The Effect of Cultural Intelligence on the Climate of Diversity

Kültürel Zekânın Farklılık İklimine Etkisi

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ABSTRACT

The climate of diversity is defined as "the common perceptions of employees about the way things are done". The climate of diversity is at the centre of human resource management practices and policies. The climate of diversity is seen as an opportunity for the organization and turns into a useful tool when used brilliantly. The management of diversity, which sees the differences of individuals as wealth and aims to increase the differences, has an important potential in maintaining organizational development and equal opportunities for controlling organizational outputs. The main purpose of the current study is to determine the relationship between cultural intelligence and the climate of diversity. In the study, it was also examined whether cultural intelligence, the climate of diversity, the management of diversity and career perception vary significantly depending on the demographic characteristics of the employees. Anova, t-test and Pearson correlation method were used in empirical analyses. As a result of the analyses, a negative and statistically significant correlation was found between the cognitive dimension of the cultural intelligence scale and the scale of the climate of diversity, the work group factor and the organizational factors dimension. Moreover, it was determined that the individuals who are the citizens of the Turkish Republic have a higher level of cultural intelligence and a better perception of the climate of diversity than the ones who are not citizens.

ÖZET

Farklılık iklimi "işlerin yapılış şekline yönelik çalışanların ortak algıları" olarak tanımlanmaktadır. Farklılık iklimi insan kaynakları yönetimi uygulama ve politikalarının merkezinde yer almaktadır. Farklılık iklimi, örgüt için bir fırsat olarak görülüp zekice kullanıldığında fayda sağlayan bir araca dönüşmektedir. Bireylerin farklılıklarını zenginlik olarak gören ve farklılıkları arttırmayı amaçlayan farklılıkların yönetimi örgütsel çıktılar üzerinde kontrol sahibi olunmasında örgütsel gelişimin ve fırsat eşitliğinin sağlanmasında önemli potansiyele sahiptir. Bu araştırmanın temel amacı kültürel zekâ ve farklılık iklimi arasındaki ilişkiyi tespit etmektir. Çalışmada ayrıca çalışanlarının demografik özelliklerine göre kültürel zekâ, farklılık iklimi ve farklılıklar yönetimi ve kariyer algı farklılaşıp farklılaşmadığı incelenmiştir. Ampirik analizlerde Anova, t-testinden ve Pearson korelasyon yönteminden yararlanılmıştır. Yapılan analizler sonucunda kültürel zekâ ölçeğinin bilişsel boyutu ile farklılık iklimi ölçeği ve çalışma grubu faktörü ve örgütsel faktörler boyutu arasında negatif ve istatistiksel olarak anlamlı bir ilişki tespit edilmiştir. Ayrıca T.C. vatandaşı olan bireylerin olmayan bireylere göre kültürel zekâ ve farklılık iklimi ve daha yüksek olduğu belirlenmiştir.

1. INTRODUCTION

Human resources, which settled in the centre of organizations in the 21st century, have become the main priority of all organizations. The main goal of this priority is to attract, keep and benefit from human resources. After the Workforce 2000 report published in 1987, many organizations have turned towards creating a multicultural environment (Cox, 2001: 1-2).

Today, organizations have to take advantage of differences in order to gain a competitive advantage. Research has determined that the differences contribute to the goals and competitiveness of organizations. Diversity management is therefore important and diversity management has become the main policy for businesses. When differences are not managed effectively, some negative consequences such as cynicism, low motivation, inefficiency, burnout, conflict and absenteeism can be seen (Fettahlıoğlu and Tatlı, 2015:120).

Traditional estimation methods including statistics and mathematics, which organizations use to anticipate changes and create appropriate action plans, are no longer sufficient. Today, heterogeneous groups with different imaginations, different perspectives, and different expertise are needed. Seen from this perspective, effective management of differences comes to the fore in the formation of think tanks that decide the future strategies of organizations (Kamaşak and Yücelen, 2007:36). The fact that individual differences may cause pressure, harassment, humiliation and discrimination increase the importance of diversity management. In addition, while the order in modern societies has been based on similarity, today it is based on diversity. In other words, developments in the social, organizational and managerial areas increase the interest in differences (Nişancı, Mayatürk Akyol and Özmutaf, 2016:288).

The main difficulties in organizations are not to manage individuals with similar beliefs, values, perspectives and individual characteristics, but to manage different people, bring them together, and reduce tensions arising from differences. Diversity management is a managerial practice used to overcome these difficulties. According to the diversity management approach, employee diversity is wealth for organizations and provides a competitive advantage (Tozkoparan and Vatansever, 2011:90).

Diversity management refers to the self-knowledge and awareness of individuals and communities with different demographic characteristics, belonging to different beliefs and cultures, and adopting different values (Memduhoğlu, 2011b:38). Diversity management is a management approach that has adopted the principle of making more use of the existing workforce potential (İnce, Gül and Korkmaz, 2015:112) by preventing individual differences from being a cost for organizations (Balyer and Gündüz, 2010: 26).

2. DIVERSITY CLIMATE

Effective diversity management contributes to the performance of the organization as it allows individuals to be free from mental, emotional and physical barriers and encourages them to work as a team and to benefit from all available capabilities. The success of the organization increases as the different knowledge and skills of different individuals are valued and utilized at the maximum level. Individuals strive harder to contribute to the goals in an organization where their differences are respected and valued. Thus, the organization's human resources are capitalized on to the greatest extent (Barutçugil, 2004:231).

While diversity management is gaining importance in multinational countries, it also concerns organizations in uninational countries (Sezerel and Tonus, 2016:3). Diversity and diverse identities became critical issues as organizations expanded geographically and the workforce began to move freely across countries. Now, there are different elements in consumption and production areas (Memduhoğlu, 2011a:116). As a result of these changes and developments, the increase in the number of employees with a high level of education, knowledge and skills and with different cultures in the organization has made diversity management a competitive strategy (Tozkoparan and Vatansever, 2011:89).

Diversity management is at the centre of human resources management practices and policies. When diversity management is seen as an opportunity for the organization and used cleverly, it turns into a useful tool (İnce, Gül and Korkmaz, 2015:115). Diversity management which sees the differences of individuals as wealth and aims to increase the differences has an important potential in ensuring organizational development and equal opportunity in terms of having control over organizational outputs (Okçu, 2014:2151).

Reichers and Schneider (1990, 43) define organizational climate as "the common perceptions of employees about the way things are done". Perceived climate is formed as part of the perception process. Employees get information from the most prominent stimuli to define and interpret their work environment. This information

about workplace conditions and events experienced by employees provides broader information on the climate of the work environment. Schneider (1987, 12) emphasizes that the best reference is the climate while interpreting organizational conditions and events. For this reason, the climate is seen as an important focal point by academicians who conduct organization studies, especially by those who study differences in working life.

Hyde and Hopkins (2004, 61) define the concept of diversity as the degree of heterogeneity of employees within the organization. The climate of diversity, which has been a very popular topic recently, is defined as "The unity of perceptions shared by employees that their organizations are conducting policies, practices and procedures that reinforce and protect differences and eliminate discrimination." (Gelfand et al., 2005, 2). Garcia and Hoelscher (2010, 3) state that four different themes are widely acknowledged while defining the climate of diversity. These are listed as follows:

- Perception of the degree of between-group conflict and acceptance of others,
- Level of institutional commitment to diversity (e.g., promotion of personal and emotional safety, promotion of increased demographic representation of individuals from minority populations),
- Fairness (e.g., acculturation processes, lack of institutional bias), and
- A generalized atmosphere of respect (e.g., personal attitudes and reduction of prejudices).

Empirical research on the climate of diversity is very limited. The existing research typically focuses on the precursors of diversity climate rather its consequences.

The first study on diversity climate was conducted by Kossek and Zonia (1993, 12). The aim of this study was to operationalise the extent to which the members of an organization generally participate in and value the efforts made to increase the representation of minority groups within the organization. Later, Mor Barak et al. (1998, 23) developed the Perceived Diversity Climate Scale (PDCS) to evaluate organizational justice and inclusiveness regarding diversity in organizations, based on the theories of social identity and intergroup relations. The Diversity Climate Scale (Mor Barak et al. 1998) evaluates the extent to which an organization supports diversity to ensure an inclusive and equitable climate.

Research on diversity climate focuses on the theory of social identity and social change to explain the process by which diversity climate affects work attitudes (McKay and Avery, 2015, 71). From the perspective of social identity, researchers argue that diversity climate promotes freedom of identity and thus affects work attitudes such as job satisfaction and intention to quit. Based on the perspective of social change, researchers emphasize that diversity climate affects organizations by strengthening the psychological contracts of minority group members with the organization (Luthans and Youssef, 2004, 54).

According to Özbilgin (2008, 1-29), the diversity climate of an organization reflects the common perceptions of employees regarding the consequences of various forms of workplace harassment and discrimination against differences. Seen from this perspective, it can be argued that organizations dominated by a positive diversity climate do not tolerate harassment and discrimination, while organizations dominated by a negative diversity climate tolerate harassment and discrimination against different employees. Kwak (2003.7-8) stated that diversity climate includes the psychological climate (perceptions, attitudes and beliefs about diversity) and behavioural climate (the way different racial and ethnic groups interact in a given environment). From this point of view, diversity climate includes the whole of the attitudes, perceptions and beliefs developed towards the differences between the groups in the working environment.

2.1. Dimensions of Diversity Climate

Theory and models have the role of guiding researchers and elaborating on existing relational contexts related to the subject. Although the theories and models developed in relation to organizational diversity climate are limited, many theories and models in other fields of social sciences such as sociology, psychology and social psychology form the basis for diversity climate. In this context, theories and models related to diversity climate are elaborated.

2.1.1. Social Identity Theory

Social identity theory was introduced by Henri Tajfel and John Turner (1979). Social identity theory explains the relationship between social groups and individual identity through the meanings people ascribe to their membership in identity groups such as race, ethnicity, or social gender (Tajfel, 1982, 64). Social identity theory assumes that people want to define, interpret, and evaluate themselves in a positive way. Thus, the individual becomes a member of groups to create a positive social identity. His/her social and personal identity gained in this way determines his/her group membership.

Referring to social identity theory, Phinney (1992, 34) and Utsey (2002, 56) showed that minority members with different ethnic identities have a stronger sense of ethnic identity than white participants in the US. When the minorities and whites were compared, it was found that the group harmony of the whites was weak, on the other hand, the awareness of the minority group was high and the meaning they attributed to their group was strong. Moreover, it was revealed that minority groups are more sensitive than whites about wages and other working conditions within the organization.

2.1.2. Intergroup Relations Theory

The problem of intergroup relations has recently become a vital issue. When evaluated in terms of working life, ethnic, religious, ideological or lifestyle differences between managers and employees, who are in constant interaction, bring conflict, uncertainty and unhappiness. In 1949, Muzaffer Şerif and his colleagues examined the intergroup relations in an empirical study and tested the hypothesis "when two inner groups enter into operational relationships under conditions of competition and frustration, negative outgroup attitudes and stereotypes arise and become standardized". According to the results of the study, the sense of belongingness and solidarity of the inner groups strengthens and hostile attitudes and behaviours towards the outgroup increase in environments where competition is intense and obstruction in intergroup relations is encountered. It was observed that even when the obstructions on the subject groups were removed, the same attitudes were observed. As a result, the tested hypothesis was confirmed. This can be summarized as follows: The direction of intergroup relations determines the direction of the attitudes and behaviours developed towards the outgroup. The positive group relationship results in positive attitudes and behaviours. If intergroup relations are negative, negative attitudes and stereotypes towards the outgroup arise. These stereotypes lead to the development of social distance against different groups over time (Şerifve White, 1996, 12).

2.1.3. Equity Theory

According to equity theory developed by John Stacey Adams (1963, 422), employees desire an environment in the workplace where all employees are treated equally. This desire has an impact on the motivation of employees. The level of success and job satisfaction of employees is shaped in direct proportion to the equality and inequality in the working environment. Employees also compare what they have achieved in return for their efforts with those of other employees within the organization. As a result of this comparison, they convince themselves of some facts. Cropanzano et al. (2011, 23) state that what people believe is more important than some absolute feelings about what is right because they argue that employees' perceptions are the basis for their later attitudes (such as the intention to leave the job) and behaviours (Bynum et al., 2012, 3; Fassin, 2012, 31; Harrison and Freeman,1999, 21). Similar to social identity theory, Adams (1963, 430) argues that the individual's perception of equality is not independent of the values and norms of the social group to which he or she belongs. Every individual has a learning story, but he or she tends to demonstrate psychological responses similar to those with whom he/she has learned the same values, social norms, the same language and culture.

3. DIVERSITY MANAGEMENT

The main difficulties in organizations are not to manage individuals with similar beliefs, values, perspectives and individual characteristics, but to manage different people, bring them together, and reduce tensions arising from differences. Diversity management is a managerial practice used to overcome these difficulties. According to the diversity management approach, employee diversity is wealth for organizations and provides competitive advantage (Tozkoparan and Vatansever, 2011:90).

Diversity management refers to the self-knowledge and awareness of individuals and communities with different demographic characteristics, belonging to different beliefs and cultures, and adopting different value judgments (Memduhoğlu, 2011b:38). Diversity management is a management approach that has adopted the principle of making more use of the existing workforce potential (İnce, Gül and Korkmaz, 2015:112) by preventing individual differences from being a cost for organizations (Balyer and Gündüz, 2010: 26).

According to Thomas, who coined the concept, diversity management does not mean harnessing differences and establishing control over them, but means providing opportunities for employees to show their potential. In this context, the acceptance of the existence of differences under the same roof is important for an effective diversity management (United States Government Accountability Office Research Report, 2005). Diversity management is to view differences as a dimension that increases organizational performance, enhances its products and services, and increases its social benefits. It is the clear recognition and appreciation of the individuals who carry the increasing differences in communities to the organization every day (Barutçugil, 2011:203).

Diversity management has an interdisciplinary nature and correspondingly uses the methods of sciences such as racial science, economics, organizational behaviour, political science, human resource management, behavioural science and social science. In this context, diversity management plays a role in the development of different ideas and thoughts, creativity, making effective use of differences within the system and initiating organizational change processes (Doğan et al., 2015:122).

Diversity management does not only mean increasing the number of individuals with different characteristics but rather helping individuals having different socio-cultural perceptions, life styles and world views to be aware of themselves and feel their own existence (Taşlıyan, Hırlak and Çiftçi:2017:165). Diversity management is a management process that tries to reduce negative perspectives on differences such as gender, age, race, class, disability, sexual orientation and religion among individuals struggling with racism, classism and discrimination. In this process, importance is given to individual similarities and differences, thus the negativities arising from differences are reduced, and it is aimed to benefit from the advantages of differences at the highest level (Sürgevil, 2010:89-91).

Diversity management means that employees are not discriminated against in terms of demographic characteristics such as race, language, religion, personality, gender, mental and physical capacity, age and experience, as well as economic and socio-cultural characteristics. In this context, diversity management is a management approach that takes into account the internal and external environments of organizations. In this approach, it is aimed to ensure the happiness of individuals as well as the recognition of their differences (Polat, 2012:1398).

As can be seen, diversity management indicates three basic conditions: First, effective management of differences provides new contributions and values to the organization. Second, the differences are deep, not superficial. Third, the business environment is important in managing differences (Çetin and Bostancı, 2014:2). In the most general terms, diversity management refers to the effective and conscious development of the process leading to the formation of a positive working environment by respecting individual, socio-cultural and demographic differences, not discriminating individuals or groups, confirming differences and similarities, focusing on the future, directing values, creating new values by using strategy and communication and drawing on differences to achieve individual and organizational goals (Özan and Polat, 2013:55). In this process, differences are a means of achieving goals, not costs (Sürgevil and Budak, 2008:69).

4. CULTURAL INTELLIGENCE

Cultural intelligence, introduced by Earley and Ang (2003), is the ability to adapt to different cultures in different cultural environments and to act in accordance with the requirements of that culture. This type of intelligence, which has come to the fore with the increase in cultural relations in recent years, has become the most effective tool in problem-solving, especially in global business environments and multicultural environments.

4.1. Metacognitive Cultural Intelligence

This dimension of cultural intelligence refers to the ability of individuals to properly perceive every cultural situation and expectation they encounter. Individuals with metacognitive cultural intelligence are aware of the priorities of other cultures before and during the interaction. They can also challenge cultural assumptions and moderate their mental paradigms during and after the interaction (Ang et al., 2008). This type of intelligence reflects the mental processes used by the person in acquiring and understanding cultural knowledge, and also includes control and knowledge over the individual's thinking process towards the culture. It is the ability to plan, follow and change the mental model to understand the cultural norms of different countries or groups of people. When the metacognitive cultural intelligence level is high, there is an awareness of the cultural preferences of people from different cultures. This awareness occurs consciously before or during the interaction with cultures. In addition, people who interact can adapt the mental models they use during and after the interaction (Yeşil, 2010).

Metacognitive intelligence is a phenomenon strategic in nature. It allows individuals to develop an awareness of their knowledge of different cultures and to know when and how to use this knowledge. Metacognitive intelligence defined as individual cultural consciousness and awareness in the process of interacting with people from different cultures is important as it encourages effective thinking about people and situations when cultural backgrounds are different, triggers sensitive behaviours towards traditions, habits, assumptions and cultural thinking and allows individuals to create, evaluate and revise their mental maps about their own culture and others' cultures (Akdemir et al., 2016).

4.2. Cognitive Cultural Intelligence

Cognitive cultural intelligence reflects individuals' general knowledge and mental maps of cultures in a way that enables them to understand the similarities and differences of cultures. For this reason, the cognitive intelligence dimension includes information about the language, religious beliefs, social norms, legal and economic systems of different cultures (Yeşil, 2010: 158). In terms of cultural intelligence, this information includes general knowledge about the structure of a culture and its social, legal and economic systems (Dyne and Ang 2005). This component is the knowledge gained through experience and education including culture-specific differences containing norms, practices and customs / habits as well as the universal dimensions of the culture (Ang et al., 2008:338). Cognitive cultural intelligence has been shown to improve decision making in intercultural interaction practices (Ang and Van Dyne, 2008). The two sub-dimensions of cognitive intelligence are general knowledge about culture and specific knowledge about that culture, as stated above. When general knowledge is mentioned, reference is made to universal elements of the cultural environment encountered. These are knowledge on economic systems, management systems, education systems and general legal rules. Specific knowledge, for example, is to know that Brazilians tend to be very active and lively, and Japanese are inclined to non-verbal communication (Ang and Van Dyne, 2008).

Cognitive cultural intelligence provides a framework that we can use for various cultural interactions in building cultural understanding that constructs our knowledge capacity; equips us with mental preparations to understand what is happening at that time by putting aside our own cultural perspective; gives us flexibility and a broader perspective. While metacognitive cultural intelligence focuses on higher order cognitive processes, cognitive cultural intelligence mostly covers the knowledge about the norms, practices and traditions of different cultures that an individual acquires through education and experience. It involves having knowledge of economic, legal, social and general cultural value systems of different cultures, including their subcultures. For this reason, those with high cognitive intelligence have the capacity to understand the similarities and differences of cultures well (Yeşil, 2010).

4.3. Motivational Cultural Intelligence

Motivational cultural intelligence refers to the energy and interest level of a person in learning different cultural elements and shows the openness and interest in interacting with people from other cultures (İşçi et al., 2013: 6). This dimension of cultural intelligence is the capacity to direct energy and attention in order to act or learn in a different cultural environment. When their motivational cultural intelligence is high, people can focus their energy and attention on intercultural situations due to their inherent interest and as a result, they can be successful (Yeşil, 2010).

According to Earley and Ang (2003), one of the factors that affect an individual's motivation for behaviour is self-efficacy. People with high self-efficacy try harder to tackle any task, are more able to control the environment, and are less afraid of trying anything than those who are with low self-efficacy. Accordingly, self-efficacy plays an important role at the level of cultural intelligence because the successful maintenance of intercultural interactions depends on the individual's general sense of confidence. This situation manifests itself most simply in the use of foreign languages. It is a common situation that some individuals have difficulty in communicating despite their very good command of a foreign language, while others do not hesitate to speak by taking the risk of making mistakes despite the insufficient command of a foreign language. Motivational cultural intelligence reflects the energy to learn and work and the ability to pay attention in environments where cultural differences are evident. Cultural intelligence includes intrinsic motivation referring to the degree of taking pleasure from different cultural environments, extrinsic motivation referring to concrete gains from different cultural experiences, and intrinsic benefit referring to being effective in intercultural encounters (Aksoy, 2013: 86).

4.4. Behavioural Cultural Intelligence

The behavioural dimension is about combining cognitive and motivational intelligence and applying them to the real world. Because cultural intelligence means exhibiting behaviour in accordance with the necessity of the situation encountered, in other words, it defines different behavioural skills in different cultural situations, instead of acting according to certain behavioural patterns, it requires exhibiting behaviours appropriate to the situation. People with high cultural intelligence in the behavioural context can show behaviours appropriate to different cultural environments (such as appropriate language use, facial expressions, gestures and mimics, tone of voice) in line with their verbal or non-verbal behavioural abilities (Kulakoğlu & Topaloğlu, 2014: 43), they can adjust their behaviours according to different cultural interactions (Ersoy and Ehtiyar, 2015: 44).

5. THE ROLE OF CULTURAL INTELLIGENCE IN MULTICULTURAL ENVIRONMENTS

As it is known, globalization has increased the circulation of the international workforce since the 1990s. The number of multinational companies operating in various countries increased from 7000 in the 1970s to 50,000 in 2000. In 2009, there were 82,000 multinational companies and 810,000 international companies in the world while in Turkey there were 29,283 internationally owned companies in 2011. The global business environment and accordingly the global labour movement are growing with each day. It is known that the number of multicultural teams has increased in the business world due to this development. Managing employees from different cultures who can adapt to the rapid changes in the global business environment has become a very important issue in the increasingly competitive environment. Multicultural teams are business groups that consist of citizens of different countries and whose activities include different countries. Managing multicultural teams is challenging and complex as it requires enabling individuals with different cultural backgrounds to be productive and successful for the same purpose. In this respect, it is different from the teams formed by the employees of the same nationality. Communication problems, disagreements and conflicts between individuals are possible in multicultural settings. The solution and management of these problems are important for both individuals and organizations.

6. METHODOLOGY

In the current study, it was aimed to examine the effect of the cultural intelligence of employees working in the city of Kocaeli on diversity climate. The population of the study is comprised of the employees working in the city of Kocaeli. The sample of the study consists of 172 employees selected from the population through the convenience sampling method. Of these 172 participants, 109 are Turks and 63 are foreigners. The scales used in the current study were developed by Robert Bean (2001) and adapted to Turkish by Nedim Aksu (2008). The model of the study is given in Figure 1.

Figure 1. Research Model
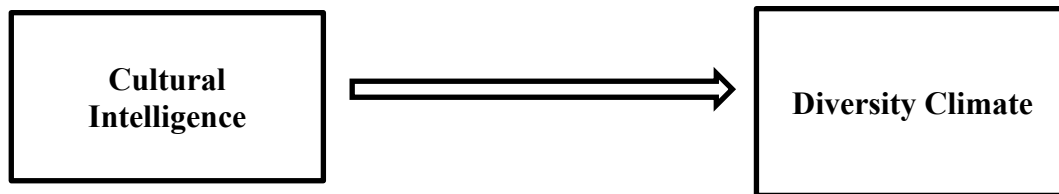
7. FINDINGS

Table 1. Demographic Information of the Participants

	Variables	**N**	**%**
Gender	Female	54	31.4
	Male	118	68.6
Age	18-25	44	25.6
	26-35	92	53.5
	36-50	28	16.3
	Over 50	8	4.7
Nationality	Turkish Republic	109	63.4
	Other	63	36.6
Marital Status	Married	106	61.6
	Single	66	38.4
Education Level	Secondary School	2	1.2
	High School	40	23.3
	Associate Degree	43	25.0
	Undergraduate Degree	73	42.4
	Graduate Degree	14	8.1
Length of Employment	Less than 1 year	18	10.5

	1-3 years	47	27.3
	4-6 years	84	48.8
	7-9 years	21	12.2
	10 years and more	2	1.2
Nationality of the Partner	Single	66	38.4
	Turkish	96	55.8
	From his/her own country	8	4.7
	From another country	2	1.2

Demographic information of the participants is given in Table 1. The great majority of the participants are married, male and citizen of Turkish Republic. More than half of the participants are in the age group of 26-35, have a length of employment between 4 and 6 years and have Turkish partners. In addition, 42.2% of the participants have a graduate degree.

Table 2. Reliabilities of the Scales and their Dimensions

Dimensions	Item Numbers	Cronbach's Alpha
Cultural Intelligence	1-20	.850
Diversity Climate	*1-12*	*.786*

In Table 2, the reliabilities of the cultural intelligence and diversity climate, diversity management and career scales are given. When the results are examined, it is seen that the cultural intelligence, diversity climate and diversity management and career scales are reliable (>.70).

Table 3. Means, Standard Deviations and Normality Values of the Cultural Intelligence, Diversity Climate and Diversity Management and Career Scales

	N	Mean	Standard Deviation	Skewness	Kurtosis
Cultural Intelligence	172	3.4709	.49417	.626	1.138
Metacognitive	172	3.7340	.77853	-.672	.063
Cognitive	172	3.0213	.69027	.113	.503
Motivational	172	3.7128	.74305	-.619	.441
Behavioural	172	3.5581	.81999	-.541	.432
Diversity Climate	172	3.0170	.64215	-.219	-.018
Work Group Factor and Organizational Factors	172	3.1971	.84004	-.033	-.414
Individual Factors	172	2.1163	1.10336	.765	-.626

In Table 3, means of the cultural intelligence, diversity climate and diversity management and career scales are presented. The highest mean score taken from the dimensions of the cultural intelligence scale belongs to the "Metacognive" dimension (X=3.73; ss=0.77) while the lowest mean score belongs to the "Cognitive" dimension (X=3.02; ss=0.69). The highest mean score taken from the dimensions of the diversity climate scale belongs to the "Work Group Factor and Organizational Factors" dimension (X=3.19; ss=0.84).

Table 4. The Correlations Between the Turkish and Foreign Employees' Perceptions of Cultural Intelligence, Diversity Climate and Diversity Management and Career

	1	2	3	4	5	6	7	8
1.Cultural Intelligence	1							
2.Metacognitive	.666**	1						
3.Cognitive	.623**	.237**	1					
4.Motivational	.674**	.274**	.245**	1				
5.Behavioural	.665**	.358**	.090	.264**	1			
6.Diversity Climate	-.015	.018	-.225**	.126	.063	1		
7.Work Group Factor and Organizational Factors	.055	.097	-.251**	.220**	.113	.966**	1	
8.Individual Factors	-.262**	-.308**	.171*	-.396**	-.211**	-.186*	-.433**	1

Pearson correlation analysis was run to determine the correlation between the Turkish and foreign employees' perceptions of cultural intelligence and diversity climate, diversity management and career. As can be seen in Table 4, there is a negative and significant correlation between the cognitive dimension of the cultural intelligence scale and the diversity climate scale and the workgroup factor and organizational factors dimension ($p<0.05$). On the other hand, there is a negative and significant correlation between the individual factors dimension of the diversity scale and the cultural intelligence scale and its metacognitive, motivational and behavioural dimensions ($p<0.05$). Moreover, there is a positive and significant correlation between the diversity management and career scale and the metacognitive and motivational dimensions of the cultural intelligence scale ($p<0.05$).

Table 5. The Effect of Cultural Intelligence on Diversity Climate

Model Dependent Variable: Diversity Climate	Non-standardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**T**	**Sig.**
(Constant)	3.060	.338		9.059	.000
Metacognitive	.019	.068	.023	.276	.783
Cognitive	-.257	.072	-.277	-3.567	.000
Motivational	.155	.069	.179	2.251	.026
Behavioural	.025	.063	.032	.398	.691
Sig.	0.004				
F	3.991				
R2	0.065				

In Table 5, the effect of cultural intelligence on diversity climate is examined with regression analysis. As a result of the analysis, the cognitive and motivational dimensions of the cultural intelligence scale were found to have a significant effect on the diversity climate ($p<0.05$). In other words, there is a negative correlation between the cognitive dimension of the cultural intelligence scale and diversity climate and there is a positive correlation between diversity climate and the motivational dimension of the cultural intelligence. In addition to this, the metacognitive and behavioural dimensions of the cultural intelligence scale were found to have no significant effect on diversity climate ($p>0.05$).

RESULTS

The contemporary conception of intelligence has proved that intelligence which refers to the individual's capacity of solving problems and adapting to his/her environment is more than solving complex mathematical problems. While some people are able to reason, analyze numbers, other people are able to easily address, persuade others, analyze complex texts, or produce the music of the sounds they hear. Identification of these different abilities has taught us not to look at intelligence from a single window anymore. Today, concepts such as emotional intelligence and social intelligence have been used frequently both in the business world and in daily life. These show how important interpersonal relationships have become.

In the current study, it was aimed to investigate the relationship between the cultural intelligence and diversity climate perceptions of the employees working in the city of Kocaeli. As a result of the analyses conducted, a negative and significant correlation was found between the cognitive dimension of the cultural intelligence scale and the diversity climate scale and its work group factor and organizational factors dimension. On the other hand, a negative and significant correlation was found between the individual factors dimension of the diversity climate scale and the cultural intelligence scale and its metacognitive, motivational and behavioural dimensions. The negative correlation found between the cognitive cultural intelligence and diversity climate should be evaluated in terms of the general characteristics of Koreans or the characteristics of the Koreans working in Turkey. This might be because of the fact that the Korean managers come from the worker class and that they have relatively higher levels of education. Moreover, these Korean managers were observed to implement motivational factors relatively to a lesser extent. Thus, it is seen that in the firms whose managers are Koreans, employees with little job commitment and satisfaction tend to quit and as a result employee turnover rate is high. There are different results in national and international literature on the relationship between cultural intelligence and diversity climate. Johnson (2004) and Kaur & Malodia (2017) found a negative correlation between cultural intelligence and diversity climate, whereas Wharton (1993) and Cheung & Tang (2011) found a positive correlation. Yang &Chang (2008) and Yin (2012) on the other hand found no significant correlation between cultural intelligence and diversity climate.

Cultural intelligence includes an approach that focuses on individual abilities. The importance of cultural intelligence, which is approached in terms of various psychological processes of human in intercultural studies, is increasing with each day. Technological developments in the fields of communication and transportation allow the relations between people to proceed independently from temporal and spatial restrictions. This situation creates both new opportunities and new problems among individuals who are members of a wide variety of cultures. In this regard, it is recommended that individuals should conduct an evaluation of their own cultural intelligence factors in order to solve the problems caused by cultural differences, to establish communication in a healthy and successful manner, and to ensure dialogue between cultures. It is only possible through a high level of cultural intelligence for people who work in multicultural institutions, work in different countries of the world, are managers or candidates for management to develop their cultural knowledge capacity, have control over their own mental processes, be open to intercultural interactions and rearrange culturally determined verbal and non-verbal communication behaviours. It is recommended that individuals participate in evaluations where they can receive feedback on their existing cultural intelligence structures and benefit from the theoretical and educational tools offered in the field of cultural intelligence in order to improve themselves.

This study, which investigated the relationship between cultural intelligence, diversity climate and diversity management and career perceptions of employees working in Kocaeli, has some limitations. First of all, the findings obtained should be evaluated in terms of 2020 and employees in Kocaeli. Different results may be obtained in studies conducted at different times or on different samples. In addition, measurement and calculation errors that may occur in every survey study may have also occurred in this study. Similar studies can be conducted on different samples and by adding a new mediator variable in the relationship between cultural intelligence, diversity climate and diversity management and career perceptions.

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