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Introduction

The purpose of this study was to explore the influence of cross-cultural competence and its impact in leadership effectiveness. The presentation of the findings of this study will include a discussion of all of the themes that emerged from the interview with the participants. Experts in the area of cross-cultural leadership and cultural intelligence have argued that cross-cultural competence and leadership effectiveness are vital for the success and sustainability of any organization, institution, or ministry that caters to a diverse population (Ang et al., 2011; Torres, 2006; Gupta, 2009; Palthe, 2009). In a survey from the Economist Intelligence Unit, 90 percent of executives from 68 countries cite cross-cultural leadership as their top challenge in working across borders (Livermore & Van Dyne, 2015). The general problem of this research study is that there is need for organizations to recognize the influence of cross-cultural competence and its impact in leadership effectiveness.

The qualitative method with a case study design was selected for this study. Researchers who choose the qualitative method aim to understand the phenomena from the viewpoint of each participant based on their individual experience (Yin, 2018). Baxter and Jack (2008) explained that,

That qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood. (p. 544)

The researcher used purposive sampling to select three of the most suitable participants from a population of twelve leaders with cross-cultural leadership experience. All twelve

prospective participants completed the Cultural Intelligence Survey (CQS). Each participant had more than 10 years of experience working in diverse organizational settings.

The qualitative data collection process involved a face-to-face interview using seven semi structured open-ended interview questions and follow-up clarifying questions, where necessary. Each participant was asked the same series of questions, while the researcher recorded the interviews and took handwritten journal notes, which averaged 36 minutes. Although the researcher took hand-written journal notes during the interviews, each session was audio recorded with written permission of the participants. The recordings were transcribed to ensure that the data collected during each interview was recorded correctly and completely as recommended by Creswell and Poth (2018) and Yin (2018). Each of the interviews began with the first question to gain an understanding of the participant's background and experience as it relates to cross-cultural leadership, followed by five questions focusing on the participant's motivation, knowledge, strategy, and actions taken while leading a diverse organization, institution, or ministry. Lastly, the final question gave each participant the opportunity to add any information that they believed would be helpful to further answer the research question: **What is the influence of cross-cultural competence and its impact in leadership effectiveness?**

After collecting the data from the most suitable participants based on the CQS scale, the researcher used the transcript from the interviews to identify codes and categories to extract themes during the data analysis process. In qualitative research, themes are broad units of information that consist of several codes aggregated to form a common idea (Creswell & Poth, 2018). Five themes emerged from the interviews with the cross-cultural leaders. The presentation of the findings of this study will include a discussion of all of the themes that emerged from the interview with the participants, how each theme aligns with the review of current literature, and

how they relate to the CQ theoretical framework. This chapter concludes with a summary of the findings.

Participants' Background

Following IRB approval, the researcher utilized the CQS based on the parameters outlined by the Cultural Intelligence Center (CIQ). The CQS is a measure of intercultural competency validated by the CIQ (see Appendix D). Although all participants surveyed met the criteria for the study, the three leaders interviewed for this study were selected based on their high scoring performance on the CQ survey. Participants included in this study came from diverse backgrounds with experience ranging from spiritual leaders such as pastors in multicultural ministries to business leaders in both private and not-for-profit sectors. For example, participant 3 described their background as a leader “responsible for integrating cross-cultural mindsets and visions of equality”. All participants consisted of individuals who were exposed to different cultures and had decades of experience in a variety of roles including educational, ministerial, and organizational leadership.

Cultural Intelligence Scale

The CQS is an academically validated assessment tool similar to that used to measure an individual's intelligence quotient (Ang et al., 2007). According to Ang et al., (2007) participants who score higher on the CQS are regarded as being able to better assimilate in a cross-cultural environment, utilizing more effective business practices, than those with a lower CQ score. Several researchers including Thomas (2004), Deng and Gibson (2008) argued that the CQS is a key component of assessing cross-cultural leadership capabilities and leadership effectiveness. Leung, Ang, and Tan, (2014) described the CQS as a “four-factor, 20 item cultural intelligence scale, which has shown similarity in factor structure and good internal consistency across

multinational samples” (p. 495). The researcher used the CQS to assess and measure participants’ cross-cultural leadership potential, their performance in culturally diverse teams, and their psychological and behavioral outcomes in cross-cultural settings as recommended by the CIQ.

Interview Questions

The following interview questions guided this study, based on Ang et al., (2011) four capabilities (Motivation, Cognitive, Strategy, and Action) of the Cultural Intelligence Model to answer the research question:

1. What is your position with the organization/institution/ministry and describe your background and experience as it relates to being a cross-cultural leader?
2. What factors motivated you to acquire cross-cultural knowledge (Motivation)?
3. How would you identify an effective cross-cultural leader and which cross-cultural skills most influenced your leadership (Cognitive)?
4. How did cross-cultural awareness contribute to your effectiveness as a leader in a culturally diverse environment (Strategy)?
5. What kind of cross-cultural training did you receive when you started with this organization/institution/ministry? How did the training you received help to prepare you as a cross-cultural leader? If not, what would you add or include in your organization’s training of cross-cultural leaders?
6. What verbal and nonverbal behavioral changes did you make to adjust to a diverse cultural environment (Action)?
7. Do you have any other information to add?

Results of Data Collection and Analysis

Yin’s (2018) method of data analysis was used to examine, categorize, and code all the data to discover the themes and patterns relating to cross-cultural competence and cultural

intelligence to help address the research question. The researcher followed the interview protocol as recommended by Creswell and Poth (2018) by asking the participants the interview questions in the same sequence (see Appendix D). The researcher transcribed the interviews, analyzed and coded the data collected from each participant to develop the following five themes: (a) a global mindset acquired through travel, (b) acceptance, open-mindedness and appreciation, (c) cross-cultural leadership with an attitude of service, (d) continuous learners, (e) and inadequate training. Most of the themes that emerged from the data analysis aligned with the CQ theoretical framework as well as the literature review discussed in chapter two.

First Theme: Global Mindset Acquired Through Travel

The first theme that emerged from the data analysis was a global mindset. Possessing global mindset was a major theme among the participants. All participants agreed that traveling influenced their worldview and their perspective of the world was one of the motivating factors that encouraged them to interaction with people from different cultures. Participant 2 stated, “I was prevailed as a college student to spend a year in Europe. That was my first formal expose to culture that was far different”. Participant 1 added, “going to the Ukraine, going to El Salvador, I’ve been fortunate to have traveled to probably about 25 countries now”. Participant 3 also shared their experience as a Brazilian student living on a college campus in New York with students from various countries. Participant 2 continued,

I was at the University of Vienna. I was not only exposed to a different culture, I was exposed to a different language. My mind became opened up to seeing folks doing things different. I hitched hiked with another guy to Yugoslavia, Belgrade, and Istanbul. I was 22. That experience was one of the life changing experience in my life.

The interview with the leaders uncovered the importance of an individual's worldview and the role that a global mindset plays in cross-cultural awareness and cross-cultural leadership. All participants expressed that exposure to other cultures contributed to their cross-cultural leadership skills. Participant 1 shared "My parents are narrow minded....they would very much prefer to be with people just like them". In addition, Participant 1 added that their exposure to other cultures helped them to recognize the opportunities in diversity—stating, "I started being able to see the opportunities, the beauty in the diversity, in the differences of people—and you know, I liked being able to celebrate and see the benefits of different cultures". All the participants pointed out that cross-cultural competence and thinking globally is an important factor in this multicultural environment.

Scholars and researchers in the field of cross-cultural leadership recognize that having a global mindset is a vital prerequisite for effective leadership. Gupta (2009) described a global mindset as "a way of looking at business on a global level rather than just at a domestic or regional one.... or "the ability to adapt to different ways of looking at the world without judgment" (p. 145). According to Matthews (2017) and Woodland (2016), there is a basic assumption that cross-cultural leadership competence and global mindset flow together. Mendenhall and Bird (2013) explained that whereas global leadership refers to the competencies of an effective leader to deal with complicated dilemmas; global mindset addresses the orientation on which those competencies can be established. Gupta (2009) stated, "A global mindset gives an individual the ability to see the world as a holistic entity and not as something that functions in isolated sections" (p. 147). Matthews (2017) concluded that a leader becomes a global leader with a global mindset by learning about different cultures. Gupta, (2009) added, "all leaders today must possess a global mindset" (p. 147). Doz and Prahalad (1991) stressed that

leaders who possess a global mindset are better prepared to handle the complexities and challenges of multiple organizational environments and cultural heterogeneity. All participants expressed that a global mindset is a vital skill for effective leaders.

A global mindset is related to the Cognitive CQ (knowledge) and Meta-Cognitive CQ (strategy) dimensions of the CQ theoretical framework. CQ Knowledge is an individual's cultural knowledge of norms, practices, and conventions in different cultural settings (Van Dyne, Ang, & Koh, 2009). CQ Strategy is an individual's cultural consciousness and awareness during interactions with individuals from different cultural backgrounds (Livermore, 2016; Van Dyne et al., 2009). According to the CQ framework, leaders with CQ Knowledge are able to recognize how styles of leadership differ across cultures, how to put individuals from diverse cultures at ease, and how to deal with conflict in different cultural settings. Conversely, leaders with CQ Strategy consider possible cultural differences before meeting people from dissimilar cultures and are mindful of how other individuals' culture may influence their thoughts, feelings and actions. Participants 1, 2, and 3 indicated that they think about possible cultural differences before meeting people from other cultures

Second Theme: Acceptance, Open-Mindedness, and Appreciation

The second theme that emerged was an attitude of acceptance, open-mindedness and appreciation of other cultures. This theme was shared by all the participants. Each participant suggested that given the choice, they would prepare work groups composed of people with different (rather than similar) cultural backgrounds. Participant 2 expressed their views saying,

I've learned that we may bury our dead differently, but we all mourn the loss of our love ones. We celebrate the birth of our children differently, but we all celebrate the birth of a child. Our marriage ceremonies are different, but there is something unique about the joy

of a wedding. It hasn't turned into a relativism where everything is ok, but it has given me an appreciation for the differences. I still stand in my own tradition, I still love that which my tradition does etc. And, I haven't just thrown away everything else. But I have become very respectful for how other people do what they do. I think it has reflected in my leadership style in that I can appreciate the fact that people operate differently, but if you can get them to work together, the goal can be achieved better.

This participant continued stating that when they deal with people they appreciate the difference that may be in the room. Participants 1 shared the same view adding that, "people are very diverse, and cultures are very diverse. And so, I think, there's no way you would want to categorize people". Participant 2 expressed,

I'm always interested in questioning my own presuppositions. So, I come in and I have a certain vision of who this person is and what this culture is like. And I always like to be open to testing whether those presuppositions are correct or not...and nine times out of ten I find out that most of those presuppositions are absolutely wrong.

Participant 3 highlighted that while it is important to be open-minded in accepting and appreciating other cultures, it is equally important not to discount one's cultural values. This participant expressed this sentiment saying "I too, carry my cultural values. I cannot be a multicultural leader and not take into account my culture". Participant 2 summed up their experience stating,

I've learned over the years that there is no one style that fits everybody. I'm going to be me. But, depending on the situation. You can't come in and just throw out everything that's there. Because, you may be throwing out the baby with the bath water.

All participants stated that their attitude of being open-minded, their acceptance of other cultures, and appreciation of other cultural values contributed to their effectiveness as leaders.

Being agreeable and open-minded is a major topic in the current literature of cross-cultural competence. This theme aligns with the current literature. Li et al., (2016) found that an individual's openness is positively related to three dimensions of cultural intelligence. Openness and the appreciation of other cultures is important for cross-cultural leadership effectiveness (Torres, 2016; Li et al., 2016). As the world becomes interdependent and interrelated, it has become the norm for a leader of one country to lead followers from another country—whose values and culture may be different (Torres, 2016). The personality trait of openness affects a person's cultural intelligence (Li et al., 2016). Research by Cseh et al., (2013) found that the ability to celebrate differences was a main theme from the stories of global leaders. According to House et al., (2001) it is essential for leaders of international organizations to be able to adjust to unfamiliar surroundings swiftly and work with associates and employees from other cultures. According to the participants, an attitude of acceptance and openness helps individuals to adjust to new surroundings.

According to Li et al., (2016) personality of openness was positively related to all four dimensions of cultural intelligence, meaning that leaders who are open-minded possess Motivation CQ, Cognitive CQ, Meta-Cognitive CQ, and Behavioral CQ. Such individuals are intrinsically motivated. Such leaders enjoy their interaction with people from diverse cultures and thrive on the differences in cultures new to them. They are also able to recognize how styles of leadership differ across cultures, how to put individuals from diverse cultures at ease, and how to deal with conflict in different cultural settings. According to the CQ model these leaders not only consider possible cultural differences before meeting people from dissimilar cultures, they

are mindful of how other individuals' culture may influence their thoughts, feelings and actions. These type of leaders change their verbal and non-verbal behavior change to fit a specific cultural context. For example, according to Van et al., (2011) such leaders may modify the way they greet others such as head movements and hand gestures to fit each cultural situation. They also vary the way they agree or disagree with other individuals to fit a particular cultural setting (Livermore, 2015). An attitude of acceptance, open- mindedness, and appreciation is a dominant theme in this study because it aligns with all four dimensions of the cultural intelligence theoretical framework.

Third Theme: Cross-Cultural Leadership with an Attitude of Service

All the participants in this study shared an attitude of service to the people they led. They had a genuine interest in people and care about people with a willingness to listen to other's opinion. Participant 1 commented that,

People don't care about how much you know; until they know how much you care. And caring may be expressed by learning culture, being aware of cultural differences, or making room for cultural differences. Ultimately, the thing that can cross culture—is that care and that love. People are going to follow somebody... if we are talking about leadership—but, they have to see the ability of a leader...of wisdom... something that they could see worth following. But more importantly, the leaders love and the level of concern. A willingness of that leader to help them get to where they need to go. And So, I think if there is anything that would empower a cross-cultural leader more than anything, it is that willingness, that care, that love that someone would show towards an individual ...because that will cross cultural boundaries. This has been my experience.

Participant 2 shared the need to be engaged and their concern for people saying, “Leadership also gives you the opportunity to empower some talented people to do their job well...and gives you the opportunity to empower them to use their gifts for the benefit of the organization and beyond”. Participant 3 supported, participant 1 and 2 comment by arguing the importance of listening—stating,

The first skill is the capacity to listen. Listen deeply; listen profoundly. Listen far more, than what the person speaking is able to say. Also, listen to the destructors and how they organize their values....Everybody structures their world and mindset...Everybody attributes values thru system of beliefs. Systems of sanctions, systems of theology. So that capacity to hear well...what people are saying and what people are not saying helps us to understand how people mask their world—how they organize values...how they organize their capacity to function in the world.

Participant 2 echoed the same sentiment regarding the need to listen stating, “You have to be a good listener. I mean you really have to listen—so that you can interpret what you’re hearing”. According to Participant 2, “An effective leader thinks about how they can respond to the need”. Participant 1 further explained that,

By being able to connect on different levels and show a genuine interest in who people are is important. It opens them up to really receive what I have, who I am, and what I have to give. It is reciprocated. By having that honor for other cultures doors open for you to be able to receive that honor as well.

Participant 3 clarified that “Respect is important, as well as being a good negotiator. I think about how I need to respond in order to be an effective leader”. Participant 1 also

commented on how expressing interest, trust, and displaying care helps to connect with people stating,

You know, just to be able to connect...connect with people and empower them to feel more comfortable with me—builds trust. You know, like the motto goes, that I stated earlier, ‘people don’t care how much you know; until they know how much you care’.

Participant 1 continued, “Just getting to know people from different cultures and the way people tick that may be different from me—I think has helped me connect. And in a relational way it has helped me build rapport”. Participant 2 spoke about self-awareness stating, “Know your strengths and your weakness. You need to be able to ask question. You cannot assume you know what is being said without asking questions. So, when you ask the questions—engage people in the conversation”. The theme of an attitude of service to the people supports the idea that cross-cultural leadership focuses on the leader’s ability to listen, to accept different views and opinions, and to persuade rather than dictate.

Although servant leadership emerged as the third theme in this study, it is not a popular subject in the literature of cross-cultural leadership and little focus has been placed on servant leadership in the cross-cultural context (Van Dierendonck & Nuijten, 2017). Van Dierendonck and Nuijten (2017) were the first researchers to explore and confirm that servant leadership can be measured across languages, nations and cultures in Europe, but the researchers did not discuss the impact or relationship between servant leadership and cross-cultural competence. Rather, they built upon their previous research (Dierendonck & Nuijten, 2011). Hannay (2009) who addressed the application of servant leadership in a cross-cultural context concluded that understanding the cultural dimensions of servant leadership and how they impact the theory allows the leader to become aware of the type of workplace to encourage its application.

Participants in this study shared the need of interpersonal acceptance and demonstrated the ability to develop and empower people while providing direction. They displayed servant leadership by combining their motivation to lead with an attitude of service.

The attitude of service theme does not directly align with the CQ theoretical framework. Although this theme does not directly align with the CQ theoretical framework, there are similarities between the attributes of a servant leader and all four dimensions of the cultural intelligence theoretical framework (Van Dierendonck & Nuijten, 2017). This includes a leader's need of interpersonal acceptance, the ability to develop and empower people, and their willingness to serve (Avolio et al., 2009).

Fourth Theme: Continuous Learners

The leaders who participated in this study shared a common interest in learning. They showed interest in learning about individuals from diverse backgrounds. Participant 3 confirmed this, explaining, "The understanding that I'm an incomplete person and meeting others with different cultural backgrounds, different understandings gives me the chance to grow. So, I am given the chance to grow, to learn and become a better leader". Participant 2 commented saying,

My cross-cultural experiences have often helped me...It opens me up to be open to new learning. So, I don't come to the table thinking I know everything; or I'm right all the time. I come to the table and I throw my ideas out. And hope that the leadership team that I pulled together will have enough confidence in themselves and in me to question that position not because they want to be antagonistic, but because the expertise that they bring to the table meshing with the expertise I may have makes the whole thing better.

Participant 3 also added that,

By meeting people from other cultures and in different contexts...watching them deal with their own personal problems in their own locations—I learn...This gives me a better chance to be a collaborator. When I begin to grow, I can also come back to my own context and take responsibility for the shortcomings, for the mistakes, the shortsightedness of the practices and actions in my own context.

Participant 2 shared the importance of seizing every opportunity to learn—stating,

My cross-cultural experience helps me to appreciate the fact that there are people all around the world with different cultural perspectives—that come to the table with information and insights on life that I need to tap into in order to be an effective leader.

Participant 2 continued that as a leader it is not only important to be open to learning at all times but it is equally important for a leader to admit when they make mistakes. This participant elaborated further on this point by stating,

I cannot imagine, how often I'm in drive as opposed to being in reverse. Every now and then, I have to put the car in reverse if I'm going to go where I'm going. In leadership, the hope is that you will do far more right than you do wrong. And, if you're going to be an effective leader you better know how to throw it in reverse. Own up to the mistake and go back and drive. You have to operate out of integrity. I would say integrity is perhaps the most important thing. You have to embody integrity in everything you do. You can make mistakes. Folks will forgive you. Especially if you recognize the mistake and you own up to that mistake. What people will not forgive you for—if they feel that you are arrogant, and you don't pay attention to their hurts and pains. It's important to learn how to throw it in reverse—this could be considered an important skillset.

The leaders shared that they learned various aspects of cross-cultural skills. Participant 1 mentioned mirroring somebody's rate of speech. Similarly, participant 2 expressed that they sometimes control their speech patterns. Participant 2 further explained that they control their speech patterns when they feel overconfident or overzealous. Participant 3 disclosed a situation that they experienced stating "I had to realize that there were issues of ignorance and race and a whole host of other cross-cultural communications that I was not the least prepared for". Participant 1 added, "I think there's a mirroring of some kind, of honoring tradition. Maybe how someone might carry themselves or how they dress. You might want to honor that". Participant 3 insisted that, "We need to learn from cultural diversities. We need to be more committed to learning". Participant 2 also commented on the importance of making people comfortable and allowing them to know that you are open to learning from them and that their opinion is valued. According to Participant 2,

As a leader, you are ultimately responsible for making decisions. And one of the things I've learned is that you need as much information as you can get in order to make the best decision possible. You may make a mistake, but it ought not be because you didn't get the information you needed to make the decision. I have made that mistake. You thought you had enough information to make the decision—and what you found out later on— is there were key pieces of information that you did not get; and sometimes it was because I didn't leave room for folks to feel like they could offer it. They thought that it was already done—so why should they step in, or they didn't know you well enough where they feel they could challenge you. And that's important to be able to have your leadership team—especially in a place where they are comfortable enough where they could challenge you.

Participant 2 continued,

I feel it is a continuous learning experience—when I have to go into an environment of cultural difference...whether it is racial, ethnical or etc. I have developed an open-mind to learning—that way I can really see what’s happening in a cross-cultural context. And that to me is fascinating. I’ve learned a lot from being in different cultural settings and learned how people operate I’ve seen both differences and similarities to how I function.

All the participants shared the willingness to learn and expressed the importance of being continuous learner of other cultures as a competence with a direct impact on their leadership effectiveness.

A review of the current literature in cross-cultural competency aligns with the theme of continuous learning. Research by Cseh et al., (2013) indicated that global leaders are continuous learners with a global mindset for learning. The study also indicated that learning how to be self-reflective and reflective with others could have a positive impact on relationships in the society and leadership effectiveness. According to Cseh et al., to recognize the differences—leaders must celebrate them and learn from them. Participants in the researcher’s study became aware of their “otherness”. They learned about otherness through self-reflection and “self-awareness of otherness”. This helped them realize that self-reflection with others was at the core of learning and developing their global mindset.

The theme of continuous learning aligns with Motivational CQ (Drive) dimensions of the cultural intelligence theoretical framework. Motivational CQ represents an individual’s interest in interaction with people from different cultures, learning about other cultures and operating confidently in a culturally diverse environment (Van Dyne et al., 2009). According to Livermore

(2016) leaders who possess a high CQ Drive are inspired to learn and adapt to an unfamiliar cultural setting.

Fifth Theme: Inadequate Training

The last theme that emerged from the data analysis was inadequate training. Only one participant referred to any type of formal training which they received at college. They did not elaborate on the content, the structure, or the nature of the training. None of the participants received any form of cross-cultural training from their employers. When asked what type of cross-cultural training the participants received from their organization, institution, or ministry, Participant 1 stated,

Most of it was on the job training—going right into it...Two things come to mind. Going on mission trips. It's typical that that's the one time where there's a real briefing on cross-cultural relations....Ok guys, we are going into this culture, this is the way they might interpret—Americans. This is the way they might look at you.

Participant 2 attested to the same sentiment expressing that, “Unfortunately, there was no systematic training about cross-culture anything”! Participant 2 continued that the introduction to cross-cultural training they got was from their parents. Participant 2 further explained stating,

My cross-cultural training was learned not through any sort of organizational training but rather through lived experiences. And, I was blessed to have the experiences, I had. I would not have picked-up on some of this stuff in a cross-cultural training session. I would have had to be a part of it—I had to experience it and put it in my own context through the lens my parents provided.

Participant 2 also shared an example of their lived experience while on a trip to Ghana, West Africa. They expressed, “I didn't go with an idea somehow that these people were less

than—I went, as an adult to Africa with the preconception that I was going to be exposed to something that I had not been exposed to—that was new and different”.

Participant 3 was the only participant who initially stated that they received any type of training. They explained that they received the cross-cultural training through the hostel chaplain at college. A follow-up question later established that this participant did not receive any training from their employer. They declared, “I don’t think I’ve ever received cross-cultural training” and continued explaining about their lived experience in Brazil,

All of that aside...My region was always exposed to a cultural identity of minority in relation to the upper region of the country. My cross-cultural training and competency came through my training in language through literature. When I was introduced to literature, I fell in love with different languages and learning how people signify their world differently.

The above response from participant 3 is an example of a leader who displayed all four dimensions of CQ even without any formal training. Kuchinke, Ardichvilli, and Lokkesmoe (2014) stressed the need for leaders who work in cross-cultural settings to engage in training and immersion programs.

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Appendix B: Interview Protocol

Name of Participant: _____

Interview Date: _____

Thank you for your voluntary participation in this research. My name is Xavjah Streeter and this study is part of the requirements for my Ph.D. in leadership at Beulah Height University. The purpose of this research is to examine cross-cultural competence and its influence in leadership effectiveness. This interview will be for approximately 45 minutes. I am going to review the consent form and answer any questions you may have before you sign it. I will like to remind you that any information you provide for this research is confidential, and you can choose to withdraw from the research without any penalty.

With your permission, I will record the answers that you provide to the interview questions, and after the interview, I will transcribe your responses. You will have the opportunity to review my transcript to ensure that I accurately recorded your viewpoint. It may be necessary for a follow-up interview to clarify additional information. Do you have any questions? I now would like to proceed to record this session.

Interview Questions:

These following interview questions will help to answer the research question.

1. What is your position in the organization/institution?
2. Please describe your background, experience.
3. How did you rise to your position?
4. How would you identify an effective cross-cultural leader?
5. What kind of cross-cultural training did you receive when you started with this

organization/institution? How did the training you received help to prepare you as a cross-cultural leader? If not, what would you add or include in your organization's training of cross-cultural leaders?

6. Do you have any other information to add?

Thank you again for your participation. Please contact me if you have any questions.

Appendix D: Permission from Cultural Intelligence Center to use the E-CQS Survey

From: Keyla Waslawski <keyla.waslawski@culturalq.com>
Date: Fri, Mar 30, 2018 at 3:59 PM
Subject: RE: CQ Inquiry: Streeter
To: Xavjah Streeter <bhu11149@students.beulah.edu>

Dear Xavjah,

Thank you for your email and your interest in using our scale for research purposes. You have our permission to use our copyrighted E-CQS survey in your research aimed at publication in scholarly journals.

I know you plan to use our online portal system to administer your assessments. I attach here a guide you can use to navigate the system, purchase the assessment, and set up and administer your program. Once you have completed administering the assessment, please let me know and we can extract your data and provide you with the individual raw data responses (in an excel sheet) for \$150/set. I also attach here the E-CQS scale. You can use this scale in your research. Please be sure to cite appropriately using the highlighted information below.

© Cultural Intelligence Center 2014. Used by permission of Cultural Intelligence Center.
Note. Use of this scale granted to academic researchers for research purposes only.
For information on using the scale for purposes other than academic research (e.g., consultants and non-academic organizations), please send an email to info@culturalq.com

Please remember this is a copyrighted scale and I am making it available to you ONLY for scholarly research aimed at publication in academic journals. Should you decide you want to use the scale for consulting or program evaluation in the future, please contact me to make the necessary arrangements.

In addition, please remember that you should only use the **1-7 Likert scales responses** (sent in the form of raw data in an excel spreadsheet) in research and research papers/presentations because the world-wide norms and the 1-100 scores (found in feedback and group reports) are proprietary. For the scoring, you should average the items for each sub-dimension and then average the sub-dimensions to create average scores for the four factors. You can then use the four score or the scores for the subdimensions in your statistical analysis.

We wish you the best with your research. Please share your results with us so that we can learn from you.

Sincerely,
Keyla

Keyla Waslawski

Director of Operations
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