The impact of managers' cultural intelligence on intrapreneurial behavior through perceived supportiveness within multicultural teams

A MASTER THESIS

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by

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Abstract

In the current globalized and competitive business environment, organizations strive to identify opportunities that provide a competitive advantage, with intrapreneurial behavior emerging as a key factor. However, within multicultural teams, there is a lack of understanding of how managers can navigate through cultural differences and foster an environment that facilitates intrapreneurial behavior. This study explores how managerial cultural intelligence influences intrapreneurial behavior through perceived supportiveness. Employing a qualitative research design, the study involves semi-structured interviews with managers and subordinates from multinational companies. It focuses on how managers' CQ levels affect perceived supportiveness and, consequently, intrapreneurial behavior. Findings indicate that managers with high CQ foster environments where employees feel safe to express ideas, take risks, and innovate, leading to higher intrapreneurial behavior. Conversely, medium CQ managers mainly promote a safe space for communication, that does not necessarily translate into risk-taking and innovation. This research highlights the importance of developing CQ among managers to enhance intrapreneurial activities within multicultural teams, contributing to organizational competitiveness in the global market.

Keywords: Cultural intelligence, perceived supportiveness, intrapreneurial behavior, multicultural teams, multinational organizations

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Finally, I want to thank all participants for their valuable insights and for providing me with a glimpse into the 'real world'. I firmly believe in the importance of fostering an environment that maximizes inclusivity, which I felt was heartily validated by the participants, making their participation a sincere and invaluable contribution to my study.

Contents

1. Introduction

1.1 Background and problem indication

To ensure survival in the current globalized and highly competitive business environment, organizations increasingly seek out mechanisms to identify opportunities that provide them a competitive advantage (Janjić & Rađenović, 2019). One principle that has increasingly drawn attention from both academics and practitioners guiding businesses in achieving that competitive advantage is intrapreneurship (Huang et al., 2021). The concept of intrapreneurship began to gain recognition in the mid-1980s referring to the practice of entrepreneurship within an already established organization (Pinchot, 1985). Because of the strategic importance of the concept, the research existing on intrapreneurship is extensive and continuously growing (Huang et al., 2021). To define the construct, Neessen et al. (2019) integrated the individual and organizational aspects by explaining it as a process whereby employees recognize and exploit opportunities by being innovative, proactive, and by taking risks. One important facilitating factor that fosters this intrapreneurial behavior is supervisor supportiveness (Sönmez & Yıldırım, 2019; Farrukh et al., 2021). When the overall perceived support is high, employees' self-efficacy increases, which in turn positively impacts intrapreneurial behavior (Chouchane et al., 2021). However, in the current globalized work environment, challenges might arise for managers within multinationals in effectively navigating different cultural backgrounds within their team (Tutar et al., 2014), potentially affecting the perceived support. A managerial competency that can play a crucial role in this context is cultural intelligence (CQ) (Ang et al., 2007). Defined as the capability to relate and work effectively across cultures, CQ is essential for fostering an environment enhancing team performance (Moon, 2013). Managers with high CQ levels are better equipped to facilitate team knowledge sharing, increase team performance, and improve innovation within culturally diverse teams (Chen & Lin, 2013; Presbitero & Toledano, 2017; Berraies, 2019). Despite the recognized importance of CQ in enhancing team performance, the impact managerial CQ has on intrapreneurial behavior through perceived supportiveness remains unexplored. This thesis aims to bridge the gap by exploring how managers can leverage their CQ to cultivate intrapreneurial behavior by fostering a supportive environment. This approach responds to the call for a more holistic understanding of the enablers of intrapreneurial behavior in multinationals (Huang et al., 2021).

1.2 Academic relevance

The academic relevance of this study can be defined for several reasons. Firstly, while recent literature has extensively researched intrapreneurial behavior and its enablers, this tends to focus more on general organizational or individual-level enablers (Huang et al., 2021) and lacks focus on the combination of those enablers in specific managerial competencies. As argued by Farrukh et al. (2021), managers play a crucial role in facilitating environments of supportiveness that enhance intrapreneurial behavior, but how managers can navigate this in a multicultural context remains unexplored. Besides this, while the benefits of CQ within teams have been extensively researched (Chen & Lin, 2013; Presbitero & Toledano, 2017; Berraies, 2019), its specific impact on perceived supportiveness has not been explored, while this is an important enabler of intrapreneurial behavior (Farrukh et al., 2021). This study thus aims to add to the existing literature by exploring a potential managerial enabler of intrapreneurial behavior, specifically in the context of multicultural teams.

1.3 Managerial relevance

This research has substantial implications for leaders in international firms, especially those managing culturally diverse teams. As multicultural teams become more common in international organizations, the need to navigate cultural differences to foster inclusivity within a team also increases (Tutar et al., 2014). Understanding how to effectively leverage managerial CQ can help managers create a supportive environment, enhancing team performance (Presbitero & Toledano, 2017). By demonstrating how CQ can positively influence perceived supportiveness, this research aims to help managers develop environments where employees feel supported, thereby boosting their intrapreneurial behavior (Chouchane et al., 2021). This study provides valuable insights to help managers drive innovation and maintain competitiveness in the global market.

1.4 Problem statement

Although the role of intrapreneurial behavior is increasingly recognized for fostering competitiveness within large, globally operating organizations, there is insufficient understanding of how managers' CQ influences intrapreneurial behaviors in multicultural teams through fostering a supportive environment. This gap is significant, as CQ is crucial for managing diversity effectively and enhancing team performance in international business environments.

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1.5 Research questions

1.5.1 Main research question

How does a manager's cultural intelligence (CQ) influence intrapreneurial behaviors within multicultural teams through fostering supportiveness in international organizations?

1.5.2 Theoretical sub-questions

1. What theoretical frameworks explain the impact of CQ on intrapreneurial behavior within multicultural teams?
2. How do theories of supervisor supportiveness explain the level of support perceived by subordinates in multicultural teams?

1.5.3 Empirical sub-questions

1. How do subordinates perceive the supportive environment in multicultural teams with varying managerial CQ levels?
2. How do managers with high CQ facilitate intrapreneurial behavior among multicultural teams?
3. What are the differences in intrapreneurial behavior between teams led by managers with varying levels of CQ?

1.6 Overview

The remainder of this study is organized as follows. Chapter 2 elaborates on the existing literature and theoretical framework; Chapter 3 describes the research methodology and Chapter 4 presents the empirical results by a thematic analysis. An overview of the findings, conclusions, and answers to the research question is given in Chapter 5. Lastly, in this chapter, the managerial implications, the research limitations, and suggestions for future research are provided.

2. Literature review

This chapter consists of two sections. The first section will explain the conceptualization of the main concepts used in this study by reviewing the definitions provided in the literature. The second section reviews the literature on intrapreneurial behavior, and its enabler perceived supportiveness and places this in the context of multicultural teams using CQ.

2.1 Definition of terms

2.1.1 Cultural intelligence (CQ)

Due to the two different conceptualizations of the CQ construct, a description of both will be given, followed by the conceptualization adopted in this study. The CQ construct has been conceptualized in two ways, one introduced by Earley and Ang (2003) and the other by Thomas et al. (2008). Earley and Ang (2003) conceptualize CQ as a multidimensional construct composed of four facets: metacognitive, cognitive, motivational, and behavioral. Cognitive CQ is explained as an individual's knowledge and information about other cultures, the metacognitive facet is how this information is then processed and used. The behavioral facet encompasses the ability to act in culturally accepted ways, and the motivational CQ is explained as the internal drive to use cultural knowledge to interact when in new environments (Earley and Ang 2003).

Thomas et al. (2008) introduced a second definition and conceptualization of CQ, building on Earley and Ang's (2003) definition, but also criticizing some of its features. According to Thomas et al. (2008), a multidimensional construct must indicate the relationships between the dimensions and the overall construct, which according to Thomas et al. (2008) is lacking in Earley and Ang's (2003) conceptualization. Thomas et al. (2008) conceptualize CQ as having three underlying facets: cultural knowledge; cross-cultural skills; and cultural metacognition. Cultural knowledge involves knowing the basic principles of culture, cross-cultural skills are the general skills to adapt to culturally diverse environments, and cultural metacognition includes monitoring and regulating cognitive processes within cultural experiences and strategies (Thomas et al., 2008).

However, due to the wider recognition of the construct of Earley and Ang (2003), their tool has been the most adopted in the literature. Earley and Ang's (2003) Cultural Intelligence Scale (CQS) has been validated across numerous studies, demonstrating high predictive validity in various cultural contexts (Ruparel et al., 2020; Sternberg et al., 2021). The operationalization into distinct dimensions makes their conceptualization more practical, thus making it more suitable for

practical applications compared to Thomas et al. (2008) (Rockstuhl et al., 2011). Therefore, this study adopts the CQS of Earley & Ang (2003).

2.1.2   Intrapreneurial behavior

Intrapreneurship, a concept that began to gain recognition in the mid-1980s, refers to the practice of entrepreneurship within an already-established organization (Pinchot, 1985). Unlike entrepreneurship, which involves starting new, independent businesses, intrapreneurship operates within an existing organization (Pinchot, 1985). Organizations that embrace intrapreneurship often experience enhanced innovation capabilities, increased competitiveness, and an improved ability to adapt to changing market conditions (Huang et al., 2021). With the enormously grown interest in the concept, the field of research on intrapreneurship is characterized by confusion about the term and varying definitions (Hernández-Perlines et al., 2022). A general description has been provided by Antoncic and Hisrich (2003), who identified two streams, entrepreneurial orientation and corporate entrepreneurship, which have been widely recognized by consequent research (Wales et al., 2020; Glinyanova et al., 2021). Neessen et al. (2019) integrate the organizational and individual aspects of intrapreneurship in the definition explaining 'it is a process whereby employee(s) recognize and exploit opportunities by being innovative, proactive and by taking risks, for the organization to create new products, processes and services, initiate self-renewal or venture new businesses to enhance the competitiveness and performance of the organization.' However, the conceptualization by Gawke et al. (2019) focuses more on the intrapreneurial employee as the main facilitator of intrapreneurial activities within an organization, placing a higher focus on the individual-level construct. Hernández-Perlines et al. (2022) mention that intrapreneurial behavior on the individual level has the most potential for effectively contributing to the literature on intrapreneurship. Next to that, employee intrapreneurship is widely recognized to be crucial for organizational growth (Guerrero & Peña-Legazkue, 2013). Therefore, this study focuses on intrapreneurial behavior rather than intrapreneurship as a concept.

Intrapreneurial employees are defined by their ability to develop innovative ideas autonomously and anticipate potential upcoming challenges or opportunities (Neessen et al., 2019). Research generally characterizes the intrapreneurial behavior of employees in three dimensions: innovativeness, risk-taking, and proactiveness (Valsania et al., 2014; Neessen et al., 2019). Innovativeness is the tendency for individuals to generate new ideas or improved ways of

doing, risk-taking is how individuals approach risks and situations with a high potential of failure, and proactiveness is how you anticipate potential opportunities, changes, and challenges (Neessen et al., 2019). In this study the conceptualization of intrapreneurial behavior is adopted due to its extensive usage in previous literature (Valsania et al., 2016, Neessen et al., 2019; Chouchane et al., 2021).

2.2 Enablers of intrapreneurial behavior

The study by Huang et al. (2021) indicates the three key elements that foster intrapreneurial behavior individual enablers, organizational enablers, and facilitating mechanisms. At the individual level, Neessen et al. (2019) found several characteristics that describe an intrapreneurial employee. One of them is self-efficacy, which is an individual's belief that he or she is capable of successfully performing a certain task expressed in confidence (Maddux, 2016). A relation is found between self-efficacy and intrapreneurship, as Ibrahim et al. (2016) argue that self-efficacy is essential for intrapreneurial behavior. It leads to a higher intention to act entrepreneurially, which is one of the attitudes of the intrapreneur (Neessen et al., 2019). Next to this, in the study of Farrukh et al. (2016), other character traits such as openness, extroversion, and emotional stability are found to have a positive impact on intrapreneurial behavior. Conscientiousness and agreeableness, on the other hand, seem to be of negative influence (Farrukh et al., 2016). At the organizational level, research argues that managers play a crucial role in shaping an environment enhancing or hindering the intrapreneurial behavior among employees (Neessen et al., 2019). Transformational leadership, for example, is positively related to intrapreneurial behavior, emphasizing the necessity for management to support and trust in their employees (Moriano et al., 2011). Receiving management support is crucial for employees to undertake intrapreneurial activities (Wakkee et al., 2008).

2.3 Perceived supportiveness

The combination of individual and organizational intrapreneurial behavior enablers self-efficacy and supervisor supportiveness has been explored in earlier studies (Sönmez & Yıldırım, 2019). The study of Farrukh et al. (2021) demonstrated that supportiveness is closely interrelated with self-efficacy, which eventually leads to intrapreneurial behavior. Moreover, when employees have a positive perception of opportunities in the work environment, instead of seeing threats and

expecting failure, the chance that they will demonstrate intrapreneurial behavior is higher (Douglas & Fitzsimmons, 2012). Rigtering and Weitzel (2013) find that employees' trust in their manager affects their intrapreneurial behavior significantly. This trust is often built through perceived managerial recognition and support of innovative efforts, which eventually leads to a higher contribution to intrapreneurial activities (Park et al., 2014). Previous studies have found that an organizational climate that embraces innovation, along with supervisor supportiveness, increases employees' innovative behavior by boosting their willingness to take risks and use initiative (Ohly et al., 2006).

2.4 Culturally intelligent leaders fostering intrapreneurial behavior

Intrapreneurship empowers organizations to be responsive to global challenges in the international context, fostering a culture that can quickly adapt and innovate in response to changing conditions (Huang et al., 2021). Although there is a lack of research on intrapreneurial behavior in international contexts, the concept of CQ emerges as a crucial factor in multicultural team performance (Presbitero & Toledano, 2017; Berraies, 2019). A multicultural team can be defined as a group of people from different cultures, in this study consisting of two or more varying nationalities, with a joint deliverable for the organization (Stahl et al., 2010). Managers with high CQ can effectively navigate cultural differences, facilitating a better understanding of cultural differences (Ang et al., 2007). Besides a higher inclusivity felt in teams where high levels of CQ are present, potential conflicts are also mitigated within teams, through enhanced cohesion and communication (Groves & Feyerherm, 2011). In line with this, Ratasuk (2019) found that team CQ positively influences innovative work behavior in multicultural settings. Livermore (2010) supports this, indicating that leaders with high CQ can better understand teammates' diverse cultural backgrounds and needs and can build trust with culturally diverse colleagues. However, cultural diversity within teams can also increase conflict levels and reduce social integration compared to monocultural teams (Kirkman et al., 2004). Brett (2007) for instance, also observed that cultural diversity can cause undesired conflict, undermining team performance and innovativeness. Therefore, the presence of a culturally intelligent leader in a multicultural team is crucial to mitigate those negative effects and improve team cohesion (Livermore, 2010), which can ultimately lead to performance improvement through, for example, intrapreneurial behavior.

2.5 Conceptual framework

To synthesize the insights from the literature review, this section will present the conceptual framework guiding this study.

Figure 1.

Conceptual framework
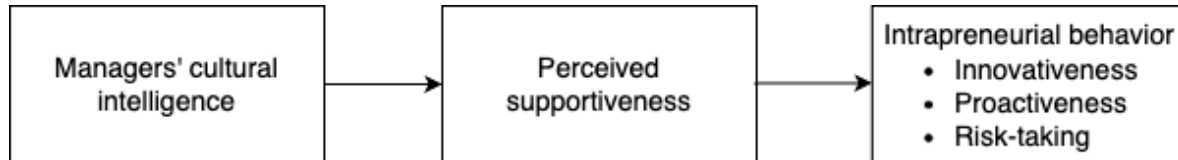
3. Method

3.1 Research method

To assess the impact of managers' CQ on intrapreneurship within multicultural teams, a qualitative research design has been employed. According to Hennink et al. (2020), this approach allows the researcher to identify issues and experiences from the perspective of study participants. In this case, managers and multicultural team members were asked about their perception of their or their managers' CQ, the support they feel to be present within a team, and their intrapreneurial behavior. As unexplored links are expected to be present between those concepts, the exploratory character of a qualitative method allows a more in-depth understanding of those links (Creswell & Poth, 2016).

Both CQ and intrapreneurship have been investigated using scales that have been employed extensively in earlier quantitative and to a limited extent in qualitative research. The CQ scale used for this study was developed by Earley and Ang (2003), and the intrapreneurial behavior scale by Stull & Singh (2005). While the concepts in this study have been researched mainly quantitatively, qualitative research helps uncover the underlying dynamics, such as support within a team, that quantitative methods might overlook (Yin, 2009). This is the reason that a qualitative research method has been chosen to conduct this study.

3.2 Research design

As aforementioned, the alternative option of conducting a survey as a quantitative method was considered, however, the outcome of this study is directed towards gaining an in-depth understanding of contextual factors by answering 'how' and 'why' questions, which is in line with the conditions to consider a case study design, mentioned by Yin (2009). Therefore, the case study was deemed most appropriate. According to Baxter and Jack (2008), a multiple-case study allows for cross-case analysis, which enhances credibility compared to a single-case study. This increased credibility is why the multiple case study was chosen as the research design. By interviewing multiple participants from each case, biased findings from a single participant are eliminated. By collecting data from multiple teams over two companies, an extensive view of the perceptions within various cases is obtained, thereby ensuring a comprehensive understanding.

Data collection is conducted through semi-structured interviews, chosen to explore participants' experiences and perceptions by posing predetermined and follow-up questions (Given, 2008). This approach allows for flexibility, enabling the interviewer to deviate from the set questions, and gaining a more in-depth insight and elaboration from the interviewee (Adams, 2015). The questions focus on the participants' experiences and assessments, aiming to understand their subjective perceptions.

3.3 Sampling strategy

Initially, a purposive sampling strategy was planned to select two teams, each consisting of one manager and two employees from two companies. Purposive sampling involves the selection of individuals who can provide meaningful insights into the research problem, enhancing the study's validity by focusing on relevant cases (Campbell et al., 2020). This approach was chosen to focus on employees from large multinational companies recognized for their significant resources and diverse settings, in line with Huang et al.'s (2021) findings on how these environments are ideal for studying intrapreneurial activities. Additionally, Huang et al. (2021) emphasize the role of large companies in fostering intrapreneurship to maintain competitiveness. Lastly, given that large multinational companies are more likely to have multicultural teams due to their global operations and diverse workforces, they deemed the most suitable for studying the impact of managerial CQ on intrapreneurial activities within multicultural teams (Hong & Minbaeva, 2021).

However, due to insufficient responses from employees, the sample was adjusted to include six managers, each with one subordinate. Of these, four managers were from one company, and two were from another. Initially, purposive sampling was used to reach out to individuals within these companies. When the response rate was low, snowball sampling was employed to ensure an adequate sample size. This method was particularly effective as participants could recommend colleagues working in multicultural teams, and employees were more likely to participate through referrals. Snowball sampling thus complemented the purposive approach by leveraging social networks to enhance the study's sample size and validity (Naderifar et al., 2017). Consequently, combining purposive and snowball sampling methods allowed for a robust and comprehensive sample, facilitating a thorough examination of the research questions.

The case firms selected for this study satisfied several criteria to ensure the relevance and quality of the data collected. Firstly, the firms had to be large companies with more than 250

employees, as per the standard classification for large enterprises (OECD, 2015). Secondly, these companies needed to be founded in the Netherlands. Thirdly, the firms had to have a direct presence in at least two foreign markets, establishing them as multinationals (Rugman, 2009). Fourthly, they had to demonstrate a commitment to innovation, as innovative environments are conducive to intrapreneurial activities (Huang et al., 2021). Lastly, the companies had to operate within the manufacturing industry, aligning with previous studies on CQ and innovation (Huang et al., 2021; Garamvölgyi and Rudnák, 2023), and they must have multicultural teams to align with the study's focus on managerial CQ and intrapreneurial activities in the international context.

Despite the presence of many companies fitting these criteria, due to time constraints, a final sample of six companies was selected based on accessibility and suitability. Ultimately, two companies agreed to participate in the study. The case selection process involved two phases. The first phase was the selection of the company sample, followed by the selection of managers and their teams in the second phase. The criteria for team selection included the manager leading a multicultural team, and the subordinate being of a different cultural background, ensuring diverse perspectives within the team. An overview of the participant characteristics can be found in Table 1. This multi-phase, multi-method approach ensured a robust sample for investigating the impact of managerial CQ on intrapreneurial activities within multicultural teams.

Table 1.

Characteristics of participants.

Company	Case	Participant name (code*)	Functional role
Indigo	Case A	Alex (A)	Talent Acquisition Manager
		Ash (B)	Strategic Sourcing Advisor
	Case B	Blake (M)	Talent Acquisition Manager
		Bailey (D)	Senior Talent Acquisition Advisor
	Case C	Charlie (L)	Talent Acquisition Manager
		Cameron (E)	Talent Acquisition Advisor
	Case D	Drew (K)	Talent Acquisition Manager
		Devon (C)	Talent Acquisition System Expert
Orion	Case E	Eden (H)	Sales Manager
		Ellis (G)	International Account Manager
	Case F	Frankie (I)	Corporate HR Manager
		Fallon (J)	HR Advisor

*Corresponds with data display in Appendix B

3.4 Data collection process

As this study explores the impact of managers' CQ on intrapreneurial behaviors, separate interview guides were created for managers and their subordinates. Managers received self-assessment questions on CQ, while their subordinates received observer assessment questions. CQ is typically measured using the CQS (Earley & Ang, 2003), followed by a quantitative analysis. However, due to the qualitative nature of this study, the scale was adjusted accordingly. Following previous qualitative literature (Alshaibani, 2015), the interview questions were adapted from the CQS of Earley and Ang (2003) for each dimension of CQ. For instance, the metacognitive construct's statement, "I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds," was modified to "How would you assess your knowledge of the different cultural backgrounds within your team?" for managers' self-assessment. Appendix C provides a complete overview of the adjusted interview questions and the interview guide following this.

A similar method was used for intrapreneurial behavior. To gain an in-depth understanding of contextual factors, the intrapreneurial behavior scale of Stull & Singh (2005) was modified into interview questions, also shown in Appendix C. To assess intrapreneurial behavior, the dimensions of risk-taking, proactiveness, and innovativeness are typically measured on a one-to-five-point Likert scale with five items per dimension (Stull & Singh, 2005). In this study, for example, the measurement of innovativeness was changed from "I generate useful ideas" to "How would you assess your frequency of coming up with new or improved ways of doing your job?". The last part of the interview assessed the perceived support in the team from both managers and subordinates.

An interview protocol was created to ensure consistency and dependability during interviews. The first phase involved the preparation, ensuring the interview guide aligned with the study's purpose. The protocol included an inquiry-based conversation with introductory, key research, potential follow-up, and closing questions. Establishing rapport, as argued by McGrath et al. (2018), is essential for comprehensive answers. Thus, informal introductions took place, occasionally before the official recording. The interview began with a study introduction, setting appropriate expectations for the interviewee, followed by an introductory question to further establish rapport. If questions had already been addressed during the interview, they were skipped or replaced with follow-up questions.

A pilot interview was conducted to refine the interview guide. It was noted that due to the similarity of questions on the CQ constructs, repetitive answers were given. Therefore, CQ dimension questions were reduced to one per construct in successive interviews.

At the start of the interview, participants were briefed on the study's purpose and the interview guide. They were informed about the anonymity of their personal and company identities and asked for permission to record and transcribe the interview. Transcriptions were completed within 24 hours to ensure accuracy (Given, 2008). Data analysis started only after participants approved the transcripts, which also ensured a credible and dependable research outcome. An example of an interview transcript can be found in Appendix D.

3.5 Data analysis process

The data collected involved 12 recordings of participants' perceptions, opinions, and assessments on the themes of CQ, perceived supportiveness, and intrapreneurial behavior. In this study, the first objective was to determine a manager's CQ. Following this, the perceived supportiveness and intrapreneurial behaviors of the subordinates are determined. This thus involved a two-step content and thematic analysis of the data.

The first step of the coding process included finding codes for CQ, intrapreneurial behavior, and supportiveness. Since CQ and intrapreneurial behavior are typically assessed by established scales, pre-defined themes were used to categorize the assessments made by both managers and subordinates. This phase primarily involved deductive coding, where these pre-determined themes guided the identification and categorization of relevant data from the interview transcripts. This deductive approach ensured that the coding process aligned with existing theoretical frameworks, thereby enhancing the reliability and validity of the data analysis. Simultaneously, an inductive method was also employed to uncover themes based on the provided data.

In the second round of coding, the focus was on refining and articulating the data within the framework of CQ and intrapreneurial behavior. This involved a more detailed analysis, where initial codes were re-examined and re-categorized to form more insightful themes. During this phase, the interaction between CQ, perceived supportiveness, and intrapreneurial behavior was explored. Codes from the first round that were deemed less relevant to the interaction between the concepts were removed. Eventually, key themes were formed by grouping and merging codes.

This iterative process ensured that the final themes would provide a proper basis for the study's findings and conclusions. An overview of the first and second-order codes can be found in Appendix B.

3.6 Assumptions, limitations, and delimitations

To establish confirmability, the study's assumptions, limitations, and delimitations are provided. Several assumptions were made in this study to guide the research process. It was assumed that participants would provide honest and truthful answers to the interview questions, which is critical for the validity of qualitative data (Creswell & Poth, 2018). Additionally, it was presumed that participants would fully understand the questions as intended, ensuring accurate responses (Patton, 2014). The sample size of two managers and three subordinates per company was initially assumed to be achievable for the study, however, due to lack of responses, this presumption was reduced to six managers and their subordinates. Furthermore, the researcher believed that managers could effectively assess intrapreneurial behavior, ranging from low to high, although factors such as lack of knowledge or inexperience could influence these assessments (McCrae, 2018). For subordinates, the assessment of their managers was trusted to be without bias or politically correct answers (Podsakoff et al., 2003).

The study has several limitations that affect the generalizability and scope of its findings. Firstly, the unit of analysis is one manager and one subordinate per company may result in a single-source bias as they are assessing each other (McCrae, 2018). Additionally, the study does not account for other factors that could influence intrapreneurial behavior, such as personality traits like extroversion or openness to experience (Farrukh et al., 2016). The lack of a pre-survey to assess differences in CQ means there is no influence on a sample containing a range of CQ levels. Furthermore, the subjective nature of researcher assessments of CQ and intrapreneurial behavior scales may introduce bias, as there is no objective scoring system in place.

The study's scope is intentionally limited to stay relevant to the research questions. The study does not consider the age or gender of participants, focusing instead on their professional roles and experiences. Only teams with a multicultural composition are included to explore CQ in diverse settings. Next to that, the research is focused on multinational companies, given the high likelihood of the presence of multicultural teams due to their global operations and diverse workforces (Hong & Minbaeva, 2021).

3.7 Trustworthiness

Triangulation is employed in this study to enhance the credibility and validity of the research. Specifically, investigator triangulation is applied to limit researcher bias. Investigator triangulation involves using multiple investigators or evaluators to interpret data, thereby reducing the potential for individual biases to influence the results (Thurmond, 2001). In this study, feedback was obtained from two sources. Firstly, the method and interview questions were reviewed by a cum laude graduate in Strategic Management. His critical insights on the robustness of the research method and design can be found in Appendix A. Secondly, feedback was sought from a manager who leads a multicultural team. This perspective ensured the managerial relevance of the study, aligning it with practical considerations and real-world applications (Appendix A). Both perspectives were processed, eventually enhancing the overall credibility of the study. Simultaneously, researcher bias was mitigated through this. The reflexivity of the researcher was also shown by sending them back to the interviewees for verification. This ensures that the participants' viewpoints are accurately captured and interpreted, minimizing the risk of misinterpretation and bias (Johnson et al., 2020).

Furthermore, to ensure that the data collection and analysis results in a sufficiently complete dataset, a check for saturation has been done. Saturation occurs when no new information or themes emerge from the data (Saunders et al., 2017). In this study, saturation was assessed at multiple stages. Firstly, during data collection, when interviewees displayed similar answers to previous interviews and no new themes emerged, saturation was reached. In data analysis, this was achieved when in subsequent interviews no new codes were derived. Finally, when it was identified that the identified themes thoroughly represented the dataset, saturation was confirmed.

3.8 Ethical considerations

In qualitative studies, researchers are faced with challenges that raise issues of ethics, such as the relationship between researcher and participant, the subjective interpretation of data and findings, and the research design adopted (Beauchemin et al., 2021). To protect the rights of the participants and act ethically throughout the study, several principles had to be put in place. Firstly, before conducting the interviews, participants were made aware of the research project and several ethical considerations through an informed consent form. This form included the anonymity and

confidentiality of their and their companies' identities, the option to opt out, and information on the voluntary nature of their participation. Next to that, participants were made aware that data would be securely stored for five years from when the data was collected. The signed forms were sent to the researcher before proceeding with the interviews.

After the interviews, identities, and information that could be used to identify someone were instantly anonymized in the transcript and document title names through a given code per participant and company. Lastly, even though no incentives have been offered in exchange for participation, participants were notified that they could receive the final thesis as appreciation.

4. Results

The thematic analysis focuses on three main areas: the CQ of managers assessed by both them and their subordinates, the supportive environment perceived by subordinates and assessed by managers, and the intrapreneurial behavior of subordinates evaluated by both themselves and their managers. Each case (a manager and a subordinate pair) is examined to provide a comprehensive understanding of these dynamics. The first section captures the general assessment of CQ, followed by a case-by-case analysis to identify the discrepancies and alignments in the perceptions of managers and their subordinates. The second section identifies the supportive environment perceived by both managers and their subordinates, and the third section again employs a case-by-case analysis of intrapreneurial behavior.

4.1 CQ assessment

The CQ of managers was assessed through both self-assessment and observer assessment. Each manager evaluated their own CQ while their subordinates provided their perspectives on the managers' CQ. A case-by-case analysis can be found in Appendix E, and an overview of the assessment per manager can be found in Table 2. This illustrates the assessments of the managers' CQ based on the metacognitive, cognitive, behavioral, and motivational CQ, resulting in an assessment of high-level managerial CQ in Cases A, B, E, and F and medium-level CQ in Cases C and D.

4.1.1 Managers' CQ self-assessment

Managers were asked to assess their knowledge of different cultural backgrounds within their teams, their willingness to learn new cultural perspectives, and their behavioral changes based on culture. The assessment revealed a spectrum of CQ among managers, with levels ranging from medium to high. The highest level of CQ was found in Case E, where Eden displayed a high CQ on all four facets. For example, his metacognitive CQ showed in 'recognizing the need for cultural understanding' explaining: *'I started to realize that if I don't understand the culture, I will never sell anything. And that's when I started to try to use culture to my advantage'* (Eden, Case E). Besides this, his 'cultural knowledge' was deemed high due to a high knowledge of different norms and customs in various countries, displaying a high cognitive CQ: *'So if you talk to China, you use big words, small sentences. Maybe in Japan means no. They will never say no, but it means maybe.'*

(Eden, Case E). In contrast, some managers exhibited medium levels of CQ, such as in Case C. Charlie (Case C) demonstrated an understanding of cultural differences but showed 'no focus on cultural differences' within the work environment, 'no behavioral change' when interacting with employees from different cultures, and 'no cultural difference learning' in terms of motivation. This manager mentioned focusing on *'what people bring to the table themselves'* and *'personality styles and behavioral styles that people follow'* instead of cultural differences: *'I don't really pay attention to that at all. I'm not very much focused on cultural backgrounds'* (Charlie, Case C).

Overall, most managers rated their CQ level as high or medium, particularly in the metacognitive and cognitive dimensions.

4.1.2   Subordinates' CQ assessment

The assessments of the subordinates consisted of evaluating the same factors from an observer's point of view. The assessments generally aligned with the managers' self-assessments, with some minor discrepancies on certain facets. In the highest CQ case, the subordinate highlighted the 'cultural knowledge', the display of metacognitive elements such as 'inclusive behavior', and behavioral adjustments in 'changes in communication style' showing from: *'And he was all the time trying to approach people differently when it's come to the different culture'* (Ellis, Case E). Several discrepancies, however, were found in certain assessments. For example, in Case B, the managers' self-assessment of motivational CQ was high, derived from quotes such as *'I'm always very happy to learn about cultures. I think that I'm learning, both as a professional and as an individual, I'm very keen to understand different cultures, because it will make me understand the world also a little bit better'* (Blake, Case B). However, the subordinates' assessment rated lower, partly caused by a lack of knowledge: *'So I think maybe that's a bit less. I will not say it's none. 'But I don't know if she's necessarily taking steps to know more about something'* (Bailey, Case B). Across the cases, subordinates generally perceived their managers as culturally intelligent, with levels ranging from high to medium, aligning with the managers' self-assessment. Besides some minor variances in the assessment, the alignment demonstrates a consistent recognition of cultural differences by the managers.

Table 2.

Assessment of managers' cultural intelligence.

Case	Metacognitive CQ		Cognitive CQ		Behavioral CQ		Motivational CQ		Overall assessment managerial CQ
	CQ self-assessment	CQ observer assessment	CQ self-assessment	CQ observer assessment	CQ self-assessment	CQ observer assessment	CQ self-assessment	CQ observer assessment	
Case A	High	High	Medium	High	Low	/	High	High	**High**
Case B	High	High	High	High	Low	Low	High	Medium	**High**
Case C	Low	/	High	/	Low	Low	Medium	Medium	**Medium**
Case D	/	Medium	High	/	Low	Low	Medium	Medium	**Medium**
Case E	High	High	High	High	High	High	High	High	**High**
Case F	High	High	Medium	Medium	Low	Low	High	High	**High**

4.2 Perceived supportiveness

To examine the perceived supportive environment, both managers and subordinates were asked about their perception of the level of support they felt to be present within the team, the level of encouragement following from idea generation, and the comfort they experienced in expressing opinions. Managerial and subordinate perceptions were compared to seek out the alignments and discrepancies present in the findings. An overview of the findings can be found in Table 3.

4.2.1 Managers' perception of support

The analysis reveals that for most managers there is a high focus on 'creating a safe environment' within the team, highlighting the need to ensure subordinates are 'comfortable to express themselves'. Although there are various levels of support, all cases displayed a facet of 'creating a safe environment' from a managerial perspective, which was expressed in different ways. Alex focused on creating an environment that fosters the sharing of thoughts: *'I try to put it in a way that they can feel comfortable to share'* (Alex, Case A), which is similar to the assessment of Frankie mentioning *'I think we have really that there is a lot of space to share your opinion'* and *'if they don't agree, I think they feel really open and safe to share their own opinion'* (Frankie, Case F). Blake and Charlie, however, emphasize the comfort in failing more to foster a safe environment stating: *'if you have that layer of trust in place, people will be able to understand that, okay, maybe it will fail, but then it's also not a big thing'* (Blake, Case B), and *'if something doesn't work, also let me know. No harm done. It's not the end of the world. We can fix it and learn from it'* (Charlie, Case C). Eden demonstrated support in placing 'trust in the team', but always making sure that subordinates know their manager has their back as showed by *'and the only thing you can do as a manager is being there for them.'* *'If somebody in the team has a question, you drop whatever you're doing and you give them attention'* (Eden, Case E). On the other hand, support can also show responses to ideas. While Drew did not mention specific factors indicating an active creation of a safe environment, an example was provided on the support offered in hindsight on an idea generated by the statement, *'so I was very positive and I really supported them directly to get this rolling'* (Drew, Case D). A difference could be noted between high CQ managers in Cases A, B, E, and F and medium CQ managers in Cases C and D. Whereas the managers with high CQ levels all displayed an active awareness of their responsibility to foster a safe environment, Drew seemed to focus more on the positivity of results. Next to that, only in

Case C, a minor shortcoming in the level of support could be found as Charlie mentioned that *'some people have difficulty sharing that maybe they made a mistake'* (Charlie, Case C).

4.2.2 Subordinates' perception of support

To explore the subordinates' perception of the supportive environment within their multicultural teams, they were asked about their comfort levels in expressing themselves, and the support perceived in idea generation, followed by the responses received from their managers. Overall, high levels of support were perceived by all subordinates, particularly demonstrated by feeling 'comfortable to express themselves'. Bailey (Case B) gave an example where the open environment resulted in being able to be honest about her work approach: *'I felt comfortable saying, look, it's not for me. I want you to see what I do and to take it'*, which is also experienced by Eden (Case E): *'if I have something, doesn't matter what, I can always communicate with my manager.'* For the medium-level CQ managers, the perception of support was mainly based on the ability to express their opinions. Cameron (Case C) explains that giving your opinion is encouraged by the manager: *'he fosters that kind of environment wherein everybody has their opinion'* and '*it is always encouraged to give your thoughts, your opinion.'* For Devon (Case D), the comfort of being expressive shows in the statement: *'and me personally, I never had any issues with expressing my opinion.'* In the other cases, levels of support perceived demonstrated not only through the comfort of expressing opinions, but also through factors such as 'feeling safe to fail', enhancing the feeling of a safe environment and support. Ellis (Case E) mentioned for example, *'When he feels like I'm struggling or failing and I'm under the stress, he was trying to give me a different approach and the way.'* For Subordinate A the feeling of support showed in *'being safe to fail',* which eventually benefits the performance: *'So, you have the sentiment of failure multiple times, but when you go to the critical audience, it's exemplary.'* Bailey (Case B) expressed this in *'openness in the sense that you are not judged, that no idea is wrong',* indicating that everything is accepted, fostering a feeling of comfort. The feeling of trust is expressed by Fallon (Case F), who explains *'here, even from the first moment I started, they trust me'* and *'if I say something, she trusts my knowledge, my feeling, and she always supports.'* So, overall, the support perceived by subordinates is positive, although approaches to creating a supportive environment vary between managers. Where the sense of support in cases with medium managerial CQ levels is felt in the ability to freely express opinions, high managerial CQ cases demonstrate besides the comfort in

expressing themselves, more space to be honest without judgment, feeling safe to fail, and high levels of trust in subordinates' activities.

4.3 Intrapreneurial behavior

The last theme to be assessed in this analysis is the subordinates' intrapreneurial behavior. Again, this assessment is done by both the managers and their subordinates, leading to a validation of self-assessment by an observers' assessment. Intrapreneurial behavior is defined by the three themes of innovativeness, proactiveness, and risk-taking, which were evaluated on different facets. For innovativeness, the frequency of idea generation and comfort level with experimentation were the main determinants. Proactiveness was analyzed through factors such as taking initiative and actively anticipating and implementing change. To determine risk-taking behavior, feelings towards risk and failure were evaluated, as well as the approach taken with risky projects or after failure. A case-by-case analysis can be found in Appendix E, and an overview of the assessment per manager can be found in Table 4.

4.3.1 Managers' assessment of intrapreneurial behavior

The evaluations of factors influencing intrapreneurial behavior varied greatly. The levels of innovativeness, proactiveness, and risk-taking differ per case, and particularly notable is the overall low level of innovativeness. Alex (Case A) assessed the innovativeness of their subordinate low due to being in an early stage in their role and team: *'It's too early for them. So, whatever they were asked, they have to do, but I'm afraid to answer no.'* In contrast, the proactiveness is rated highly stating *'the appetite for change in my team is considerably higher than average'* (Alex, Case A). Similar to Alex (Case A), Blake (Case B) also assessed the innovativeness lower than desired: *'In terms of innovations, I think that, of course, it could be more. We are not there yet.'* Besides this, on risk-taking factors, some levels of discomfort were displayed by the manager explaining '*there's always more discomfort because in the end, people don't want to fail.'* In Case C however, Charlie expressed how innovation predominantly comes from a top-down encouragement where after an analysis ideas are asked for: *'we also measure what we do. And sometimes the data shows, hey, something seems not as we expected. What is causing it? Okay, go and find out.'* On risk-taking factors, again discomfort is displayed in their subordinate, but with an even higher severity as Chalrie (Case C) explained the following about the reaction of their subordinates towards failure: *'And then if you share it, their first reaction is that they're embarrassed.'* Again, in Case

D, a top-down encouragement of idea generation can be found as Drew describes the designated sessions through which innovation is stimulated: *'We have specifically sessions for that, development, performance, development sessions, innovation sessions to talk about ideas.'* Next to that, an explanation is given on the origin of the idea generation, again highlighting the top-down ignition by mentioning *'but mostly it starts with when I'm not that positive about a process, then I'm challenging them to come up with an idea to make it more efficient. I'm also the one who is promoting them to come up with ideas. So I'm always the one helping them, supporting them, but also promoting and wanting them to come up with new things.'* In contrast to the preceding cases, the innovativeness in Csase E and F is assessed more positively. Eden (Case E) mentions a high frequency of ideas coming from the team, combined with some encouragement from the managerial side stating: *'There is always ideas coming from then. But that's because we always open up for discussion. And then sometimes if they say nothing, I will say, I would do it like this. What do you think?'* Not only innovativeness was rated higher, but Eden (Case E)also saw some comfort in risks in their subordinate by mentioning *'I don't see any big fear.'* The highest assessment of intrapreneurial behavior was seen in Case F, where on all three factors Frankie rated Fallon (Case F) positively. For innovativeness, a high frequency of idea generation and comfort with experimentation were the main determinants. Frankie (Case F) answered the question on the frequency of idea generation with it being *'A lot. Yeah. Definitely on the Academy, but also on other things. Also doing our performance review'* and on the level of comfort with *'I think really comfortable. I think the team here is the most open. For new things.'* Lastly, the proactive personality showed through the statements: *'She's really proactive, really take her ownership on her tasks. But it's also because I think she wants and she's really eager to learn.'*

4.3.2. Subordinates' self-assessment of intrapreneurial behavior

Comparable to the managerial assessments of intrapreneurial behavior, a variation in results occurred in the self-assessment of subordinates as well. In Case A, Ash validated the lack of idea generation as mentioned by Alex (Case A), stating that *'I'm not the definition of that',* however, it was mentioned that other team members did show some levels of innovativeness: *'But this is a lot done by other team members, so they are exploring all these areas.'* On risk-taking and proactiveness factors again an alignment appears with Alex (Case A). A high anticipation of what is coming demonstrates a proactive personality: *'I would rather know what is coming. I would rather even influence what is coming'* and seeing opportunities rather than fears shows the comfort

levels with risk: *'I think it's even more so than in other companies that I've worked, you tend to always also see the opportunity within the risk'* (Ash, Case A). Bailey (Case B) validated the lower levels of innovativeness as mentioned by Bailey (Case B) by explaining the reason that innovation might be lacking: *'I do see that sometimes I'm stuck in my way because I have been doing the same for a long time. So, then you don't see it. It's not that you don't want to, but you don't see it anymore.'* Besides this, risk aversion is also demonstrated through an extensive risk analysis before action is undertaken: *'And instead of trying, they're like, first, let's make sure that everything is 100%. What are the thousand outcomes possible? And then if the outcomes, all of them are 99% are good, then we move.'* The top-down encouragement as displayed by Charlie (Case C) is also noticed by Cameron (Case C) who explains idea generation as *'it is always asked what are your thoughts to it or what do you think in what way we can improvise it'.* However, a reason for the lack of it is also provided as lack of time plays a big role in this: *'I would do thousand things but it is not possible for me as an individual right. I have other things as well to do.'* Devon (Case D) explained that the ability to come up with new or improved ways of doing was there, however, the fact that the implementation of proposed ideas is a very lengthy process, according to Devon (Case D), some levels of frustration arise. This can be seen in the statements: *'I think fairly regularly, I can come up with suggestions that, hey, I would do it this way'* and *'because after a while, if none of your ideas are like getting pushed through, then you are saying like, oh, yeah, why do I want to propose something new? Within me, it sometimes causes some frustration.'* On the contrary, in Case E higher levels of intrapreneurial behavior are present shown by the frequency of idea generation: *'Yeah, actually quite sometimes, I'm also reporting to him about our sales team. And my idea was completely different than what he's thinking'* (Ellis, Case E). Also, the comfort in risk-taking is explained by the feeling of support as Ellis (Case E) gives an example of a risky endeavor: *'It was risky, but I just got this feeling that if I have someone that really can support me during my learning process, then why not?'* A discrepancy, however, was found in Case F. Contrary to the statements made by Frankie (Case F), Fallon (Case F) argued the lack of energy and time to be the main reasons for a lack of idea generation: *'Because to really create something, you need to have energy and time. And with a lot of workloads, sometimes it's not possible.'* However, the intrapreneurial behavior did show through the willingness to be innovative: *'I also want to create and initiate things, but with all of these works I have, it's not possible sometimes'* (Fallon, Case F).

Table 3.

Assessment of perceived supportiveness.

	Perceived supportiveness		
Case	Manager assessment	Subordinate assessment	**Overall assessment supportiveness**
Case A	High	High	**High**
Case B	High	High	**High**
Case C	Medium	Medium	**Medium**
Case D	High	High	**High**
Case E	High	High	**High**
Case F	High	High	**High**

Table 4.

Assessment of subordinates' intrapreneurial behavior.

	Innovativeness		Risk-taking		Proactiveness		
Case	Self-assessment	Observer assessment	Self-assessment	Observer assessment	Self-assessment	Observer assessment	**Overall assessment subordinate IB**
Case A	Medium	Low	Medium	/	High	High	**Medium**
Case B	Medium	Medium	Low	Low	/	/	**Medium**
Case C	Low	Medium	/	Low	/	/	**Low**
Case D	Medium	High	Medium	/	Medium	/	**Medium**
Case E	High	High	High	High	/	/	**High**
Case F	High	High	Medium	Medium	/	High	**High**

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4.4 Summary of key findings

4.4.1 Cultural intelligence and perceived supportiveness

The first question of this study sought to assess the level of CQ of managerial participants. Managers with high levels of CQ tend to exhibit mainly high metacognitive, cognitive, and motivational CQ, which demonstrates a strong understanding and adaptation to cultural differences. In contrast, managers with medium levels of CQ focused less on cultural differences. While primarily high levels of metacognitive, cognitive, and motivational CQ were observed, the overall levels of behavioral CQ were notably low. This finding is remarkable as Soon et al. (2008) emphasize the importance of behavioral CQ, arguing that it is crucial in cross-cultural interactions where individuals primarily rely on observable behaviors and expressions. Low behavioral CQ could potentially impact perceived supportiveness, but interestingly, this did not appear to be the case in this study. Overall, there was a high perceived level of support among subordinates. However, there was a slight difference in the kind of support offered by medium and high CQ managers. Managers with high CQ levels displayed an active awareness of their responsibility to foster a safe environment, while managers with medium CQ focused more on the positivity of results. Additionally, a minor shortcoming in support was noted for subordinates with a medium-level CQ manager where some employees had difficulty sharing their mistakes.

4.4.2 Perceived supportiveness and intrapreneurial behavior

Following this, the intrapreneurial behavior of subordinates was explored. In cases where managers exhibited high CQ, subordinates reported high levels of supportiveness, feeling safe to fail and encouraged to generate ideas. This supportive environment translated into higher assessments of intrapreneurial behavior, with subordinates demonstrating medium to high levels of innovativeness, risk-taking, and proactiveness. On the other hand, in cases with medium CQ managers, the managerial support was mainly focused on encouraging the expression of opinions, which did not always translate into higher intrapreneurial behavior. Some limitations in idea generation and implementation were noted, reflecting the lower assessments in innovativeness and proactiveness. Additionally, a minor shortcoming in support was found for subordinates with medium CQ managers, where difficulty sharing their mistakes occurred. Overall, the perceived level of support among subordinates was high, but the type and impact of support varied between high and medium CQ managers.

5. Discussion and conclusion

This chapter examines the findings on the impact of managerial CQ on intrapreneurial behavior in multicultural teams. First, the findings are discussed in combination with additional literature. After that follows the conclusion combined with implications and recommendations for future research.

5.1 Discussion on findings

5.1.1 Cultural intelligence and perceived supportiveness

The study's findings reveal that higher levels of CQ among managers lead to a stronger focus on creating a safe environment, which significantly enhances perceived supportiveness. Managers with high CQ demonstrated a greater understanding and adaptation to cultural differences, mainly through a strong metacognitive and cognitive CQ. This aligns with the literature that highlights CQ as a key leadership competency (Alon & Higgins, 2005; Livermore, 2010). The high CQ managers foster an inclusive atmosphere, thereby making team members feel more valued and supported. Livermore (2010) argues that inclusivity, which managers with a high CQ demonstrate, results in a higher likelihood of building trusting relationships with culturally diverse team members. A trusted relationship is crucial for perceived supportiveness as research indicates that when employees feel safe to express their thoughts and make mistakes without fear of negative consequences, they perceive a higher level of support from their managers (Livermore, 2010). The results show that high CQ managers' ability to recognize cultural differences helps in building this environment, which is not as prevalent among managers with medium CQ. In contrast to the study by Ang et al. (2007), who stress the importance of behavioral CQ, even with generally low levels of behavioral CQ observed in the study, managers still fostered supportive environments in some way. This might be due to the compensation of strong other CQ constructs. In cases where managers had medium levels of CQ, the support was mainly felt in the ability to freely express opinions. In cases with high managerial CQ, however, employees not only feel comfortable expressing themselves, but they also experience that they can be honest without judgment, feel safe to fail, and experience higher levels of trust in their activities.

5.1.2 Perceived supportiveness and intrapreneurial behavior

Even though perceived supportiveness was generally high, the findings of this study show comparatively lower levels of intrapreneurial behavior. This contradicts the general findings of the

existing literature landscape on this relationship, as established literature often links managerial support with increased intrapreneurial behavior (Wakkee et al., 2008; Moriano et al., 2011). Rigtering and Weitzel (2013) for example highlight the positive effect of managerial trust on intrapreneurial behavior, similar to Park et al. (2014), who found that managerial recognition and support of innovation encourage intrapreneurial activities. The discrepancy between the literature and this study might be explained by the type of support perceived. In cases where intrapreneurial behavior was higher, innovativeness and risk-taking were prominent, and the support perceived was mainly explained by feelings of trust and safety. This aligns with Douglas and Fitzsimmons (2012), who found that employees are more likely to engage in intrapreneurial behavior when they perceive opportunities rather than threats in their work environment. In contrast, in cases with low to medium intrapreneurial behavior, support was mainly expressed as feeling safe to express opinions, but risk aversion was generally higher. This indicates that while employees felt comfortable communicating, it did not necessarily translate to frequently coming up with ideas. In those cases, an extensive risk analysis was conducted before acting, whereas in high intrapreneurial behavior cases, risks were taken sooner due to the feeling of safety to fail and trust. The findings suggest that while perceived supportiveness is necessary, it is not solely sufficient to drive high levels of intrapreneurial behavior, adding to the findings of Wakkee et al. (2008).

5.1.3   Cultural intelligence and intrapreneurial behavior in a multicultural context

This study found that managers with high levels of CQ create a supportive environment enhancing employees' intrapreneurial behavior. This adds to the findings of Groves and Feyerherm (2011), who found a positive association between the CQ of team leaders and multicultural team performance. This study highlights the importance of risk-taking, which contrasts the findings of Rigtering and Weitzel (2013), who claim that innovativeness and personal initiative, but not risk-taking, are crucial for effective intrapreneurial behavior. However, in this study it has been found that managers with a high CQ foster environments where employees feel safe to take risks, found to be essential for intrapreneurial behavior. Mogård et al. (2022) state that by fostering a sense of safety and trust, employees will be more likely to embrace innovation and risk-taking. This psychological safety is crucial as it results in employees feeling safe enough to experiment and propose new ideas without fear of negative consequences (Mogård et al., 2022). Resulting of this study, managers with high CQ levels can thus create this psychological safety in multicultural teams, which in turn positively influences intrapreneurial behavior.

5.2 Conclusion

5.2.1 Contributions and implications

To conclude, this study contributes to a higher understanding of the interplay between managerial CQ and intrapreneurial behavior within multicultural teams. It builds on and extends the established literature by exploring how the perceived supportiveness, that culturally intelligent managers foster, might enhance intrapreneurial behavior. The study demonstrates how high levels of the multifaceted construct CQ facilitate highly supportive environments where team members can freely express ideas, take risks, innovate, and feel safe to fail. The findings suggest that while perceived supportiveness is necessary, it is not sufficient to drive high levels of intrapreneurial behavior. The type of support – whether it focuses on fostering a safe space for communication or actively encouraging risk-taking and innovation – plays a significant role. Managers need to balance creating a supportive environment with active encouragement to enhance intrapreneurial activities within their multicultural teams.

Academically, this research addresses gaps in the literature by exploring the link between managerial CQ and intrapreneurial behavior through the lens of perceived supportiveness. The findings suggest further research to explore how CQ can impact teams in multicultural settings. Additionally, the study provides a foundation for future research to investigate other managerial competencies that may influence intrapreneurial behavior. This will lead to a comprehensive view of enablers of intrapreneurial activities within multinationals.

For managers of multicultural teams and multinational organizations, this study provides useful insights. Firstly, it emphasizes the importance of prioritizing the development and usage of CQ to effectively manage a multicultural team. To encourage intrapreneurial behavior, which in turn benefits organizational performance, managers should focus on understanding and adapting to cultural differences. This enables them to create environments where their multicultural employees feel supported and valued, ultimately increasing innovativeness, proactiveness, and risk-taking. Eventually, this can drive organizational performance and competitiveness in the global market.

5.2.2 Limitations and future research recommendations

Several limitations can be found in this study that need to be considered when interpreting the results. First, the sample size is relatively small, involving only six managers and their subordinates from two companies, which may limit the generalizability of the findings. Second, because of the

subjective nature of the observer and self-assessments, combined with the subjective researcher scoring of this assessment, a bias could be introduced. Third, the study focuses on large multinational companies in the Netherlands, which may not fully represent the dynamics in smaller firms or different geographical contexts, reducing its generalizability. Lastly, the qualitative approach, while providing in-depth insights into the contextual factors, may not capture the accuracy that a quantitative analysis might, using the CQS and intrapreneurial behavior scale.

Future research should consider expanding the sample size, with for example managers with varying levels of CQ ranging between low and high, and including a more diverse range of organizations and cultural contexts to enhance the generalizability of the findings. Additionally, analyzing the assessments with quantitative questionnaires alongside qualitative approaches could provide a better understanding of the relationships between CQ, supportiveness, and intrapreneurial behavior. Lastly, investigating other managerial competencies' impact on intrapreneurial activities could further enrich the literature and provide practical insights for enhancing intrapreneurial behavior in multicultural teams.

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Appendix A – Investigator triangulation feedback

Topic	Feedback	Role
Managerial relevance	'I think it is a really nice way to see what I as a manager can improve, but it would help to include real-world examples and practical tips. In this company I work with people from different backgrounds daily and sometimes indeed struggle to understand where someone is coming from. Sometimes when you are working you also forget that people might have a different understanding, so it is good to become a bit more aware of what you can actually achieve if you keep into account the differences. Propositions on how you can reach the full potential than would be very useful.'	Global operations manager multinational
Research method	'Changing the scale to interview questions may lose its credibility, but then try to make sure that you do not lose the content and purpose of the scale within your questions. So, try to almost take over the constructs exactly in your questions. Other than that, I think that it suits your study.'	Msc Strategic Management: Consultancy graduate

Appendix B – List of 1st and 2nd round of coding and themes

Quotes	First order codes	Second order codes	Themes
1:7 ¶ 119 in Interview participant A.docx Because if, for instance, you're direct compared to Anglo-Saxon cultures like US or UK, they talk 20 minutes before a point. 1:10 ¶ 145 in Interview participant A.docx Yeah, there is the more relaxed work-life balance. 9:1 ¶ 45 in Interview participant I.docx But you see that they're behaving differently than, for example, Czech people behave in certain situations. 10:2 ¶ 27 in Interview participant J.docx I think I wouldn't call it knowledge about different cultures, but she is aware of different cultures. 10:3 ¶ 29 in Interview participant J.docx So she's trying to be aware of the cultural differences. 11:5 ¶ 42 – 44 in Interview participant L.docx I do know that in some cases you see people demonstrate certain cultural backgrounds. And that's then recognizable. 11:7 ¶ 50 in Interview participant L.docx And you tend to have people from certain countries that are more tuned to that. You need to also understand and recognize this communication style 13:3 ¶ 49 in Interview participant M.docx I look at people. I understand that they're from a different culture. I understand that there are specific nuances. 13:4 ¶ 53 in Interview participant M.docx I do think that I have quite a sensitivity for the differences between people. And it is a cultural thing. 13:9 ¶ 91 – 93 in Interview participant M.docx I think we have limited differences purely on culture. So I think that obviously when we talk about, let's say, Dutch traditions or Mexican or Bulgarian or Croatian traditions...Things are different.	Recognizing differences between cultures	Recognizing cultural differences	**Metacognitive CQ**

1:6 ¶ 109 in Interview participant A.docx With the differences in culture, I think my approach is that everybody has his own approach, regardless of culture, because then it is a mix of personal and cultural approaches. 2:3 ¶ 103 in Interview participant B.docx always coming from a place of also, you know, testing the waters a bit, not, you know, like always being one step back. So as not to be, not to sound too straightforward 8:5 ¶ 86 in Interview participant H.docx And then I started thinking like, oh, so I did not understand the decision-making process. Which in the Netherlands is totally different than in Belgium, Luxembourg, Germany, China, America.	Recognizing different approaches because of culture		
8:1 ¶ 31 – 33 in Interview participant H.docx And in my first year in company X, I already discovered that it is a Dutch company. Dutch, Belgian. No clue about culture. No clue about putting yourself in the other's shoes.	Recognizing lack of cultural knowledge in company		
8:6 ¶ 90 in Interview participant H.docx At that moment, I started to realize that if I don't understand the culture, I will never sell anything. And that's when I started to try to use culture in my advantage. 12:7 ¶ 85 in Interview participant K.docx We then need to think about how we can bring that to that employee on a more, on a way that they understand it. 13:6 ¶ 65 – 67 in Interview participant M.docx it's all about listening. And in the end, it's all about asking the right question. Listening to people. Really trying to understand their perspective. 13:14 ¶ 123 in Interview participant M.docx It's something about being able to be honest. To understand that your manager is also honest. The cultural layer or the layer of trust is quite important there.	Recognizing need for cultural understanding	Recognizing need for cultural understanding	

8:2 ¶ 33 in Interview participant H.docx So we talked about this and that, and then I said, well, we need to expand. 8:9 ¶ 146 in Interview participant H.docx I mean, to grow the company, we need other countries and other customers from other and customers from other countries. 9:11 ¶ 115 in Interview participant I.docx But we want that the culture stays in every plant.	Recognizing need for diversity in company		
2:2 ¶ 103 in Interview participant B.docx So always very inclusive in the way he speaks, in the way he approaches 4:3 ¶ 45 in Interview participant D.docx I noticed that if anybody at any point starts speaking Dutch, she's always changing to English without even thinking. So in that sense, she's very inclusive. 7:7 ¶ 77 in Interview participant G.docx And he is always trying to make some jokes and make people feel comfortable and also feel involved about the Dutch culture.	Inclusive behavior	Inclusive behavior	
1:4 ¶ 39 in Interview participant A.docx You don't think any more about whether you should consider one way or another the best approach. You accept that you're talking to somebody, and he burps right in front of you which you need to get used to it. 9:5 ¶ 65 in Interview participant I.docx Yeah, I think I'm really open to this.	Acceptance of different cultural practices		

13:1 ¶ 41 in Interview participant M.docx in my previous company and my previous roles, the role I had before this and the role I had before that, there was quite a focus on being culturally sensitive 13:5 ¶ 59 in Interview participant M.docx If you ask me, I think I am sensitive to cultural differences and diversity in teams.	Focus on cultural sensitivity		
11:13 ¶ 86 in Interview participant L.docx it's listening and observing that helps you familiarize yourself.	Familiarize with different cultures		
7:9 ¶ 98 in Interview participant G.docx He's a great manager because he didn't try to teach me or how can I say that? He's not trying to teach me something. He's just trying to show how someone can be understood.	Make aware of different cultural practices	Aware of accuracy of knowledge	
13:2 ¶ 47 in Interview participant M.docx And every time it turned out that I have not a very strong unconscious bias.	No unconcious cultural bias		
12:6 ¶ 81 – 83 in Interview participant K.docx Sometimes you have interviews online, and there, sometimes we misunderstood each other. And we need to also dive into that cultural background of the employee who's being interviewed, and sometimes how they receive feedback.	Cultural misunderstanding	Cultural misunderstanding	
11:4 ¶ 40 in Interview participant L.docx So I'm really focused on individual merits. And what people bring to the table themselves.	Focus on individual merit	No focus on cultural differences	
11:15 ¶ 112 in Interview participant L.docx so I think in my team, it's not necessarily cultural differences that make up what you see. It's more influenced by personality styles and behavior styles that people follow.	Personality rather than cultural differences		

11:1 ¶ 33 in Interview participant L.docx Oh yes, a mixture. I don't really pay attention to that at all. 11:3 ¶ 40 in Interview participant L.docx But I'm not very much focused on cultural backgrounds	No attention paid to different cultures		
3:6 ¶ 141 in Interview participant C.docx Within me, it sometimes causes some frustration. 3:7 ¶ 143 in Interview participant C.docx In some other cultures, we talk about a lot about things, but we are a bit, how to say, not so fast when it comes to decisions. So, every decision, there is a lot of talking and a lot of contemplating before. And for me, as a more pragmatic person, it causes some clashes in me.	Frustration because of cultural differences	Frustration because of cultural differences	
8:7 ¶ 96 in Interview participant H.docx And in Germany, the hierarchy is very strong. People do what they get told. In China, if you're not Chinese, it doesn't matter. You can be higher than the person in China, but they will always take the order from the Chinese person. 13:8 ¶ 79 – 81 in Interview participant M.docx I worked with people from Germany. Germany is quite hierarchical. They have strict hierarchy. They talk very neatly to their managerials. And therefore they have a different way of working.	Knowledge of cultural norms and customs	Cultural knowledge	**Cognitive CQ**

8:10 ¶ 179 in Interview participant H.docx So if you talk to China, you use big words, small sentences. 8:11 ¶ 181 in Interview participant H.docx Maybe in Japan means no. They will never say no, but it means maybe. 11:9 ¶ 64 in Interview participant L.docx And so you have to sometimes just double check if the communication that you send, but also that the communication that you receive is actually what you think it is. 12:8 ¶ 101 in Interview participant K.docx people from Asia, specifically South Asia, it's Thailand, it's the Philippines, that kind of countries, they are very hierarchical and they, they think no, but they say yes.	Knowledge of different communication styles		

1:3 ¶ 89 in Interview participant A.docx I think I know a bit. So I've been there a few times. With Greece, I've never been, actually, even though it's close to Italy. But I had many friends from Greece, relatively. Yeah, Dutch is okay and African, not much. 2:1 ¶ 103 in Interview participant B.docx Yeah, I think quite well. 2:4 ¶ 107 in Interview participant B.docx But I think it's also because he's experienced in international environments 4:1 ¶ 41 in Interview participant D.docx But I will say that it's good knowledge. 4:2 ¶ 45 in Interview participant D.docx But I think in general, she is well-traveled. 7:3 ¶ 51 in Interview participant G.docx I'm not the first person who he has met from Turkey. Actually, he has already the background about the Turkish people. That's why, yes, he knows some Turkish words. 9:27 ¶ 232 in Interview participant I.docx And then I looked it up and then I saw in hierarchy and how they treat people, totally different. Like 50%, let's say, was Czech Republic. And then Slovakian was like 90, 95. So they're more playing the boss. And these people were not used to. 12:1 ¶ 25 in Interview participant K.docx I think it's pretty good, because I worked since a long time with a lot of people from other cultural backgrounds, so I know a quite some things about their belief, how they act, what their career plans are, 13:16 ¶ 163 – 165 in Interview participant M.docx it's based on what I know from the cultures. It's based on what I know from the people. It's based on what I know from previous experience	Knowledge of cultural backgrounds		

9:2 ¶ 47 in Interview participant I.docx I think always be respectful and open and transparent. 11:12 ¶ 70 in Interview participant L.docx you tune in to the cultural sensitivity that is needed in international environments. 11:14 ¶ 88 in Interview participant L.docx Because what you don't want to do is to upset people or shock people by just staying in your mode that you're culturally from.	Respectful to cultures	Respectful to cultures	
10:1 ¶ 11 in Interview participant J.docx So it's really neutral for me in this, in more general perspective. I feel neutral about this.	Neutral feeling towards knowledge	Low cultural knowledge	
11:2 ¶ 33 in Interview participant L.docx Yes, there will probably still be some that I forget now.	Not actively aware of different backgrounds		
2:5 ¶ 113 in Interview participant B.docx I think that he is quite open. 3:2 ¶ 125 in Interview participant C.docx I would say that my manager and the managers I've seen in TA, they are open.	Open to new cultures	Open to new cultures	
8:3 ¶ 51 in Interview participant H.docx I've always loved traveling. I've always loved foreign culture.	Enjoy coexisting with different cultures	Enjoys interactions with different cultures	
1:11 ¶ 153 in Interview participant A.docx Well, that is definitely always an enrichment.	Enjoy learning about cultures		Motivational CQ
8:4 ¶ 57 in Interview participant H.docx It makes you smarter. It makes you more developed. It just gives you a different view on life and on the world. 13:12 ¶ 105 in Interview participant M.docx I need to understand that in order to make sure to be a good manager for them. 13:13 ¶ 115 – 117 in Interview participant M.docx Showing interest or listening carefully. Asking the right question. It is building your relationship. It's building the mutual respect that you have for each other. It's building understanding.	Benefits of learning from different cultures	Benefits of learning cultural differences	

11:6 ¶ 44 in Interview participant L.docx And so what I then try to do is stay aware how to optimally use that to the benefit of their performance.	Uses difference to benefit performance		
1:21 ¶ 292 in Interview participant A.docx I try to put it in a way that they can feel comfortable to share. 5:4 ¶ 21 in Interview participant E.docx he fosters that kind of environment wherein everybody has their opinion.	Motivation to learn about differences		
13:7 ¶ 69 in Interview participant M.docx But having an open mind, asking the right questions and listening to people. Those are the three things that I guess are the most important. For making sure that you really understand where a person is coming from.	Wants to understand background		
9:8 ¶ 77 in Interview participant I.docx And I just found it interesting in how people from all over the world has, I think, a lot of people have the same values as I mentioned. But are also different in thinking and way of behaving. 12:3 ¶ 37 in Interview participant K.docx But I'm also interested in their background and how their families act with that, that they are living here, and the family in India or in the Philippines for example.	Interest in cultural differences	Motivation to learn cultural differences	
1:5 ¶ 43 in Interview participant A.docx Christmas already. It's weird at the beginning, right? And then all those things are learning moments. 1:9 ¶ 135 – 137 in Interview participant A.docx It was a culture shock. But it's just a matter of learning. 10:5 ¶ 36 in Interview participant J.docx She's really open to learn, to understand my culture more 12:5 ¶ 75 in Interview participant K.docx Currently, through the years, I learned a lot and I'm still interested in all those cultures. So for me, it's pretty common to do that.	Experiencing learning about cultures		

8:12 ¶ 191 in Interview participant H.docx I always try to learn 10 words. Yeah. From the country I traveled.	Learns different language		
1:8 ¶ 131 – 133 in Interview participant A.docx we don't do that in Italy, so we're not that much exposed to speaking in public. And that was a gap that I had to cover. 7:8 ¶ 87 – 89 in Interview participant G.docx I always say can, can, can. But my manager once told me, you should ask it as a request like is it possible or like this way	Need to adjust to Dutch culture	Adjustment to Dutch culture	
3:4 ¶ 129 in Interview participant C.docx So, when you, for example, go out with your manager for lunch, you talk about your culture, sometimes you share some things. But when it comes to working, I don't think that they really think about that. 3:5 ¶ 133 in Interview participant C.docx I don't think that they are really, how to say, actively searching for the opportunity to learn about your culture. 13:10 ¶ 95 in Interview participant M.docx Work-related, I do believe that there is not that much focus on where somebody is coming from.	No learning about culture within work	No cultural difference learning	
4:4 ¶ 57 in Interview participant D.docx So I think maybe that's a bit less. I will not say it's none. 4:5 ¶ 57 in Interview participant D.docx But I don't know if she's necessarily taking steps to know more about something.	Not highly motivated to learn from different cultures		
11:16 ¶ 126 in Interview participant L.docx So I would not feel like I'm motivated to learn. I'm just curious.	Not motivated to learn from different cultures		

2:7 ¶ 207 in Interview participant B.docx
yeah, it changes with the person.
  7:4 ¶ 65 in Interview participant G.docx
I think, because now he's sitting closer with the Belgian colleague. And he's also reporting to him. And when he's talking with him, that's completely different.
  7:5 ¶ 65 in Interview participant G.docx
And I can understand the difference when it's come to me. It's like slowly and taking so kindness.
  7:6 ¶ 73 in Interview participant G.docx
And he was all the times trying to approach people differently when it's come to the different culture.
  8:13 ¶ 209 in Interview participant H.docx
You should adopt. And I do adopt.
	Changes communication style	Changes communication style	**Behavioral CQ**

3:8 ¶ 167 in Interview participant C.docx Here in the Netherlands, not really. I don't think people change their approach when it comes to different cultures. 13:15 ¶ 133 in Interview participant M.docx I think I don't adapt my behavior. And that is based on culture.	No change in behavior	No behavioral change	

1:13 ¶ 177 in Interview participant A.docx Not that I recall. 4:6 ¶ 75 in Interview participant D.docx I don't think so, to be honest. I think in general, she talks the same way to everyone. I haven't noticed in any case. 5:6 ¶ 65 in Interview participant E.docx I don't think so. I mean no, not in that sense. 9:10 ¶ 105 in Interview participant I.docx Not from my side. 10:6 ¶ 74 in Interview participant J.docx So I haven't realized that much 11:10 ¶ 70 in Interview participant L.docx So I'm mindful of what I say, but I do try to stay authentic. 11:11 ¶ 72 in Interview participant L.docx I think it's wrong to purely assimilate what the other side of the table does in terms of behavior. 12:9 ¶ 109 in Interview participant K.docx I'm always the same.	No change in verbal behavior		
3:1 ¶ 99 in Interview participant C.docx So, I think in a sense, he does that, but I don't know how deep is that. So, I don't think they necessarily treat me different because I'm not from the Netherlands	No different treatment per culture		
9:9 ¶ 95 in Interview participant I.docx I think I'm more adapting to the person than to the culture.	Change dependent on personality	Change dependent on personality	
11:23 ¶ 177 in Interview participant L.docx But we also measure what we do. And sometimes the data shows, hey, something seems not as we expected. What is causing it? Okay, go and find out.	Generate ideas after analysis	Idea generation	**Innovativeness**
12:15 ¶ 187 in Interview participant K.docx Oh, they are comfortable.	Comfortable with idea generation		

7:13 ¶ 146 in Interview participant G.docx Yeah, actually, I'm also reporting to him about our sales team. And my idea was completely different than what he's thinking.	Generated idea		

8:16 ¶ 258 in Interview participant H.docx
Always. But that's because we always open up for discussion.
  9:20 ¶ 161 in Interview participant I.docx
A lot. Yeah. Definitely on the Academy, but also on other things. Also doing our performance review.
  12:11 ¶ 133 in Interview participant K.docx
Pretty often. And we collect those ideas and then we talk about it every quarter.
	High frequency of idea proposition		

3:9 ¶ 179 in Interview participant C.docx I think fairly regularly, I can come up with suggestions that, hey, I would do it this way.	Regular idea generation		
4:11 ¶ 182 in Interview participant D.docx Oh, I will say medium. I will not say I'm high. 13:21 ¶ 205 in Interview participant M.docx In terms of innovations, I think that, of course, it could be more. We are not there yet	Medium frequency of idea generation		
8:18 ¶ 266 in Interview participant H.docx And then sometimes if they say nothing, I will say, I would do it like this. What do you think?	Ignite ideas by example	Encourage idea generation	

4:9 ¶ 158 in Interview participant D.docx
So she's also pushing a little bit in the mostly on the innovation part and the process, like how can improve, we can do better. Okay. Where do we see that is a problem?
  7:12 ¶ 140 in Interview participant G.docx
I feel like I'm always confident with these people. They encourage me to different things.
  10:11 ¶ 122 in Interview participant J.docx
So right now, this is exactly what all the managers are trying to motivate, encourage their team members to come up with an idea of an initiative, something to create.
  10:12 ¶ 122 in Interview participant J.docx
They are expecting you to come with these kind of things.
  10:13 ¶ 124 in Interview participant J.docx
They really want you to find solutions, to find creative ideas.
  12:17 ¶ 203 in Interview participant K.docx
I'm also the one who is promoting them to come up with ideas. So I'm always the one helping them, supporting them, but also promoting and wanting them to come up with new things.
	Encourage idea generation		

10:18 ¶ 144 in Interview participant J.docx I always need a push or somebody needs to ask me so that I can start thinking about it. I am not very initiative in this. 12:18 ¶ 215 in Interview participant K.docx but mostly it starts with when I'm not that positive about a process, then I'm challenging them to come up with an idea to make it more efficient.	Need for encouragement to innovate		
12:10 ¶ 127 in Interview participant K.docx We have specifically sessions for that, development, performance, development sessions, innovation sessions to talk about ideas,	Sessions to ignite innovation		

7:11 ¶ 124 in Interview participant G.docx
Because if you're a junior or if you're doing an internship, they don't care. They want to hear what you're thinking.
  8:14 ¶ 215 in Interview participant H.docx
I always ask the team, how would you do that in Mexico? We want this. How would you do that?
  8:17 ¶ 264 in Interview participant H.docx
I just ask him, what would you suggest?
  10:14 ¶ 124 in Interview participant J.docx
And my manager asked me, okay, I give you this topic, give me some ideas, innovate something, initiate something.
  10:17 ¶ 142 in Interview participant J.docx
She asked me, we have this, but I don't like it. How can we improve it?
	Ask for ideas of team		

5:2 ¶ 9 in Interview participant E.docx it is always asked what are your thoughts to it or what do you think in what way we can improvise it	Asked for opinion		
2:9 ¶ 257 in Interview participant B.docx But this is a lot done by other team members, so they are exploring all these areas 2:10 ¶ 259 in Interview participant B.docx My area is more on why don't we try this new thing as an organization? Why don't we explore this approach to do this or that or that?	Exploring different methods	Comfort with experimentation	

1:15 ¶ 226 in Interview participant A.docx
They just said that they never had any trouble with the new things that I introduced.
  9:23 ¶ 177 in Interview participant I.docx
I think really comfortable.
  9:24 ¶ 179 in Interview participant I.docx
I think the team here is the most open. For new things.
	Comfortable with experimenting		

1:18 ¶ 254 in Interview participant A.docx But so far it's very promising.	Promising outlook on intrapreneurship	Promising outlook on intrapreneurship	

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5:7 ¶ 120 in Interview participant E.docx
I would do thousand things but it is not possible for me as an individual right. I have other things as well to do.
  10:15 ¶ 126 in Interview participant J.docx
Because to really create something, you need to have energy and time. And with a lot of workloads, sometimes it's not possible.
  10:16 ¶ 126 in Interview participant J.docx
I also want to create and initiate things, but with all of these works I have, it's not possible sometimes.
	Not enough space for innovation	Reasons for lack of idea generation	

1:16 ¶ 234 in Interview participant A.docx It's too early for them.	Too inexperienced to innovate		
4:12 ¶ 184 in Interview participant D.docx I do see that sometimes I'm stuck in my way because I have been doing the same for a long time. So then you don't see it. It's not that you don't want to, but you don't see it anymore.	No change because of habit		
3:14 ¶ 191 in Interview participant C.docx Yeah, it can, because after a while, if none of your ideas are like getting pushed through, then you are saying like, oh, yeah, why do I want to propose something new?	Negative effect of resistance		
1:14 ¶ 216 in Interview participant A.docx So whatever they were asked, they have to do. So I'm afraid to answer no. 2:8 ¶ 255 in Interview participant B.docx I'm not the definition of that.	No generation of new or improved ideas	No generation of new or improved ideas	
1:17 ¶ 248 in Interview participant A.docx the appetite for change in my team is considerably higher than average.	High appetite for change	High appetite for change	**Proactiveness**
9:17 ¶ 151 in Interview participant I.docx She's really proactive, really take her ownership on her tasks.	Proactive personality	Proactive personality	

9:19 ¶ 155 in Interview participant I.docx But it's also because I think she wants and she's really eager to learn.	Eager to learn		
3:15 ¶ 197 in Interview participant C.docx So, for me, it's more like the lengthiness of those things causing the frustration, not the actual fact that I cannot suggest something, because I can, but maybe I have to wait a lot of time until it even gets evaluated	Frustration about lengthiness to change	Frustration about lengthiness to change	
8:21 ¶ 336 in Interview participant H.docx I mean, I don't see any big fear.	No big fear of failure		Risk-taking
3:17 ¶ 251 in Interview participant C.docx I'm more of risk taker.	Risk taker		
2:13 ¶ 341 in Interview participant B.docx I think it's even more so than in other companies that I've worked, you tend to always also see the opportunity within the risk.	Sees risks as opportunity	Comfortable with risk	
7:14 ¶ 182 in Interview participant G.docx It was risky, but I just got this feeling that if I have someone that really can support me during my learning process, then why not?	Accepts risk because of support		
3:10 ¶ 179 in Interview participant C.docx in the Netherlands, it's, yeah, you can propose something, but usually people prefer the way of working that they already got used to. So, I think here a bit, they are a bit more resistant to really, you know, change a lot of things. 3:11 ¶ 181 in Interview participant C.docx So, I can propose and I do, but sometimes it's like, oh, yeah, we can talk about it later or it's not really a priority or, yeah, let's just try something, but not the whole thing that I propose.	Resistance to change	Uncomfortable with change	
2:11 ¶ 277 in Interview participant B.docx I don't like change. It's true.	Not comfortable with change		

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3:12 ¶ 183 in Interview participant C.docx it's more coming from the fact that they really like to play it safe	Risk averse		
10:19 ¶ 152 in Interview participant J.docx I always try to be sure upfront before presenting it	Limit doubts		
3:18 ¶ 257 in Interview participant C.docx As I mentioned, they try to eliminate those risks.	Eliminate risks		
11:26 ¶ 191 in Interview participant L.docx And then if you share it, their first reaction is that they're embarrassed.	Embarrased to make mistakes	Risk averse	
2:12 ¶ 291 in Interview participant B.docx I would rather know what is coming. I would rather even influence what is coming. 2:15 ¶ 333 – 335 in Interview participant B.docx So I know the risk. I wait. What I do is that I create various scenarios in my brain. So I always have an exit strategy. 3:13 ¶ 183 in Interview participant C.docx So, maybe that's why they're like, even if you propose something that, oh, okay, we need to really think about how we approach that. 4:14 ¶ 232 in Interview participant D.docx And instead of trying, they're like, first, let's make sure that everything is 100%. What are the thousand outcomes possible? And then if the outcomes, all of them are 99% are good, then we move. 9:25 ¶ 192 in Interview participant I.docx I think we will prepare more upfront and see what we can do to explain upfront what the risk can be, but also what the benefits would be if it will succeed, to explain what and how did it impact on them. 11:22 ¶ 183 in Interview participant L.docx We think things through first. Think about scenarios, risks, impact and opportunity. And then, you know, if we agree, it's worth a try.	Extensive risk analysis		

3:19 ¶ 265 in Interview participant C.docx If it affects really the timelines and the deliveries, then I might feel frustrated that, oh, okay, someone raised another risk that we didn't think about. Oh, do we need to think about all of these?	Difference in risk analysis		
11:28 ¶ 207 in Interview participant L.docx Sometimes you need to go a bit deeper and assess root cause. 11:29 ¶ 203 in Interview participant L.docx What do they know themselves? What do they realize themselves? Have they already taken action of it? What do they want to do different?	Looking for reason of failure	Uncomfortable with failure	
11:24 ¶ 189 in Interview participant L.docx But some of them will be afraid to fail. 13:25 ¶ 227 in Interview participant M.docx Nobody is really keen on telling, OK, how can I be, I failed on this or that this is something that didn't go well.	Afraid of failure		

2:14 ¶ 343 in Interview participant B.docx
And being safe to fail. That's an important aspect of it.
  2:16 ¶ 376 in Interview participant B.docx
So you have the sentiment of failure multiple times, but when you go to the critical audience, it's exemplary.
  13:19 ¶ 185 in Interview participant M.docx
if you have that layer of trust in place, people will be able to understand that, okay, maybe it will fail, but then it's also not a big thing.
	Feeling safe to fail	Feeling safe to fail	**Supportiveness**

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3:20 ¶ 281 in Interview participant C.docx And me personally, I never had any issues with expressing my opinion. 4:16 ¶ 311 – 313 in Interview participant D.docx but because my manager was quite open for the beginning, I felt comfortable saying, look, it's not for me. I want you to see what I do and to take it 5:1 ¶ 9 in Interview participant E.docx we have the kind of culture in our team wherein we are open to give our opinions, it is always encouraged to give your thoughts, your opinion 5:8 ¶ 138 in Interview participant E.docx I am heard at certain times and if I'm bringing something up, I feel that it is important that needs to be shared. It's always welcomed. 9:3 ¶ 55 in Interview participant I.docx I think everybody can really speak freely and also mention their opinion. 9:4 ¶ 57 in Interview participant I.docx Or if they don't agree, I think they feel really open and safe to share their own opinion. 10:8 ¶ 108 in Interview participant J.docx If I have something, doesn't matter what, I can always communicate with my manager. 10:20 ¶ 154 in Interview participant J.docx And my approach to a risky, I don't know, a project or approach from other person, I'm really direct, open. 11:31 ¶ 259 in Interview participant L.docx Some of them are very outspoken, basically say everything they think. 13:27 ¶ 241 in Interview participant M.docx And then they're able to pitch an idea of what maybe is not the best idea ever. But it is a level of it's OK to also not have the answer. 13:28 ¶ 255 in Interview participant M.docx when shit hit the fan or when people are unhappy or where things are not going well, they share actively.	Comfortable to share opinion	Comfortable to express themselves	

3:16 ¶ 229 in Interview participant C.docx I can always go to him and say, like, hey, I'm struggling with this. How would you do that?	Comfortable to ask for help		
1:20 ¶ 280 in Interview participant A.docx So they can express themselves. 4:7 ¶ 148 in Interview participant D.docx I think openness in the sense that you are not judged, that no idea is wrong. 9:12 ¶ 139 in Interview participant I.docx I think we have really that there is a lot of space to share your opinion.	Ability to express yourself		
10:7 ¶ 78 in Interview participant J.docx But here, even from the first moment I started, they trust me. 11:21 ¶ 158 in Interview participant L.docx trust my team to do the right thing. 11:30 ¶ 243 in Interview participant L.docx So I try to get people to trust each other as a team. I try to get them to trust me as well by showing that I trust them, because it's reciprocal.	Trust in team	Trust in team	
1:22 ¶ 97 in Interview participant A.docx And the way they do it, it's up to them. 5:3 ¶ 11 in Interview participant E.docx We have various tools, new tools they are launched and how to make the best use of it, it is up to us. 8:20 ¶ 310 in Interview participant H.docx But they need to figure it out.	Gives independence to team		
11:27 ¶ 193 in Interview participant L.docx Whereas others, they say, oh, that's great.	Positive response to failure	Positive response	

4:15 ¶ 248 in Interview participant D.docx
So I came up with that and that was really well accepted.
  9:21 ¶ 167 in Interview participant I.docx
I really like people who are really proactive, full of energy and just, yeah, really positive and want to do improvements.
  10:10 ¶ 108 in Interview participant J.docx
If I say something, she trusts my knowledge, my feeling, and she always supports.
  10:21 ¶ 184 in Interview participant J.docx
Maybe once a month, I come with an improvement point, small, big, but if I realize something, and they always support me with the tools they have
  12:16 ¶ 197 in Interview participant K.docx
So I was very positive and I really supported them directly to get this rolling.
	Positive response to ideas		

8:24 ¶ 332 in Interview participant H.docx But if you're not there, you cannot prevent them from falling. 13:24 ¶ 219 in Interview participant M.docx So it's my responsibility to make sure that even though the idea is maybe shitty or maybe not that important or maybe something that we go, that we shape it in something that can be their success.	Recognizes need to support	Creating safe environment	

4:10 ¶ 174 in Interview participant D.docx
I think the manager in that sense also needs to give you the space to do it, which in our case, I think we have
  9:13 ¶ 139 in Interview participant I.docx
I think to be open and indeed to let person A or someone else to think about what is possible.
  13:18 ¶ 183 in Interview participant M.docx
make sure that people always try to challenge the status quo so that they also think about, okay, what, so they have the mental space to actually think about how can we change or how can we do things differently.
	Offer space to generate ideas		

1:21 ¶ 292 in Interview participant A.docx I try to put it in a way that they can feel comfortable to share. 5:4 ¶ 21 in Interview participant E.docx he fosters that kind of environment wherein everybody has their opinion.	Creating comfortable space to share		

9:14 ¶ 139 in Interview participant I.docx And I think one of the most important ones is that they feel okay with making a mistake. 9:15 ¶ 141 in Interview participant I.docx So that they have the feeling you can fail. 9:16 ¶ 141 in Interview participant I.docx That they feel safe. That not everything needs to be perfect. And definitely if you need to do something new, it's okay that it's not perfect from the beginning. 11:19 ¶ 148 in Interview participant L.docx I think creating a safe environment 11:20 ¶ 159 in Interview participant L.docx nd if something doesn't work, also let me know. No harm done. It's not the end of the world. We can fix it and learn from it. 13:20 ¶ 197 in Interview participant M.docx Even if the idea is failing, you do have to understand, you do have to tell them, it's good that you tried.	Generate safe environment to fail		

"7:10 ¶ 114 in Interview participant G.docx
When he feels like I'm struggling and I'm under the stress and he was trying to give me a different approach and the way.
  8:22 ¶ 324 in Interview participant H.docx
And the only thing you can do as a manager is be there for them.
  8:23 ¶ 326 in Interview participant H.docx
If somebody in the team has a question, you drop whatever you're doing and you give them attention
  9:18 ¶ 151 in Interview participant I.docx
But to support her when something goes wrong or is not as expected.
  10:9 ¶ 108 in Interview participant J.docx
For example, if I want to initiate something, she always supports to do things.
  12:14 ¶ 175 in Interview participant K.docx
We support them to bring other team members and to align more. We always have an open discussion."
	Support in being there		

10:23 ¶ 200 in Interview participant J.docx So their emotional support would help me maybe to be more creative, to be more innovative.	Need for emotional support	Need for emotional support	
10:22 ¶ 184 in Interview participant J.docx I feel confident, when I work with them.	Improved confidence	Improved confidence	
11:25 ¶ 191 in Interview participant L.docx Some people have difficulty sharing that maybe they made a mistake.	Difficulty sharing mistakes	Difficulty sharing mistakes	

Appendix C - Modified scales to interview guide

	Scale	Interview guide	
Construct	**Cultural Intelligence Scale (Earley & Ang, 2003)**	**Interview questions managers**	**Interview questions subordinates**
Metacognitive CQ	I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.	How would you assess your knowledge of the different cultural backgrounds within your team?	How well do you feel your manager understands the different cultural backgrounds within your team?
	I adjust my culture knowledge as I interact with people from a culture that is unfamiliar to me.	When you face a new cultural perspective within your team, how do you approach integrating this viewpoint?	When a new cultural perspective is introduced in the team, how does your manager respond to this?
	I am conscious of the culture knowledge I apply to cross-cultural interactions I check the accuracy of my cultural knowledge as I interact with people from different cultures	Can you describe a situation where you might have misunderstood a cultural reference from a team member? How did you handle this situation?	Can you recall a moment where there was a cultural misunderstanding with the manager? How was this situation handled by them?
Cognitive CQ	I know the legal and economics systems of other cultures. I know the rules (viz. vocabulary, grammar) of other languages. I know the cultural values and religious belief of other cultures. I know the marriage systems of other cultures. I know the arts and crafts of other cultures. I know the rules for expressing non-verbal behaviors in other cultures.	How do you familiarize yourself with the cultural practices and norms of your team members?	In what ways have you noticed your manager familiarizing themselves with the cultural practices and norms of team members?
Motivational CQ	I enjoy interacting with people from different cultures. I am confident that I can socialize with locals in a culture that is unfamiliar to me. I am sure I can deal with the stresses of adjusting to a culture that is new to me.	How would you assess your own motivation to learn from different cultural perspectives?	How motivated do you perceive your manager to be in learning from and appreciating different cultural perspectives within the team?
	I enjoy living in cultures that are unfamiliar to me. I am confident that I can get accustomed to me shopping conditions in a different culture	Can you share an experience where your interest in engaging with different cultures led to a positive outcome for your team or organization?	Could you share how your manager's interest in engaging with various cultures has positively influenced the team or organization?
	I change my verbal behavior (viz. accent, tone) when a cross-cultural interaction requires it.		

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			Have you observed your manager changing their communication style when interacting with team members from diverse cultures? Can you provide an example?
Behavioral CQ	I use pause and silence differently to suit different cross-cultural situations	When interacting with different team members, does your communication style change? And if so, how?	
	I vary the rate of my speaking when a cross-cultural situation required it.		
	I change my non-verbal behavior when a cross-cultural situation required it.	How would you assess the impact of your changes in verbal/non-verbal behavior with cross-cultural interactions?	How do you think your manager's adaptation in verbal or non-verbal behavior during cross-cultural interactions has impacted the team's effectiveness?
	I alter my facial expressions when a cross-cultural interaction requires it.		

Construct	Intrapreneurial Behavior Scale (Stull & Singh, 2005)	Interview questions managers	Interview questions subordinates
Innovativeness	Generate useful new ideas	How often do the employees in your team suggest new or improved ways of doing tasks within their roles?	How would you assess your frequency of coming up with new and improved ways of doing in your job?
	Develop new processes, services, or products		
	Approach business tasks in innovative ways		
	Find new ways to do things	How comfortable are the members of your team when it comes to experimenting with new and untested methods to solve work-related problems?	Can you rate your comfort level with experimenting with new and untested methods to solve work-related problems?
	Often do things in unique ways		
Risk-taking	Approach new projects or activities in a cautious manner	Can you describe the approach that your team members take when involved in projects that have a high potential for failure?	When a project has a high potential of failure, what does your approach look like?
	Do things that have a chance of not working out		
	Avoid taking calculated risks		
	Engage in activities that have a chance of not working out	How willing are the employees in your team to engage in activities that might not work out?	How comfortable are you with engaging in activities that have a chance of not working out?
	Will take calculated risks despite the possibility of failure.		
Proactiveness	Keep ahead of changes instead of responding to them		
	Actively fix or improve things I don't like		
	Act in anticipation of future problems, needs, or changes	Can you describe how your team members anticipate potential challenges or changes and how they respond to them?	How do you anticipate on potential challenges or changes in your work environment?
	Take the initiative to start projects		
	Tend to implement changes before they are needed		

Construct	Interview questions managers	Interview questions subordinates
Supportiveness	In what ways do you encourage or support your team members?	To what extent do you feel supported by your manager?
	How confident are the employees under your management in identifying new or improved ways of doing?	How confident do you feel in your ability to develop new or improved ways of doing?
	Can you provide examples of how you offered your team members support?	Can you provide examples of how your manager offers you support?
	Can you provide examples of how you responded to ideas of your team members?	Can you provide examples of how your manager responded to your ideas?

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Appendix D – Interview transcript

Respondent M

[Interviewer]
Could you give a short introduction of yourself?

[Interviewee]
So, I have been in this role for three and a half years at company X. I am responsible as a manager for a team of Talent Acquisition Advisors.

I understand that you, Person A, have mentioned that she is one of the people in my team. She is of course busy recruiting. And I have, besides Person A, I believe there are another 15 people or so, who do about the same as her, but with a different scope or with different nuances.

[Interviewer]
And within your team, what other backgrounds are there?

[Interviewee]
Let's see. Let's see. I have one person from Mexico, Bulgaria, one person from Croatia, one person from Vietnam.

And the rest comes from the Netherlands. We have also had people in the team before. For example from India, I believe one person.

So yes, multi-cultural. I think a bit diverse, yes.

[Interviewer]
Alright, then we can start with the questions if you are ready. So, the first question is, how would you assess your knowledge of different cultural backgrounds within your team?

[Interviewee]
Do you want me to evaluate it? Or do you want me to give you an example of how I, let's say, study different cultures and the impact of that in the team?

[Interviewer]
It's more about assessing your knowledge. Indeed the evaluation part.

[Interviewee]
Yes. So, in my previous company and my previous roles, the role I had before this and the role I had before that, there was quite a focus on being culturally sensitive. It's also always coming from the diversity point of view.

So, diversity can be male, female. It can be coming from people with a different study background. But obviously, it's also the same if you talk about people from a different cultural background.

So, I did multiple assessments already in my previous company to see how biased I am. To understand, okay, is there an unconscious bias? That is obviously what is the most important in these things.

Because, yeah, a conscious bias, there is something you can do about it. But unconscious is a little bit more tricky. And every time it turned out that I have not a very strong unconscious bias.

Which means that, obviously, I look at people. I understand that they're from a different culture. I understand that there are specific nuances.

But it is, as far as I understood, coming from those assessments. Not, let's say, steering me or bothering me or making it in a negative discrimination towards those people coming from a diverse background. So, I think that if I look at myself as a leader, I always think that you can be more sensitive.

I always think that you can be more understanding and learn more from different cultures. I do think that I have quite a sensitivity for the differences between people. And it is a cultural thing.

We talk now about it in the cultural framework. But it's the same with people that have different personalities. In the sense that there is always a nuance between people.

And me as a manager, I focus on the individual. Trying to understand the motivation of the people. Trying to understand the reasons why they do their things.

And obviously, the cultural layer is a layer on top. If you ask me, I think I am sensitive to cultural differences and diversity in teams.

[Interviewer]
And how would you say that you try to understand different perspectives? How would you familiarize yourself with that?

[Interviewee]
In the end, it's all about listening. And in the end, it's all about asking the right question. Listening to people.

Really trying to understand their perspective. If you are a leader, and I am responsible for the development of those people. I have my own point of view.

But having an open mind, asking the right questions and listening to people. Those are the three things that I guess are the most important. For making sure that you really understand where a person is coming from.

That you really understand what are the differences or what is the why behind what somebody is doing or what somebody is requiring.

[Interviewer]
And have you ever experienced that there maybe was a cultural misunderstanding?

[Interviewee]
Well, I think that there are always cultural misunderstandings. I think that there isn't a world where there are none. In the previous team settings, people that are coming from a culture that is...

Well, I think there are limited cultures comparable to the Dutch culture. But for example, I worked with people from Germany. Germany is quite hierarchical.

They have strict hierarchy. They talk very neatly to their managerials. And therefore they have a different way of working.

So obviously there were situations sometimes that you have to understand if it's a cultural thing. Or if it's maybe a personality thing. It can also be that somebody has a certain personality where maybe something is more comfortable or not.

So yeah, I'm sure there were situations where maybe cultural-driven or diversity-driven there were misunderstandings.

[Interviewer]
And within your team, what are the main cultural differences that you notice?

[Interviewee]
If I look at my current team at the moment, I think we have limited differences purely on culture. So I think that obviously when we talk about, let's say, Dutch traditions or Mexican or Bulgarian or Croatian traditions...

Things are different. How we celebrate Christmas is different. How we celebrate family events, all that stuff is different.

Work-related, I do believe that there is not that much focus on where somebody is coming from. In terms of the difference. I believe that it's more based on the person.

And obviously the person is part of culture, part of identity, part of your background, your experience. I think that solely culture is not the reason why there are differences between people in my team.

[Interviewer]
Alright, clear. So, how would you assess your motivation to learn from different cultural perspectives?

[Interviewee]

Oh, I'm always very happy to learn about cultures. I think that learning, both as a professional and as an individual, I'm very keen to understand different cultures. Because it will make me understand the world also a little bit better.

And obviously if you have people in your team, or in my team in this case, that are coming from different cultures or different backgrounds... I need to understand that in order to make sure to be a good manager for them. At the same time, it's also something that I think I do in my personal time.

When I travel around the world and try to move into the local culture of the place that I'm in. So yeah, I'm quite driven to understand. It's also, I think, coming from my background of psychology.

Where there's a constant drive to understand people and their motivation. What's happening in their head and how people are moving towards the world in general.

[Interviewer]
Exactly. And how do you see that benefiting your team?

[Interviewee]
I think that building that... Showing interest or listening carefully. Asking the right question.

It is building your relationship. It's building the mutual respect that you have for each other. It's building understanding.

Understanding, okay, why is this person reacting a certain way? Why is it triggering me or not? So I think in the end it will benefit a lot the relationship you have.

And in terms of being a manager, I think you do have to have a trusted relationship. Trust is always built up with different aspects. It's something about honesty.

It's something about being able to be honest. To understand that your manager is also honest. The cultural layer or the layer of trust is quite important there.

To make sure that that trusted relationship is there. Without a trusted relationship, it's really difficult to collaborate. And it's even more difficult to have a manager versus employee relationship.

[Interviewer]
Yeah, of course. Thank you.

Whenever you interact with someone from a different culture to what extent do you change your verbal behavior or non-verbal behavior?

[Interviewee]
I think I don't. I think I don't adapt my behavior. And that is based on culture.

Let me put that nuance on there. Because I do have, of course, different approaches for different people. So I do see that if somebody is coming from more junior or senior.

Or, I don't know, focusing on this or having an issue with saying no or yes. Or I don't know what. So, of course, you talk to people in a different way.

But I do not differentiate by culture.

Let's see if I have a power distance example. Well, I did work in a global project not that long ago. So I was leading a team of people from Europe, from Asia and from the US.

And where you see, and there, of course, you notice a lot of difference. And how I talk to somebody from the US, the content, the message is the same. But the way of talking and then coming back to your previous question, I do understand the difference from Asia versus US, for example.

And therefore, you do have a different, maybe an adapted approach. So when it comes to Asia, it's like you said, maybe they say yes. I didn't experience that necessarily.

But I do see that they need a difference or that people from Asia have indeed different ideas. Maybe in this particular project, they did. Well, eventually it was the same.

So the outcome was the same. But the way there is, I think, a little bit different. So I needed to push that a little bit more.

And in the US, it was, well, I needed to push that as well, but in a different context. So now that I think about that specific example, but that is not me as a manager. So that's me leading a project.

I think that there were some cultural nuances that I have to put into the project to make sure that we get to the end result. So, yeah, I think that, yeah, of course, that there is a difference. And you do see that, especially the reason you asked about Asia is obviously also because there is quite a difference.

[Interviewer]
Yeah. Alright. And how did you learn that you had to change your approach?

[Interviewee]
Oh, well, I guess it is also a matter of experience. Right. So if you have a meeting and you make some agreements and the next meeting, it's not up to agreement.

Yeah. Then there needs something to change. Right.

So it's also something that you proactively have to notice into the agreement you make and the progress you're making in such a meeting. And then it's based on what I know from the cultures. It's based on what I know from the people.

It's based on what I know from previous experience, how to try to handle those situations.

[Interviewer]
Yeah. All right. Thank you.

Those were the questions a bit more about the culture. I have some other questions about the intrapreneurship part.

First, the general question, which is, what do you believe are the key factors that enable innovativeness?

[Interviewee]
What enable the, let's say, the ability to innovate within a corporate company?

[Interviewer]
Yeah. Within a team.

[Interviewee]
What I think is important for that is, first of all, I think you have to have opportunity. So I think that you should be in an organization where you feel that there are opportunities to think outside the box, opportunities to actually make some changes and to actually be able to facilitate that. I think that me as a manager, I have a responsibility in that.

My second responsibility in that is to make sure that people always try to challenge the status quo so that they also think about, okay, what, so they have the mental space to actually think about how can we change or how can we do things differently. And then again, there's that layer of trust, because in the end, when it comes to innovation, sometimes it's good. But sometimes it will fail.

And if you have that layer of trust in place, people will be able to understand that, okay, maybe it will fail, but then it's also not a big thing. Right. So in the end, that is, I think, what is necessary or that are layers that are necessary to be able to be innovative in an organization.

[Interviewer]
Yeah. And how do you ensure those factors within your team?

[Interviewee]
Yeah, that is, that is, I think, something that you have to build in quite some time. And building trust is a very lengthy, complicated process. If there was one answer how to build trust in a team, I think we would have a lot of more leaders that are actually good leaders that build trusted relationships.

In the end, what I concretely do is I constantly challenge my team to think about challenging the status quo. So think about, okay, how can we be better? How can we do better?

What are your ideas? How can we make it even, how can we increase, decrease, I don't know, innovate with what we do today? Building a trusted relationship is something that just takes time.

And that is something that you constantly are doing when you are building relationships with your team. And in the end, there's also a part where you also have to reward, of course, people that are thinking outside the box. Even if the idea is failing, you do have to understand, you do have to tell them, it's good that you tried.

Let's see how we can try even more. Let's see how we can make it a positive experience and then a learning experience if it's failing. So I think there's a lot you can do and there's not one specific golden egg or one specific answer that you can do to solve this or to motivate people to do this.

[Interviewer]
Yeah, exactly. And what do you see as the result of you trying to always challenge your team?

[Interviewee]
In terms of innovations, I think that, of course, it could be more. We are not there yet, but they are conscious about the fact that I expect that from them and that I expect a certain level of challenging the status quo and making sure that you can innovate and thinking about, OK, how can we do it better and more and more interesting and I don't know what kind of thing.

So they are understanding that that is an expectation. And with that consciousness comes also at a certain point that conscious decision, that conscious idea to actually do something about it. So it all starts with being conscious in that sense.

[Interviewer]
Yeah, exactly. And how would you explain your response to when someone comes up with an innovation?

[Interviewee]
Oh, I think that's a few things. First of all, I am always supportive, even if the idea is super shitty. I'm trying to, first of all, be supportive and second of all, think along to make sure that, OK, how are we going to make this a success?

How are we going to fit this into what we can actually change? I also make sure that people are constantly in their driving seat of their own idea, that they feel that they are owner, that they are accountable, that they can, that they are making the change. Because I believe that when you are motivated to do something, you have an idea, you're motivated to do something.

We are steering into a certain direction, which will actually be probably instigating more motivation to actually get it done. And that is, I believe, quite important to make sure that those ideas are also coming more often. In the end, you want a positive cycle and you want that people feel that they are acknowledged, that their idea is acknowledged and they want a success.

So it's my responsibility to make sure that even though the idea is maybe shitty or maybe not that important or maybe something that we go, that we shape it in something that can be their success. And if it's their success, they will do it again at a different time.

[Interviewer]
Yeah, exactly. And maybe then this is a bit more the other side. How comfortable would you say that people in your team are with high potentials of failure?

[Interviewee]
I think that nobody is comfortable with failure in the world. Not in my team, not myself. I think everybody wants to do good.

Eventually, everybody is happier when we talk about what went well, what are your strengths. Nobody is really keen on telling, OK, how can I be, I failed on this or that this is something that didn't go well. I think it is taking a lot of seniority and experience and self-reflectiveness to really say, well, this didn't go well or I failed or this is something that didn't go as planned.

So coming back to your answer, I don't think that people in general are comfortable with failure. And in my team, I think it's the same. People do self-reflect.

So when we have conversations about something that didn't go well, people are always reflecting on that. We can have conversations about that. So there is a level of comfort there.

But there's always more discomfort because in the end, people don't want to fail.

[Interviewer]
No, it's also not the fact that you have to be comfortable in failure, but it's more the way that you approach projects that have a high potential of failure or are very risky.

[Interviewee]
Feedback I get from my team is that they always feel that I have their back and that I have their support. And that is also coming back to that trust issue.

I think that that is the most important. And then they're able to pitch an idea of what maybe is not the best idea ever. But it is a level of it's OK to also not have the answer.

It's OK to also not have the best idea, but to at least have a conversation, because if people are really 100 percent afraid to fail, they will not innovate. So in that sense, again, building the trusted relationship, but also making sure that people understand that feedback is constructive and is there to make them better or to help them. And people feel that I have their back.

That is the feedback I get, which makes me very happy because then people are making sure that they can innovate and that they can think about things that maybe are not the best at the moment, but we can shape it differently.

[Interviewer]

Yeah, exactly. And then I think we came already to the last question.

Could you maybe give more examples of your encouragement that you do to make sure that they know that you have their back?

[Interviewee]
Well, I think that having people's back or supporting the team is something that you build over time. It's the same as with trust. You have to make sure that people think that you are honest, that you tell the truth, even though it's maybe difficult to hear or maybe not what you expect.

And that is where you build trust and that is the honesty that they need. At the same time, when shit hit the fan or when people are unhappy or where things are not going well, they share actively. They don't have a worry in the world that apparently that is going to backfire on them as a person.

So it's difficult to describe how I'm building that, but it's all coming from having that relationship and trying to really understand the people. Being honest to your people, having those conversations about constructive feedback, making sure that that is the honest exchange that you have. And of course, it are the examples, because you can build a trusted relationship, but as soon as shit hit the fan and you will turn against your team or you will put them on the spot.

That is difficult because then you can say a lot of things like we build relationship, we build trust, we do whatever. But in reality, if there are situations where you're showing the behavior opposite of that, you will never build that trust. So it's both what you say and also what you do.

And in the end, it's what you do is what makes the impact.

[Interviewer]
Yeah, exactly. So whenever you said your actions align with your words, it's the most impactful.

All right. Thank you.

[Interviewee]
Well, amazing. I hope that the next couple of weeks will be a nice ending of your thesis. And hopefully you've got all the information you need.

[Interviewer]
Yes, I did. Thank you so much for your time and effort.

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Appendix E – CQ and intrapreneurial behavior assessment

	Construct	CQ self-assessment	Illustrative quotation	CQ observer assessment	Illustrative quotation	Overall CQ assessment
Case A						High
	Metacognitive CQ	High	'With the differences in culture, I think my approach is that everybody has his own approach, regardless of culture, because then it is a mix of personal and cultural approaches.'	High	'[He is] always coming from a place of also, you know, testing the waters a bit, not, you know, like always being one step back. So as not to be, not to sound too straightforward.' 'So always very inclusive in the way he speaks, in the way he approaches.'	
	Cognitive CQ:	Medium	'I think I know a bit. So I've been there a few times. With Greece, I've never been, actually, even though it's close to Italy. But I had many friends from Greece, relatively. Yeah, Dutch is okay and African, not much.'	High	'Yeah, I think quite well. But I think it's also because he's experienced in international environments.'	
	Behavioral CQ:	Low	'Not that I recall.'	/	/	
	Motivational CQ:	High	'[Learning from different cultures], that is definitely always an enrichment.' 'With Christmas already, it's weird at the beginning, right? And then I like it since all those things are learning moments.' 'we don't do that in Italy, so we're not that much exposed to speaking in public. And that was a gap that I had to cover.'	High	'I think that he is quite open.' '[He is] being open, asking questions, trying to, you know, get to know the little things that actually the outside of office sometimes explains the inside the office.'	
Case B						High
	Metacognitive CQ	High	'it's all about listening. And in the end, it's all about asking the right question. Listening to people. Really trying to understand their perspective.'	High	'I noticed that if anybody at any point starts speaking Dutch, she's always changing to English without even thinking. So in that sense, she's very inclusive.'	

		'I look at people. I understand that they're from a different culture. I understand that there are specific nuances.' 'I do think that I have quite a sensitivity for the differences between people. And it is a cultural thing.' 'I think [in my team] we have limited differences purely on culture. So I think that obviously when we talk about, let's say, Dutch traditions or Mexican or Bulgarian or Croatian traditions...Things are different.' 'in my previous company and my previous roles, the role I had before this and the role I had before that, there was quite a focus on being culturally sensitive' 'If you ask me, I think I am sensitive to cultural differences and diversity in teams.' 'And every time it turned out that I have not a very strong unconscious bias.'		
Cognitive CQ:	High	'I worked with people from Germany. Germany is quite hierarchical. They have strict hierarchy. They talk very neatly to their managerials. And therefore they have a different way of working.' 'it's based on what I know from the cultures. It's based on what I know from the people. It's based on what I know from previous experience.'	High	'But I will say that it's good knowledge.' 'But I think in general, she is well-traveled.'
Behavioral CQ:	Low	'I think I don't adapt my behavior. And that is based on culture.'	Low	'I don't think so, to be honest. I think in general, she talks the same way to everyone. I haven't noticed in any case.'

				Medium	
Motivational CQ:	High	'I need to understand that in order to make sure to be a good manager for them.' 'Showing interest or listening carefully. Asking the right question. It is building your relationship. It's building the mutual respect that you have for each other. It's building understanding.' 'I'm always very happy to learn about cultures. I think that I'm learning, both as a professional and as an individual, I'm very keen to understand different cultures. Because it will make me understand the world also a little bit better.' 'But having an open mind, asking the right questions and listening to people. Those are the three things that I guess are the most important. For making sure that you really understand where a person is coming from.' 'Work-related, I do believe that there is not that much focus on where somebody is coming from.'	Medium	' 'So I think maybe that's a bit less. I will not say it's none. 'But I don't know if she's necessarily taking steps to know more about something.'

Case C   Medium

Metacognitive CQ	Low	'it's listening and observing that helps you familiarize yourself.' 'So I'm really focused on individual merits. And what people bring to the table themselves.' 'in my previous company and my previous roles, the role I had before this and the role I had before that, there was quite a focus on being culturally sensitive' 'If you ask me, I think I am sensitive to cultural differences and diversity in teams.'	/

		so I think in my team, it's not necessarily cultural differences that make up what you see. It's more influenced by personality styles and behavior styles that people follow.'		
Cognitive CQ:	High	'And so you have to sometimes just double check if the communication that you send, but also that the communication that you receive is actually what you think it is.' 'you tune in to the cultural sensitivity that is needed in international environments.' 'Because what you don't want to do is to upset people or shock people by just staying in your mode that you're culturally from.'	/	
Behavioral CQ:	Low	'So I'm mindful of what I say, but I do try to stay authentic.' 'I think it's wrong to purely assimilate what the other side of the table does in terms of behavior.'	Low	'I don't think so. I mean no, not in that sense.'
Motivational CQ:	Medium	'And so what I then try to do is stay aware how to optimally use that to the benefit of their performance.' 'So I would not feel like I'm motivated to learn. I'm just curious.'	Medium	'I think he is motivated to become aware of it. So it's still in the process.'

Case D Medium

Metacognitive CQ	/	/	Medium	'Within me, it sometimes causes some frustration.' 'In some other cultures, we talk about a lot about things, but we are a bit, how to say, not so fast when it comes to decisions. So, every decision, there is a lot of talking and a lot of contemplating before. And for me, as a

					more pragmatic person, it causes some clashes in me.'
Cognitive CQ:	High	' 'in my previous company and my previous roles, the role I had before this and the role I had before that, there was quite a focus on being culturally sensitive' 'If you ask me, I think I am sensitive to cultural differences and diversity in teams.'	/	/	
Behavioral CQ:	Low	'I'm always the same.'	Low	'Here in the Netherlands, not really. I don't think people change their approach when it comes to different cultures.' 'So, I think in a sense, he does change slightly, but I don't know how deep is that. So, I don't think they necessarily treat me different because I'm not from the Netherlands'	
Motivational CQ:	High	'But I'm also interested in their background and how their families act with that, that they are living here, and the family in India or in the Philippines for example.' 'I'm still interested in all those cultures. So for me, it's pretty common to do that.'	Medium	'I would say that my manager and the managers I've seen in TA, they are open.' 'So, when you, for example, go out with your manager for lunch, you talk about your culture, sometimes you share some things. But when it comes to working, I don't think that they really think about that.' 'I don't think that they are really, how to say, actively searching for the opportunity to learn about your culture.'	
Case E					High
Metacognitive CQ	High	'And then I started thinking like, oh, so I did not understand the decision-making process. Which in the Netherlands is totally different than in Belgium, Luxembourg, Germany, China, America.'	High	'And he is always trying to make some jokes and make people feel comfortable and also feel involved about the Dutch culture.'	

		'And in my first year in company X, I already discovered that it is a Dutch company. Dutch, Belgian. No clue about culture. No clue about putting yourself in the other's shoes.' 'in my previous company and my previous roles, the role I had before this and the role I had before that, there was quite a focus on being culturally sensitive' 'If you ask me, I think I am sensitive to cultural differences and diversity in teams.' 'So we talked about this and that, and then I said, well, we need to expand.' 'I mean, to grow the company, we need other countries and other customers from other and customers from other countries.'		'He's a great manager because he didn't try to teach me or how can I say that? He's not trying to teach me something. He's just trying to show how someone can be understood.'
Cognitive CQ:	High	'And in Germany, the hierarchy is very strong. People do what they get told. In China, if you're not Chinese, it doesn't matter. You can be higher than the person in China, but they will always take the order from the Chinese person.' 'So if you talk to China, you use big words, small sentences.' 'Maybe in Japan means no. They will never say no, but it means maybe.'	High	'I'm not the first person who he has met from Turkey. Actually, he has already the background about the Turkish people. That's why, yes, he knows some Turkish words.'
Behavioral CQ:	High	'You should adopt. And I do adopt.'	High	'I think, because now he's sitting closer with the Belgian colleague. And he's also reporting to him. And when he's talking with him, that's completely different.' 'And I can understand the difference when it's come to me. It's like slowly and taking so kindness.'

					'And he was all the time trying to approach people differently when it's come to the different culture.'
	<u>Motivational CQ:</u>	High	'I've always loved traveling. I've always loved foreign culture.' 'It makes you smarter. It makes you more developed. It just gives you a different view on life and on the world.' 'I always try to learn 10 words. Yeah. From the country I traveled.'	High	'I always say can, can, can. But my manager once told me, you should ask it as a request like is it possible or like this way'
Case F					High
	<u>Metacognitive CQ</u>	High	'But you see that they're behaving differently than, for example, Czech people behave in certain situations.'	High	'I think I wouldn't call it knowledge about different cultures, but she is aware of different cultures.' 'So she's trying to be aware of the cultural differences.'
	<u>Cognitive CQ:</u>	High	'in my previous company and my previous roles, the role I had before this and the role I had before that, there was quite a focus on being culturally sensitive' 'If you ask me, I think I am sensitive to cultural differences and diversity in teams.' 'I think always be respectful and open and transparent.'	Medium	'So it's really neutral for me in this, in more general perspective. I feel neutral about this.'
	<u>Behavioral CQ:</u>	Low	'Not from my side.' 'I think I'm more adapting to the person than to the culture.'	Low	'So I haven't realized that much'
	<u>Motivational CQ:</u>	High	'And I just found it interesting in how people from all over the world has, I think, a lot of people have the same values as I mentioned. But are also different in thinking and way of behaving.'	High	'She's really open to learn, to understand my culture more'

	Construct	CQ self-assessment	Illustrative quotation	CQ observer assessment	Illustrative quotation	Overall CQ assessment
Case A						High
	Innovativeness	High	'They just said that they never had any trouble with the new things that I introduced.' 'It's too early for them.' 'So whatever they were asked, they have to do. So I'm afraid to answer no.'	High	'But this is a lot done by other team members, so they are exploring all these areas.' 'My area is more on why don't we try this new thing as an organization? Why don't we explore this approach to do this or that or that?' 'I'm not the definition of that.'	
	Proactiveness	High	'the appetite for change in my team is considerably higher than average.'	High	'I would rather know what is coming. I would rather even influence what is coming.'	
	Risk-taking	/	/		'I think it's even more so than in other companies that I've worked, you tend to always also see the opportunity within the risk.' 'So I know the risk. I wait. What I do is that I create various scenarios in my brain. So I always have an exit strategy.'	
Case B						High
	Innovativeness	High	'In terms of innovations, I think that, of course, it could be more. We are not there yet.'	High	'Oh, I will say medium. I will not say I'm high.'	

				'So she's also pushing a little bit in the mostly on the innovation part and the process, like how can improve, we can do better. Okay. Where do we see that is a problem?'
				'I do see that sometimes I'm stuck in my way because I have been doing the same for a long time. So then you don't see it. It's not that you don't want to, but you don't see it anymore.'
Proactiveness	/	/	/	/
Risk-taking	Low	'But there's always more discomfort because in the end, people don't want to fail.'		'And instead of trying, they're like, first, let's make sure that everything is 100%. What are the thousand outcomes possible? And then if the outcomes, all of them are 99% are good, then we move.'

Case C   High

Innovativeness	High	'But we also measure what we do. And sometimes the data shows, hey, something seems not as we expected. What is causing it? Okay, go and find out.'	High	'it is always asked what are your thoughts to it or what do you think in what way we can improvise it' 'I would do thousand things but it is not possible for me as an individual right. I have other things as well to do.'
Proactiveness	/	/	/	/
Risk-taking	Low	'And then if you share it, their first reaction is that they're embarrassed.' 'We think things through first. Think about scenarios, risks, impact and opportunity. And then, you know, if we agree, it's worth a try.'	/	/

Innovativeness	High	'Pretty often. And we collect those ideas and then we talk about it every quarter.' 'I'm also the one who is promoting them to come up with ideas. So I'm always the one helping them, supporting them, but also promoting and wanting them to come up with new things.' 'but mostly it starts with when I'm not that positive about a process, then I'm challenging them to come up with an idea to make it more efficient.' 'We have specifically sessions for that, development, performance, development sessions, innovation sessions to talk about ideas'	High	'I think fairly regularly, I can come up with suggestions that, hey, I would do it this way.' 'Yeah, it can, because after a while, if none of your ideas are like getting pushed through, then you are saying like, oh, yeah, why do I want to propose something new?'
Proactiveness	/	/	/	/
Risk-taking	/	/	/	'in the Netherlands, it's, yeah, you can propose something, but usually people prefer the way of working that they already got used to. So, I think here a bit, they are a bit more resistant to really, you know, change a lot of things.' 'So, I can propose and I do, but sometimes it's like, oh, yeah, we can talk about it later or it's not really a priority or, yeah, let's just try something, but not the whole thing that I propose.' 'it's more coming from the fact that they really like to play it safe'

| | | | | | | 'As I mentioned, they try to eliminate those risks.' |
| | | | | | | 'If it affects really the timelines and the deliveries, then I might feel frustrated that, oh, okay, someone raised another risk that we didn't think about. Oh, do we need to think about all of these?' |

Case E   High

Innovativeness	High	'There is always ideas coming from then. But that's because we always open up for discussion.' 'And then sometimes if they say nothing, I will say, I would do it like this. What do you think?' 'I always ask the team, how would you do that in Mexico? We want this. How would you do that?' 'I just ask him, what would you suggest?'	High	'Yeah, actually quite sometimes, I'm also reporting to him about our sales team. And my idea was completely different than what he's thinking.' 'I feel like I'm always confident with these people. They encourage me to different things.' 'Because if you're a junior or if you're doing an internship, they don't care. They want to hear what you're thinking.'
Proactiveness	/	/	/	/	
Risk-taking	Low	'I mean, I don't see any big fear.'	/	'It was risky, but I just got this feeling that if I have someone that really can support me during my learning process, then why not?'

Case F   High

Innovativeness	High	'A lot. Yeah. Definitely on the Academy, but also on other things. Also doing our performance review.' 'I think really comfortable.' 'I think the team here is the most open. For new things.' 'A lot. Yeah. Definitely on the Academy, but also on other things. Also doing our performance review.'	High	'So right now, this is exactly what all the managers are trying to motivate, encourage their team members to come up with an idea of an initiative, something to create.' 'They are expecting you to come with these kind of things.' 'They really want you to find solutions, to find creative ideas.' 'I always need a push or somebody needs to ask me so that I can start thinking about it. I am not very initiative in this.' 'And my manager asked me, okay, I give you this topic, give me some ideas, innovate something, initiate something. She asked me, we have this, but I don't like it. How can we improve it?'
Proactiveness	/	'She's really proactive, really take her ownership on her tasks.' 'But it's also because I think she wants and she's really eager to learn.'	/	/
Risk-taking	Low	'I think we will prepare more upfront and see what we can do to explain upfront what the risk can be, but also what the benefits would be if it will succeed, to explain what and how did it impact on them.'	/	'I always try to be sure upfront before presenting it' 'And my approach to a risky, I don't know, a project or approach from other person, I'm really direct, open.'