İstanbul Üniversitesi İşletme Fakültesi Dergisi
Istanbul University Journal of the School of Business
Cilt/Vol:43, Sayı/No:1, 2014, 100-119
ISSN: 1303-1732 – www.ifdergisi.org © 2014

# The effect of cultural intelligence on career competencies and customer-oriented service behaviors

***Pelin Kanten***[1]
*Turizm İşletmeciliği ve Otelcilik Y.O.*
*Mehmet Akif Ersoy Üniversitesi*
*Burdur, Türkiye*

***Abstract***

This study investigates the effect of cultural intelligence on career competencies and customer-oriented service behaviors. In the literature, studies suggest that individual factors as important determinants or precursors of customer-oriented service behaviors and career competencies. Accordingly, this study aims to investigate one of the individual factors called as a cultural intelligence which is expected to affect employee's customer-oriented service behaviors and career competencies. For this purpose, 306 employees who are working in five-star international hotels in Istanbul participated in the study. In this respect descriptive statistics, independent samples t-tests, confirmatory factor analysis, and the structural equation modelling applied to the data obtained from employees in hotel establishments. Based on the findings, significant relationships have been observed between cultural intelligence and career competencies. However, cultural intelligence is found out to have effect on employee's role prescribed customer-oriented and extra role customer-oriented service behaviors. In addition, employee's customer-oriented service behaviors differ to the degree of cultural intelligence scores.

***Keywords:*** *Cultural Intelligence, Career Competencies, Customer-Oriented Service Behaviors*

***Kültürel zekânın kariyer yetkinlikleri ve müşteri odaklı hizmet davranışları üzerindeki etkisi***

***Özet***

Bu çalışmada kültürel zekanın kariyer yetkinlikleri ve müşteri odaklı hizmet davranışları üzerindeki etkisinin incelenmesi amaçlanmıştır. Literatürdeki çalışmalarda kariyer yetkinlikleri ve müşteri odaklı hizmet davranışları bireysel faktörlerle ilişkilendirilmektedir. Bu doğrultuda çalışmada, kariyer yetkinlikleri ve müşteri odaklı hizmet davranışları üzerinde etkili olması beklenen ve bireysel faktörlerden birisi olarak nitelendirilen kültürel zekâ ele alınmıştır. Araştırmanın kapsamını İstanbul'da faaliyet gösteren 5 yıldızlı uluslararası otel işletmelerinin 306 çalışanı oluşturmaktadır. Otel çalışanlarından elde edilen veriler tanımlayıcı istatistikler, bağımsız gruplar t testi, doğrulayıcı faktör analizi ve yapısal eşitlik modellemesi vasıtasıyla değerlendirilmiştir. Elde edilen bulgura göre, kültürel zekâ ile kariyer yetkinlikleri arasında anlamlı bir ilişki vardır. Bununla birlikte, kültürel zekâ işgörenlerin rol tanımlı ve rol ötesi müşteri odaklı hizmet davranışı sergilemelerini etkilemektedir. Ayrıca işgörenlerin müşteri odaklı hizmet davranışlarının kültürel zekâ skorlarına göre farklılık gösterdiği görülmektedir.

***Anahtar Sözcükler:*** *Kültürel Zekâ, Kariyer Yetkinlikleri, Müşteri Odaklı Hizmet Davranışları*

## *1. Introduction*

Globalization is quickly becoming a permanent state of today's business life. With globalization in the business environment it has been observed some new developments

[1] *pelinkanten@mehmetakif.edu.tr (P. Kanten)*

such as breakdown of trade barriers, innovations in communication, rapid growth, greater diversity in the workforce and diversity in employment relations. These ongoing developments have facilitated organizations across the globe to enter broader and more various markets, to develop a more heterogeneous labor force and cause profound changes in the structure of organizations. However, organizations and individuals have had to face some challenges such as cultural diversity, cultural differences and cross-cultural interactions. Consequently, organizations and individuals are now exposed to cultural differences and culturally diverse workforces that need to be addressed as challenges which need to be managed effectively [1,2]. These challenges are recognized as an important phenomenon in the business world of the 21st century. Because it is critical for organizations to recognize, value, and support cultural differences and the increasing need to understand how culturally diverse workforces can work effectively and in harmony [3].

Due to the increasing importance of cultural diversity in recent years, scholars have continued to investigate the best ways of operating and managing in workplaces whose values, expectations, and assumptions are fundamentally different from one another [4]. They have pointed out that there is a new type of intelligence which is called cultural intelligence makes it possible to respond to the needs of the organizations and individuals. Cultural intelligence is characterized as a basic twenty-first century skill that is the ability to adapt constantly to different people from diverse backgrounds as well as the ability to manage this diversity. In addition to this, cultural intelligence assumed that individuals can engage successfully in both the business and the social environment [5,6]. Cultural intelligence being evaluated as a new complementary form of intelligence, explains how individuals cope and comply with culturally diverse situations. It also represents individual's behavioral skills dealing with people from different cultures and enables them to understand diversity and interact in a culturally sensitive manner [7,8]. Such cultural interactions are specifically more essential in the hospitality industry which includes many more global customers than other sectors. Because of this, an exponential growth in hospitality services has created a substantial need to deal and interact effectively with customers from many different cultures [9].

In this context, employees and managers need to have cultural intelligence in hospitality establishments for managing cultural differences. Accordingly, it is expected that cultural intelligence facilitates and promotes customer-oriented service behaviors in hotels. In addition to this, it is expected that cultural intelligence could be enhancing one of the component which is called career competencies. Customer-oriented service behaviors and career competencies represent the fundamental factors on the organizational success, customer interaction and customer satisfaction. For this reason, today precursors of customer-oriented service behaviors have become an important topic in the literature. Therefore, it can be said that cultural intelligence is the antecedent of customer-oriented service behaviors and career competencies. In the literature, there are some researches indicating the antecedents of customer-oriented service behaviors and career competencies. However, there is not any research in existing literature investigating the relationships among cultural intelligence, career competencies and customer oriented service behaviors. Thus, this study aims to investigate the relationships among these variables and attempts to add contribution to the literature.

## *2. Literature Review*

In the hospitality industry the determinant of a company´s success lies in organization´s ability to satisfy customers, acknowledging and managing customers in different cultural backgrounds [10]. Therefore, these organizations are looking for employees who are able to continuously communicate with people from different cultures and who have potential for interacting properly with other cultures. In other words, employees who are working

in the hospitality establishments are required to have a cultural intelligence. Because cultural intelligence helps employees to be sensitive to various cultures, facilitates in exhibiting customer-oriented behaviors effectively [11]. However, rapid and steady development in the hospitality industry requires that employees have a cultural intelligence and career competencies. Career competencies represent an employee's skills, abilities, career-relevant networks, job-related knowledge and propensity level [12]. Accordingly, career competencies provide employees to improve relationships with their managers and customers. Thus, it is expected that career competencies increase and facilitate customer-oriented service behaviors.

Customer-oriented service behaviors seen as the most important elements resulting in customer satisfaction, customer commitment and hence organizational survival. Customer-oriented service behaviors are seen as one of the main elements in hospitality establishments due to an understanding and satisfaction of customer' needs efficiently [13]. Concordantly, it can be said that customer-oriented service behaviors of employees are important both for organizational performance and customer satisfaction. Eventually, when these behaviors become essential for organizations, they will begin to attract and retain employees who have positive personality traits, positive moods and special individual skills such as cultural intelligence and career competencies. These skills are generally to provide and enhance employees exhibiting customer-oriented service behaviors. In this context, the concepts of cultural intelligence, customer-oriented service behaviors and career competencies will be first explained. Subsequently, the relationships among these concepts will be discussed.

### *2.1. Cultural Intelligence*

Earley and Ang (2003) defined cultural intelligence (CQ), as an individual's capability to behave and manage effectively in culturally diverse settings. CQ is a specific form of intelligence focused on capabilities to grasp, reconsider and behave efficiently in situations characterized by cultural diversity [14]. In other words, cultural intelligence can be seen as fitting the more global approach to intelligence and it is also seen as conceptually distinct from other intelligence types such as general intelligence (IQ), social intelligence (SI) and emotional intelligence (EQ) [15]. General, social and emotional intelligence are important for an individual to gain success at work and personal relationships whereas cultural intelligence enables individuals to cope with diversity and successfully adaptation to cultural settings [16,17]. In addition to this, it helps individuals to understand cultural diversities through their knowledge and awareness and enables them to behave efficiently and effectively in different cultures [18]. Consequently, cultural intelligence reflects an individual's capability to gather and interpret the fundamentals of intercultural interactions and it facilitates individuals to develop a mindful approach to intercultural interactions and provide them to building adaptive skills in a multicultural situation [19,20].

Cultural intelligence is a relatively newly-introduced construct in recent years and there are not sufficient empirical researches in the existing literature about this concept. For instance, most studies focus on the differences of cultural intelligence and the other intelligence types and outcomes and antecedents of cultural intelligence. According to the previous researches, cultural intelligence bring out some consequences for individuals and organizations such as task performance, cultural adaptation, leadership success, job satisfaction, team efficacy, knowledge sharing, transformational leadership style, organizational innovation [3,8,21-27]. On the other hand, researchers suggest that there some factors which lead to an employee's developing cultural intelligence. These are classified as personality, self-efficacy, self-monitoring, training, prior work experience, language proficiency, role clarity, communication ability and organizational culture [2,4, 5,14,28-31].

In the literature, cultural intelligence is commonly conceptualized as a multidimensional construct that includes four components; meta-cognitive, cognitive, motivational, and behavioral [17,21,25,32,33]. Therefore, components of cultural intelligence have been evaluated in accordance to the classification of the four dimensions.

- ***Meta-cognitive cultural intelligence;*** refers to cultural awareness and an ability to interpret and analyze an individual's own views. Employees who have a high meta-cognitive intelligence question cultural assumptions and adjust their cultural knowledge about intercultural experiences when interacting with those from other cultures [34,35]. Meta-cognitive intelligence includes relevant capabilities such as planning, monitoring and revising mental models of cultural norms for different countries. Consequently, this intelligence component is related with cognitive strategies that are essential for facilitate individuals to manage people who have a different cultural norms [27,36].

- ***Cognitive cultural intelligence;*** refers to an individual's acquired knowledge of similarities and differences regarding values, norms and traditions of other cultures [37]. These informations involves the structures of different cultures gained from education and personal experiences of individuals [30,38]. High cognitive cultural intelligence facilitates individuals to recognize different cultures political, economic, legal, social systems, institutions and values easily. In this context, it can be said that due to the cognitive intelligence individuals can recognize similarities and differences of other cultures successfully [33,39].

- ***Motivational cultural intelligence;*** refers to individual's level of self-efficacy and intrinsic motivation in adapting to different cultures. However, motivational intelligence allows individuals to use their energy for learning and understanding cross-cultural situations in a sensitive manner. Thus, individuals who have a high motivational intelligence could be motived to interact with other cultures efficiently [40,41]. Motivational cultural intelligence reflects an individual's interests and desires to adapt diversity. Therefore, individuals need to want to improve themselves, to grasp and to comprehend new cultures [42].

- ***Behavioral cultural intelligence;*** refers to individual's ability and flexibility in performing appropriate verbal and nonverbal interactions with people from different cultural backgrounds [3,26]. Individuals who have a high behavioral cultural intelligence use appropriate words, exhibit suitable gestures and facial expressions appropriate to the different cultures [43]. Behavioral cultural intelligence reflects the individual's capability to exhibit flexible behavior and to adapt diversity. On the other hand, it aims to develop an individual's present social behaviors in order to enable him or her to make positive impressions on others who have different cultural values [29,44].

### *2.2. Customer-Oriented Service Behavior*

Customer-oriented service behaviors (COB) refer to specific behaviors that are exhibited by service employees and aims to lead to customer satisfaction. Customer-oriented service behaviors (COB) include the individual's willingness to assist, benefit and help customers by understanding their needs and by influencing them with providing accurate information. In other words, these behaviors are viewed as an employee's predisposition or tendency to satisfy customer needs efficiently in organizations [45-47]. However, customer-oriented service behaviors include role-prescribed behaviors which are defined by the job descriptions of employee's and extra-role behaviors. [48-50].

- ***Role-prescribed COB***; refers to the expected behaviors of organizations from their employees within the scope of formal roles in the service process. These expectations emerge from implicit norms or explicit responsibilities which are specified in organizational policies. In other words role-prescribed behaviors are related with

organizations missions and procedures so it is clearly stated in organizational documents. Such behaviors consist of employees demonstrate accurate knowledge about product or process, address customers by name, exhibit courtesy, greet and thank customers for their preferences and doing their best with the scope of formal roles.

- ***Extra-role COB***; refers to the helpful and discretionary behaviors of employees that indicate support for the ability to enhance service quality. These behaviors aim to motivate employees to serve beyond their formal role requirements but not expected or rewarded by the organizations. For instance, providing extra attention, spontaneous and additional services to the customers are the specific discretionary behaviors. However, extra-role behaviors can involve helping customers with personal matters unrelated to organizational services or products such as listening to customers sympathetically and providing them informal counselling about their personal matters.

Customer-oriented service behaviors have been a focus of increased attention for the last decades with both researchers and practitioners in the service industry. Because service industry has become the main milestones of the developed countries and today it represents the majority of the economic proportion and high percentage of employment worldwide. Hospitality is one of the largest and most important components in the service area. In this service environment, COB is considered as an important factor enhancing service quality, customer satisfaction and organizational performance. [51,52]. Therefore it is possible to express that positive outputs such as customer satisfaction, service quality perceptions and customer loyalty are significantly affected by the employee's attitudes and behaviors in the hotel industry. In this context, hotel establishments need to make a special effort to build relationships between employees and customers to achieve a competitive advantage [48]. Accordingly, in a fiercely competitive global setting, acquiring organizational effectiveness and in order to cope effectively with these conditions organizations must attract and retain employees who can do their best and go beyond the call of duty for customers.

Based on the importance of customer-oriented service behaviors in organizations, researches have investigated the antecedents and outcomes of them. These antecedents include job satisfaction, organizational commitment, organizational support, organizational climate, human resource management practices, empowerment, positive affect, personality and self-efficacy [51,53-56]. However, a number of researchers documented that customer-oriented service behaviors positively affect customer satisfaction, customer loyalty, service quality, job performance and organizational performance [48,57,58].

### *2.3. Career Competencies*

Career competencies defined as knowledge, skills, and abilities which are essential for career development can be influenced and developed by individuals [59]. In other words career competencies refer to an employee's fulfilling tasks which are needed for career development and their adaptabilities in career progression. However, it also reflects an employee's selecting an appropriate career for their background, getting suitable job and being able to change job when necessary [60]. Therefore, these competencies are crucial for all employees in today's working environment. Because scholars have argued that over the past 15 years due to the rapid and current developments on the labor market careers in organizations have been changed. These circumstances have brought realities about career concept which is called "new career" and includes flexibility and changes. In this case, employees need to take responsibility managing their career and they need to keep up the career development process and also to adjust themselves to a more complex career era. Accordingly, it is vital for employees to continue learning, being adaptable to new job demands, to gain expertise in different areas and to acquire

abilities for a career upward. Consequently, employee's need to obtain relevant resources and competencies with their career as they manage to successfully both job and career [59,61,62].

Because career competencies are increasingly becoming an important topic in our current working life, practitioners and researchers have drawn attention to these competencies. In the literature, researchers suggest that career competencies can be classified in three ways as a "knowing why", "knowing whom" and "knowing how". Knowing why is related with career motivation, personal meaning, and identification. These competencies suggest that employees have a proactive personality and openness to experience. Individuals who know themselves are able to be clear about their career goals and to seek new opportunities. Knowing whom is related with career-relevant networks and contacts so this career competency provides access to employees in acquiring new contacts and new job opportunities both inside and outside the organization. Knowing how is related to career-relevant skills and job-related knowledge which refers main, flexible and transferable specifications of the employees [59,63,64].

Globalization, technological innovations and dramatic changes require that organizations attain and retain employees who have basic skills, abilities and intentions to develop their careers. Because organizational competitiveness is dependent on the mental capitals, adaptabilities and competencies of employees in today's changing world [60,65]. Therefore, it is obvious that organizations place an increasing importance on career development activities. In this context, they provide activities including mentoring, training, career assessment centers and networking opportunities for helping employees to develop their career competencies. By these activities employees acquire knowledge; can assess their strength and weaknesses and develop career goals for the future [63]. In addition, an individual's level of responsibility, personality traits, willingness, self-efficacy and expectations are equally important as well as the organizations supports. In the literature, it can be seen that most of the researches in this area has examined the outcomes of career competencies such as career success, career satisfaction and job involvement, yet the majority of them have been conducted in the hotel establishments. Furthermore, a limited number of studies have explored the antecedents of career competencies such as career commitment, supportive supervisor and organizational career management [60,63,64].

### *2.4. The Relationships among Cultural Intelligence, Career Competencies and Customer-Oriented Service Behaviors*

In service organizations, especially in hotel establishments employee's attitudes and behaviors play a crucial role in acquiring service quality and customer satisfaction due to the specific qualities as intangibility, heterogeneity and inseparability. Therefore, in hotels employees need to have direct and face to face contact with the customers while they are serving products and they must exhibit customer-oriented service behavior. Customer-oriented service behaviors are important for service organizations to acquire customer satisfaction, customer loyalty, sustainable competitive advantage and long-term profit [47]. For this reason, organizations have begun to give more importance than before employees to exhibit these behaviors in recent years and they focus on how these behaviors could be enhanced. At this point, existing management and organizational behaviors researches have illuminated them. Majority of these researches emphasize that some organizational factors such as reward, support, culture, climate, policies, trust and leadership are possible to affect customer-oriented behaviors. However except these factors organizations need to consider individual properties of their employees like personality traits, emotional stability, self-efficacy, moods, intelligence types [46, 56]. Particularly, among these individual antecedents of customer-oriented behaviors it can be said that cultural intelligence is much more important today than before.

Concordantly, for the excellent service contact and customer orientation, employees need to have some abilities to achieve tasks and have a positive manner or willingness [45]. However, these qualifications become insufficient in today's global working conditions because organizations and customers are becoming more international and multicultural. In this context, it is indispensable to have special qualifications for employees who are working in hospitality organizations to both embrace diversity and to gain the competitive advantage. One of these kinds of qualifications can be characterized as a cultural intelligence which facilitates employees to build positive relationships with different cultures and provides them with adaptability and acceptance of diversity [66]. In other words, employees who have a high cultural intelligence are able to develop and sustain more positive relationships with those who are culturally different, also can work multinational tasks effectively and take responsibilities in international contact easily [4]. Furthermore, cultural intelligence helps employees to handle cultural diversity, behave in a sensitive manner and enable them to acquire some skills, abilities and knowledge regarding their careers.

In today's working area career competencies seen as basic qualifications which serves employees need to develop and it is expected that these competencies facilitate them coping with working conditions successfully and serving customers more efficiently. Due to the fact that employees are the most important values of service industry, hotel establishments desire to employ individuals who have cultural intelligences. Because an organizations success today is dependent on how individuals handle cultural diversity and behave in a sensitive manner. Employees who have a cultural intelligence are more willing to learn new skills, abilities and they are in need of to develop their careers. Therefore, it is possible to state that cultural intelligence is one of the important precursors of career competencies and customer-oriented service attitudes and behaviors of employees in organizations. In this context, this study aims to discuss the antecedent of customer oriented service behaviors and career competencies. Within the scope of research, it is assumed that cultural intelligence effect customer oriented service behaviors and career competencies. In order to test relationships among them the following research model and hypothesis are developed.

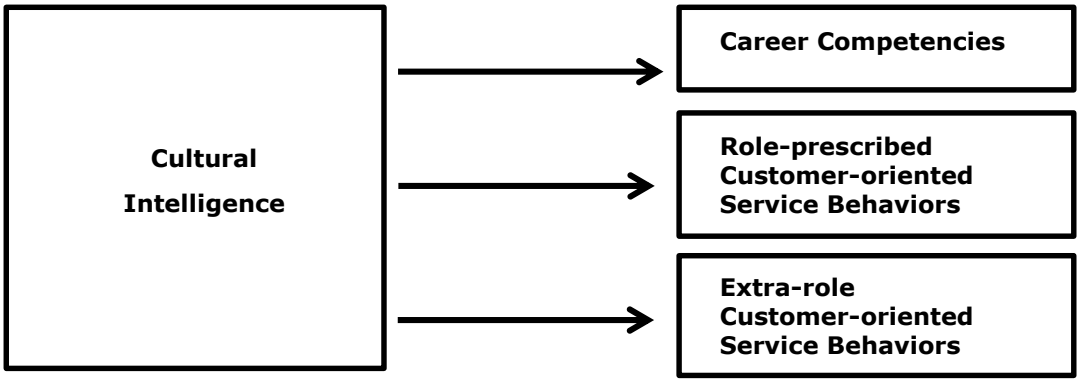


**Figure 1** Research Model

**$H_1$:**Cultural intelligence affects career competencies positively.

**$H_2$:**Cultural intelligence affects role-prescribed customer-oriented service behaviors positively.

**$H_3$:**Cultural intelligence affects extra-role customer-oriented service behaviors positively.

**$H_4$:**Employees role-prescribed customer-oriented service behaviors differ to the degree of cultural intelligence scores.

**$H_5$:**Employees extra-role customer-oriented service behaviors differ to the degree of cultural intelligence scores.

## *3. Research Method*

### *3.1. Sample and Procedures*

The sample of the research composed of the five-star hotels employees in Istanbul. The sample used for the study consist of approximately 450 employees, who have been working in 8 different hotel establishments which are determined via convenient sampling method. From the 450 questionnaires that have been sent out, 350 have been returned, representing a response rate of 78%. After elimination of cases having incomplete data and outliers 306 questionnaire (68%) have been accepted as valid and included in the evaluations. However, in this study questionnaire survey method is used for data collection. Questionnaire form contains three different measures related to research variables.

### *3.2. Measures*

Measures used in the questionnaire forms are adapted from the previous studies in the literature. All measures have been adapted to Turkish by following the method of forward backward translation from the lecturers and for the validity of these measures pilot study have been conducted. As a result of the conducted pilot study, it's observed that the items in the factor analysis, where (n=40) was applied, in accordance with the theoretical characteristics.

***Cultural Intelligence scale:*** Employee's cultural intelligences were measured with 20 items from Ang et al. [14]. Exploratory factor analysis using principal component analysis with varimax rotation was applied to the adapted scale for checking the dimensions. As a result of the varimax rotation of the data related to cultural intelligence variables, four items have been removed from the analysis due to the factor loadings under 0.50 and four factor solutions have been obtained per theoretical structure. Factor loadings of the items ranged from 0.56 to 0.78. The Cronbach's alpha coefficient of the cultural intelligence scale items is 0.90.

***Career Competencies scale:*** Career competencies of employees were measure with 43 items from Francis-Smythe et al. [62]. As a result of the exploratory factor analysis of the data related to career competencies variables, twenty seven items have been removed from the analysis due to the factor loadings under 0.50 and four factor solutions have been obtained per theoretical structure. Factor loadings of the item ranged from 0.57 to 0.73. The Cronbach's alpha coefficient of the career competencies scale items is 0.87.

***Customer-oriented service behavior scale:*** Employees customer-oriented service behaviors were measure with 10 items from Lee et al. [54]. As a result of the exploratory factor analysis of the data related to customer-oriented service behavior variables, one item have been removed from the analysis due to the factor loadings under 0.50 and two factor solutions have been obtained per theoretical structure. Factor loadings of the item ranged from 0.70 to 0.83. The Cronbach's alpha coefficient of the customer-oriented service behaviors scale items is 0.86

After the exploratory factor analysis, confirmatory factor analysis has been conducted by Lisrel 8.8 for all scales. Goodness of fit indexes is presented in Table 1.

**Table 1** Goodness of Fit Indexes of the Scales

| **Variables** | **$X^2$** | ***d.f*** | **CMIN/DF ≤ 5** | ***GFI* ≥ .85** | ***AGFI* ≥ .80** | ***CFI* ≥ .90** | ***NFI* ≥ .90** | ***NNFI* ≥ .90** | ***RMSEA* ≤ 0.08** |
|---|---|---|---|---|---|---|---|---|---|
| Cultural Intelligence | 307.25 | 129 | 2.38 | 0.90 | 0.87 | 0.97 | 0.95 | 0.97 | 0.06 |
| Career Competencies | 770.42 | 473 | 1.62 | 0.87 | 0.84 | 0.98 | 0.96 | 0.98 | 0.04 |
| Cust.-Oriented Service Behavior | 65.45 | 33 | 1.98 | 0.94 | 0.91 | 0.97 | 0.96 | 0.96 | 0.05 |

### *3.3. Statistical Methods*

SPSS for Windows 20.0 and Lisrel 8.80 programs are used to analyze the data obtained by the questionnaire survey. In the first step, the combined data set was subjected to exploratory factor analysis for stating whether items collected under construct. After that, confirmatory factor analysis has been conducted to all scales. Then, respondent profile and descriptive statistics such as means, standard deviations and pearson correlation analysis of the study variables have been examined. Finally, structural equation modelling (SEM) has been used to conduct a test of the variables in the hypothesized model to examine the extent to which it is consistent with the data.

## *4. Research Findings*

### *4.1. Respondent Profile*

53% of employees, who have participated in the research, are male and 47% are female. 42% of the employees are between the ages of 26-33, 27% of them are between the ages of 34-49, 21% of them between the ages of 18-25 and 10% of them are older than 50. In terms of education level, most of them 56% have high school education while 18% have bachelors and master degree. Majority of 66% employees are working in F&B department, 17% of them are working in front office department, 9% of them are working in housekeeping department and the remaining 8% are working in other departments. 53% of them have been working for between 1-5 years and 14% of them have been working for 5-7 years and 25% of the employees have been working for more than 7 years in the same firm. However, most of the employees 66% have been working for more than 7 years in hospitality industry.

### *4.2. Descriptive Analyses*

Scope of the descriptive analyses means, standard deviations and correlations have been computed which is related with cultural intelligence, career competencies and customer-oriented service behaviors variable. As can be seen in Table 2, the participants have relatively high cultural intelligence and career competencies. Therefore, employees exhibit role-prescribed and extra-role customer-oriented service behaviors relatively highs.

**Table 2** Means, Standard Deviations and Correlations of the Study Variables

| | Mean | SD | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|
| Cultural Intelligence | 3.46 | .75 | 1 | | | |
| Career Competencies | 3.59 | .73 | .771** | 1 | | |
| Role-prescribed COB | 3.58 | .89 | .629** | .707** | 1 | |
| Extra-role COB | 3.57 | .88 | .648** | .756** | .680** | 1 |

**$p$<0.01

Correlation analysis results revealed that employee's cultural intelligences were positively related with career competencies (r=771, p<0.01). In addition, cultural intelligence were positively related with role prescribed (r=629, p<0.01) and extra-role customer-oriented (r=648, p<0.01) service behaviors. Moreover, it has been observed that there is a significant and positive relationship between career competencies and role prescribed (r=707, p<0.01) and career competencies and extra-role customer-oriented (r=756, p<0.01) service behaviors.

### *4.3. Measurement Model*

For the verification of the model two step approach by Anderson and Gerbing has been used [67]. According to this approach, prior to testing the hypothesized structural model, first the research model needs to be tested to reach a sufficient goodness of fit indexes After obtaining acceptable indexes it can be proceed with structural model. As a result of the measurement model, it can be seen 4 latent and 39 observed variables. Observed variable consist of 16 items related with cultural intelligence, 13 items related with career competencies and 9 items related with customer-oriented service behaviors. For accepting measurement model there are some criterions such as standardized factor loadings, t-values, Cronbach's alpha values. In Table 3 these values have been summarized. However, besides these criterions goodness of fit indexes of measurement model need to be considered [68]. Therefore indexes of measurement model are; $x^2$: 1059.87; df: 657; $x^2$/ df; 1.61; RMSEA: 0.045; GFI: 0.85; IFI: 0.98; CFI: 0.98; NFI: 0.96; NNFI: 0.98. These values indicate that measurement model has been acceptable [69-71].

**Table 3** Results of Measurement Model

| | ***Standardized Factor Loadings*** | ***t-values*** | ***R²*** | ***C*** ** |
|---|---|---|---|---|
| ***Metacognitive CQ*** | | | | ***0.78*** |
| I am conscious of the cultural knowledge interacting different cultural backgrounds. | 0.77 | 15.23 | 0.60 | |
| I adjust my cultural knowledge interacting with people that is unfamiliar. | 0.73 | 13.97 | 0.53 | |
| I am conscious of the cultural knowledge I apply to cross-cultural interactions. | 0.64 | 11.87 | 0.41 | |
| I check accuracy of my cultural knowledge interacting with different cultures. | 0.64 | 11.94 | 0.41 | |
| **Cognitive CQ** | | | | ***0.75*** |
| I know the vocabulary, grammar of other languages. | 0.66 | 12.32 | 0.44 | |
| I know the cultural values and religious beliefs of other cultures. | 0.56 | 9.95 | 0.31 | |
| I know the marriage systems of other cultures. | 0.56 | 10.00 | 0.31 | |
| I know the arts and crafts of other cultures. | 0.63 | 11.46 | 0.39 | |
| I know the rules for expressing nonverbal behaviors in other cultures. | 0.66 | 12.17 | 0.43 | |

| | | | | |
|---|---|---|---|---|
| **Motivational CQ** | | | | ***0.71*** |
| I enjoy interacting with people from different cultures. | 0.69 | 12.77 | 0.48 | |
| I am confident that I can socialize with cultures that is unfamiliar to me. | 0.58 | 10.35 | 0.34 | |
| I am sure I can deal with the stresses of adjusting to a culture that is new to me. | 0.64 | 11.67 | 0.41 | |
| I enjoy living in cultures that are unfamiliar to me. | 0.57 | 10.03 | 0.32 | |
| **Behavioral CQ** | | | | ***0.68*** |
| I change my verbal behavior when a cross-cultural interaction requires it. | 0.63 | 11.50 | 0.39 | |
| I vary the rate of my speaking when a cross-cultural situation requires it. | 0.63 | 11.55 | 0.39 | |
| I alter my facial expressions when a cross-cultural interaction requires it. | 0.65 | 12.12 | 0.41 | |
| **Networking and Mentoring** | | | | ***0.74*** |
| I keep in touch with people who are at higher levels than I am. | 0.62 | 11.06 | 0.38 | |
| I talk to senior management when I get the opportunity to. | 0.72 | 13.48 | 0.52 | |
| I network with other people to provide myself that will assist my career. | 0.70 | 12.90 | 0.49 | |
| I seek career guidance from experienced people outside the organization. | 0.56 | 9.91 | 0.32 | |
| **Self-Knowledge /Career-Related Skills** | | | | ***0.68*** |
| I recognize what I can and can't do so well. | 0.62 | 11.23 | 0.40 | |
| I know what work tasks interest me. | 0.63 | 11.75 | 0.43 | |
| I develop skills that needed in future. | 0.66 | 11.93 | 0.44 | |
| **Job-Related Performance Effectiveness** | | | | ***0.76*** |
| I fulfil the responsibilities specified on job descriptions. | 0.70 | 13.08 | 0.50 | |
| I fulfil the competencies that are required by my role. | 0.65 | 11.81 | 0.42 | |
| I meet the quality standards required job. | 0.65 | 11.83 | 0.42 | |
| I meet set deadlines. | 0.65 | 11.83 | 0.42 | |
| **Goal-setting** | | | | ***0.66*** |
| I have a plan for my career. | 0.68 | 12.24 | 0.46 | |
| I have a strategy for achieving my career goals. | 0.55 | 9.62 | 0.31 | |
| I change or revise my career plan based on new information I receive regarding myself. | 0.67 | 11.97 | 0.45 | |
| **Role-prescribed Cust.Service Behavior** | | | | ***0.75*** |
| I perform all those tasks for customers that are required of him/her | 0.64 | 11.71 | 0.41 | |
| I fulfill responsibilities to customers as specified in the job description | 0.67 | 12.39 | 0.45 | |
| I adequately complete all expected customer-service behaviors. | 0.64 | 11.78 | 0.42 | |
| I help customers with those things which are required of him/her | 0.71 | 13.31 | 0.50 | |
| **Extra-role Customer Service Behavior** | | | | ***0.78*** |
| I voluntarily assist customers even if it means going beyond job requirement | 0.64 | 11.88 | 0.41 | |
| I help customers with problems beyond what is expected or required | 0.70 | 13.22 | 0.48 | |
| I often go above and beyond the call of duty when serving customers | 0.63 | 11.68 | 0.40 | |

| | | | |
|---|---|---|---|
| I willingly go out of his/her way to make a customer satisfied | 0.64 | 11.86 | 0.41 |
| I frequently go out the way to help a customer | 0.63 | 11.60 | 0.40 |

*∗ t-values significance at p<0.01 level*
*∗∗Cronbach Alpha values*

### *4.4. Structural Equation Model*

After the correlation analysis and measurement model, the study applied a structural equation model to verify hypotheses for the causal relationships between variables in accordance with literature. The SEM estimates for the hypothesized model are shown in Figure 1. The results of the structural model are; $x^2$: 242.71; df: 116; $x^2$/df: 2.09; RMSEA: 0.060; GFI: 0.89; IFI: 0.98; CFI: 0.98; NFI: 0.97; NNFI: 0.98. These results indicate that structural model has been acceptable and in accordance with the study's theoretical framework. As can be seen the parameters and overall structural equation model in Figure 2.

According to the results of structural equation model, the path parameter and significance level show that cultural intelligence effects career competencies positively and the H1 hypothesis is supported (β=0.99; t=15.20 ;p<0.01). Accordingly; it is possible to express that employees who have a cultural intelligence are tend to develop their careers and possess more career competencies than the others. However, cultural intelligence effects role-prescribed customer service behaviors (β=0.86; t=11.09; p<0.01) and extra-role service behaviors (β=0.89; t=13.08; p<0.01) positively, H2 and H3 hypothesis are supported. In other words, cultural intelligence facilitates employees to fulfill their responsibilities effectively which are required by organization and it also helps them to exhibit voluntary behaviors much more. Therefore, it can be said that if employees have a cultural intelligence, they could be enthusiastic about displaying role-prescribed and extra role customer service behaviors. Thus, it is possible to asses that cultural intelligence as a one of the important component for employees to exhibit customer oriented service behaviors particularly in hotel establishments.

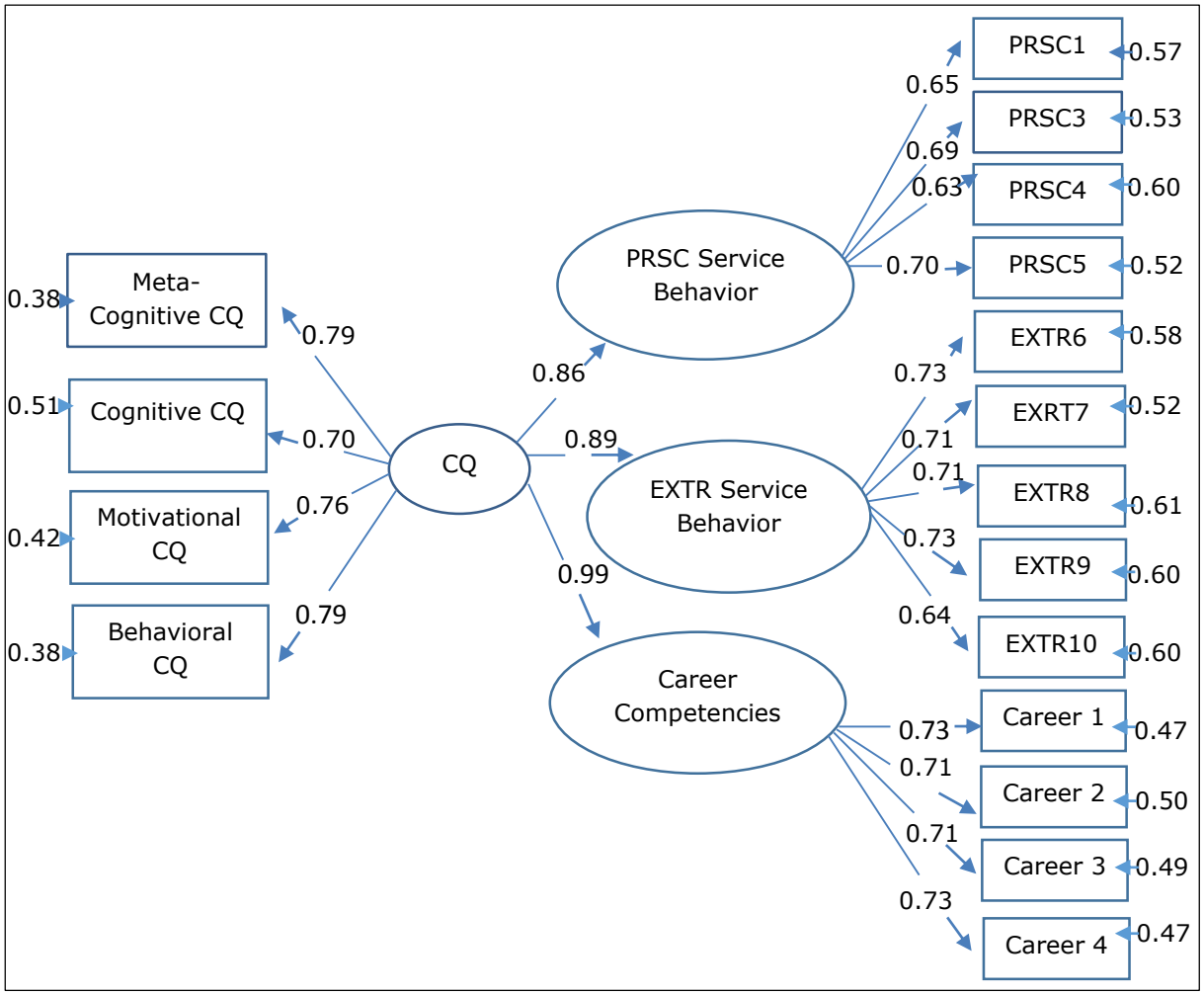


**Figure 2** Structural Model and Path Coefficients

### *4.5. Independent Samples T-Test*

Independent samples t-tests have been done to determine employee's customer-oriented service behaviors differ according to their cultural intelligence or not. According to these analysis, employee's cultural intelligence score means have been calculated 3.46. Subsequently, cultural intelligence scores which are relatively lower than 3.46 labelled as a "1" (low), also which are relatively higher than 3.46 labelled as a "2" (high) so two new variables have been created [72]. Thus the analysis results which compare low and high cultural intelligence scores and customer oriented service behaviors levels have been presented in Table 4 and 5.

**Table 4** Independent Samples T-Test Results

| Score of Cultural Intelligence | N | Role-prescribed COB mean | t | p |
|---|---|---|---|---|
| 1. Low | 135 | 3.05 | 10.827 | 0.000 |
| 2. High | 171 | 4.00 | | |

**Table 5** Independent Samples T-Test Results

| Score of Cultural Intelligence | N | Extra-role COB mean | t | p |
|---|---|---|---|---|
| 1. Low | 135 | 2.98 | 12.825 | 0.000 |
| 2. High | 171 | 4.04 | | |

Independent samples t-tests have been conducted to determine whether the customer-oriented service behaviors of the sample differed by score of cultural intelligence. According to these results, it can be said that there is a significant difference between employee's cultural intelligence scores and customer-oriented service behaviors. For instance, employees who have high cultural intelligence score are more tend to exhibit role-prescribed customer-oriented service behaviors than low scores. However, high cultural intelligence scores provide employees to exhibit extra-role customer-oriented service behaviors more than low scores. In this context, employees role-prescribed and extra-role customer oriented service behaviors differ to the scores of their cultural intelligence. Therefore, H4 and H5 hypothesis have been supported.

## *5. Conclusion*

Global, dynamic and volatile working conditions in the 21st century require employees to have superior and many more qualifications. Employees are the key components of organizations to achieve sustainable competitive advantage and to acquire customer satisfaction in today's working life. Therefore, organizations try to attract and retain qualified employees who have positive personality traits, special skills, career competencies and a high level of intelligence such as social, emotional and cultural. Because these individual traits are thought to be important factors an employee's attitudes and behaviors. Accordingly, it is possible to state that employees who have positive individual traits can demonstrate positive attitudes towards customers and their organizations. Especially in the hospitality industry, employees are seen as the most important value of organizations because their attitudes and behaviors play a crucial role in service quality and customer satisfaction. For this reason, hotel establishments have begun to give more importance than other organizations to employ qualified employees which are essential in the service industry. In this industry, an organizations success is related to how employees behave, satisfy and serve their customers. But in today's conditions these are insufficient; in addition globalization requires employees to have a cultural intelligence.

By reason of the hospitality industry becoming as an international structure, organizations recognized that understanding different cultures and satisfying them is an important requirement to achieve success. Thus, hotel establishments are looking for employees who are able to communicate with people from different backgrounds and who have willing to interact with them. In other words, these establishments need employees who have cultural intelligence. Cultural intelligence as one of the key skills which allows employees to behave appropriately with customers in a sensitive manner and to facilitate satisfaction of customers. However, cultural intelligence helps employees to exhibit role-prescribed and extra-role behaviors more efficiently. Because in the multicultural conditions employees who have cultural intelligence can perform their tasks and responsibilities effectively and desire to exhibit extra-role behaviors much more than other employees. Furthermore, employees who have cultural intelligence are more willing to learn new things, to gain new abilities and develop their careers. In this context, it can be said that cultural intelligence is one of the important precursors of career competencies and customer-oriented service behaviors of employees in organizations.

Concordantly, it is possible to find some studies dealing with the antecedents of customer-oriented service behaviors and career competencies. Among all these studies,

there are no studies in which cultural intelligence, career competencies and customer-oriented service behaviors are all discussed together. In this regard, this study aims to determine the impact of cultural intelligence on these variables hence; by exploring them it is expected to contribute to the literature. As a result of the research the findings of the study revealed that cultural intelligence of employees affect their career competencies positively. Moreover, cultural intelligence affects both role-prescribed and extra-role customer-oriented service behaviors positively. Therefore, H1, H2 and H3 hypothesis are supported. When the effect of cultural intelligence on customer-oriented service behaviors separately examined, it is seen that cultural intelligence have much more positive impact on the extra-role customer-oriented service behaviors. Particularly, in the international hotels if employees have cultural intelligence they can listen, speak and understand facial expressions and needs of customers more easily thus it is expected them to exhibit role-prescribed and extra-role customer-oriented service behaviors. On the other hand, employee's customer-oriented service behaviors differ to the degree of their cultural intelligence scores so H4 and H5 hypothesis are supported. These results show that employees who have a high score of cultural intelligence are willing to exhibit both role-prescribed and extra-role customer-oriented service behaviors than the low scores. When these results analyzed, it is possible to express that differences of cultural intelligence scores much higher in extra-role behaviors.

In conclusion, the research results indicate that the presence of cultural intelligence effect service behaviors and competencies of employees who are working in hotel establishments. Because multicultural working conditions are required employees must have cultural intelligence. Thus, if employees have cultural intelligence they will exhibit role-prescribed behaviors more effectively and desire to exhibit extra-role behaviors voluntarily. However, if employees have cultural intelligence, they need to develop their careers related with the present working conditions. In other words, it is expected that cultural intelligence facilitate an employee's career progression, career change and a protean career. That is to say, if employees have a high level of cultural intelligence it is possible for him or her to assign several tasks and expatriate. Therefore, hotel establishments need be aware of and give importance to attracting and retaining employees who have cultural intelligence if they want to be success in an environment which include such facts as direct and face to face contact. In this context, it can be said that cultural intelligence will lead employees to exhibit role-prescribed and extra-role service behaviors much more efficiently and also provide to grasp some competencies related with their career progress in hotel establishments' scope of the research. For future studies, the research model can be tested in other service sectors such as health or logistics and the results will be compared. However, the study can be expanded by adding other variables which are classified in individual perspective. For example, it is possible to add other intelligence types such as social and emotional intelligence then after comparing the results it can be determined which intelligence types much more effective on customer-oriented service behaviors and career competencies. Moreover, as an individual factor big five personality traits or self-efficacy can be added for expanding the research model.

## *References*

[1] R.C. Rose, N.K. Subramaniam, A Review on Individual Differences and Cultural Intelligence. *The Journal of International Social Research*, 1, 4, 504-522 (2008).

[2] B. Gupta, D. Singh, K. Jandhyala, S. Bhatt, Self-Monitoring, Cultural Training and Prior International Work Experience as Predictors of Cultural Intelligence a Study of Indian Expatriates. *Organizations and Markets in Emerging Economies*, 4, 7, 56-71 (2013).

[3] A.N. Ishafani, R.B.N. Jooneghani, M. Azar, Analyzing the Effects of Cultural Intelligence on Employee Performance in Azaran Industrial Group. *International Journal of Academic Research in Business and Social Sciences*, 3, 5, 363-376 (2013).

[4] M.C. Moody, *Adaptive Behavior in Intercultural Environments: The Relationship between Cultural Intelligence Factors and Big Five Personality Traits*, Doctor of Philosophy, School of Business George Washington University, 2007.

[5] A. Balogh, Z. Gaal, L. Szabo, Relationship between Organizational Culture and Cultural Intelligence. *Management & Marketing Challenges for the Knowledge Society*, 6, 1, 95-110 (2011).

[6] G. Rahimi, A. Razmi, Q.V. Damirch, The Role of Cultural Intelligence in Achievement of Iran's Small and Medium Enterprise Managers. *Interdisciplinary Journal of Contemporary Research in Business*, 3, 5, 720-727 (2011).

[7] A.D. Kodwani, Beyond Emotional Intelligence (EQ): The Role of Cultural Intelligence (CQ) on Cross-Border Assignments. *World Review of Business Research*, 2, 4, 86-102 (2012).

[8] E.K. Keung, A.J. Rockinson-Szapkiw, The Relationship between Transformational Leadership and Cultural Intelligence. *Journal of Educational Administration*, 51, 6, 836-854 (2013).

[9] P. Arora, N. Rohmetra, Cultural Intelligence and Customer Satisfaction: A Quantitative Analysis of International Hotels in India. *Revista de Management şi Inginerie Economică*, 11, 1, 73-90 (2012).

[10] L. Jasenko, Z. Dulcic, "The Role of Cultural Intelligence (Cq) in The Strategy Formulation Process - Application to The Hotel Industry". *Annals of DAAAM for 2012 & Proceedings of the 23rd International DAAAM Symposium*, 23, 1, 115-120 (2012).

[11] A. Safari, R. Radmehr, The Study of the Effects of Cultural Intelligence on Service Staff's Professional Commitment. *International Journal of Academic Research in Progressive Education and Development*, 2, 2, 194-205 (2013).

[12] H. Kong, C. Cheung, H. Song, From Hotel Career Management to Employees' Career Satisfaction: The Mediating Effect of Career Competency. *International Journal of Hospitality Management*, 31, 76–85 (2012).

[13] N. Saidimorady, A. Salavati, M. Fatehiepore, The Study of Relationship between Culture Intelligence and Customer Oriented in Commercial Banks in Iran. *Journal of Basic and Applied Scientific Research*, 3, 8, 116-124 (2013).

[14] S. Ang, L.V. Dyne, C. Koh, K.Y. Ng, K.J. Templer, C. Tay, N.A. Chandrasekar, Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation and Task Performance. *Management and Organization Review*, 3, 3, 335-371 (2007).

[15] R.L. Engle, C.C. Nehrt, Antecedents of Cultural Intelligence: The Role of Risk, Control, and Openness in France and the United States. *Journal of Management Policy and Practice*, 13, 5, 35-47 (2012).

[16] S. Ang, L.V. Dyne, "Conceptualization of Cultural Intelligence: Definition, Distinctiveness, and Nomological Network" in S. Ang and L.V. Dyne (eds.) *Handbook of Cultural Intelligence: Theory, Measurement, and Applications*, New York: Sharp, 2008, 3-16.

[17] M. Goh, Teaching with Cultural Intelligence: Developing Multiculturally Educated and Globally Engaged Citizens. *Asia Pacific Journal of Education*, 32, 4, 395-415 (2012).

[18] S.A. Masouleh, N. Saeedi, H.M. Koochaksaraei, S.I. Mousavian, Studying the Relationship between Cultural Intelligence and Career Success. *Journal of Basic and Applied Scientific Research*, 3, 5, 476-480 (2013).

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

[20] D.C. Thomas, G. Stahl, E.C. Ravlin, S. Poelmans, A. Pekerti, M. Maznevski, M.B. Lazarova, E. Elron, B.Z. Ekelund, J. Cerdin, R. Brislin, Z. Aycan, K. Au, Cultural Intelligence Domain and Assessment. *International Journal of Cross Cultural Management*, 8, 2, 123-143 (2008).

[21] K.A. Crowne, The Relationships among Social Intelligence, Emotional Intelligence and Cultural Intelligence. *Organization Management Journal*, 6, 148-163 (2009).

[22] T.T.S. Kim, Cultural Intelligence and Employee Job Outcomes: The Role of Leadership, Doctor of Philosophy, University of California, Riverside, 2007.

[23] H. FakhrElDin, The Effect of Cultural Intelligence on Employee Performance in International Hospitality Industries: A Case from the Hotel Sector in Egypt. *International Journal of Business and Public Administration*, 8, 2, 1-18 (2011).

[24] M. Gorji, H. Ghareseflo, "The survey of relationship between cultural intelligence and emotional intelligence with employee's performance", *2011 International Conference on E-business, Management and Economics*, 175-180, (2011).

[25] A.J. Duff, A. Tahbaz, C. Chan, The Interactive Effect of Cultural Intelligence and Openness on Task Performance. *Research and Practice in Human Resource Management*, 20, 1, 1-12 (2012).

[26] M. Chen, C. Lin, Assessing The Effects of Cultural Intelligence on Team Knowledge Sharing from A Socio-Cognitive Perspective. *Human Resource Management*, 52, 5, 675-695 (2013).

[27] W.A. Nafei, The Impact of Cultural Intelligence on Employee Job Performance: An Empirical Study on King Abdel-Aziz Hospital in Al-Taif Governorate, Kingdom of Saudi Arabia. *International Journal of Business and Management*, 8, 1, 26-43 (2013).

[28] S. Ang, L.V. Dyne, C. Koh, Personality Correlates of the Four-Factor Model of Cultural Intelligence. *Group & Organization Management*, 31, 1, 100-123 (2006).

[29] W.T. Hyndman III, Cultural Intelligence and Self-Efficacy as Learning Outcomes of Study Abroad, Doctor of Education School of Human Services Professions, Widener University, 2007.

[30] L.V. Kurpis, Empirical Investigation of Select Personality, Attitudinal, and Experience-Based Antecedents of Cultural Intelligence in Undergraduate Business Students. *Journal of Learning in Higher Education*, 8, 1, 47-57 (2012).

[31] H.K. Moon, B.K. Choi, J.S. Jung, Comprehensive Examination on Antecedents of Cultural Intelligence: Case of South Korea. *Personnel Review*, 42, 4, 440-465 (2013).

[32] P.C. Earley, S. Ang, *Cultural Intelligence: Individual Interactions Across Cultures*, California: Stanford University Press, 2003.

[33] J.D. Hansen, T. Singh, D.C. Weilbaker, R. Guesalaga, Cultural Intelligence in Cross-Cultural Selling: Propositions and Directions for Future Research. *Journal of Personal Selling & Sales Management*, 14, 3, 243-254 (2011).

[34] T. Rockstuhl, Beyond General Intelligence (IQ) and Emotional Intelligence (EQ): The Role of Cultural Intelligence (CQ) On Cross-Border Leadership Effectiveness in a Globalized World. *Journal of Social Issues*, 67, 4, 825-840 (2011).

[35] F. Zhao, L. Deng, L.J. Kemp, Interrelationships between Cultural Intelligence Dimensions and the Role of Intrapersonal Intelligence. *Journal of General Management*, 38, 3, 3-24 (2013).

[36] S.S. Ramalu, R.C. Rose, N. Kumar, J. Uli, Doing Business in Global Arena: An Examination of The Relationship Between Cultural Intelligence and Cross-Cultural Adjustment. *Asian Academy of Management Journal*, 15, 1, 79-97 (2010).

[37] L. Imai, M.J. Gelfand, The culturally intelligent negotiator: The Impact of Cultural Intelligence (CQ) on Negotiation Sequences and Outcomes. *Organizational Behavior and Human Decision Processes*, 112, 83-98 (2010).

[38] K.A. Crowne, What Leads to Cultural Intelligence?. *Business Horizons*, 51, 391-399 (2008).

[39] Y.K. Kim, H.R. Lee, Airline Employee's Service Behavior toward Different Nationalities. *International Journal of Hospitality Management*, 28, 454-465 (2009).

[40] P. Wu, S.H. Ang, The Impact of Expatriate Supporting Practices and Cultural Intelligence on Cross-Cultural Adjustment and Performance of Expatriate in Singapore. *The International Journal of Human Resource Management*, 22, 13, 2683–2702 (2011).

[41] M.T. Rehg, M.J. Gundlach, Examining the Influence of Cross-Cultural Training on Cultural Intelligence and Specific Self-Efficacy. *Cross Cultural Management*, 19, 2, 215-232 (2012).

[42] R.C. Rose, S.S. Ramalu, J. Uli, N. Kumar, Expatriate Performance in International Assignments: The Role of Cultural Intelligence as Dynamic Intercultural Competency. *International Journal of Business and Management*, 5, 8, 76-85 (2010).

[43] M. Erez, A. Lisak, R. Harush, E. Glikson, R. Nouri, E. Shokef, Going Global: Developing Management Students' Cultural Intelligence and Global Identity in Culturally Diverse Virtual Teams. *Academy of Management Learning & Education*, 12, 3, 330–355 (2013).

[44] L.V. Dyne, S. Ang, K.Y. Ng, T. Rockstuhl, M.L. Tan, C. Koh, Sub-Dimensions of the Four Factor Model of Cultural Intelligence: Expanding the Conceptualization and Measurement of Cultural Intelligence. *Social and Personality Psychology Compass*, 6, 4, 295-313 (2012).

[45] Z.S. Dimitriades, The Influence of Service Climate and Job Involvement on Customer-Oriented Organizational Citizenship Behavior in Greek Service Organizations: A Survey. *Employee Relations*, 29, 5, 469-491 (2007).

[46] N. Pimpakorn, P.G. Patterson, Customer-oriented Behaviour of Front-Line Service Employees: The Need to be Both Willing and Able. *Australasian Marketing Journal*, 18, 57-65 (2010).

[47] H. Johari, O.C. Hee, Personality Traits and Customer-Oriented Behavior in the Health Tourism Hospitals in Malaysia. *International Journal of Trade, Economics and Finance*, 4, 4, 213-216 (2013).

[48] L.A. Bettencourt, S. W. Brown, Contact Employees: Relationships among Workplace Fairness, Job Satisfaction and Prosocial Service Behaviors. *Journal of Retailing*, 73, 1, 39-61 (1997).

[49] A.L. Ackfeldt, V. Wong, The Antecedents of Prosocial Service Behaviours: An Empirical Investigation. *The Service Industries Journal*, 26, 7, 727-745 (2006).

[50] V. Bellou, A. Andronikidis, The Impact of Internal Service Quality on Customer Service Behaviour Evidence from the Banking Sector. *International Journal of Quality & Reliability Management*, 25, 9, 943-954 (2008).

[51] T. Tang, Y. Tang, Promoting Service-Oriented Organizational Citizenship Behaviors in Hotels: The Role of High-Performance Human Resource Practices and Organizational Social Climates. *International Journal of Hospitality Management*, 31, 885-895 (2012).

[52] T. Limpanitgul, M.J. Robson, J. Williams, W. Lertthaitrakul, Effects of Co-Worker Support and Customer Cooperation on Service Employee Attitudes and Behaviour: Empirical Evidence from the Airline Industry. *Journal of Hospitality and Tourism Management*, 20, 23-33 (2013).

[53] M. Williams, J.I. Sanchez, Customer Service-Oriented Behavior: Person and Situational Antecedents. *Journal of Quality Management*, 3, 1, 101-116 (1998).

[54] Y.K. Lee, J,H. Nam, D.H. Park, K.A. Lee. What Factors Influence Customer-Oriented Prosocial Behavior of Customer-Contact Employees?. *Journal of Services Marketing*, 20, 4, 251–264 (2006).

[55] W. Lin, "Factors Enhancing the Intentions of Employees toward Customer-Oriented Behaviors". *International Journal of Commerce and Management*, 18, 3, 267-288 (2008).

[56] P. Lanjananda, P.G. Patterson, Determinants of Customer-Oriented Behavior in a Health Care Context. *Journal of Service Management*, 20, 1, 5-32 (2009).

[57] Y. Baruch, M.F. O'Creevy, P, Hind, E.V. Gadot, Prosocial Behavior and Job Performance: Does the Need for Control and the Need for Achievement Make a Difference?. *Social Behavior and Personality*, 32, 4, 399-412 (2004).

[58] T. Hennig-Thurau, Customer Orientation of Service Employees. *International Journal of Service Industry Management*, 15, 5, 460-478 (2004).

[59] J. Akkermans, V. Brenninkmeijer, M. Huibers, R.W.B. Blonk, Competencies for the Contemporary Career: Development and Preliminary Validation of the Career Competencies Questionnaire. *Journal of Career Development*, 40, 3, 245-267 (2012).

[60] Y. Wang, Constructing Career Competency Model of Hospitality Industry Employees for Career Success. *International Journal of Contemporary Hospitality Management*, 25, 7, 994-1016 (2013).

[61] A. De Vos, S. De Hauwi I.J.M. Beatrice, V. der Heijden, Competency Development and Career Success: The Mediating Role of Employability. *Journal of Vocational Behavior*, 79, 438-447 (2011).

[62] J. Francis-Smythe, S. Haase, E. Thomas, C. Steele, Development and Validation of the Career Competencies Indicator (CCI). *Journal of Career Assessment*, 21, 2, 227-248 (2012).

[63] H. Kong, C. Cheung, H. Song, Hotel Career Management in China: Developing a Measurement Scale. *International Journal of Hospitality Management*, 30, 112-118 (2011).

[64] A. Lertwannawit, S. Serirat, S. Pholpantin, Career Competencies and Career Success of Thai Employees in Tourism and Hospitality Sector. *International Business & Economics Research Journal*, 8, 11, 65-71 (2009).

[65] H. Jeou-Shyan, H. Hsuan, L. Chih-Hsing, L. Lin, T. Chang-Yen, Competency Analysis of Top Managers in the Taiwanese Hotel Industry. *International Journal of Hospitality Management*, 30, 1044-1054 (2011).

[66] H. Javaheri, H. Safarnia, A. Mollahosseini, The Impact of Cultural Intelligence (CQ) on Leader-Member Exchange (LMX). *Interdisciplinary Journal of Contemporary Research in Business*, 4, 9, 538-546 (2013).

[67] J.C. Anderson, D.W. Gerbing, Structural Equation Modeling in Practice: A Review and Recommended Two-Step Approach. *Psychological Bulletin*, 103, 3, 411-423 (1998).

[68] H.R. Yüncü, Şarap Turizmi Bölgelerinin Rekabet Edebilirliğine Yönelik Bir Model Önerisi: Kapadokya Örneği, Yayınlanmamış Doktora Tezi, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir, 2010.

[69] K. Schermelleh-Engel, H. Moosbrugger, H. Müller, Evaluating the Fit of Structural Equation Models: Tests of Significance and Descriptive Goodness-Of-Fit Measures, *Methods of Psychological Research*, 8, 2, 23-74 (2003).

[70] Ö.F. Şimşek, *Yapısal Eşitlik Modellemesine Giriş Temel Ilkeler ve LISREL uygulamaları,* Ankara: Ekinoks Yayınları, 2007.

[71] C.H. Meydan, H. Şeşen, *Yapısal Eşitlik Modellemesi AMOS Uygulamaları*, Ankara: Detay Yayıncılık, 2011.

[72] İ. Varinli, E. Yaraş, A. Başalp, Duygusal Zekanın Müşteri Odaklılık ve Satış Performansı Üzerindeki Etkisini Belirlemeye Yönelik Bir Araştırma. *Ege Akademik Bakış Dergisi*, 9, 1, 113-130 (2009).