQ-knowledge factor. Of the 84.00% (N=100) participants that were classified as transformational leaders, 41.67% scored 75.00% or higher in the CQ-Knowledge factor. TL and CQ-Knowledge were positively correlated, $r=.36, p < .05$. Figure F indicates a weak uphill linear relationship:

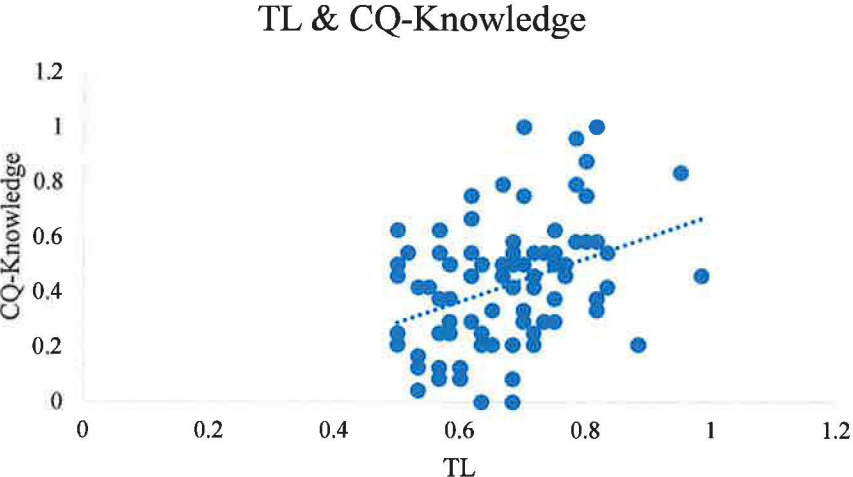


Figure F

CQ Motivation

Ang and Van Dyne's (2008) Four Factor Cultural Intelligence Scale allowed for a maximum score 20 and a minimum score of 0 in the CQ-motivation factor. Of the 84.00% (N=100) participants that were classified as transformational leaders, 79.76% scored 75.00% or higher in the CQ-Motivation factor. TL and CQ-Motivation were positively correlated, $r=.33$, $p < .05$. Figure G indicates a weak uphill linear relationship:

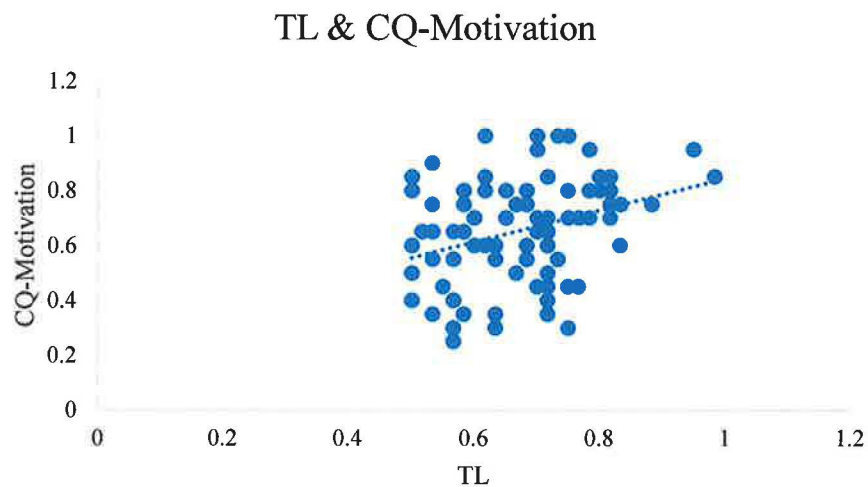


Figure G

CQ Behavior

Ang and Van Dyne's (2008) Four Factor Cultural Intelligence Scale allowed for a maximum score 20 and a minimum score of 0 in the CQ-behavior factor. Of the 84 participants that were classified as transformational leaders, 55.95% scored 75% or higher in the CQ-Behavior factor. TL and CQ-Behavior were positively correlated, $r=.28$, $p < .05$. Figure H indicates a weak uphill linear relationship.

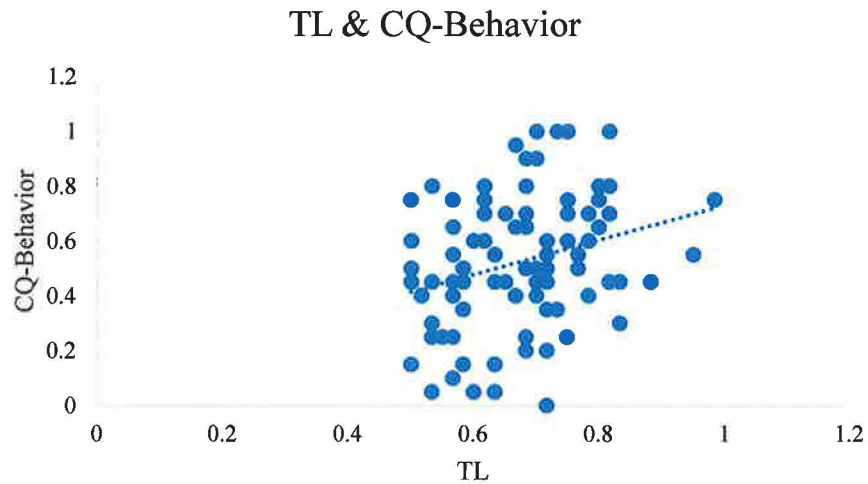


Figure H

Chapter V: Discussion

After examination and analysis of the questionnaire results, all four hypotheses were supported by a weak positive correlation (see figure I). The data supports a strongest correlation between TL and CQ-strategy (see figure E), and the weakest correlation between TL and CQ-behavior (see figure H).

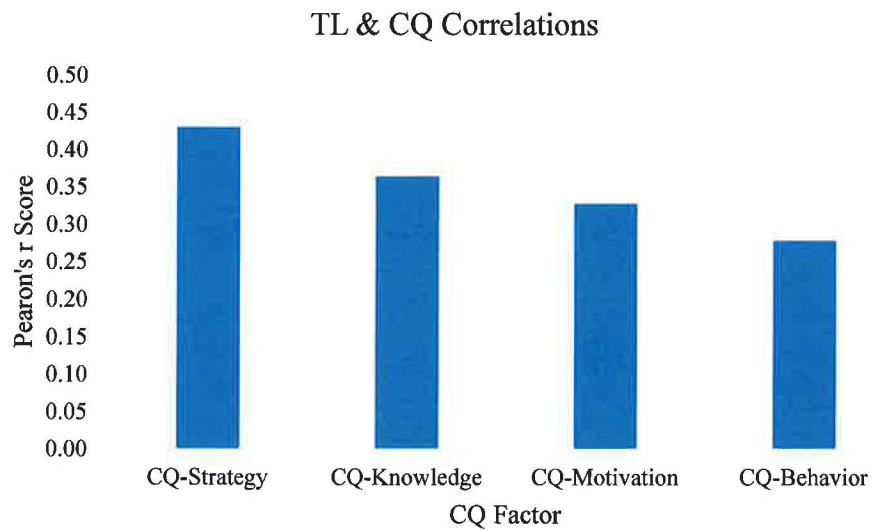


Figure I

Although the results supported all of the proposed hypotheses, the strength of each correlation varied. Based on the studies discussed in the literature review, the researcher was anticipating a moderate ($r=+.50$) uphill linear relationship at minimum for each of the four CQ factors. The weak correlation between TL and CQ-behavior was particularly surprising to the researcher due to the supporting research found in Keung and Rockinson-Szapkiw (2013) study that identifies CQ-behavior as having a significant positive correlation with TL. It is unclear why such a weak correlation was found in this study, compared to previous research.

Limitations of the Study

Since all participants were recruited from a global organization, one could theorize that their work environment has influenced their level of CQ. As part of their weekly work duties, participants are required to interact with their international colleagues, in one form or another, ultimately increasing their exposure to diverse cultural climates.

Alternatively, the fact that all participants were recruited from one global organization, based in a rural state may also have had an impact on the results. The U.S. Census Bureau reports that the State of Maine had a 2016 population where 94.80% identified as White/Caucasian and only 3.60% of the population was made up of immigrants (U.S. Census Bureau, 2017). This data sample illustrates the limitation of exposure to diversity. Further, it is not reflective of the broader population found across other global organizations.

This research study follows a quantitative research approach, involving the use of an online questionnaire as the primary data collection method. Due to the self-report

nature of the questionnaire, the responses are subject to personal judgements at the very moment the participant provides feedback. Social desirability biases of participants may contribute as a limitation to this study.

A weakness to this study would be the sample size, diversity, and advanced data analysis. Considering how promptly the first 100 completed questionnaires were returned, the researcher could have left the questionnaire open for more participants to complete. The researcher underestimated the number of participants needed to compute a more well-rounded correlation. Additionally, a more diverse sample may have yielded results more applicable to the general population of global organizations.

Chapter VI: Conclusion

Further research is needed to fully understand the relationship between transformational leadership and cultural intelligence. It is unclear if the correlations of TL and CQ found in this study are weak due to limitations of research (i.e. Sample size, diversity, etc), or if the relationship is simply weak. A mixed methods approach that evaluates both TL and CQ both quantitatively and qualitatively may provide more inclusive and accurate details regarding participant's combined levels of transformational leadership and cultural intelligence competencies.

A strength of this study was the efficiency of data collection and use of readily available, validated scales. Since Bass and Avolio's (1991) Multifactor Leadership Questionnaire (MLQ) and Ang and Van Dyne's (2008) Cultural Intelligence Scale (CQS) were already created and validated, it was easy to construct an inclusive questionnaire that addressed both competencies. It was simple to combine these scales in a single questionnaire powered by SurveyMonkey, and quickly send out a link to all potential

participants. Due to the readily available database of potential participants, the researcher was able to obtain 100 completed questionnaires in less than 14 days.

For future directions of research, the researcher would suggest recruiting a more robust number of participants from various global organizations. Further, more advanced data analysis is needed to better understand the relationship between TL and CQ, as well as the various demographic variables. Another approach could be to analyze how many of the participants that were classified as transformational leader scored high in multiple CQ competencies, rather than only looking at one competency at a time.

The findings of this study will add a unique contribution to the growing database of scholarly work regarding the relationship between TL and CQ. However, the data found supports a much weaker correlation between TL and each of the four CQ factors in comparison to previous research, such as Keung and Rockinson-Szapkiw's (2013) study. The difference in findings indicates that there is a gap in literature and future studies will need to be conducted to provide a more well-rounded platform of supporting data. The findings of this study may be beneficial as guide for identifying TL and CQ competencies that should be sought after when seeking individuals to fill global leadership roles, but should not be heavily relied on.

References

- Ang, S., Van Dyne, L., & Koh, C.S.K. (2005). Personality correlates of the four-factor model of cultural intelligence. *Group and Organization Management*, 31: 100-123.
- Ang, S., Van Dyne, L., & Tan, M. L. (2011). *Cultural intelligence*. Cambridge handbook on intelligence (pp. 582–602). New York: Cambridge University Press.
- Avolio, B. J. & Bass, B. M. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the divulsion of transformational leadership. *Leadership Quarterly*, 6, 199–218.
- Bartlett, C. A., & Ghoshal, S. (1992). What is a global manager? *Harvard Business Review*, 124 – 132. doi:10.1225/R0308F
- Bass, B. M. (1985). *Leadership and performance beyond expectations* (2 ed.). New York, NY: Free Press.
- Bass, B. M. (1988). The inspirational process of leadership. *Journal of Management Development*, 7, 21–31.
- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership*. New York: Free Press.
- Bass, B. M. (1997). Does the transactional–transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist*, 52, 130–139.
- Bass, B. M. & Avolio, B. J. (2000). *MLQ Multifactor Leadership Questionnaire*. Redwood City: Mind Garden.
- Chemmers & R. Ayman (Eds), *Leadership theory and research: Perspectives and directions*, pp. 49–88. San Diego, CA: Academic Press.
- Bass, B. M. & Avolio, B. J. (1994). *Improving organizational Effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Caligiuri, P., & Tarique, I. (2009). Predicting effectiveness in global leadership activities. *Journal of World Business*, 44, 336-346. doi:10.1016/j.jwb.2008.11.005
- Caruso, D. R., Mayer, J. D., & Salovey, P. (2002). Emotional intelligence and emotional leadership. *Multiple Intelligences and Leadership* (pp. 55–74). Mahwah, NJ: Lawrence Erlbaum

- Conger, J. A., & Kanungo, R. N. (1998). *Charismatic leadership in organizations*. Thousand Oaks, CA: Sage.
- Drucker, P. (1988). *The new realities*. New York: Harper Business
- Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Palo Alto, CA: Stanford University Press.
- Ewest, T. (2015). The Relationship Between Transformational Leadership Practices and Global Social Responsibility. *Journal of Leadership Studies*, 9(1), 19-29. doi:10.1002/jls.21347
- Gregersen, H. B., Morrison, A. J., & Black, J. S. (1998). Developing leaders for the global frontier. *Sloan Management Review*, 40, 21–32. doi:10.1225/SMR039
- Gundersen, G., Hellesøy, B. T., & Raeder, S. (2012). Leading International Project Teams. *Journal of Leadership & Organizational Studies*, 19(1), 46-57. doi:10.1177/1548051811429573
- Hughes, R., Ginnett, R., & Curphy, G. (2012). *Leadership: Enhancing the lessons of experience* (7th ed.). New York, NY: McGraw-Hill. ISBN: 0078112656
- Johns, G. (2006). The essential impact of context on organizational behavior. *Academy of Management Review*, 31, 386–408.
- Jokinen, T. 2005. Global leadership competencies: a review and discussion. *Journal of European Industrial Training* 29 (3): 199–216. doi:10.1108/03090590510591085.
- Judge, T. A., Colbert, A. E., & Ilies, R. (2004). Intelligence and leadership: A quantitative review and test of theoretical propositions. *Journal of Applied Psychology*, 89, 542–552. doi:10.1037/0021-9010.89.3.542
- Katz, D., and Kahn, R. L. (1978). *The social psychology of organizations*. New York: Wiley.
- Keung, E., & Rockinson-Szapkiw, A. (2013). The relationship between transformational leadership and cultural intelligence: A study of international school leaders. *Journal of Educational Administration*, 51(6), 836-854.
- Kim, J., & Mclean, G. N. (2015). An integrative framework for global leadership competency: levels and dimensions. *Human Resource Development International*, 18(3), 235-258. doi:10.1080/13678868.2014.1003721
- Lewis, E., Boston, D., & Peterson, S. (2017). A global perspective of transformational leadership and organizational development. *Journal of Research Initiative*, 2(3), 1-6. Retrieved July 04, 2017.

- Marquardt, M., N. Berger, and P. Loan. 2004. *HRD in the Age of Globalization: A Practical Guide to Workplace Learning in the Third Millennium*. New York: Basic Books.
- Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., & Fleishman, E. A. (2000). Leadership skills for a changing world. Solving complex social problems. *Leadership Quarterly*, 11,11–35. doi:10.1016/S1048-9843(99)00041-7
- Paarlberg LE and Perry JL (2007) Values management: aligning employee values and organizational goals. *The American Review of Public Administration* 37(4): 387–408.
- QuickFacts Maine. (2017). Retrieved from <https://www.census.gov/quickfacts/ME>.
- Rockstuhl, T., Seiler, S., Ang, S., Van Dyne, L., & Annen, H. (2011). Beyond general intelligence (iq) and emotional intelligence (eq): the role of cultural intelligence (cq) on cross-border leadership effectiveness in a globalized world. *Journal of Social Issues*, 67(4), 825-840.
- Sternberg, R. J., & Detterman, D. K. (1986). *What is intelligence? Contemporary viewpoints on its nature and definition*. Norwood, NJ: Ablex
- Wright B.E. and Pandey S.K. (2010) Transformational leadership in the public sector: does structure matter? *Journal of Public Administration Research and Theory* 20(1): 75–89.
- Wright BE, Moynihan DP and Pandey SK (2012) Pulling the levers: transformational leadership, public service motivation, and mission valence. *Public Administration Review* 72(2): 206–215.

Appendix A

INSTRUCTIONS: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members.

KEY

0 - Not at all 1 - Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

Variable	Item	Source
Transformational Leadership	1. I make others feel good to be around me 2. I express with a few simple words what we could and should do. 3. I enable others to think about old problems in new ways 4. I help others develop themselves 5. I tell others what to do if they want to be rewarded for their work 6. I am satisfied when others meet agreed-upon standards 7. I am content to let others continue working in the same ways always 8. Others have complete faith in me 9. I provide appealing images about what we can do 10. I provide others with new ways of looking at puzzling things 11. I let others know how I think they are doing 12. I provide recognition/rewards when others reach their goals 13. As long as things are working, I do not try to change anything 14. Whatever others want to do is OK with me 15. Others are proud to be associated with me 16. I help others find meaning in their work 17. I get others to rethink ideas that they had never questioned before 18. I give personal attention to others who seem rejected 19. I call attention to what others can get for what they accomplish 20. I tell others the standards they need know to carry out their work 21. I ask no more of others than what is absolutely essential	21 items adapted from Bass and Avolio's (1991) multi factor leadership questionnaire. (How important are the following factors on a s
CQ-Strategy	1. I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds 2. I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me 3. I am conscious of the cultural knowledge I apply to cross-cultural interactions 4. I check the accuracy of my cultural knowledge as I interact with people from different cultures	20 items adapted from Ang and Van Dyne's (2008) Four Factor Cultural Intelligence Scale
CQ-Knowledge	1. I am familiar with the legal and economic systems of other cultures 2. I am familiar with the rules (e.g., vocabulary, grammar) of other languages	

	<ul style="list-style-type: none"> 3. I am familiar with the cultural values and religious beliefs of other cultures 4. I am familiar with the marriage systems of other cultures 5. I am familiar with the arts and crafts of other cultures 6. I am familiar with the rules for expressing non-verbal behaviors in other cultures 	
CQ-Motivation	<ul style="list-style-type: none"> 1. I enjoy interacting with people from different cultures 2. I am confident that I can socialize with locals in a culture that is unfamiliar to me 3. I am sure I can deal with the stresses of adjusting to a culture that is new to me 4. I enjoy living in cultures that are unfamiliar to me 5. I am confident that I can get accustomed to the shopping conditions in a different culture 	
CQ-Behavior	<ul style="list-style-type: none"> 1. I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it 2. I use pause and silence differently to suit different cross-cultural situations 3. I vary the rate of my speaking when a cross-cultural situation requires it 4. I change my non-verbal behavior when a cross-cultural interaction requires it 5. I alter my facial expressions when a cross-cultural interaction requires it 	