RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND CULTURAL INTELLIGENCE

Agnes BALOGH
University of Pannonia
Egyetem u 10., Veszprém, Hungary
e-mail: gigi@gtk.uni-pannon.hu

Zoltán GAÁL
University of Pannonia
Veszprém, Hungary
e-mail: gaal@gtk.uni-pannon.hu

Lajos SZABÓ
University of Pannonia
Veszprém, Hungary
e-mail: szabola@gtk.uni-pannon.hu

Management & Marketing
Challenges for the Knowledge Society
(2011) Vol. 6, No. 1, pp. 95-110

Abstract. *This article examines one of the key competences of the 21st century, cultural intelligence. In our empirical research studies, we examined the cultural intelligence of full-time university students. We identified the corporate culture they would like to work in, and also examined if there is a correlation between their cultural intelligence and their preference for a particular corporate culture. We found that the majority of student would prefer to be employed in a Clan-type corporate culture. We also identified a correlation between their preferred corporate cultural and their cultural intelligence and its components. Students with a high degree of cultural intelligence would like to work in an adhocracy.*

Keywords: Cameron and Quinn, CQS, cultural intelligence, Hungarian university student, OCAI, organizational culture.

1. Introduction

The father of modern management, Peter Drucker, concluded twenty years ago that "We live in one of those great historical periods that occur every 200 or 300 years when people do not understand the world any more and the past is not sufficient to explain the future", (Childress, 1995, p. 3). In today's world of financial and economic crisis, numerous studies have shown that despite the insecurities, a large number of young Hungarians consider working abroad at some stage in their life as an alternative to being employed in the home market which is valued mostly for its security.

Many of these young Hungarians are students in higher education. But are these highly-qualified would-be employees ready for the challenges of a job abroad? The present research is seeking the answer for this question. In our article we discuss the results of research that deals with the ability of university students to adapt to cultural challenges, the organizational culture of their 'dream' workplace and their relations.

The research was carried out in the scientific framework of the 'Veszprém Research Group', with several research projects carried out at the Department of Management at the University of Pannonia, Hungary. One of the related works is research conducted on organizational culture. The results have been widely published both nationally and internationally (Gaál, 2005; Pfohl, 2007). At the moment, there are a number of ongoing studies in various research areas using the cultural typology classification of Cameron and Quinn in e-business, supply chain management and knowledge management (Szentes, 2008; Csepregi, 2008; Szabó, 2009). Another related research project is the investigation of cultural intelligence within human resource management, focusing on the extension of tools used in international human resource management.

2. Organizational culture

People are generally unaware of their own culture until they experience other cultures or are forced to make some changes to their own. It was only around the end of the twentieth century when organizational culture studies first appeared in the management sciences. More importantly it was the successful adjustment of Japanese companies to diverse environmental changes that channeled the attention of scholars to the examination of organizational culture.

There is no single, widely accepted definition to describe organizational culture since both notions are complex and interdisciplinary in nature. Although the word 'culture' is widely and frequently used, defining it is not easy. Generally speaking culture is the creation of values in the form of human cohabitation. Individuals are assisted by culture in their decision-making as a result of a learning process.

Beside the individual level of culture, the organizational level is also vital. Throughout our research, culture was examined at the organizational level. One of the most often cited definition is: "A pattern of shared basic assumptions that the group learned as it solved its problems that has worked well enough to be considered valid and is passed on to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 1992, 12). Organizational culture determines the behavior of its members and through that the external image of the organization (Borgulya, 2004).

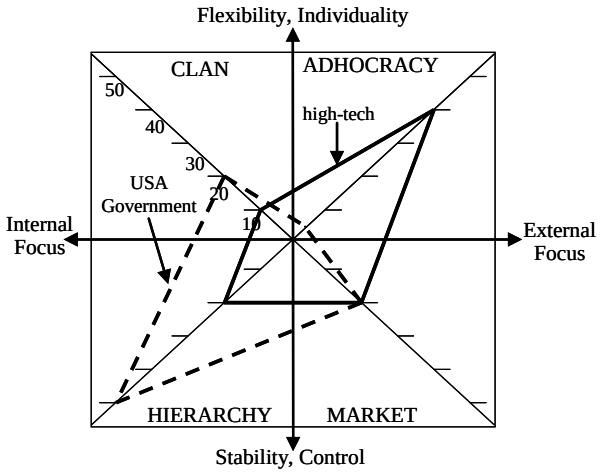
The culture of an organization reflects all those elements which are held as norms, the dominant leadership style, the language and conventions, anything that is considered a success or makes the organization unique but is different from the norm preferences of the individual, or from the norms of a nation. In learning organizations, the human capital can be integrated into a new cognitive structure at the organizational level (Bratianu, 2006).

The cultural dimensions of Geert Hofstede are a framework that describes national cultures. It uses two dimensions, individualism and masculinity, which affect our thinking about people in organizations in general, and power distance and uncertainty avoidance, which affect our thinking about organizations in particular. The pyramid, a hierarchical form of an organization (a pyramid of people) is characteristic of countries where power distance is greater and uncertainty avoidance is high. In other organizations high uncertainty avoidance is coupled with less power distance, 'the uncertainty within the organization is minimized by strict laws, safety and security measures, process specifications and clear structures; it is like a well-oiled machine'. In case of less power distance and low uncertainty avoidance, problem solution is prompt, and the organization is similar to a village market. If low uncertainty avoidance and more power distance occur side by side, the leader's personality bears the authority and provides guidance, similarly to a family's head (Hofstede, 1980a, 1980b, 2001).

Based on international observations, Trompenaars believes that it is more advisable to use another two culture dimensions. One is person vs. task oriented and other centralized (hierarchical) vs. decentralized (egalitarian). He uses the family as a metaphor to describe cultures which are person-oriented and hierarchical at the same time. The atmosphere is intimate, similarly to a home atmosphere, and as a result this type of power, it is not threatening. The Eiffel Tower symbolizes an organization which is steep, symmetrical, narrow at the top and broad at the base. It is stable, rigid and robust like the formal bureaucracy for which it stands. Its structure is more important than its functions. There are clear and demonstrable roles and tasks coordinated by the hierarchy at the top. The guided missile culture is different from the previous two corporate culture types mainly because it is impersonal and task-oriented. While the rationale of the Eiffel Tower culture is means, the guided missile has a rationale of ends. Everything must be done to preserve your strategic intent and reach your target. The incubator culture is based on the existential idea that

organizations are secondary to the fulfillment of individuals. The organizations should be there as incubators for self-expression and self-fulfillment, (Trompenaars, 1997).

Cameron and Quinn (1999) have developed an organizational culture framework built upon a theoretical model called the "Competing Values Framework." This framework refers to whether an organization has a predominant internal or external focus and whether it strives for flexibility and individuality, or stability and control. The framework is also based on six organizational culture dimensions and four dominant culture types, Clan, Adhocracy, Market, and Hierarchy (Figure 1).



Source: Cameron, Quinn, 2006, p. 35.

Figure 1. The Four Culture Types

The Clan form of organization is an accommodating workplace where people share a lot. It is like a big family. Leaders are treated as mentors who often step into the role of a caring parent. Team work and loyalty are principal values. High levels of loyalty and traditions hold the organization together. Long term personnel development, openness and trust are valued. Sensitivity towards customers is considered as success. In a fast changing and turbulent environment, when the uncertainty of decision making is high and it is not easy to plan ahead the values should be shared by all employees in order to operate the organization effectively. The People Express Airlines is a typical clan organization (Cameron – Quinn, 2006).

Adhocracy puts an emphasis on dynamism, being adventurous, and creativity. People stick their necks out and take risks. Leaders are innovative and risk-oriented. The glue that holds the organization together is commitment to experimentation and innovation. In the long-run, new challenges, tasks and possibilities are considered inevitable. Success means producing unique and original products. NASA is typically an adhocracy.

The Market type of organization places a major focus on efficiency. Generally employees are competitive, leaders are authoritative, result-oriented, have high

expectations and urge competition. The organization is held together by the shared values such as reaching common goals. External positioning, like being renowned and successful, is a common cause. In the long run, they focus on competition, tangible results and goals. For them, it is crucial to become market leaders and meet the challenges. Philips and GE are typically market organizations.

The Hierarchy form of organization can be characterized as a formalized and structured place of work. As a result it is considered predictable and secure. This type of culture is held together by rules and formal regulations. Effective leaders are good coordinators and organizers. The long-term concerns of the organization are stability, predictability and efficiency. Meeting previously set expenditure targets, deadlines and low costs are the key to success. Examples of a hierarchy culture are McDonald's, Ford Motor Company and various government agencies.

3. Cultural intelligence

With the increasing globalization of organizations and the heterogeneous nature of the labor force, we have an ever increasing need to understand why people can work more effectively in culturally different organizations. Recent studies pointed out that there is a new type of intelligence, cultural intelligence (CQ), which may hold the answer. The notion of cultural intelligence is based on an extensive research that had been carried out in 60 countries involving about 2000 managers (Earley, 2003). "Cultural intelligence captures a person's capability to adapt effectively to new cultural contexts and it has both process and content features" (Earley, Ang 2003. p. 9). Applying this definition to managers calls for the ability to identify and solve problems sensitively and effectively in cross cultural situations. These situations are often characterized by considerable complexity and ambiguity (Stening, 2006).

The construct of cultural intelligence has only recently been introduced to management, but the numerous academic articles and books indicate the significance of this new domain (Early, 2003).

The most important milestones in its development are summarized in the following Table 1.

Cultural intelligence is a multi-dimensional construct. Cognitive and metacognitive, motivational and behavioral components shape the whole of CQ, (Ang, 2006). Metacognitive CQ refers to the control and monitoring of cognition, the process of knowledge acquisition and comprehension. This ability includes not only the planning and monitoring of a cognitive model but also the adaptation and adjustment of the model to the cultural norms of others. Those with high metacognitive CQ are well aware of the cultural preferences of others and devote considerable amount of time and energy to thoroughly analyzing cultural interactions. In many ways, the metacognitive factor is a critical CQ component since it facilitates active thinking about people and situations in cross-cultural interactions. It also generates the adjustment of rigid ways of thinking about cultures and helps individuals to change their strategy so that they can react to new challenges more easily.

Table 1

Definitions and applications of cultural intelligence

Source	Definition of cultural intelligence	Constituent elements	Outcomes/ applications
Earley, 2002; Earley and Ang, 2003	'... a person's capability to adapt effectively to new cultural contexts.'	Cognitive (Incl. metacognitive) Motivational Behavioral	Global assignment success Diversity assignments Training methods
Thomas and Inkson, 2003	'... involves understanding the fundamentals of intercultural interaction, developing a mindful approach to intercultural interactions, and finally building adaptive skills and a repertoire of behavior so that one is effective in different intercultural situations.'	Knowledge Mindfulness Behavioral Skills	Cross-cultural decision making Cross cultural communication Cross cultural leadership; Multicultural teams International careers
Earley and Mosakowski, 2004	'... a seemingly natural ability to interpret someone's unfamiliar and ambiguous gestures in just the way that person's compatriots and colleagues would, even to mirror them.'	Cognitive Physical Emotional/ Motivational	Appropriate behavior in new cultures
Earley and Peterson, 2004	'... reflects a person's capability to gather, interpret, and act upon these radically different cues to function effectively across cultural settings or in a multicultural situation.'	Metacognitive/ Cognitive Motivation Behavior	Intercultural training Multinational teams
Earley, Ang and Tan, 2006	'... a person's capability for successful adaptation to new cultural settings, unfamiliar settings attributable to cultural context.'	Cultural strategic thinking Motivation Behavior	Diversity assignments Global work assignments Global teams Global leadership
Thomas, 2006	'... the ability to interact effectively with people who are culturally different.'	Knowledge Mindfulness Behavior	Development Assessment
Ang et al., 2007	'... an individual's capability to function and manage effectively in culturally diverse settings.'	Cognition Metacognition Motivation Behavior	Cultural judgment and decision making Cultural adaptation and performance

Source: Thomas 2008, p. 126.

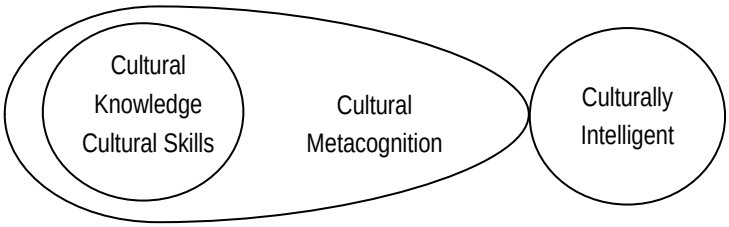
Cognitive intelligence includes the norms, values, religious beliefs, artistic values and language rules of different cultures which can be acquired through learning and experience. It also incorporates the values of various cultures and subcultures and their economic and judicial systems. These are crucial since that knowledge will

influence peoples' ways of thinking. Those with high cognitive component can identify the differences and similarities between various cultures and become more effective in cross-cultural environments.

Motivational intelligence determines the cognitive intelligence of the individual. This is of central importance in solving problems. Motivational CQ is the ability to take into consideration the culturally different situations and learn from them and is likewise the source of action. People with high motivational CQ, on the one hand possess the ability to view cross-cultural interactions in a different way; on the other hand, make every effort to gain new experiences from people from other cultures.

Behavioral intelligence reflects actions; in other words, behavioral intelligence focuses on what individuals do rather than what they think or feel. Behavioral CQ is demonstrated through the use of the appropriate verbal and non-verbal elements when interacting with people of differing cultural backgrounds. It is essential because behavioral intelligence also reveals the primary attributes of sustaining a relationship. A face-to-face meeting is not suitable for identifying the latent thoughts and motivation of each other. Still, the role of non-verbal communication is especially important in cross-cultural interactions because the unspoken language transmits meaning in a sophisticated way, (Hall, 1959), in addition to what Zografi (2009) emphasized as the great importance of communication competence in high and low context cultures. People who have high level of non-verbal communication are most likely to be able to adapt to new situations. They possess a wide range of tools and can use it in a flexible way, (Earley, 2004).

Despite the fact that Thomas' cultural intelligence definition as a system contains similar components to other research models, his model has two distinct features; first the arrangements of its components and second the emphasis on the role of cultural metacognition (Figure 2).



Source: Thomas, 2008. p. 128.

Figure 2. Domain of cultural intelligence

There have been numerous researchers focusing on cultural intelligence and the comparison of other components. Cultural intelligence is an ability that makes it possible for the individual to be effective in cross-cultural interchanges.

Studies examining the relationship between the Big Five personality model and cultural intelligence have established a correlation between personality and CQ.

Despite the correlation between the two, the main characteristics of the personality do not have cultural associations. For example, the characteristic of being an extrovert does not depend on the type of culture a person spends time in.

However, both general intelligence (IQ) and emotional intelligence (EQ) show some similarities with cultural intelligence but these similarities derive from the structure of cultural intelligence.

The theory of multiple intelligences describes the concept of intelligence very thoroughly (Gardner, 1983). The original list included seven basic types of intelligence which was later extended with the naturalist, spiritual and existential intelligence (Gardner, 1999).

We do not dispute the significance of the theory on the area of the psychology and acknowledge that some elements (linguistic, interpersonal) are resembled to CQ components, but we have to emphasize that this theory does not have a cultural component.

Generally, in a cross-cultural environment, researchers try to pinpoint the intercultural competence of the individual, and in order to measure it, several assessment scales have been developed.

4. Aims and research methods

Our research aim was on the one hand to measure the cultural intelligence of full time university students and decide whether they are able to meet cross-cultural challenges. On the other hand we set out to gauge what kind of organizational culture they would prefer to work in and whether there is any relationship between cultural intelligence and the most desired organizational culture. In order to determine what organizational culture students would prefer after graduation, as a quantitative tool, we used the Cameron and Quinn OCAI questionnaire (Organizational Culture Assessment Instrument).

The Cameron and Quinn model and its questionnaire offer several advantages. They are:

- functional, feasible, pragmatic, and rational – based on the key competences, we can recognize differences between the success of various organizations;
- time saving – the organizational culture survey can be carried out in a short time;
- blends quantitative and qualitative elements – besides focusing on the cultural dimension, it also relies on stories, symbols etc.;
- manageable – no outside expert is needed, the management of the organization can easily use it;
- valid – it has been proved valid through theoretical and functional studies;
- created to distinguish various organizational cultures.

The assumptions of the development of the Cameron and Quinn model were twofold: one was that the suitability of a model such as this can be proved in practice, the other that in order to create the theoretical framework, the main factors of organizational effectiveness need to be recognized. In the preliminary studies, 39 efficiency indicators

had been identified which later provided the base for further statistical examinations which resulted in the description of two main dimensions and four culture types.

Cameron and Quinn focused heavily on the way things are and not how people feel as a result of a certain situation. In the OCAI, organization members are provided with a set of scenarios that describe certain fundamental cultural aspects of organizations. The statements are organized in six clusters. Though the clusters cannot cover all issues of an organization, based on validity examinations, they are adequate to measure organizational cultures, both existing and desired.

The six groups of questions are the following:

1. dominant characteristics of the organization: what the general perception of the organization is
2. organizational leadership style and approach: it affects the whole of the organization
3. management of employees or the style that characterizes how employees are treated and what the working environment is like
4. organizational glue or bonding mechanisms that hold the organization together
5. strategic emphases that define what areas of emphasis drive the organization's strategy
6. the criteria of success that determine how victory is defined and what gets rewarded and celebrated.

Each cluster consists of four statements amongst which the respondents are to divide one hundred points. Scores given to each quadrant are totaled and the averages are transposed onto the graph. The graphs are a visual representation that can be easily interpreted and compared with other outcomes.

Scores given by the respondents not only reveal the dominant organizational culture, but also indicate the level of congruency among the components. For example if all clusters are examined one-by-one and we find that both the organizational leadership and the criteria of success have the same dominant organizational culture then it can be concluded that there is congruency within the organization. This is important because studies assume that although the above mentioned congruency is not a pre-requirement of success, well performing organizations usually possess congruency as a characteristic feature, (Cameron, 2006). If there is no congruency amongst the elements of the organizational culture, for example there are too many disputes, secrets and there is hypocrisy, employees do not feel comfortable at their workplace.

An international research group has developed the CQS questionnaire and scale to measure cultural intelligence. The results of various intelligence and intercultural competency researches had been taken into consideration along with validity and reliability (Ang, 2007). In the questionnaire the fifty-three original elements were first evaluated by academics and practical experts. As a result of their evaluation process, the number of elements was reduced to forty. Finally, factor analysis reduced the total number of elements to twenty.

The present research applied this four-factor, twenty-element cultural intelligence questionnaire. In this questionnaire, there are four elements related to the

metacognitive, six to the cognitive and five-five to the motivational and behavioral dimensions of cultural intelligence. The questionnaire contains short statements concerning the participants in order to determine their CQ factors. Every statement is evaluated on a scale from one to seven where 1 is irrelevant to the respondent and 7 is the most relevant. In order to complete statistical analysis SPSS was used.

A radical change to organizational culture is closely connected to the individual level and that is why it becomes especially important to look at the assumptions and expectations of new graduates about the culture of their future organization. The participants of the questionnaire were full-time university students from the eastern and western parts of Hungary and the Central Trans-Danubian region. It was paper based and was carried out during lectures in the presence of the lecturer. In total, over 1300 students filled in the questionnaire.

5. Research results

In the final evaluation process, 95 percent of the total 1313 questionnaires could be used. In the first round, students who grew up abroad were excluded. In the second round, those respondents who filled in the questionnaire randomly using a solely graphic pattern were excluded. In the third round, those students were eliminated who were clearly unable to choose from among the various organizational cultures, and gave all culture types an equal score.

Finally, 1242 students were included in the evaluation, 39 percent male and 61 percent female. As for the age, 59 percent are between the age of 18 and 21, 40 percent between 22 and 25 and only 1 percent is over 25. The most important results about organizational culture are summarized in Table 2 and Table 3 contains data on cultural intelligence.

Table 2

The most important statistics of organizational culture

	Types of Organizational Culture			
	Clan	Adhocracy	Market	Hierarchy
Mean	39,9	22,2	19,0	18,9
Std. Dev.	13,8	8,0	8,8	8,2
Range	88	52	83	60
Min.	0	0	0	0
Max.	88	52	83	60

The data in Table 2 clearly exemplify that respondents have a primary preference for the clan organization for employment. Its average value is more than double the value of the least preferred Hierarchy culture. It can also be stated, however, that students have a similar preference for the other two cultures.

The minimum selected value for each culture is zero, which means that there are students who would not select the given culture at all. Clan and Market have a higher maximum value than the other two, and the maximum value for Clan is 5.7%

higher than that of the Market culture. The Hierarchy culture has a 13.3% higher maximum value than the maximum of Adhocracy.

Table 3

The most important statistics of components of cultural intelligence

	Components of Cultural Intelligence				Cultural Intelligence
	Motivational	Metacognitive	Cognitive	Behavioral	CQ
Theoretical Maximum	35	28	42	35	140
Mean	23,1	17,3	22,5	23,9	86,9
Std. Dev.	5,3	4,0	6,1	5,8	17,5
Relative Average %	66,0	61,8	53,6	68,3	62,1
Range	27	22	31	26	88
Min.	8	6	8	9	42
Max.	35	28	39,	35	130

Respondents, as can be seen from Table 3, have scored highest in the behavioral and motivational components. While the cognitive component ranked lowest (53.6%), its range is the largest, which suggests that students probably have more difficulty in evaluating their knowledge than their behavior because the school system has a preference for external evaluation. Naturally, cultural intelligence as an aggregate of its components shows similar trends. The relative average measured against the theoretical maximum is 62.1%, the minimum is 30%, while the topmost result is 92.9%.

The average values for the cultural intelligence components (CQ) are quite even. If we compare the results to the highest possible theoretical score, we can say that the metacognitive component is 61,8 percent, the cognitive component is 53,6 percent, the motivational component is 66 percent and the behavioral component is 68,3 percent.

Based on the principles of the Cameron and Quinn model, those organizational cultures can be considered dominant that receives the highest scores, but congruency as a prerequisite must also be taken into consideration. Based on these premises however, the dominancy of the desired organizational culture can be proven only in less than 10 percent of the students (117), because most of the students lack congruency. Their answers show that there is no single culture that clearly dominates all aspects of the desired organization. The fact that respondents were mostly first year, full-time students, lacking professional experience or any background knowledge about the internal mechanics of corporate culture probably explains the low level of congruence.

Based on the evidence, there can be two alternatives to choose dominant culture types. The first alternative is to completely neglect congruency and simply allow the dominant culture type with the highest mean average to win (Alternative I).

The second alternative is to set a more rigorous pre-condition. In the second alternative, the culture that could be considered dominant must have at least half of the components ranking highest, which means that they are congruent (Alternative II). The distribution of the dominant culture based on the two alternatives is summarized in Table 4. We can see that 61 percent (761 students) meet the requirements of the second alternative.

Table 4

The distribution of the dominant culture

Dominant Culture	Number of Students	
	Alternative I.	Alternative II.
Clan	959	638
Adhocracy	112	42
Market	97	44
Hierarchy	74	38
Total:	1 242	761

The cultural intelligence of students who participated in the evaluation varies widely (Range 88; Table 3). When examining the distribution of cultural intelligence in relation to gender, it is interesting to note that more girls scored in the highest and the lowest value-band than boys, while most boys ranked between 80 and 90 (Figure 3).

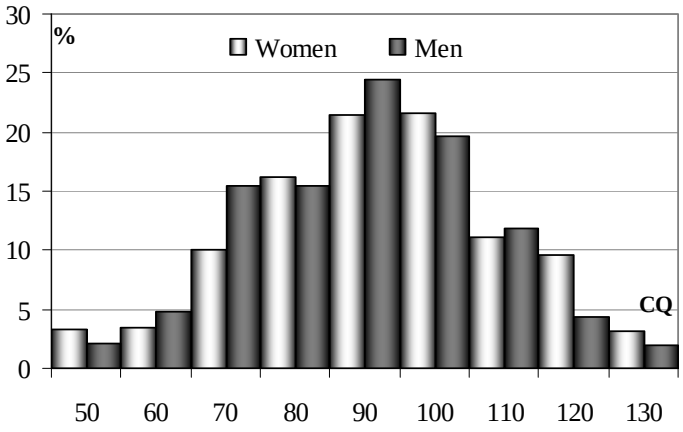


Figure 3. Distribution of cultural intelligence based on gender

However low the difference in cultural intelligence is, according to gender (males 84,99; females 88,11), statistically it is significant (Table 5).

The cultural intelligence of students has not proved to be significantly correlating with their age but it must be noted that the age distribution was not even in the group.

Table 5

The most important Statistics of Cultural Intelligence by Gender

					95% Confidence Interval for Mean			
CQ	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maxi-mum
Man	479	84,99	16,55	0,76	83,50	86,47	42	129
Woman	763	88,11	18,00	0,65	86,83	89,39	42	130
Total:	1242	86,90	17,52	0,50	85,93	87,88	42	130

ANOVA

CQ	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2868,32	1	2868,321	9,413	0,002
Within Groups	377860,09	1240	304,726		
Total	380728,41	1241			

In addition to identifying the level of cultural intelligence, we also tried to identify possible relationships between cultural intelligence and its components, and the dominant organizational culture of the desired workplace of students. The four types of organizational cultures are nominal variables which mean that there are no constituents that would result in any judgmental differences between the culture types. The indicators of cultural intelligence were scored on a scale from 1 to 7.

The method of assessment in case of the two variables was variant analysis. The results of the variant analysis show that there is a significant relationship between cultural intelligence (CQ) as a dependent variable and the second alternative (Alternative II) where at least half of the components had the highest scores. Based on congruency, it can be established that there is a significant correlation between CQ and the dominant organizational cultures (Figure 4).

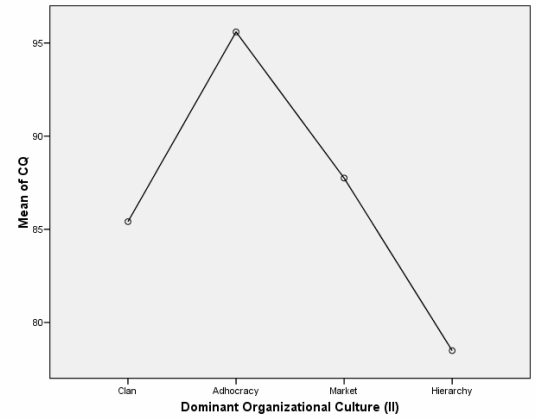


Figure 4. Relationship between the Cultural Intelligence (CQ) and the Dominant Organizational Culture (Alternative II)

In order to determine if the cultural intelligence are significantly different, we applied a post-hoc comparison. We concluded that apart from the two dominant cultures, Clan and Market, there is major significance in case of the other culture types. The same conclusion can be drawn if the first, less strict alternative is used. There is significant correlation between cultural intelligence and dominant culture and this result was underpinned by the post-hoc test too (Figure 5; Table 6).

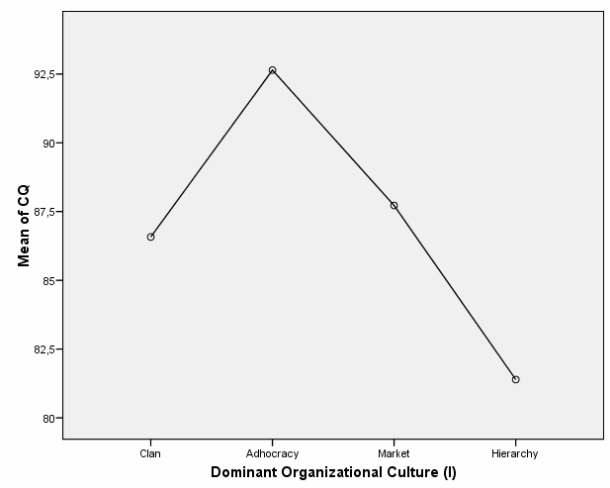


Figure 5. Relationship between the Cultural Intelligence and the Dominant Organizational Culture (Alternative I.)

Table 6

Relationship between the Cultural Intelligence and the Dominant Organizational Culture (Alternative I.)

Multiple Comparisons

Dependent Variable: CQ
Dunnett t (2-sided)[a]

(I) Dominant Organizational Culture (I)	(J) Dominant Organizational Culture (I)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Clan	Hierarchy	5,184*	2,099	,033	,35	10,01
Adhocracy	Hierarchy	11,251*	2,606	,000	5,25	17,25
Market	Hierarchy	6,330*	2,685	,043	,15	12,51

* The mean difference is significant at the .05 level.

a. Dunnett t-tests treat one group as a control, and compare all other groups against it.

Taken into consideration that the Cameron-Quinn model differentiates organizational cultures along stability or flexibility, and internal or external focus, and cultural intelligence describes an individual's ability to meet cross-cultural challenges, we can say that our results show that the higher a student's cultural intelligence scores are the more flexible and externally focused organization culture they prefer. Students

with the highest scores clearly prefer Adhocracy. Students with the lowest cultural intelligence quotient rather opted for a stable culture with internal focus, such as Hierarchy. Respondents with average scores would choose between Clan or Market organizational cultures.

6. Conclusion

In our research, we focused on a new area of interest that connects cultural intelligence and organizational culture has only been introduced recently to human resource management. We defined cultural intelligence and examined the desired organizational culture full-time undergraduates would like to work in. We concluded that the majority of students (80 percent) would prefer to work in a Clan organizational culture. If we consider the most important characteristics of this particular culture type, the Clan is similar to a family, where individuals are valued above all, it can be stated that students, in their preference for future employment, value family ties and socialization.

These findings are positive because students did not try to measure up to some external expectations. We could establish a relationship between cultural intelligence and the desired organizational culture. We have clear evidence that students with high cultural intelligence would like to work at a flexible company with an external focus, Adhocracy. Adhocracy as an innovation oriented, flexible culture type reacts to changes in the environment almost instantly. Thus people with high cultural intelligence, who are able to meet the requirements of this organizational culture type, are also attracted to it. Similarly, students with low cultural intelligence prefer Hierarchical organizations that value stability, predictability and control.

References

Ang, S. ,Van Dyne, L., Koh, C. (2006), "Personality Correlates of the Four Factor Model of Cultural Intelligence", *Group and Organization Management*, 31(1), pp. 100-123

Ang, S., Van Dyne, L. (2007), "Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation and Task Performance", *Management and Organization Review*, 3(3), pp. 335-371

Borgulya, I., Barakonyi, K. (2004), *Vállalati kultúra*, Nemzeti Tankönyvkiadó, Budapest

Bratianu, C., Vasilache, S., Jianu, I. (2006), "In Search of Intelligent Organizations", *Management & Marketing*, 1(4), pp. 71-82

Cameron, K.S., Quinn, R.E. (2006), *Diagnosing and changing organizational culture: based ont he competing values framework*, John Wiley and Sons, San Francisco

Childress, J.R., Senn, L.E (1995), *In he Eye of the Storm: Re-Engineering Corporate Culture*, Leadership Press, Los Angeles

Csepregi, A. (2008), "Investigating managers in Hungary - What is their knowledge sharing like?" in *Proceedings of FIKUSZ 2008 Business Sciences - Symposium for Young Researchers*, pp. 19-28

Earley, E.C. (2002), "Redefining Interactions Across Cultures and Organizations: Moving Forward with Cultural Intelligence", *Research in Organizational Behavior*, 24, pp. 271-299

Earley, P.C., Ang, S. (2003), *Cultural Intelligence: Individual Interactions Across Cultures*, Stanford University Press, Stanford

Earley, E.C., Mosakowski, E. (2004), *Cultural Intelligence*, Harvard Business Review, October, pp. 139-146

Earley, P.C., Ang, S., Tan, J.S. (2006), *CQ Developing Cultural Intelligence at Work*, Stanford Business Books, Stanford

Earley, P. C., Peterson, R.S. (2004), "The Elusive Cultural Chameleon: Cultural Intelligence as a New Approach to Intercultural Training for the Global Manager", *Academy of Management Learning and Education*, 3(1), pp. 100-115

Gaál, Z., Szabó, L., Kovács, Z. (2005), "Nemzetközi vállalati stratégiák és a nemzeti vállalati kultúrák összefüggései", *Vezetéstudomány* 36. évf. 7-8, pp. 2-15

Gardner, H. (1983), *Frames of Mind: A Theory Of Multiple Intelligence*, Basic Books, New York

Gardner, H. (1999), *Intelligence Reframed*, Basic Books, New York

Hall, E.T. (1976), *Beyond Culture*, Anchor, Garden City, New York

Hofstede, G. (2001), *Culture's Consequences*,Sage Publications, Thousand Oaks

Hofstede, G. (1980a), *Cultures and Organisation*, McGraw-Hill, New York

Hofstede, G. (1980b), *Culture's Consequences, International Differences in Work - Related Values*, Sage Publications, Beverly Hills

Pfohl, H.-C., Gaál, Z., Szabó, L., Bode, A., Gomm, M.L. (2007), *Mitarbeiter erfolgreich führen*, Pannonischer Universitätsverlag, Veszprém

Schein, E.H. (1992), *Organizational Culture and Leadership*, Jossey-Bass Publ., San Francisco

Stening, B.W. (2006), "Cultural Intelligence: Put it (High) on the Asian HRM Agenda", *Research and Practice in Human Resource Management*, 14(2), pp. 74-78

Szabó, L., Csepregi, A. (2009), "A gazdasági válság hatása a szervezeti kultúra alakulására – jó irányba megyünk? ", Harvard Business Review, 11, pp. 29-34

Szentes, B., Gaál, Z. (2008), "Management Aspects of E-Business – an Empirical Research", pp. 1337-1338, in *Proceedings of the 19th International DAAAM Symposium*, Editor B. Katalinic, Published by DAAAM International, Vienna

Thomas, D.C., Inkson, K. (2003), *Cultural Intelligence: People Skills for Global Business*, Berrett-Koehler Publishers, San Francisco

Thomas, D.C. (2006), "Domain and Development of Cultural Intelligence: The Importance of Mindfulness", *Group and Organization Management*, 31(1), pp. 78–99

Thomas, D.C. et al. (2008), "Cultural Intelligence: Domain and Assessment", *International Journal of Cross Cultural Management*, 8(2), pp. 123–143

Trompenaars, F., Hampden-Turner, C. (1997), *Riding the Waves of Culture*, Nicholas Brealey Publishing, London

Zografi, M. (2009), "Relevance of Intercultural Communication for Human Resources Management", *Management & Marketing*, 4(4), pp. 133-140