KAUNO TECHNOLOGIJOS UNIVERSITETAS

EKONOMIKOS IR VERSLO FAKULTETAS

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EFFECTIVE MANAGEMENT OF MULTICULTURAL PROJECT TEAMS

MAGISTRO DARBAS

Darbo vadovas: prof. dr. Bronius Neverauskas

KAUNAS, 2017

KAUNO TECHNOLOGIJOS UNIVERSITETAS
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Projektų vadyba (kodas 621N24002)

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SANTRAUKA

Temos aktualumas. Šiuolaikiniame verslo pasaulyje, kuriame įmonės, veikiamos augančios globalizacijos, plečiasi ir įsikuria skirtingose šalyse ar žemynuose, daugiakultūriniai projektai tampa vis populiaresni įmonių veikloje. Žinoma, kad šiuos projektus būtina mokėti valdyti sėkmingai, norint, kad įmonė įsitvirtintų rinkoje ir išliktų konkurencinga, ypač dėl to, nes projektai, su komandos nariais iš skirtingų šalių, gali būti labai naudingi ir atnešti į projektą daugiau inovatyvių idėjų ar problemų sprendimų. Tačiau, jei daugiakultūriniai projektai nėra valdomi tinkamai ar projekto vadovas neturi reikiamų kultūrinių žinių, kurios yra būtinos dirbant su šiomis komandomis, kultūriniai vadybininkų skirtumai gali lemti padidėjusią konfliktų riziką, reikiamų rezultatų neįvykdymą ir galiausiai netgi projekto nesėkmę. Akivaizdu, kad valdyti ir dirbti su šiais projektais yra žymiai sunkiau nei su mono-projektais, nes čia gali atsirasti kalbos, elgesio, požiūrio ar kultūrinių barjerų. Dėl šios priežasties daugiakultūrinių projektų valdymas tampa vis didesne problema projektų vadovui, kuris turėtų būti jautrus kultūriniams skirtumams, skatinti kūrybingumą ir pagarbą tarp projekto narių. Žinoma, tam projekto vadovas turi turėti patirties ir reikiamų žinių. Tokiu būdu galima tikėtis sėkmingų projekto rezultatų ir kultūrinių konfliktų išvengimo.

Tyrimo problema. Tendencija, kad įmonės ir toliau turės vykdyti daugiakultūrinius projektus, ir toliau augs, dėl besikeičiančios verslo aplinkos, kuri yra stipriai veikiama globalizacijos. Dėl to yra labai svarbu analizuoti šių projektų valdymą ir pateikti vadovams šiuolaikines žinias ir modelius, kaip efektyviai valdyti daugiakultūrinius projektus bei bendrauti su komandos nariais, kad pavyktų įgyvendinti projektą sėkmingai ir pasiekti norimus rezultatus.

Darbo objektas. Daugiakultūrinių projektų valdymas.

Darbo tikslas. Sukurti efektyvaus daugiakultūrinių projektų valdymo modelį.

Darbo uždaviniai.

1. Atlikti probleminės situacijos analizę;
2. Išanalizuoti lietuvių ir užsienio mokslinėje literatūroje pateikiamus daugiakultūrinių projektų valdymo teorinius aspektus, įskaitant kultūrą, lyderystę, bendravimą ir konfliktų valdymą;
3. Atlikti empirinį tyrimą, išanalizuoti ir įvertinti rezultatus;

4. Sukurti efektyvaus daugiakultūrinių projektų valdymo modelį.

Praktinis magistrinio darbo reikšmingumas: pasiūlytas daugiakultūrinių projektų valdymo modelis yra universalus ir gali būti pritaikytas ir adaptuojamas įvairiuose daugiakultūriniuose projektuose. Jo pritaikomumas buvo patikrintas empiriniais tyrimais, atliktais su respondentais iš trijų šalių: Lietuvos, Vokietijos ir Tuniso.

Šis darbas buvo parengtas pagal baigiamųjų darbų reikalavimus, kuris patvirtintas KTU Ekonomikos ir verslo fakulteto dekanės potvarkiu 2016 10 18, Nr. ST17-F-06-32.

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INTRODUCTION

Relevance of the topic. Multicultural projects nowadays are a very important issue since today's world globalization is constantly growing and companies are expanding and settling down in different countries or continents. It is necessary for company to manage multicultural projects effectively, in order to stay in the market and be competitive. Effective multicultural projects management can provide innovative thinking and ideas to the organization as well as diverse experience. However, if it is not managed in the right manner, cultural differences and related conflicts can cause project failure and problems in competing successfully in today's multicultural business environment. Managing multicultural projects is more challenging than managing mono-cultural projects, because project manager needs more knowledge and skills to deal with the different people from all over the world. Multicultural projects in general are more complex with language barrier, cultural difference, norms, and behaviors. That is why, managing multicultural teams effectively has become a major issue. Project manager should take into consideration being culturally sensitive and promote creativity and respect through flexible management. With this approach it is more possible to achieve the project goal and avoid cultural misunderstandings.

The trend is likely to continue and the future of business will increasingly depend on doing projects in different cultural environments. This is the reason why it is important to analyze this topic and give reliable knowledge to the project managers on how to manage and communicate with multicultural project team, avoid the conflict among team members and finish the project successfully. This study analyzes the most important theoretical aspects of multicultural project management and how to apply it in the way that multicultural project team would work effectively and the project would be successful.

There are numerous amount of scientific literature which analyses multicultural project team management, however for project managers could be hard to find reliable and accurate model for managing these teams. That is why the **problem** of the study is how the effective multicultural project team management could be achieved?

Object. Multicultural project teams management.

The **purpose** of this study is to create a contemporary guideline for managing multicultural project teams effectively.

Four **objectives** were identified, in order to achieve the purpose:

1) Analyze current situation and problems in multicultural project management;

2) Analyze theoretical aspects about culture, multicultural project leadership, communication and conflicts management;

3) Carry out the research and analyze the results;

4) Create a guideline for managing multicultural team effectively.

Research methodology. Data for this thesis was collected from both primary and secondary sources. Scientific literature is the main source used for theoretical background analysis part. In order to achieve objectives mentioned above, qualitative research was used, therefore interview method was chosen as the main tool to collect primary data.

1. ANALYSIS OF CURRENT SITUATION AND PROBLEMS IN MULTICULTURAL PROJECT MANAGEMENT

In this chapter the current situation and problems of multicultural project management, which are presented in scientific articles, will be analysed. In addition, few cases of project failures, which were affected by cultural diversity, will be examined.

1.1. Cultural challenges in global management

Nowadays the world is full of confrontations among people, groups, and nations who think, feel, and act differently. At the same time these people have common problems that demand cooperation for their solutions (Hofstede, Hofstede, Minkov, 2010). These differences and problems also occurs in multicultural project teams, so the leader of the team has to have multicultural management skills to overcome these challenges.

First of all, the need for teams, that have to work across the cultures, is growing. There will be many more of them in the global market and they have to be effective. Davison and Ward (1999) defined major trends which show that international teams are going to be even more and more important. These three aspects - globalisation, teaming and information technology - are also valid for global teams in project management – the need to execute global project for companies will be increasing.

Globalisation. The first trend is the need for companies to become 'global' in order to grow the business and stay competitive. 'Globalisation' is defined as increased commercial and economic interdependence between countries. This growing interdependence is relentless and is supported by many strategic alliances, mergers and acquisitions (Davison and Ward, 1999). Globalisation includes the socio-economics reform processes of eliminating trade, investment, cultural, information technology, and political barriers across the countries (Gaspar, Arreola-Risa, Bierman, Hise, Kolari, Smith, 2014). The end process of globalization is globality - a hypothetical condition in which the process of globalization is finished or almost completed, barriers have fallen, and "a new global reality" is emerging (Yergin and Stanislaw, 2002). Globality as a process which cannot be reversed, because of eight reasons (Beck, 2002):

1. The geographical expansion and ever greater density of international trade, as well as global networking of finance markets and the growing power and transnational corporations.
2. The ongoing revolution of information and communication technology.
3. The universal demand for human rights.
4. The stream of images from the global culture industries.

5. The emergence of a post-national world politics, in which transnational units are growing in power.

6. The question of world poverty.

7. The issue of global environmental destruction.

8. Transcultural conflicts in one and the same place.

It proves again, the influence of globalization to business and project management altogether.

Teaming. The second trend is that increasing complexities of scientific, medical, and environmental issues, also commercial life, depend people from different cultures and different countries to collaborate for identifying and resolving the problems and seeking for new opportunities. For this reason leadership is also increasingly focused on creating collaboration. The same trend is also valid from multicultural project management teams (Davison and Ward, 1999).

Information technology. Third, and probably most important factor for international teams, is the information revolution. Nowadays wireless connection allows people to communicate, acess the data, interacted with each other, and participate in meaningful discussions independently in which part of the world they are. So, for example, multicultural project teams can work apart as much as together and access and share information in very convenient and easy way (Davison and Ward, 1999).

In general, with higher mobility and connectivity, the cost of coordinating and integrating specialist providers and services from outside the firm has fallen, enabling more networks, partnerships, and alliances (Scott, Levitt, Orr, 2011).

The need of multicultural teams is obvious and also there are a lot of advantages of working with multicultural team, for instance multicultural teams can increase the level of innovation. However, collaboration of national cultures in projects creates unique communication and work-style issues that tend to create difficulties when attempting to achieve a unity of purpose, so obviously working with people from different countries can cause misunderstandings and conflicts.

Earley and Mosakowski (2000) stated that multicultural teams are used because of a belief that they show better performance than monoculture teams due to strength of diversity, especially when performance needs multiple skills, for example for problem identification and solution (Ochieng, Price, 2009). Experienced project managers can organize very rich brainstorming sessions to collect different ideas and to assess their risks and opportunities. Similar strategies can be applied for problem-solving situations and when identifying international strengths and weaknesses from social, economic, political, environmental, religious, and technical perspectives. However, most global project managers would have already faced some form of misunderstanding generated by conflicting views on values or behaviours. Very often, these conflicts can take precious time and energy to get under control (Binder, 2009).

Table 1 illustrates some of the most important advantages and disadvantages that team leaders should take into consideration, if they want to introduce and lead effective multicultural teams.

Table 1. Advantages and disadvantages of multicultural teams (adapted by Davison, Ward, 1999)

Advantages of international teams	Disadvantages of international teams
Enables global strategies to be created that meets local requirements	Individuals can feel torn between loyalty to the team and to their local manager
Enables the organisation to benefit from diversity of perspectives that more closely match the preferences of their client base.	It can be difficult to reach consensus on the way forward.
Increases learning about the global market	Language and communication difficulties mean that it can take longer to reach the optimum level of effectiveness.
More efficient use of resources	Remote working can feel very isolated and demotivating and harm family life It is also easy to get distracted on local issues.
Learning a lot from different people as well as learning different methodologies in solving problems.	Risk for increased conflicts due to different opinions.
Extends international development opportunities.	Certain cultural habits can be offensive to people from different cultures.
Being 'special' can increase morale.	Teams need high initial investment in people, training and technology to avoid mistakes.
Team leader and members usually increase their skills with communication technology.	Difficult to create appropriate reward and evaluation system.
Enables broader targets to be set.	

There are some challenges global project manager faces while leading the global project (Binder, 2007):

- **Number of distant locations:** the project can be executed in a single room, different offices or in multiple locations. When all stakeholders are geographically close to each other, it is easy to organise face-to-face meetings and the positive influence of body language and social interaction on the efficiency is clear. However, in global projects, the team members are located at least in two different countries. When the distance is long enough and requires to travel for physical

contact, the use of technologies becomes essential. This requires the application of communication strategies to ensure a high level of effectiveness, because geographical distance can be a barrier for building relationship. Leaders should structure the project vision in creative ways to communicate equally across all locations.

- **Number of different organizations:** team members working in different organisations can have competing interest or hidden agendas. When project takes place in multiple companies, project managers must adapt their people and leadership skills to the different policies, procedures and organisational cultures. Good leaders have to keep their eyes and minds open for different perspectives.

- **Country cultures:** traditions of different nations can bring more diversity to the work environment, reducing the group thinking and improving collective creativity. People prefer to work in cross-cultural environment because of rich information exchange between team members. However, as it was mentioned before these cultural difference can be source of conflicts and misunderstandings. Good leaders have to consider the cultural dimensions to align, motivate, and inspire the global project team

- **Different languages:** mostly international companies establish official language for the project, so the members can exchange information easier, although the way people communicate is highly depend on their native language. For example, if the common language is English, non-native speakers still will have limited vocabulary, limited knowledge of English expressions and this will reduce the effectiveness of communication.

- **Time zones:** project time can be based in the location or in different locations with different time zones, and then it gets difficult or even impossible to organise meetings in the office hours. There are few solutions. Project managers can change working timing to their advantage, by creating a 'follow-the-sun' implementations, reducing the duration of sequential tasks by half of the time. The procedures and communication rules have to be cleared out among team members in different time zones. Good project leader in this situation good should make a plan for shared time, organize co-located team events, travel to meet the team members during key activities, and coach key team members to function as local leaders during all project phases.

Aarseth, Rolstadas and Andersen (2014) made a summary of cultural and leadership challenges, after analysing some theoretical aspects from different authors. Most common cultural challenges are communication, misunderstandings, different values and beliefs, lack of a codified approach to the training of people to work in multi-cultural environments. Most common leadership challenges are managing different cultures and project team members working in different time zones, transferability

of management practices due to different cultures. Project manager should take all these challenges into consideration before starting to manage multicultural teams, to make them work effectively.

However, even project managers have to face a lot of challenges, often they make an assumptions that cultural differences are not that important, when individuals from the same organisation, but different divisions, are brought together as a team. The studies of Hofstede showed that 80 percent of employee's attitudes and behaviours are influences by national culture, so choosing not to recognise cultural complexity limits ability to manage the team in effective way (Ochieng, Price, 2009). Multicultural project manager has to remember that learning how to interact with other cultures takes a lot of effort and requires deeper cultural understanding about how things are done (Wibbeke, McArthur, 2008)

1.2. Multicultural project failures

In scientific literature there are few examples of multicultural project failures, which again proves that multicultural project management has a lot of challenges and not all managers have skills and knowledge to deal with problems and solve the conflicts among team members.

First example about problems that were brought by cultural diversity is the case study by Mahadevan and Klinke (2012) and it is about the company called TechCorp. It is a multinational high-tech company, which delivers highly complex technical equipment to corporate customers worldwide. The global production project that will be analysed was conducted collaboratively by the Indian and the German site between 2007 and 2008. The goal was to manufacture and deliver customize technical equipment for an Indian customer.

Mostly in all projects before, German site was taking control of project management, but in June of 2007 the Indian site was given the main responsibility of Project X. Direct customer communication was also handled by Indian site. So Project X was led by Indian engineer who had been working with TechCorp for several years and had executed smaller projects for Indian customers. However, right after the decision was made, the global production manager at the German site, who had previously been in charge of global PM, expressed concern that the Indian managers would not be able to handle a project of this size. That shows that from the beginning there where a problems and mistrust between managers from different countries.

More problems occurred when there were some additional cost. Then German manager started to put the blame on Indian site and Indians did same to Germans. Indian project manager said: ''the main issue was that costs were allocated to the Indian site but actually were caused by delays in global engineering which is comprised of both sites. But when I tried to raise this point towards our German colleagues, I was told that this was due to insufficient project controlling in India." (p. 64). However,

German engineer and project member described the causes of additional cost in different way: ''It think that they are [additional costs] somehow rooted in Indian culture – Indians seem to have a different understanding of time and quality'' (p. 65). According to the Indian project manager's quote, colleagues at the German site did not choose the technical/ PM-related interpretation about the cost issue. But German engineer quote revealed that they rather assign these issues to Indian societal culture as perceived. After analysing the situation it turned out that Indian site implemented insufficient tools for project controlling. After all German production management added his opinion about this situation: ''these cost issues at the Indian site will kill the project. This dammed *Indianness*, it is driving me crazy!'' (p. 65). This shows that both sites are understanding the problems differently and do not find consensus between each other. Managers from Germany and India stopped communicating with each other and, as it known, communication between two individuals is identified as a main issue of PM across the team.

As project continued there were even more problems between Germans and Indians sides. In January 2008 major change request came from the Indian customers of Project X and it resulted in additional cost. This might also be an example for different styles of planning and controlling the project. Germans thought that Indians are too weak in front of the costumers, their communication style is too soft and they are more like yes-people. However, German managers consider that good project manager needs to be dominant and strong while dealing and communicating with the customer. The problem here is that German managers perception was comparative and based on own cultural values and experience of how to interact with costumer.

One more cultural incident happened with external project manager (German national) when he was introduced to the Indian site in order to manage Project X. Manager was working with European and North American customers, but has never worked for an Indian customers. His behaviour was inappropriate and rude for Indian customers, because there it is not polite to talk straightforwardly as it is possible with German or American customers. Also, manager has to be very polite and hide true meanings. In this situation, with external project manager Indian customers felt practically insulted and they walked out from the meeting, at the same time Indian colleagues were completely annoyed, so German production manager had to step in and to solve problem in Indian way, which means communicate very politely, and so on.

In conclusion, this means that, when having to make a decision on which project management style to trust the most, the German production manager chose the one which naturally comes to him based on his previous experiences and his own cultural background. This interpretation was not based on an objective analysis of facts but on deep cultural sense-making. In such a way, the culturally influenced interpretation was chosen over a project management related interpretation.

There are more authors who have undertaken studies in problems that occurs in organizations dealing with international projects. They have identified 10 specific causes of failures, which may be organizational, environmental, or individual and interpersonal in nature. In the next paragraph, few important interpersonal and communication causes will be analysed (Kealey, Protheroe, MacDonald, Vulpe, 2006).

1. **Setting and delivering goals: failure to clarify objectives by achieving a clear and shared understanding of work objectives, performance targets, and management responsibilities.** From the beginning is very important to establish a shared understanding of desired steps, targeted results, success indicators and expected contributions from each party. There is an example of such a lack of clarity involving a Canadian agency and a Brazilian public-private consortium collaborating on a wastewater management system. Despite of signed contract and detailed project plan, there was a big misunderstanding about final project date. In the midway of the project, after the program review two sides discovered that there was a differences of a whole year in their understanding of the project completion date. The conclusion could be that the documents and plans need to be supplemented with regular review and follow-up guidance, as well as people-to-people understanding of goal and targets based on trust and communication.

2. **The challenge of culture: failure to recognize the pervasive influence of culture on all activities and to select and train personnel accordingly.** The collaboration of two or more cultures creates the possibility for both conflicts and benefits. As it know cultures vary widely on basic aspects of life and work, time management, reward and loyalty systems and social relationship. For example, Webern companies in China found out the importance of *quanxi* relationship to doing business – it a very personal and loyal relationship that are slowly developing, enduring in the work world. But it is totally different in Western countries, where typically business relationship are more impersonal and expedient. Another example is from NASA when multinational crews in space became common in the 1990s. One time astronauts from different cultures started a fistfight in space. In another incident female astronaut complained about sexual advanced from a male astronaut of another culture. That proves that culture and its effects cannot be taken away, and if project managers want a successful project, they have to recognise and think carefully about these cultural matters in advance and develop system for dealing with them.

3. **Trust: failure to achieve a high level of mutual trust between the participating sites.** Trust is an intangible that can become an important form of management capital. Trust can exist a little bit in the beginning and may develop slowly later, cultural understanding is considered to be a critical factor for building and maintaining the trust (Alami, Wong, McBride, 2008). But with certain amount of trust every process that follows becomes easier, including clearing the misunderstandings over project

objectives and solving the problems which are inevitable when people from different cultures work together (Kealey et al., 2006). When trust is established, communication, performance, deliverables, and greater satisfaction in the decision-making process occurs. Competing interests and unseen agendas tend to arise among team members of varying organizations. The American service provider was dependent on the Australian Bank in the commercial transaction. The power was unbalanced: the bank was dominant in the relationship, which is a reflection of their risk divert. This has impacted the project execution as other parties have no say on improving the process (Alami, 2016). That's why, building trust is essential factor to most global projects.

These examples of problems brought by cultural diversity, proves that team members' culture has a huge impact in multicultural team work, and it has to be taken care of. Multicultural project manager must have deep cultural knowledge and try to act in the right manner in order to make the team work efficiently.

In summary, multicultural project teams have a lot of advantages, however cultural diversity brings challenges for project manager. If team is not managed in the right way, the conflicts and misunderstandings can cause a lot of problems, which requires extra time and a lot of effort for solving them. That's why, project managers need cultural knowledge and experience with multicultural teams in order to achieve the best results.

2. THE THEORETICAL BACKGROUND OF MULTICULTURAL PROJECT MANAGEMENT

In this chapter theoretical background of multicultural project management will be analysed. To obtain the understanding of multicultural project management, there are four theoretical aspects, which help to achieve effectiveness in management: culture, leadership, communication and conflicts management. These factors are most important in order to improve management of multicultural projects.

2.1. Culture

To obtain an understanding of multicultural project management, it is important to examine the definition and the concept of culture.

Classical definition states, that culture is ''the collective programming of mind that distinguishes the members of one human group from another'' (Hofstede, Hofstede, Minkov, 2010, p. 31). The term is deliver from a Latin root *colere*, which means to prepare, develop (Wibbeke and McArthur, 2014).

Binder (2007, p. 24) offers to take into consideration one more important definition of culture: ''Culture is a fuzzy set of attitudes, beliefs, behavioural norms, and basic assumptions and valued that are shared by a group of people, and that influence each member's behaviour and his/her interpretations of the 'meaning' of other people's behaviour.'' (Spencer-Oatey, 2000).

The following categories and elements are meant for understanding cultures and can be useful for analysing groups of people (Czinkota, Ronkainen, Moffett, Moynihan, 2001; Moran, Harris, Moran, 2011).

Language. Language has been described as the mirror of culture. Language itself is multidimensional by nature, this is true for both, verbal and nonverbal language. Messages are transmitted by the words used, by how the words are spoken (for example, tone of voice), and through nonverbal means, such a gestures or eye contact.

Nonverbal language. Project managers also must analyse and become familiar with hidden meanings of nonverbal communication of foreign cultures, because body language often differ by locality. For example, Northern Europeans are quite limited in using their hands and prefer to maintain a good amount of personal space, meanwhile Southern Europeans involve their bodies to a greater degree in making a point.

Sense of self and space. The comfort manager has with self can be express differently by culture. Self-identity and appreciation can be manifested by humble bearing in one culture and by macho

behaviour in another. Independence and creativity are countered in other cultures by group cooperation and conformity.

Dress and appearance. This includes the outward garments and accessories, as well as body decorations which tend to be culturally distinctive. Many cultures wear distinctive clothing: the formal look of business or jeans worn casually throughout the world.

Time and time consciousness. Sense of time also differs by culture – some are exact and others are relative. For example, Germans are very precise about the time and trying to be punctual, while Spanish are more casual and relaxed. Therefore, in some cultures, staff is expected to arrive to meetings on time, but the boss is the last one to join the meeting and can arrive late.

Relationship. Culture also appears in human and organizational relationships by age, genre, status, and degree of kindred, as well as by wealth, power, and wisdom. In some cultures, the authoritarian figure in the family is the head man, and this fixed relationship is then extended from home to community, explaining why some societies prefer to have dictator head up the national family.

Religion. In most cultures, people find in religion a reason for being and legitimacy in the belief that they are of a larger context. To define religion requires the inclusion of the supernatural and the existence of a higher power. Religion defines the ideals for life, which in turn are reflected in the values and attitudes of individuals and societies. Such a values and attitudes shape the behaviour and practices of institutions and members cultures.

Values and attitudes. Values are shared beliefs or group norms that have been internalized by individuals. Values vary differently depending on the culture, in some cultures gathering food, or adequate covering, and shelter, when other cultures value status, material things and money.

Manners and customs. Changes occurring in manners and customs must be carefully monitored, especially in cases that seem to indicate a narrowing of cultural differences between people. For example, Americans often interpret inaction and silence as negative sighs. However, Japanese mangers tend to expect their silence can get them a better deal from Americans. That shows the importance of manners in communicating with different cultures.

Work habits and practices. Another element of a group's culture is its attitudes toward work – dominant types of work, the division of work, and the work habits or practices, such as promotions or motivation. Some cultures espouse a work ethic in which all workers are expected to engage in a desirable and worthwhile activity.

These elements of culture are a basic model for assessing a particular culture.

Anbari, Khilkhanova, Romanova, and Umpleby (2004) pointed out that project managers in today's multicultural business community frequently encounter cultural differences, which can enhance or interfere with the successful completion of their projects. There are many studies analysing and

defining cultural challenges of multicultural management, and most of them are based on leading studies of cross-cultural management conducted by Geert Hofstede's and Fons Trompenaars'.

Hofrede introduced his model in 1980, after making a research with IBM employees from different countries. His research compare the values across the workers from 75 different countries and regions. After this research he determined four, later five, dimensions of culture, which describe the basic problems with which the society must deal and every culture is ranked. These are the dimensions (Mead and Andrews, 2009):

- Power distance: the distance between individuals at different levels of hierarchy;
- Individualism and collectivism: the relations between the individuals and society;
- Masculinity versus femininity: the division of roles and values in society;
- Uncertainty avoidance: reflects resistance to change; more or less need to avoid uncertainty in life;
- Long-term versus short-term orientation: temporal orientation towards life.

Power distance. This dimension reflects how individuals from different cultures handle the fact that people are unequal and on which level project members are involved in decision making process (Binder, 2007). Hofstede (2010) defined power distance as ''the extent to which the less powerful members of institution and organizations within a country expect and accept that tat power is distributed unequally'' (p. 61). For measuring the rate of power distance Hofstede composed the power distance index. He used three survey items that asked if workers are afraid to express disagreement with their manager, also asked about perception of their manager decision-making style and the preference of their manager decision-making style. After this survey he rated the countries depend on power distance index. Workers who come from countries with *larger power distance* rate may find it more difficult to disagree with their manager in front of other people, than workers who come from countries with *smaller power distance* rate (Binder, 2007). Hofstede argued that managers are more likely to dictate how their employees should work and behave and less likely to consult with others in the countries with larger power distance (Mead and Andrews, 2009, p. 39).

Individualism and collectivism. This dimension rates countries according to the relationship between individuals and societies, the extent of group cohesiveness, the importance of participating in a social group and the values attached to the working conditions and ambitions (Binder, 2007). Hofstede (2010) defined new dimension as followed ''Individualism pertains to societies in which the ties between individuals are loose: everyone is expected to take care of themselves and their families. Collectivism pertains to societies in which people from the beginning are integrated into strong, cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty.'' (p. 92).

Team members from countries with individualism culture are likely to be self- determined, they are fond of having enough time for their personal lives, enjoy freedom to adopt their own approach to the job and have challenging work to do, which gives personal sense of accomplishment (Binder, 2007; Hofstede et al, 2010).

In more collectivist cultures the groups focused more upon the interdependence between employee and organization (Wibbeke and McArthur, 2014). Team members are more likely to give more importance to improving their skills or learning new skills, using their abilities on the job and having good physical working condition (Binder, 2007).

Masculinity versus femininity. This dimension refers to the distribution of work roles between the genres. Hofstede defined masculine society when genres roles are clearly different: man are expected to be tough and assertive as well as focused on material success. In this society women are supposed to be tender, modest and concerned with quality of life. The society is called feminine when both men and women are supposed to be modest, tender and concerned with quality of life (Hofstede et al, 2010).

Female project managers from feminine cultures may need to be patient and assertive in order to overcome perception of team members from masculine cultures. Male project managers from masculine countries should act more tender and modest to win the confidence of team members from feminine countries (Binder, 2007).

Uncertainty avoidance. This dimension is defined by Hofstede (2010) as ''the extent to which the members of a culture feel threatened by ambiguous or unknown situations'' (p. 191). Uncertainty avoidance reflects how individuals from different countries resistant to change and their attitude to taking risks (Binder, 2007). Members of cultures where need to *avoid uncertainty is higher*, prefer rules, regulations, and structure, and the employees are given little opportunity to take their own initiatives (Mead and Andrews, 2009; Wibbeke and McArthur, 2014). In these countries the effect of conflict and competition in organizations are more feared (Mead and Andrews, 2009). Also individuals from countries with *stronger uncertainty avoidance* rates are more likely to avoid the risks, enjoy working with tight rules and control systems and resist innovation. These team members enjoy tasks requiring precision, punctuality and hard work and feel more comfortable with detailed planning (Binder, 2007).

Members of cultures where need to avoid uncertainty are lower, enjoy innovation, accept higher risk levels and more comfortable with open-ended learning situations (Binder, 2007). Also these individuals experience lower level of anxiety and job stress, that is why they are willing to take more risk and also they are tend to be less resistant to change. In these teams competition and even some conflicts are acceptable (Mead and Andrews, 2009). For project manager it is important to understand that team members have different tolerance levels of ambiguity or uncertainty, after realising it is easier

to determine the level of details required for the rules and standards in the project. Also how to assign the works and tasks to proper team members from different cultures (Binder, 2007).

Long-term versus short-term orientation. Short-term orientation focuses on personal stability and steadiness (Wibbeke and McArthur, 2014). Individuals from this culture seek for quick results and give more attention to protecting their reputation and respect for traditions. In the contrast, people from long-term orientated countries give high importance to values such as persistence when results are slow, savings and having sense of shame (Binder, 2007).

After Hofstede study and cultural dimensions, Trompenaars defined a different set of dimensions during his cross-cultural studies, which included 15,000 informants from 50 different countries. His model has seven parameters.

Universalism versus particularism. The first dimension covers relationship and rules, it defines how people reacts to the behaviours of their colleagues (Binder, 2007). Individuals from universalistic countries focus on rules and policies and the particularist emphasise the obligation of relationship (Mead and Andrews, 2009). That's why project managers from universalistic countries prefer to define clear set of standards for processes, practices and templates across different countries, but particularistics will accept the establishment of general rules and then concentrate on deliverables (Binder, 2007).

Individualism versus communitarianism. Communitarian cultures prefer plural representation in negotiations, and spend in decision-making process because of the need to develop consensus (Mead and Andrews, 2009). But individuals from individualistic countries are inclined to accept that one representative makes a choice or decision on behalf of all team or group (Binder, 2007).

Neutral versus affective. In neutral culture people conducts and control their feelings and emotions, and typically try not to let emotions influence their decision while doing business (Mead and Andrews, 2009). People from affective cultures mostly use all forms of gesturing, smiling and body language to express their feelings (Binden, 2007).

Specific versus diffuse. People from more specific cultures tend to keep private lives separate from doing business, while having totally different relation of authority in each social group. Usually managers from this culture are more precise, transparent and direct, preferring meetings with detailed plans and agendas. In diffused-orientated countries, the authority level can reflect into social areas and every aspect of the relationship influences all others. Managers from these countries tend to be more ambitious and act indirectly, feeling more comfortable with free-form meetings, allowing them to use their own personal judgements and creativity (Binder, 2007).

Achievement versus ascription. In achievement-orientated countries people respect their colleagues based on previous achievement and demonstration of knowledge. Other cultures accord status on the basis of class, gender, family background, age (Binder, 2007).

Human-nature relationship. This dimension shows people from different countries relate to their natural environment and changes. Project managers from internal-oriented cultures focus on their own functions and groups, also they feel uncomfortable in change situations. Unlikely the managers from external-orientated cultures are generally more flexible and willing to compromise, focusing on their colleagues and feeling more comfortable with change (Binder, 2007).

Human-time relationship. Trompenaars identifies that some cultures try to live entirely in the present, some believe in destiny that they must realize; and some focus on the past (Mead and Andrews, 2009). People from past-orientated countries try to show their respect to older people and put things into traditional context. People in present- orientated cultures enjoy the activities of the moment and present relationship. People from future-orientated cultures enjoy discussing prospects, opportunities, potential and future achievements (Binder, 2007).

The impact on multicultural project management. Project managers can use these dimensions in managing multicultural projects, especially when assigning works and responsibilities to people from different countries and forming working groups. Binder (2007) defines 4-step framework for effective cross-cultural project management, also while using cultural dimensions:

- Cultural differences exist across the countries, but are also depend on age, genre, regions and many other social groups. So it is important to learn the definition of cultures, but for managers it is better to use it as a starting point and then create their own cross-culture knowledge.
- Use cultural dimensions to know how people from different countries act and what to expect from them.
- Managers should keep these difference in mind and accept them as well as show respect for the different stand points.
- Managers always can find better approaches and achieve project objectives in better ways.

Multicultural project manager has to have deep knowledge about cultural dimensions, examine the team members in order to know them and make the right decisions due to cultural differences on how to manage the team.

2.2. Multicultural project leadership

Leadership in the projects is complex and critical to success in multicultural team environments, project leadership involves motivating project team in the way that they want to do what is required. In the other words, project leadership is not just about telling project team what to do, but also develop the trust and confidence in the team to take the project forward. This kind of team leadership can also be developed and requires skills and competencies for establishing successful multicultural projects teams (Ochieng and Price, 2009).

Leading multicultural projects is more challenging because of cultural, organizational, geographical, and time boundaries, and that is the reason why scientific literature on leadership aspects has to be analysed. This chapter outline the impact of cultural dimensions on leadership tasks, leadership styles, discusses on what competencies multicultural project manager needs and how to obtain trust and commitment from multicultural team members.

There are few definitions for project leadership. Binder (2007) define project leadership as the ''creation of a vision about the project objectives that directs all team members to work towards it'' (p. 43). Other term of leadership is by GLOBE (Global Leadership and Organizational Behaviour Effectiveness): ''the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organizations of which they are members'' (Koster, 2010, p. 221). Leading multicultural project means influencing, motivating, and enabling team members from different countries.

One of the most comprehensive studies on interrelations between leadership and national culture is GLOBE. GLOBE is a research program focusing on culture and leadership in 61 nations and are used to provide a basis for conceptualizing worldwide leadership differences. National cultures in this study are examined in terms of nine dimensions: performance orientation, future orientation, assertiveness, power distance, humane orientation, institutional collectivism, in-group collectivism, uncertainty avoidance, and gender egalitarianism. After their studies they found that leadership styles and leadership preferences of each culture will vary (House, Javidan, Hanges, Dorfman, 2002). The GLOBE study has identified six global leadership styles (GLOBE study, 2004; Koster, 2010):

1. **Charismatic/Value-based Leadership:** this leader motivates and inspires other team members with enthusiasm and acts like a teacher or role model. This leadership style stresses high standards, decisiveness and innovation.

2. **Team-oriented Leadership:** emphasizes effective team building and implementation of a common purpose or goal among team members. This kind of leader is an integrative leader with a collaborative attitude, who encourage pride, loyalty and collaboration between team members.

3. **Participative Leadership:** reflects the degree to which managers involve others in making and implementing decisions. This leader delegates as much as possible to his/her employees and encourages independence and autonomy. Leader also involves every team member into decision-making and implementation processes.

4. **Humane-Oriented Leadership**: Reflects supportive and considerate leadership and includes compassion and generosity, based on attitude of modesty. Such a leader is patient, supportive, and concerned with the well-being of others.

5. **Autonomous Leadership:** Refers to independent and individualistic leadership attributes. This kind of leader acts individualistically, independently, and autonomously.

6. **Self-Protective Leadership:** Focuses on ensuring the safety and security of the individual and group through status enhancement and face saving. Leader is status oriented and values formality and procedures.

The GLOBE study concludes that the above mentioned leadership types are different in effectiveness between cultural groups. So international leader has to be able to adapt his/her leadership style to the culture of team members in order to manage the team effectively and creating good working atmosphere. The study also identified that charismatic/value-based leadership style is the most suitable one across the geographical boundaries (Koster, 2010).

Figure 1 represents **Leadership Grid** which is a behavioural leadership theory and consist the categories based on 9 by 9 matrix. The grid identifies various types of leadership behaviour based on two independent dimensions of concern for production and concern for people. Effective leaders must show high concern for both production and for people, and work to encourage employees to reach their highest levels of achievements. Different cultures will find different positions on the Leadership Grid to be most effective. For example, high-power distance cultures may prefer authority-obedience form of leadership. That is why multicultural leader has to pay attention which leadership form to choose.
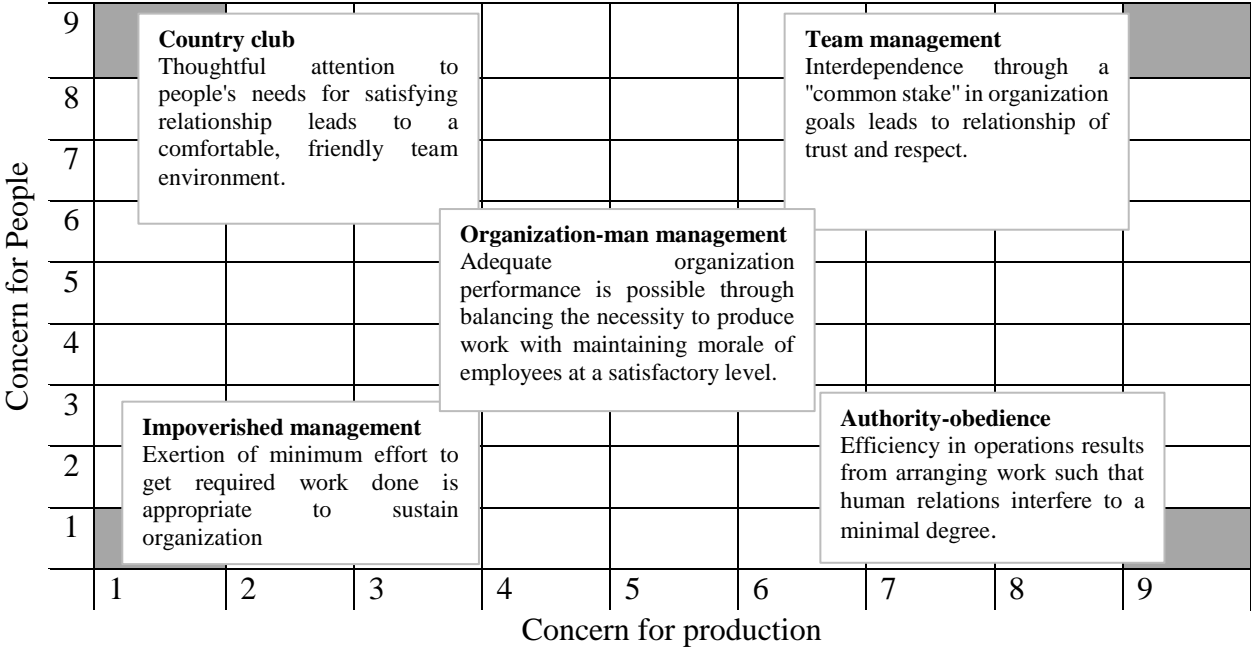
Figure 1. The Leadership Grid (adapted by Ahlstrom and Bruton, 2010)

Leaders from different cultures adopt different leadership style and has different perception of how to work with multicultural team. Figure 2 shows the connection between the most important cultural

dimensions, discussed on chapter 2.1., and their impact on leadership style, decision-making, providing feedback, and motivation, and how they affect behaviour of the leader and followers. (Koster, 2010).

Equality	Leaders from hierarchy cultures tend to act with absolute authority and decision-making power. Leaders from equality-orientated cultures may prefer a participative leadership style with shared responsibilities.	Hierarchy
Individual	Leader from collectivist cultures chose patriarchic leadership style, giving their employees the feeling of security. Leaders from individualistic cultures tend to take a role of coaches developing their workers.	Group
Conflict	Leaders from conflict-oriented cultures try to initiate open discussion on issues when providing feedback, also they use brainstorming for conflict resolution. Leaders from consensus-oriented cultures tent to reach compromises also mostly they provide indirect feedback.	Consensus
Task	For leaders from task-oriented cultures project team is just a temporary organization to accomplish project task. For leaders from relationship-oriented cultures good morale and close relationship are very important, even they would care about their employees private issues.	Relationship
Achievement	Leaders from achievement-oriented cultures measure themselves and others by the accomplishment of objectives. Leaders from status-oriented cultures focus on people with important status and mostly their management style is subjective.	Standing/ status

Figure 2. Cultural dimensions and their impact on leadership (adapted by Koster, 2010).

Some researchers suggest that individualism versus collectivism could be one the most important dimensions of cultural variation. Collectivist cultures expect successful leaders to be supportive and

paternalistic, whereas individualist cultures more likely value an achievement orientation and participate leadership. This shows, that leadership and cultural dime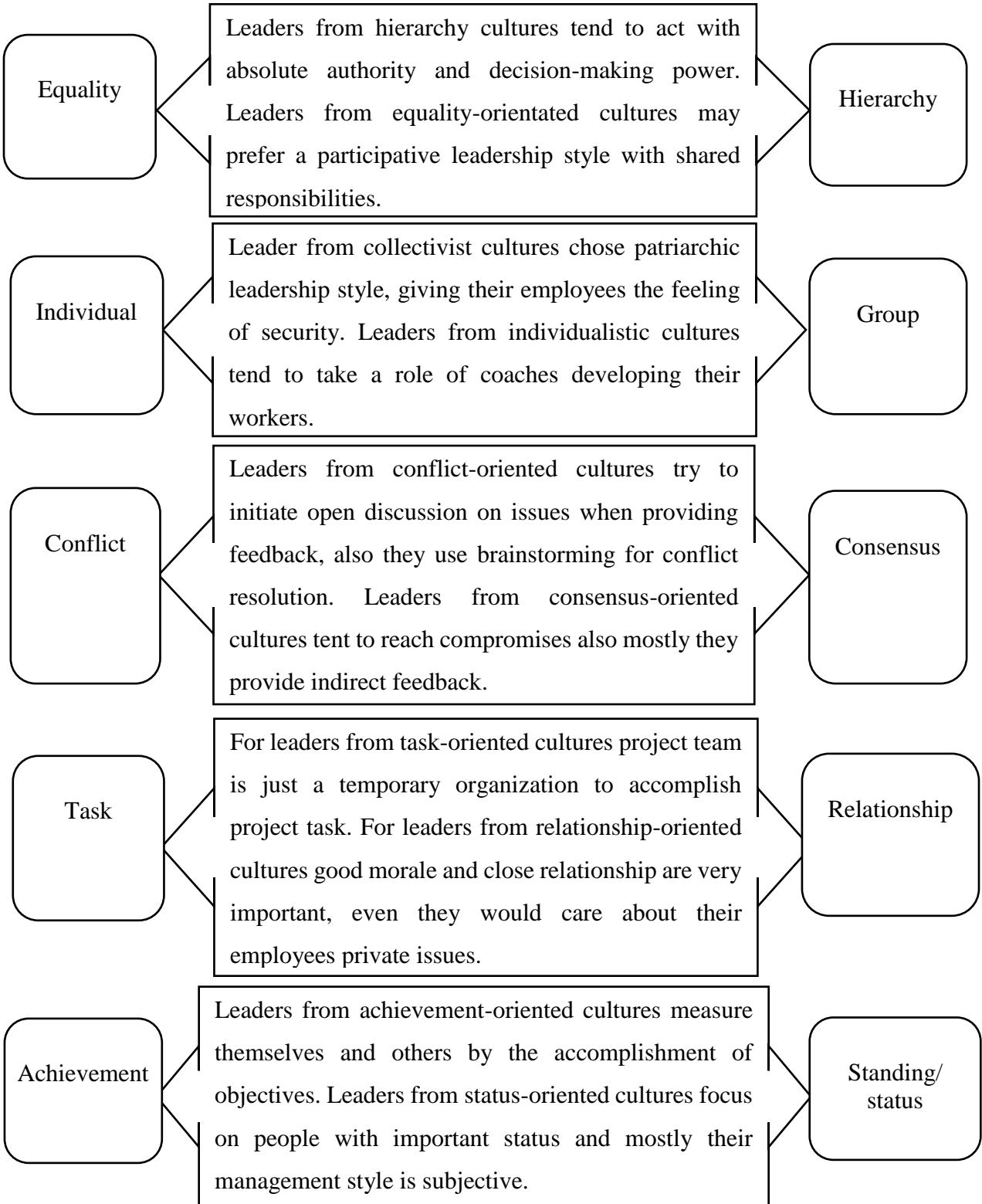nsions influence each other and for project manager is important to take it in consideration (Wibbeke and McArthur, 2014).

Besides, the deep cultural knowledge and understanding, project manager also has to have some critical competencies as particular skills, personal characteristics and attitudes in order to deliver the project (Koster, 2010

Cross-cultural skills. Multicultural project manager has to have knowledge of different national cultures, and should have the skills to adapt to different cultures. Typically, this requires a longer work experience outside domestic market. It is scientifically proved that project manager with international experience brings better results and work more efficiently.

Global communication skills. An international manager should be able to speak in several foreign languages and be capable of using contemporary communication technology. The minimum requirement would be to speak in fluent English, if the leader is not native English speaker. Speaking in different languages helps to overcome language barriers and earn respect of team members.

Now selection of characteristics, attitudes and behaviours, which can be useful for leading the multicultural project successfully, will be defined. They are also summarized in figure 3.
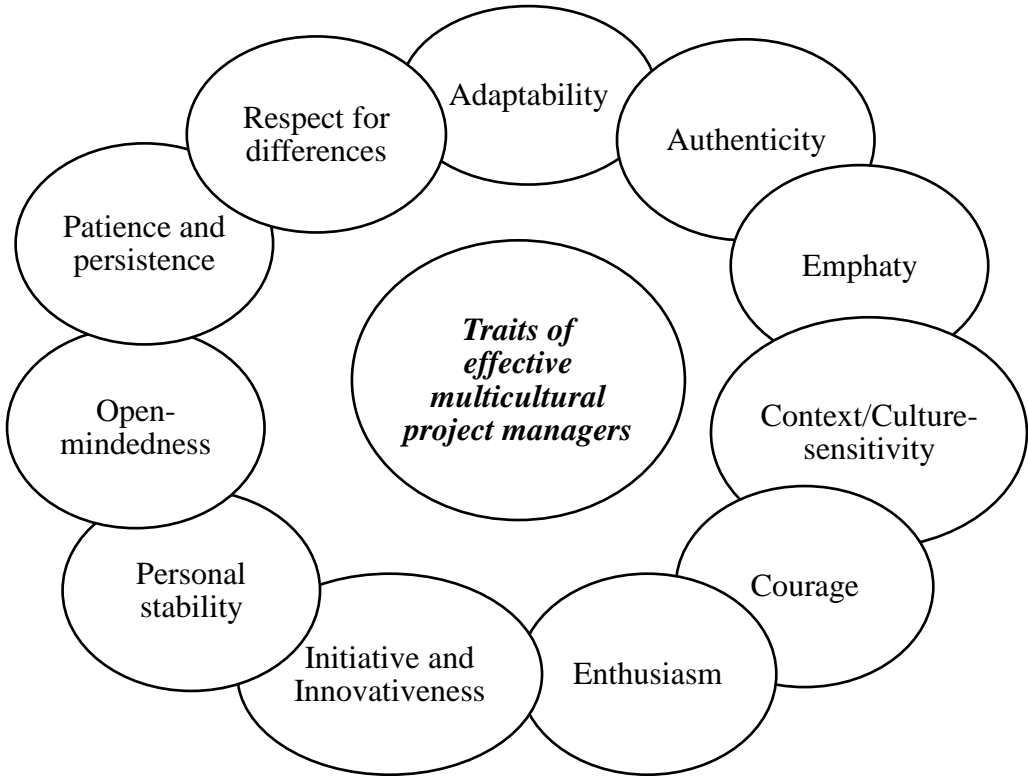

Figure 3. Traits of effective multicultural manager (adapted by Koster, 2010)

Adaptability. Certainly, project manager will be more effective if he or she adjust behaviour to the local needs.

Authenticity. At the same time it is important to come across as real and credible person and not an 'actor'. While he or she has to be able to meet the expectations and demands of team members, the project manager needs to be consistence of his/her behaviour.

Context- and culture-sensitivity. Project manager needs to be able to apply different approaches to establish trust as a basis to give and receive feedback.

Courage. Multicultural projects are very dynamic, so typically there is no time to loose in having doubts about what decision to make, or gather more details or hesitate. Project manager should be able to analyse situations quickly, be open to new ideas and suggestions from the team members, try not to be afraid of taking the risk and meet the requirements of moving forward quickly.

Empathy. People all over the world want to be acknowledged as human beings and like to be taken care of. For this reason a genuine attitude of caring about team members can be much appreciated. For example, slap on the back, giving advice regarding private issues or praising somebody for very good input.

Enthusiasm. It does not matter what project manager works on, he or she should do it with enthusiasm, displaying strong self-confidence, with this way he/she may also motivate the team members and arouse more commitment.

Initiative and innovativeness. Coping with time pressures also means that project manager should avoid putting the blame on team members, but instead leader should encourage all team to work together on the solutions. Project manager should also take initiative to check the project status. Innovativeness means that manager also should go for unique and creative solutions.

Open-mindedness. Multicultural project manager should always be ready to learn new things and must be prepared to revise his/her behaviour. Knowing some extra things about the cultures of the team members increasing the commitment towards the project.

Personal stability. To adjust to new environment and new cultures also implies the possibility of mistakes and criticism. The unique concept of multicultural project also makes it extremely stressful. The project manager will face a lot of uncertain situations and issues, as well as pressure from stakeholders. This is the main reasons, why project manager has to have a great stamina and have to stay fair to the team even in tough situations.

Patience and persistence. Project managers has to be very goal oriented, otherwise they would not be able to implement project at all. Project manager should assume long-term perspectives and plan carefully, because in different cultures there are different national holidays and celebrations, whether it fits in with project schedule or not. For this reason goal orientation is important, but it should not offend local regulations. Patience is necessary to overcome numerous internal and external barriers during the lifecycle of a project.

Respect differences. Every member has their own strength and weaknesses, so for project manager it is important to acknowledge these differences.

Sheridan structured different model of multicultural leader competencies, including intrapersonal competencies, interpersonal competencies, and social competencies (Moran et al, 2011). Seven C's can be applied to any multicultural or global leader, its summary is shown in table 2.

Table 2. Competent Multicultural Leader (adapted by Moran et al 2011)

Competent Multicultural Leader	*Capability*	Intercultural expertise at all organizational levels
	Care	Balanced interest and value for profit and stakeholders
	Connection	Engaged communication and interaction with diverse cultures
	Consciousness	Self-awareness of own cultural background and bias
	Context	Situational perspective with no judgements
	Contrast	Cultural differences in leading and motivating team members
	Cultural Immersion	Lived experience in other cultures.

These competencies should be consider as very important for multicultural project manager to gain the trust and commitment from the team members and execute the project successfully.

There are some advices for multicultural managers on how to improve and develop multicultural leadership skills. Following list includes both suggestions for individuals as well as corporate training and human resource management programs. Suggestions for individuals (McFarlin and Sweeney, 2011):

- **Be open emotionally and intellectually to new international experiences.** A key skill to develop is tolerance for ambiguity – consequently, treat international experience as learning opportunities.
- **Avoid making assumptions or forcing your cultural values onto others.** Focusing on what others want and feel in an international context will help to recognize cultural differences.
- **Do cross-cultural homework.** Putting time into researching cultures from project teams is essential.
- **Grab opportunities to meet foreign colleagues face-to-face.** Video conferences save money, but there is no substitute for face-to-face interaction, either in learning or building a relationship.
- **Reflect on limitations.** Understanding own strengths and weaknesses will help you make the most out of any international development experiences.

Organizational suggestions (McFarlin and Sweeney, 2011):

- **Emphasize global experience for managers.** Work experience is always a key for developing international managers.
- **Make sure leadership development and key human resource practices are aligned.** Building international skills into appraisal and promotion processes reinforces the values of multicultural development.
- **Create support mechanism for development.** This helps track careers and development activity effectiveness.
- **Make senior executives responsible for multicultural leadership development.** Top management is in the best position to build visible and influential support for multicultural development efforts.

In conclusion, there are a lot of different leadership styles, however to be effective multicultural managers may need to adapt their leadership style to match cultural expectations in specific countries, as well as constantly improve their multicultural skills and competencies.

2.3. Communication in multicultural project

Communication in the project is one of the most important element which can have great impact on project success. Good and effective communication in the project can save time, money and other resources by the organization, otherwise communication difficulties can cause many problems, especially in global projects context. Depending on the national cultural and language, 'good communication' can imply different behaviours and reactions. The way people communicate varies widely between and among culture, religions, genders, socioeconomics classes and organizational cultures. For multicultural project managers is very important to have the knowledge of how to communicate with their teams in effective way.

There are few definitions for communication. One of them: ''in order for leaders to lead effectively intercultural situations, they must engage and interact with those cultures in whose countries they work with a desire to understand and appreciate that culture and its people'' (Wibbeke and McArthur, 2014, p. 89).

Communication is usually modelled as a process where an idea travels from the sender through a channel to a receiver. The sender encodes the idea into a message in verbal or non-verbal language, and the receiver decodes the message. The receiver mostly reacts to message in the form of feedback, but there is also the noise which interferes with the transmission. When the sender and receiver operate within different cultures, their meanings could be different too (Koster, 2010). The areas of cultural variability, related to intercultural communication, include non-verbal communication (facial

expressions, eye contact, postures and gestures) tone and volume, pace, social distance between sender and receiver, time orientation, uncertainty-avoidance, conflict orientation, and worldview (Wibbeke and McArthur, 2014). Figure 4 illustrates the basics processes and disturbances of an intercultural communication.
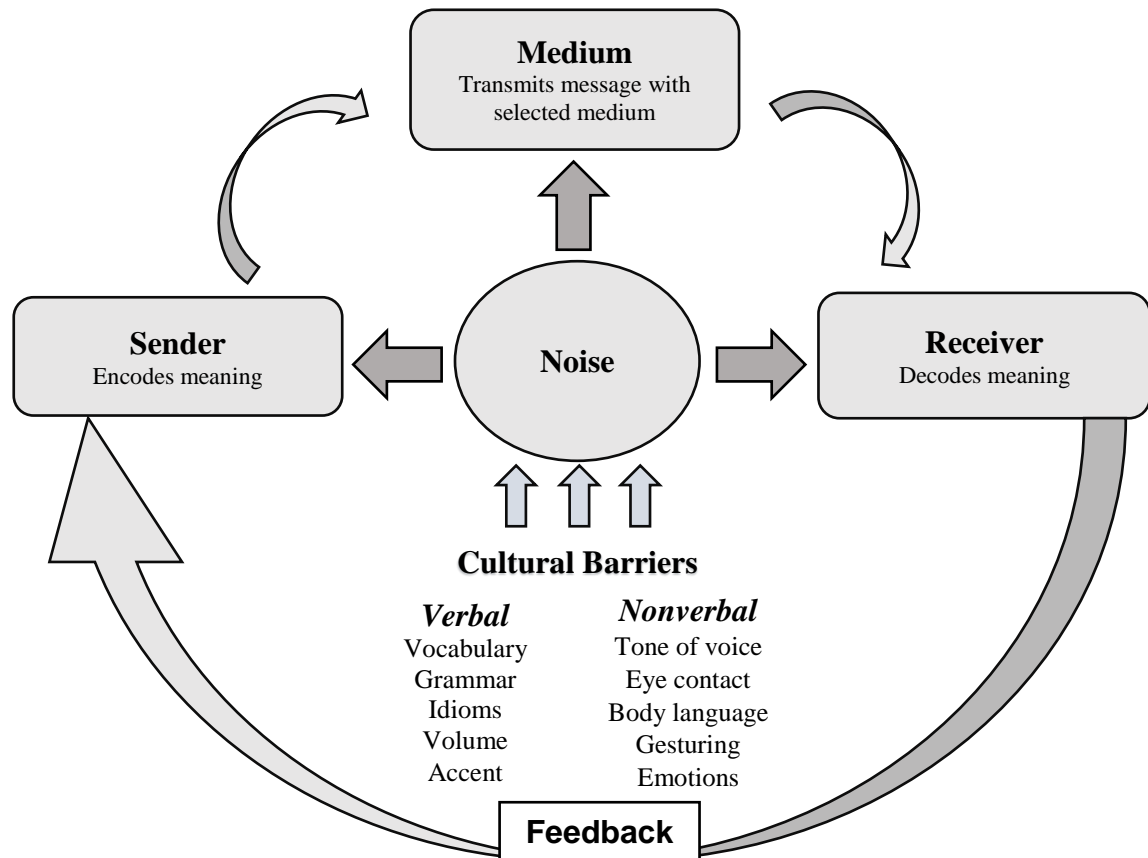
Figure 4. Intercultural communication model, by Gudykunst and Ting-Toomey, 1988. (Adapted from Koster, 2010)

The culture of receiver acts as a filter through which he/she interprets the message from sender. This filter can change the message to the point that the message become different than original message from the sender. So the message that is received is even more important than the message which was sent. That's why the effectiveness of the communication depends on the accuracy of the message received (Wibbeke and McArthur, 2014).

In order to avoid the misunderstandings between team members, there some clarity skills for native and non-native speakers. Advices for native or advanced speakers (Comfort and Franklin, 2008):

- Speak more clearly and slowly than usual.
- Pause and emphasize key words.
- Avoid unnecessarily technical words, slangs, idioms.
- Restrict the range of vocabulary used.

- Use short sentences.
- Use more yes/no questions.

Advices for less advanced and non-native speakers (Comfort and Franklin, 2008):

- Speak clearly and slowly.
- Increase redundancy.
- Do not translate word for word from the first language.
- Ask for repetition and explanations.
- Ask their colleagues to speak more clear if necessary.

Although language and verbal communication is significant element in meaning-making, non-verbal elements of communication emphasize language, even affecting the need for verbal elaboration. Non-verbal communication carries a meaningful message that other people receive and procced. Messages sent through non-verbal channels tend to mean different things by various cultural groups, often crossing the borders imposed by verbal language restrictions, but also generating new challenges in societies with multiple cultures.

Types of nonverbal communication (Moran et al, 2011):

- Hand, arm, and head gestures;
- Facial expressions;
- Body posture and bearing;
- Interpersonal distance (proxemics);
- Degree of and nature of eye contact;
- Degree of and nature of interpersonal touch;
- Clothing, makeup, hairstyle, jewellery, etc.;
- Symbolic messages derived from specific colour;
- Attitude and behaviour towards time and the use of time;
- Attitude and behaviour towards food and the use of food;
- Voice pitch, inflections, speed of verbal communication, and silence.

Nonverbal signals or gestures are used in all cultures, and understanding the differences can help for leader and project team members to become better multicultural communicators.

Qualified intercultural communication requires effective and appropriate behaviour. Effective intercultural communication means that people are able to achieve desired personal outcomes. Competent multicultural project manager should be able to interact within a social environment to obtain mutually accepted goals. That means that project managers are able to identify their goals, assess the resources that are necessary to achieve the goals, accurately predict the other communicator's responses,

choose mutually effective communication strategies, execute these strategies, and assess the results of interaction.
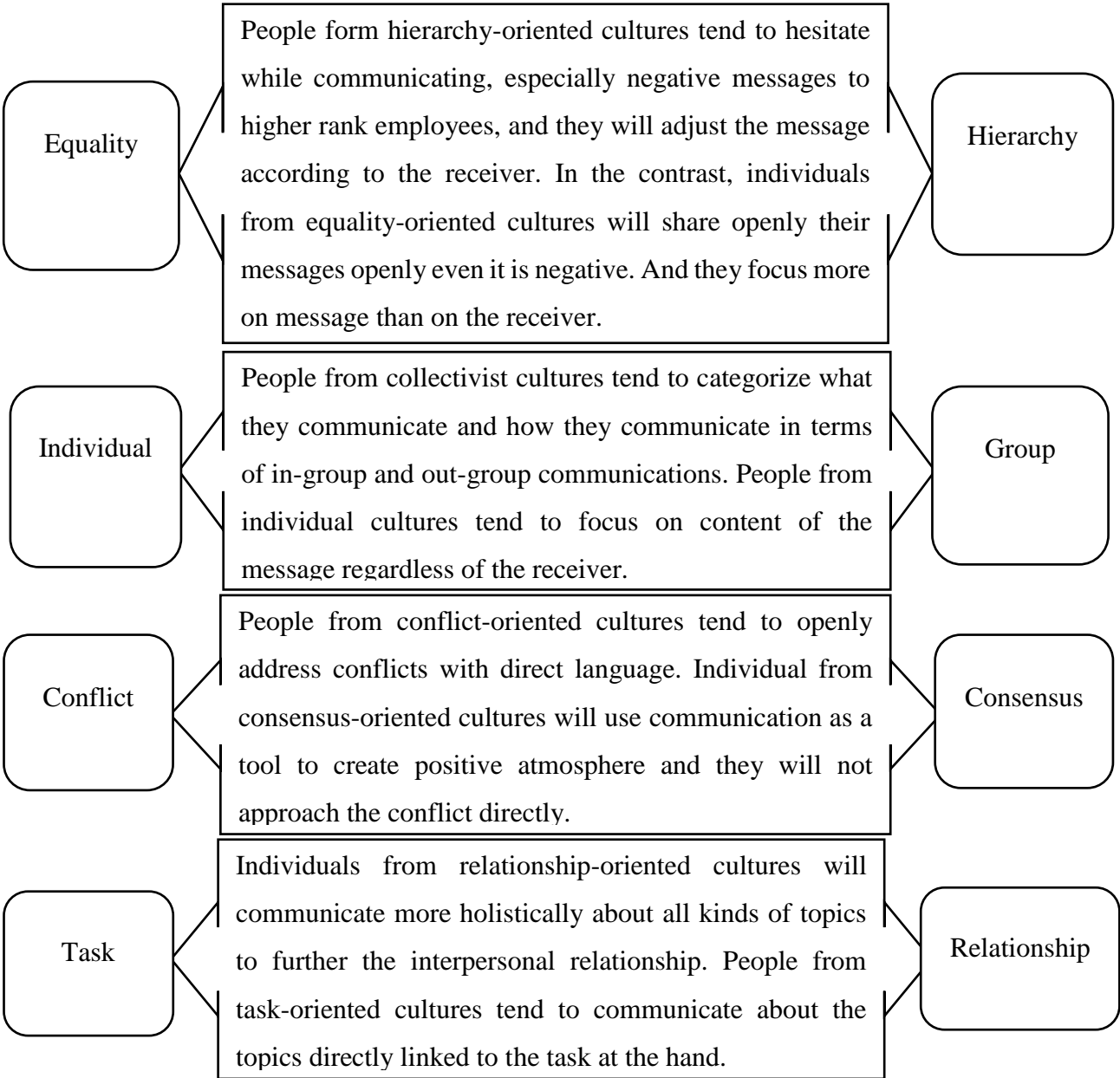
Equality	People form hierarchy-oriented cultures tend to hesitate while communicating, especially negative messages to higher rank employees, and they will adjust the message according to the receiver. In the contrast, individuals from equality-oriented cultures will share openly their messages openly even it is negative. And they focus more on message than on the receiver.	Hierarchy
Individual	People from collectivist cultures tend to categorize what they communicate and how they communicate in terms of in-group and out-group communications. People from individual cultures tend to focus on content of the message regardless of the receiver.	Group
Conflict	People from conflict-oriented cultures tend to openly address conflicts with direct language. Individual from consensus-oriented cultures will use communication as a tool to create positive atmosphere and they will not approach the conflict directly.	Consensus
Task	Individuals from relationship-oriented cultures will communicate more holistically about all kinds of topics to further the interpersonal relationship. People from task-oriented cultures tend to communicate about the topics directly linked to the task at the hand.	Relationship

Figure 5. Cultural dimensions with the impact on communication (Adapted by Koster, 2010)

Figure 5 outlines the effect of main cultural dimensions on the communication process. This cultural gap analysis helps to project managers and the whole project team to identify and anticipate potential communication issues. Based on this analysis, training should be planed and conducted..

Koster (2010) introduces three communication styles, which reflect how people communicate from different cultures.

Direct versus indirect. Sender which uses indirect communication style does not reveal his/her true intentions. In the contrast, people who use direct communication style tend to express themselves very directly, because their verbal message is explicit and embodies their intentions.

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Elaborate versus succinct. A communicator using an elaborate communication style tends to use a lot of words, full of emotions, metaphors, and exaggerations. But an exacting communicator would try to express the same meaning with less words and being as precise as possible.

Personal versus contextual. A third way of different communication style is by contrasting verbal style which is individual –centred with role-centred style. The personal style emphasise the sense of communicator identity. Typically, people from individualistic cultures tend to apply personal communication style. For contextual communicator who emphasizes his/her role or relation with others, the personal style could be too aggressive potentially making the receiver to lose face. In general, contextual communicator tend to use different degrees of formality and different words depending on the addressee's status, gender or age.

Successful communication in the multicultural team is also based on three competencies: multicultural sensitivity, multicultural communication, and managing uncertainty.

Table 3. Multicultural competencies and their aspects (adapted by Brinkman and Weerdenburg, 2014)

MULTICULTURAL SENSITIVITY	
The degree to which managers are actively interested in others cultural background, their needs and perspectives.	
Aspect 1: Cultural Awareness	**Aspect 2: Attention to Signals**
The ability to recognise own interpretations, norms and values as culture-specific, and to consider different cultural perspectives as equally valid.	The extent to which managers seek information about others' thoughts and feelings by paying attention to verbal and nonverbal signals when communicating.
MULTICULTURAL COMMUNICATION	
The degree to which managers actively monitor how they communicate with colleagues from the other cultures.	
Aspect 1: Active Listening	**Aspect 2: Adapting Communication Style**
The degree to which workers are mindful when communicating with others, and pays attention to their expectation and needs.	The degree to which managers adjust how to communicate in order to transmit a message in line with cultural requirements.
MANAGING UNCERTAINTY	
The degree to which managers see the uncertainty and complexity of culturally diverse environments as an opportunity for personal development.	
Aspect 1: Openness to Cultural Diversity	**Aspects 2: Exploring New approaches**
The degree to which managers are willing to deal with the additional complexity of culturally diverse environments.	The degree to which managers are stimulated by diversity as a source of learning and innovation, and risks trying out new ideas.

The table 3 explains the competencies and how they work. These competencies help to anticipate how cultural differences can affect communication among the team members (Brinkman and Weerdenburg, 2014).

In conclusion, good communication means (Siguencia, Leon, Daderska, 2016, p. 601):

- To be prepared, it is necessary to plan and determine who needs the information and what kind of information they need, also who will be a receiver of this information. The plan also specifies the frequency of the preparation of the information, their distribution channels and methods of communication;

- Distributing information properly means to develop mechanisms for project activities that will ensure that the information will be created and reached the appropriate users in the design process;

- Controlling should be periodically throughout the project life cycle. Speed of information on important matters and distribution of information to relevant stakeholders are the basic objectives of an efficient distribution system. The reporting system is the base for proper communication in the project. When planning project activities, we are planning to essential reporting system and periodic reviews of project work;

- Motivating is a good way to engage every member of the project team. Only after a good motivation, the managers will act through the tone and style of effective communication.

It is important not just to have reasonable command of the common project language. Even within same language, message can be expressed and understood in different ways, that's why interpretation is needed to avoid the misunderstandings and conflicts between team members. It is recommended to project manager to apply appropriate communication styles to different cultures, and have knowledge about verbal and non-verbal communication in different cultures to engage the team into the work and motivate them to achieve the goal. Making the effort to understand other cultures and to communicate effectively within them can go a long way in fostering trust, conveying respects, and eventually securing beneficial business deals (Mor Barak, 2014). Effective communication is the key to successful project.

2.4. Conflict management

In project teams conflicts are inevitable process, because when two or more parties have a different point of view on the same topic (for example, cost, time, scope, and quality) there is a big possibility that the conflict will occur. In multicultural project the possibility to get into the conflict is even bigger, because of cultural difference, language barriers or lack of face-to-face communication. Also, cultures differ enormously when it comes to decision-making – particularly, how quickly decisions have to be made and how much analysis is required (Bartlett and Beamish, 2014).

Even conflict as a word has a negative associations, but if no conflicts arise during the project, the team probably is not effective. Therefore, popular opinion nowadays is that conflict is necessary part of the project team, but with condition that the conflict is productive, positive and brings creativity and

innovations to the project. The optimal level of conflicts allows a positive progress towards a project goals, improve decision-making environment and quicker adaptation to project changes. The main goal for project manager in managing the conflicts is to avoid that conflicts causes problems in team's communication and collaboration, and try to stimulate and manage conflicts in the way that they brings a benefit to the project. There are different strategies and approaches that project managers can apply for managing conflicts in multicultural teams.

First of all, for project manager is useful to know the stages of conflict process. Regardless of the issues that cause the conflicts, they often follow well-defined pattern. Knowledge of this pattern, can help for managers to be ready for conflicting situations, and how to solve them. Typically there are five recognizable stages in the conflict process: frustration, conceptualization behaviour, interaction and outcome (Appelbaum, Abdallah, Shapiro, 1999; Pinto and Kharbanka, 1995).

Frustration: where one party perceives the other party as interfering with the satisfaction of one' need, wants, objectives, etc. Three factors influence the condition for conflict in the frustration stage: communication (poor communication arises from language difficulties, misunderstandings, and noise in communication channels), structure (includes variable like leadership style), personal variables (includes the personal characteristics).

Conceptualization: where each party defines the issues causing the conflict and the common alternatives solutions, which also affect the behaviour of each party. If in this stage it is possible to stop the conflict, many problems that may continually disturb the project can be solved before that get too destructive.

Behaviour: where manager observe the actions that result from the perception of conflict that influences the behaviour of each party.

Interaction: Once a conflict episode escalates, a number of different exchanges begin to occur between the two parties in the conflict. This exchange process is referred to as the conflict interaction step.

Outcome: The final step in the conflict process is the outcome, during which time the two parties have come to some agreement in terms of resolving the conflict. The important thing to remember for project managers is that it no matter how the conflict will be solved – agreement, disagreement – there will still be emotions that will have influence the further processes. It happens because people simply do not immediately forget the conflicts, especially when the issue were significant or either any party brought the conflict to the personal level. Playing down or trying to hide real situation may ignore the potential for further tensions.

For a project manager it is important to that that in conceptualization stage conflict-handling styles can be used to manage the conflict.

There are five conflict-handling styles: accommodation, avoidance, compromise, collaboration, competition. Figure 6 shows a layout of different styles for resolving the conflict once it occurs.
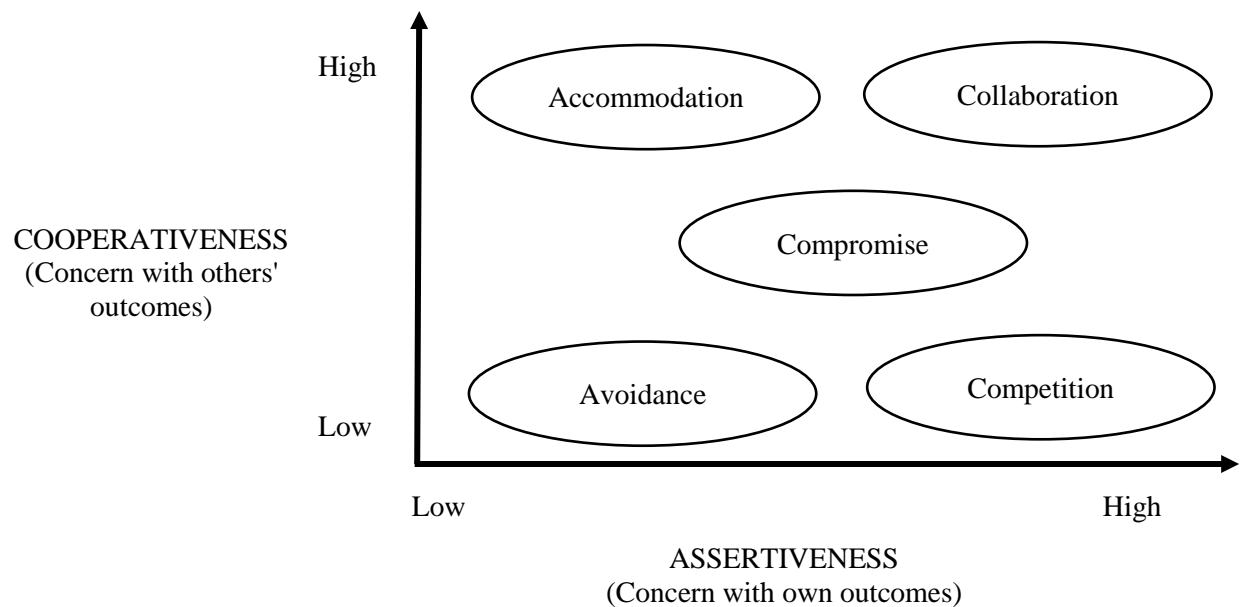

Figure 6. A typology of conflicts styles (adapted by McFarklin and Sweeney, 2011).

Binder (2007) adapted cultural perspectives from Hofstede and the strategies from Blake and Mouton and created comparison on conflict resolution approaches.

Confronting (collaboration). The objective of this conflict-handling style is to solve the problem by evaluating objectively the different positions together with conflicting parties. This can be used for situations when the impact of the decisions is important to satisfy the project customer's interests, also to gain the commitment from all parties and to avoid conflict reoccurrence. People from more individualistic cultures tend to feel more comfortable with confrontations and open discussions about the conflict. But the people from collectivist cultures in the same situation can be hurt, so project manager should be more careful.

Compromising. The objective of this conflict-handling style is find quick and suitable solutions that bring some degree of satisfaction to all parties. This style fits to situations when time is really important and when different parties have mutually exclusive goals. People from feminine culture may have tendency to compromise, by identifying the important points for the different parties, ideally under the lenses of their cultural differences. Individuals from high uncertainty-avoidance cultures may consider dangerous to compromise with opponents.

Avoiding. The objective is retreat or postpone the problem. This style fits when the people required for decision are not available at the moment, also when the issue is not relevant and cannot ruin the project and when stress level is too high and gets in the way of solving the problem objectively. People form masculine cultures may try to deny the conflict until the use of a ''forcing'' approach is inevitable.

Smoothing (accommodation). The objective of ''smoothing'' style is to avoid distraction during critical periods. This style is suitable when harmony and stability are more important in the short term, and the problem can be resolved at a later stage without impacting the project. People from collectivist cultures prefer to pretend an environment of harmony and consensus rather than facing and resolving the conflicts.

Forcing (competition). The objective of this conflict-handling style is to avoid to spend time in discussion. This style is suitable to reinforce unpopular rules and disciplines, also it fits when the reasons behind the solutions are confidential and when quick actions are required and the moderator is able to make a quick judgement. People from masculine cultures can be more incline to impose their views on their colleagues and fight until the ''best'' one wins.

Apart from these five conflict-handling styles, there are other strategies on how to solve the conflicts in multicultural teams.

Four strategies are existing that successful project managers use in order to overcome challenges and solve the conflicts: adaptation (acknowledging cultural gaps openly and working around them), structural intervention (changing the shape of them), managerial intervention (setting norms early or bringing in a higher-level manager), and exit (removing a team member when other opinions have failed) (Brett, Bahfar, Kern, 2006).

Adaptation. Some teams find ways to work with or around challenges they face, adapting practices or attitudes without making changes to the group's membership or assignments. Adaptation works when team members are willing to acknowledge and name cultural differences and to assume responsibility for figuring out how to work with them (Bartlett and Beamish, 2011).

Structural intervention. A structural intervention is a deliberate reorganization or reassignment designed to reduce interpersonal friction or to remove a source of conflict for one or more groups. This approach can be extremely effective when obvious interfere with the team or if project team members are proud, defensive, threatened, or sticked to negative stereotypes of one another (Bartlett and Beamish, 2011).

Managerial intervention. When project leader behaves like an arbitrator or a judge, making final decisions without a team members involvement, neither the leader nor the team gains much insight into why team has stalemated. But in this case it is possible for team members to use managerial intervention effectively to sort out the problems (Bartlett and Beamish, 2011).

Exit. This strategy is infrequent in projects, because in short-term situation, unhappy team members often just wait out the project. Exit is likely when emotions are running high and too much face had been lost on both sides to salvage the situation (Bartlett and Beamish, 2011).

Adaptation is the ideal strategy because the team works effectively to solve its own problems within minimal input from management – and, most important, learns from experience. Table 4 below can help to multicultural project manager identify the right strategy once the problem and the ''enabling situational conditions'' are identified (Bartlett and Beamish, 2011).

Table 4. Strategies for solving the conflicts (Adapted by Brett et al, 2006)

Representative problems	Enabling situational conditions	Strategy	Complicating factors
• Conflict arises from decision-making differences; • Misunderstanding arises from communication differences.	• Team members can attribute a challenge to culture rather than personality; • Higher-level managers are not available or the team would be embarrassed to involve them.	**Adaptation**	• Team members must be exceptionally aware; • Negotiating a common understanding takes time.
• The team is affected by emotional tensions relating to fluency issues or prejudice • Team members are inhibited by perceived status differences among teammates	• The team can be subdivided to mix cultures or expertise; • Tasks can be subdivided.	**Structural Intervention**	• If team members aren't carefully distributed, subgroups can strengthen pre-existing differences; • Subgroup solutions have to fit back together.
• Violations of hierarchy have resulted in loss of face; • An absence of ground rules is causing conflict	• The problem has produced a high level of emotion; • The team has reached a stalemate; • A higher-level manager is able and willing to intervene.	**Managerial Intervention**	• The team becomes overly dependent on the manager; • Team members may be side-lined or resistant.
• A team member cannot adjust to the challenge at hand and has become unable to contribute to the project.	• The team is permanent rather than temporary; • Emotions are beyond the point of intervention; • Too much face has been lost	**Exit**	• Talent and training costs are lost.

For managers, who are working in multicultural teams, is necessary to be mindful of the channels of communication due to avoiding the conflicts. Comfort and Franklin (2011) give some advices on how to communicate when conflict is going to happen:

- Do not use the e-mail to communicate complex or sensitive messages or give negative feedback. It is better to send an e-mail and agree on the time for an appointment or phone call;

- Never respond to the e-mail too quickly. Take a break, let emotions to pass, especially in case of anger or discontent.

- Do not send the same email to cover the situation, it may display a lack of trust in the other team members.

In conclusion, multicultural team leader has to know the team members and their cultures, and then decide which conflict-handling style to apply in order to not offend the people and try to find a best solution for the particular situation.

2.5 Analysis method and model

Kim and Mauborgne (2006) created a comprehensive set of analytic tools and frameworks any organization can apply to create new market spaces and make the competition irrelevant.

Blue ocean strategy tools, methodologies and frameworks bring structure to what has historically been an unstructured problem in strategy – informing organizations' ability to create new market spaces systematically. With blue ocean strategy tools and analytics, companies can now pursue and create blue oceans of uncontested market space in an opportunity-maximizing, risk-minimizing way.

In order to create a new guideline, one of blue ocean strategy's tools called Four Actions Framework, can be used. This framework is used to reconstruct customer value. However, this can be adjusted and applied for improving multicultural project team work. The four questions (figure 7) identify factors that reduce, eliminate, raise and create value (Kim, Mauborgne, 2006):

1. What are the factors, which industry takes for granted, but they should be eliminated? This question helps to recognize the factors, which are still in the industry, however they already lost their value or even can decrease the productivity. All those factors are usually taken for granted however they no longer truly provide any value.

2. What are the factors that should be reduced below the particular industry standard? This question helps to evaluate if particular factors have too many features because they are over designed in an effort to be competitive in each possible element within the industry. By providing this type of product and service businesses over deliver and over serve the customers however in many cases without adding significant value.

3. What are the factors that should be raised above your industry standard? Third question helps to discover the existing compromises which are pushed to the customers within the industry. There are always some elements where customers do not get enough of some features that happen to be really important for them. Simply by identifying these types of features it is becoming possible to raise them at a higher level compared to any of the competitors.

4. What are the factors that are not currently offered in the industry but should be created?

The last question helps to create totally new features, which would improve the work. By discovering brand-new value elements, it is possible to change the entire strategic position and make a lot of standard elements less relevant.
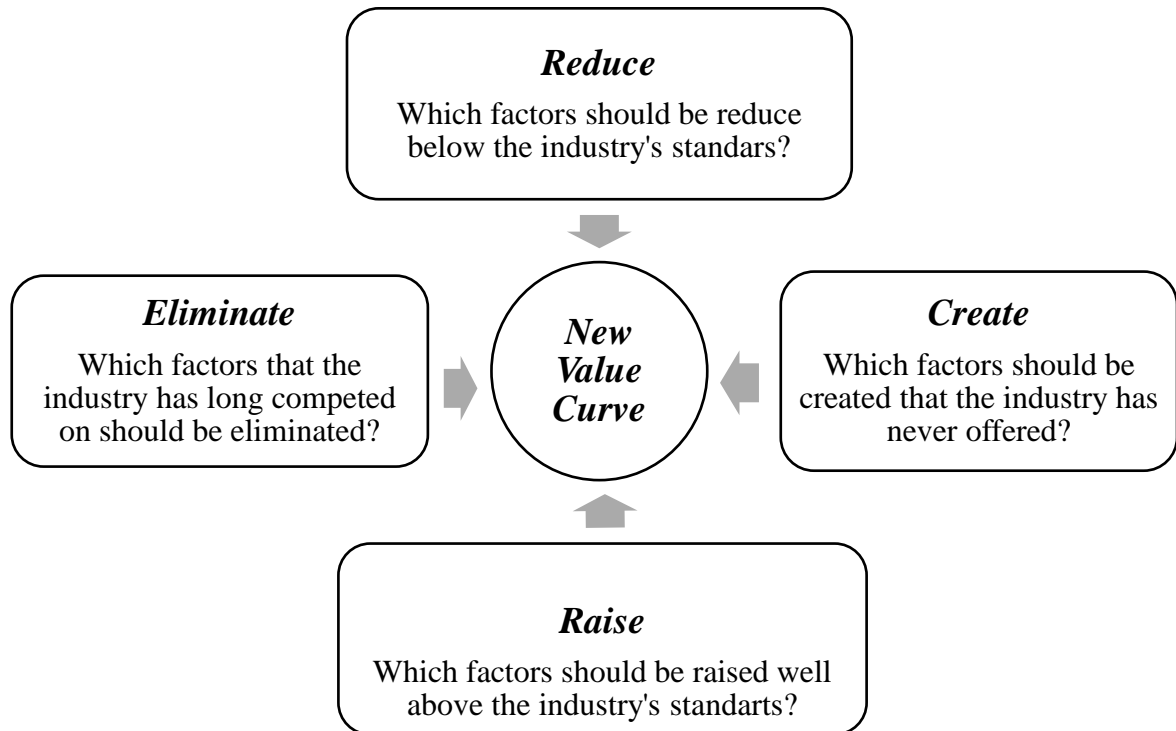
Four Actions Framework can be easily adapted to reconstruct the value in multicultural project team management. After carry out the both, theoretical and empirical, researches this model can be useful for highlighting the factors and elements of multicultural project team management should be reduced, eliminated, raised and created. For multicultural project managers this framework would help to manage the teams, because it is precise and accurate about the factors to which it is important to pay attention.

In conclusion, after theoretical background analysis, it is clear that models for managing multicultural project teams have some disadvantages and they have to be improved, because for multicultural managers it can be hard to find a suitable model, which is totally completed and is applicable to the current situation. That is why the framework for multicultural project team management has to be updated and improve in order to adjust it to the contemporary projects.

3. EMPIRICAL RESEARCH METHOLOGY

In order to develop a suitable guideline for solutions, tools and decisions, the surveys have to be carried out, in which obtained information helps to identify problems and strategies (Dikčius, 2011). Therefore, after the literature review and presentation frameworks from various authors to support the research topic, the next step is now to design the methodological research method.

In the analysis of scientific literature, most important aspects of multicultural project teams were described and the main ideas will be used in the survey. Firstly, culture and its influence to multicultural project team was defined. Hofstede found a relation between different cultures and classified them in five different dimensions, which can be very useful and helpful for project manager when working with multicultural teams. In the next chapters few more important elements of multicultural project teams were analyzed: leadership and different leadership strategies, also how to communicate more effectively with team members from different cultures and finally, how to solve the conflict in multicultural teams. According to this theoretical background analysis the survey will be composed into 4 parts and carried out, which presumably will reveal most problematic areas in multicultural teams, and how it could be improved. When all factors of this study are combined we can sketch how a manager is able to manage a multicultural project group effectively.

The **goal** of the research is after analyzing the empirical data, point out the problematic areas and create the guideline for project managers, on how to improve the management of multicultural team. To make a research more concrete the team members should be from one of these countries: Germany, Lithuania and/or Tunisia.

Objectives of the research:

1. Examine the common problems when working with team members from different cultures, and position the countries based on Hofstede's cultural dimensions;
2. To collect the information regarding the ways of leading, communicating and solving the conflicts focusing on a specific cultural groups.
3. Create the guideline which would help to project manager to lead a multicultural project group, especially with members form Germany, Lithuania and Tunisia, effectively.

The task of data collection begins after a research problem and objectives have been defined. In order to achieve the objectives and collect primary data survey was chosen. Survey research helps to obtain primary data through direct communication with respondents in one form or another or through personal interviews. One of the survey method is interview which is assigned to qualitative research and is very convenient for generating new ideas or solving problems. That is why this method will be used for caring out the research (Kothari, 2004)

The interview method of collecting data involves presentation of oral-verbal stimulation and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews (Kothari, 2004). However, innovations and technological changes caused that now internet is also used to perform the interviews. For example, people use their email as a secondary tool of communication, plus it contributes in reaching people who are not easily available for a face-to-face interview (Flick, 2009). Interview gives an opportunity to get to know you respondent, and give extensive and clear answers, which are necessary for obtaining the objectives.
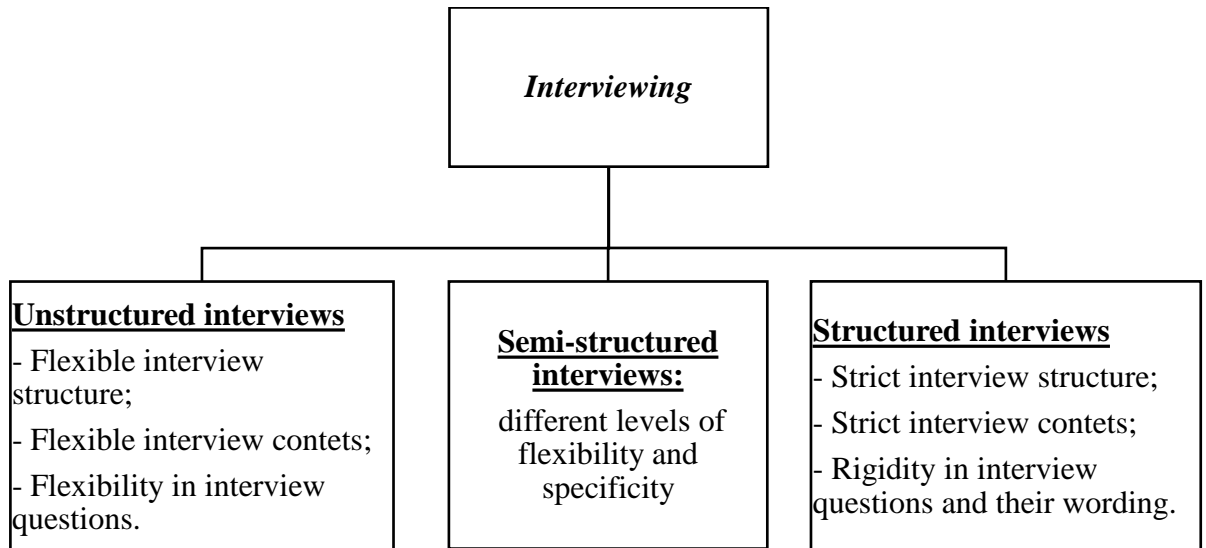
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                        ┌─────────────────────┐
                        │    Interviewing     │
                        └─────────────────────┘
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Unstructured interviews	**Semi-structured interviews:**	**Structured interviews**
- Flexible interview structure;	different levels of flexibility and specificity	- Strict interview structure;
- Flexible interview contets;		- Strict interview contets;
- Flexibility in interview questions.		- Rigidity in interview questions and their wording.

Figure 8. Types of interview (Adapted by Kumar, 2011)

As it is illustrated in figure 8, there are few types of interview. For the research structured interview type is chosen, because it provides clear information, which assures the comparability of data, therefore it will be easier to analyze and compare the answers (Kothari, 2004). In addition to interview a little questionnaire will be added. A questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers (Kumar, 2011). This method will help to collect some data for questions with multiple choices.

Respondents. To make a research more concrete respondents are chosen from three countries: Germany, Lithuania and Tunisia, which geographically and culturally are different form each other. Germany is a big and powerful country in Western Europe, Lithuania – a small Baltic country, with population of 3 million people, and it is located in Northern Europe, Tunisia is an Arabic country in Northern Africa. It is expected to interview 4 respondents from each of these countries, which work (or/and study) in foreign country so that proves the experience in working with people from different cultures.

The interviews were carried out in the different ways: mostly performing interview face-to-face, but also using e-mails and Skype. For the e-mail interviews a short introduction was created, stating the purpose of the survey and created questionnaire and open questions in a professional appealing layout (see Appendix 1). The questions were formulated and drawn from previous presented theories and conclusions about multicultural project team management.

Processing and analysis of data. Content analysis is chosen as the method to process the data. Content analysis means analyzing the contents of interviews or observational field notes in order to identify the main themes that emerge from the responses given by your respondents or the observation notes made by you. This process involves a number of steps: identify the main themes, assign codes to the main themes, classify responses under the main themes, and integrate themes and responses into the text of your report (Kumar, 2004).

4. RESEARCH RESULTS AND DISCUSSION

In this chapter the results of the empirical research will be analyzed. For achieving the final objective of this study, content analysis will be applied for analyzing the results and, finally, after detailed analysis the guideline on how to improve the management in multicultural project teams. This guideline should help to prevent the misunderstandings and conflicts in multicultural team, and ease the communication between the team members.

4.1. Research results

After carrying out the research the results were processed and analyzed. The estimated number of respondents was reached, that means four respondents from each country were interviewed and gave their answers based on their own experience when working with multicultural teams.

The total amount of respondents consists five females (1 German, 1 Tunisian and 3 Lithuanians) and seven males (3 Germans, 3 Tunisians and 1 Lithuanian). However, after interviews it was decided that genre of respondent did not make the influence to the answers, because there were no noticeable differences in the answers given by males and females. All respondents were 25-30 years old, which shows that they already have gained some experience and can give comprehensive answers that are relevant for following analysis.

Interviews were smooth and a lot of different ideas and insight were collected. In general, German and Lithuanian respondents gave shorten and more brief answers, meanwhile Tunisians wanted to explain and share their experience more.

First impression after the interviews is that all majority of respondents describe very similar challenges and problems when working with multicultural teams and it does not matter from which country they are or which kind of experience they have.

In the first question interviewees were asked to describe their multicultural experience: in where and how they had to deal and work with multicultural teams. This question was created in order to check if respondent meets the requirements and has enough multicultural experience for giving reliable answers to the following questions.

Mostly respondents are or were studying abroad, where they had to work with multicultural teams. In addition, some interviewees were members of international organizations, like youth club 'Rotaract', international charity organizations, international students association ESN, where they worked in multicultural projects. Majority of respondents already have experience in working in international companies, where again valuable multicultural experience was gained. Almost all of interviewees still

live abroad due to studying or/and working. So, in conclusion all respondents proved rich multicultural experience. Table 5 summarizes the multicultural experience of each of respondent.

Table 5. Respondents and their multicultural experience

Nr.	Nationality	Multicultural experience
Respondent 1	Lithuanian	• Studied and worked in four different foreign countries; • Prepared and participated in many international projects, seminars, conferences.
Respondent 2	Lithuanian	• Worked with multicultural teams while studied and worked abroad.
Respondent 3	Lithuanian	• Doing internships and business trips in foreign countries; • Working with multicultural teams abroad in in the home country.
Respondent 4	Lithuanian	• Studied and worked in few different foreign countries.
Respondent 5	Tunisian	• Worked in international charity organization; • Worked with multicultural team in organizing international activities or conferences; • Now working abroad in service sector.
Respondent 6	Tunisian	• Studying abroad and working with multicultural teams in international organization.
Respondent 7	Tunisian	• Studying and living in foreign country.
Respondent 8	Tunisian	• Did internship and now working in international company abroad.
Respondent 9	German	• Participant of the multicultural study projects.
Respondent 10	German	• Working in international company and often going to business trips; • Studied as an exchange student in foreign country.
Respondent 11	German	• Participant in organizing international activities with international organization; • Studying abroad.
Respondent 12	German	• Working with multicultural teams in international company.

Second part of interview contained little questionnaire based on Hofstede's cultural dimensions. The method was taken from original Hofstede's survey, which he made with IBM workers, and was simplified for interview. There were five statements, which had to be evaluated in the scale from 1 to 10, in order to indicate the cultural dimensions. After interviews the results of German, Lithuanian and Tunisian respondents were summed up for calculating an index for each of five cultural dimensions. The

lowest value is 4 and the highest is 40, because the scale in questionnaire started at 1 and there were 4 respondents rom each country, so for example, if all of them evaluate the statement as 1, the sum is 4 and if all of them chose maximum mean 10, that sum is 40.

Results are illustrated in figure 9 (DE stands for Germany, LT for Lithuania and TN for Tunisia).
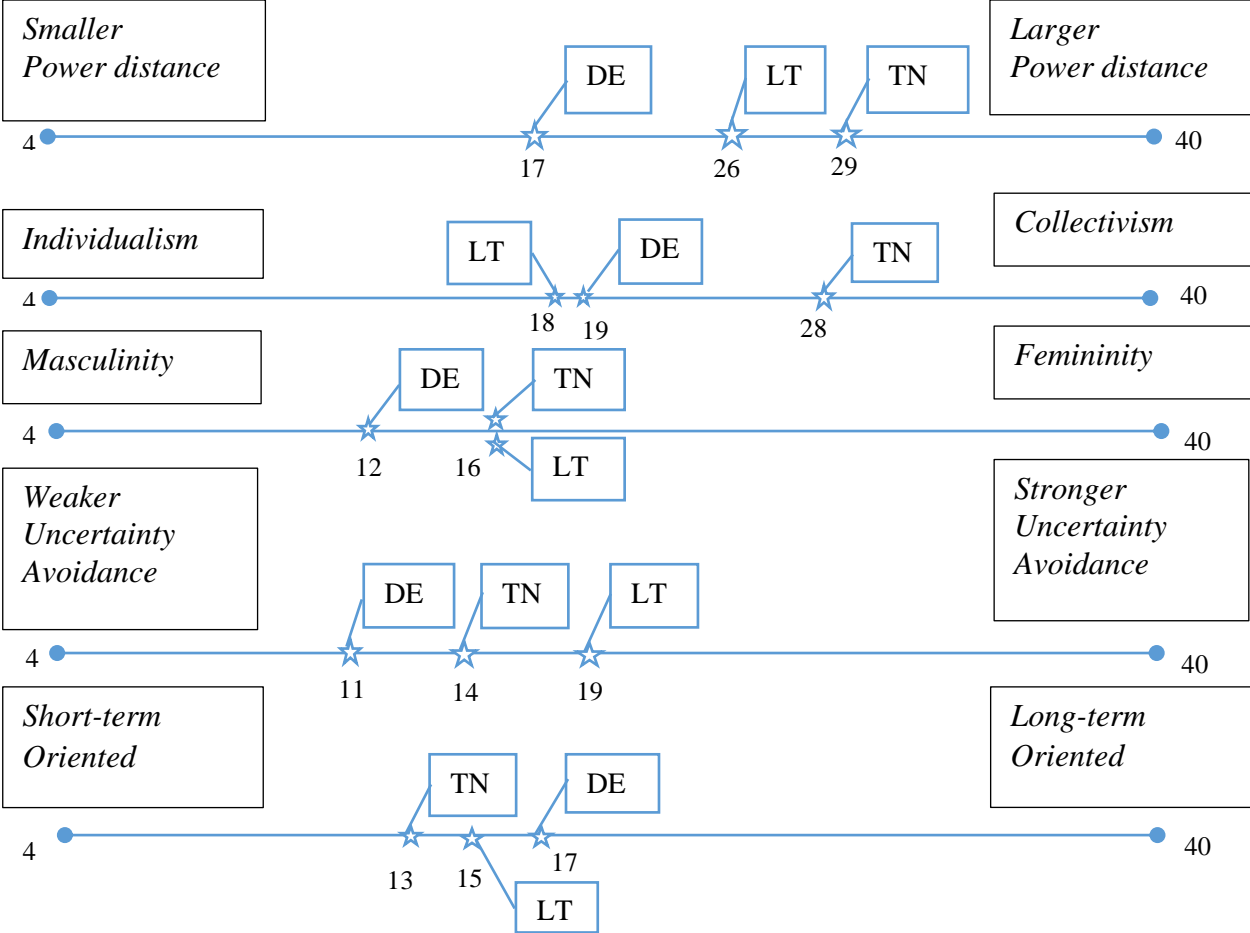

Figure 9. Germany, Lithuania and Tunisia's evaluation based on Hofstede's cultural dimensions.

First dimension to evaluate is power distance. The results shows that in Germany is more common to express the disagreement with functional manager and consult with other while working than in Lithuania or Tunisia, where index shows larger power distance between the workers and their managers.

Second dimension reveals that both European countries tend to be more individualistic than Tunisia. Lithuanians and Germans are likely to be self- determined, they prefer having enough time for their personal lives, enjoy freedom to adopt their own approach to the job and have challenging work to do, which gives personal sense of accomplishment. However, Tunisians respondents prefer to give more importance to improving their skills or learning new skills, using their abilities on the job and having good physical working condition

Small difference can be seen in third dimension where Lithuania and Tunisia stands more in feminine side and Germany is positioned as more masculine country. That means in Germany man are

expected to be tough and assertive as well as focused on material success, although in Lithuania and Tunisia both men and women are supposed to be modest, tender and concerned with quality of life.

Next dimension is uncertainty avoidance. From the results it can be seen that Lithuanians are more inclined to avoid taking risks and prefer to work with tighter rules, because uncertainty avoidance here is much higher than in Tunisia and especially Germany, where respondents accept higher risk levels and enjoy innovations.

Last cultural dimension shows that Tunisia is more short-term oriented that Lithuania and Germany, where respondents prefer to give more attention to savings and be persistent, when results are slow.

This part of interview revealed, how much cultural differences are important. Even some results did not make clear difference, some cultural dimensions showed the important differences between people from different cultures. When working in the project teams these differences can cause the conflicts or misunderstandings, so for project manager it is necessary to pay attention to it and get to know the cultures of the team members.

Next part of interview was focused on major advantages of working in multicultural teams. The answers were surprisingly similar and did not depend on from which country respondent is from. Two categories can be distinguished from the results: the advantages which appear in personal background and the advantages, which are useful for professional background.

The most important advantage, which was mentioned by the majority of respondents, is different attitudes, knowledge, and ideas, which brings innovative solutions and also improve team work (respondent 1: *''Different view to the issue brings more possibilities to find innovative solutions''*; respondent 4 *''...working in international team brings a lot of different ideas, knowledge, which can be very useful in solving problems and improve team work.''*; respondent 2: *''Working in international team brings a lot of different ideas, knowledge, which can be very useful in solving problems and improve team work''*; respondent 3: *''...different ideas means more different ways of solving problems.''*; respondent 8 *''Different perspective in solving Problems and finding solutions is biggest advantage''*; respondent 5 *''working in multicultural teams makes team members more excited and motivated, so all team becomes more efficient in working together. Also different cultures can bring different and vast solutions.''*; respondent 10: *''Different attitudes and points of view which offers you new methods of making decisions.''*)

Personal advantages:

- Learning about different cultures (respondent 2: *''I think it is quite interesting in terms of getting to know other cultures or other languages.''; respondent 5 ''as a person you can learn a lot from different cultures''*).

- Improve ability to deal and work with different people (respondent 7: '*'Learn and respect the differences''*; respondent 2: *''the ability to learn how to deal with people who are different than you.''*).

- Gain new experience and improve technical knowledge (respondent 4: *''Also you can learn from other people experience and improve your own performance''*; respondent 5 *''...multicultural teams can both, your technical skills, and also affect your personal behaviour.''*; respondent 3 *''Opportunity to gain extra knowledge and experience from other cultures''*).

Although, the benefits of working in multicultural are unquestioned, still there are challenges and problems which influence team work and make it more difficult. The language and communication difficulties appeared in the majority of the answers, and it will be analysed in the further part of interview. Except from this there are more difficulties:

- **Different expectations and behaviour of the team members** (respondent 10: *''some team members prefer to work alone and are focused on being efficient and other prefer to work in a team.''*);

- **How to create a good atmosphere in the team** (respondent 5: *''how to ensure the harmony, good atmosphere and positive connection between the team members''*);

- **How to fight stereotypes or not offend other members without knowing it** (respondent 1: *''... sometimes it is hard to communicate without offending someone's feelings without knowing it''*; respondent 5*: ''challenges are how to fight stereotypes. Also, how to express your dissatisfaction or critic without offending other team members feelings, because in different cultures even same phrase can be understood differently.''*; respondent 6: *''there is also somethings that other people from other countries could not understand or accept, because it is against personal belief.''*),

- **Double standards** (respondent 2: *''I think the worst part is that you cannot say anything bad to a black person or a Muslim because no matter what you will say they will treat it as a discrimination even if it is really not related with their race or religion. If they would say something to a white person nobody would care. So I think those double standards are the worst part.''*).

- **Different working approaches** (respondent 6: *''...cultural differences that can be illustrated with work approaches that differentiates itself from country to another, from one a region to a different one.''*).

When asked if work in multicultural team prevent from finishing the project or achieving the better results some of the respondents shared their experience:

- ''One time abroad, I was working with Turkish team and while preparing the project I explained that they are wrong in some parts, and the presentation does not make sense. Anyway they did not listen to me and in the presentation manager made same remarks, which were exactly same as I explained in the preparation. In the end, unfortunately, our results were lower than it could be.'' (respondent 4);

- ''One time I was doing an internship as engineer in international company in Germany, but I was working in the department with mostly Russian people. And even the official language was German, but Russian team members were communicating in Russian, so I couldn't participate in the team work efficiently and show my best performance because I wasn't a real part of the team. In the end, I lost my patient and I understood that I can't get a place in the company, because I was different and the team was already sticked together.'' (respondent 8);

- ''Now I am studying at university and we have lots of group projects. Most problems occur with Chinese team members. Firstly, they almost don't speak English and if in the group there is more than one Chinese they start to speak in their language. Also they need lots of pressure to do the work, otherwise they will just do this on the last night. Obviously, it is hard to achieve good results in that kind of team.'' (Respondent 2).

- ''When working in the team with Indian people, the leader of the group was woman and the team had a problems in communication with her. That cause extra problems and team couldn't achieve the results and show the best performance.'' (Respondent 3).

- ''I remember having a lot of problems with explaining my point of view and my ideas to a Chinese teammate for a speech project, because he was new and was a beginning English speaker. Of course results could have been better with someone speaking better English.'' (Responded 7).

- ''One time we had a "toxic" member in the project team that tried to get his opinion over the rest of the team and did not listen to the critics or others' opinion and remarks, we faced a "dead-end" street with no other possibilities to continue the project or to achieve our goal.'' (Respondent 10)

The answers proved the point that working in multicultural teams is very challenging and cultural differences can be a big barrier for achieving the final results. However, with deeper cultural knowledge it is possible to prevent these problems.

The interviewees offered a lot of solutions, which should help avoiding these problems: **trying to understand other cultures** (respondent 3: *''...trying to understand different cultures, and be more*

tolerant to them.''; respondent 9: '*'Understanding the different cultures of the team members and try to find a common base that everyone is able to work with.''*), **setting the common language and make sure that all team members are on the same advances level:** (respondent 10: *''Putting a team together that has a same language level. English mostly helps''.*), **being patient with team members** (respondent 1: *''I try to be patient and explain the situation more precisely''*; respondent 4: *''...trying over and over again to talk and explain the same things. Being patient to your team members from other countries are very important.';* respondent 8*: ''it is important to be a patient and try to build on a healthy and positive discussion in the group and that can relate to most of the members of the team''*), **have friendly discussions before starting to work together or even have some activities after work which would help to get to know each other** (respondent 5: '*'Before starting the serious work I always try to have friendly discussions, and speaking about some personal stuff to ensure the friendly atmosphere and also showing my good intentions. ''*; respondent 6: *''It is necessary to know well the members of the team and have other activities together outside the work''.*

When asked about importance of cultural knowledge in multicultural project teams, almost all of the interviewees agreed that lack of cultural knowledge and understanding can cause some of all these problems, so it is important constantly learn about other cultures.

In the next part of the interview, questions about leadership, including skills of multicultural leaders and leadership style preferences, had to be answered.

Firstly, respondents were asked to name at least five skills or competencies which are the most important to multicultural team leader. Majority of the respondents agreed that mastering at least few foreign languages is necessary competence for multicultural team leader. Other skills and competencies, which were mentioned more than one time, were counted and ranked depending on how many times they were mentioned by interviewees.

1. Good communication skills (7)
2. Good listener (5)
3. Cultural awareness (5)
4. Conflict managing skills (4)
5. Open-mindedness (4)
6. Patient (4)
7. Empathy (2)
8. Creativity (2)
9. Multicultural experience (2)
10. Tolerance (2)
11. Objective thinking (2)

The results show that more than half interviewees think that communication skills are very important for multicultural leader. Other necessary competencies are being a good listener and have deep cultural knowledge. This list is very important to multicultural managers, because they should know which skills and competencies they have to develop more.

Next question asked to choose the leadership style respondents prefer to apply in their team. They were given the brief descriptions of the each style and they could choose more than one style which applies for them. Results for this question are illustrated in figure 10.

Which leadership styles you would prefer in your team?

Figure 10. Leadership style preferences by Germans, Lithuanians and Tunisians.

Figure 10 shows that German respondents did not agree on one style, because all Germans chose different leadership styles. Tunisians expressed the preference to team-oriented leadership as well as Lithuanian respondents. Also three Tunisians interviewees chose participative leadership. The results proves that different nationality people can chose different leadership styles, that is why for project managers it is necessary to determine which style to apply for particular project.

Third part of the interview analysed communication in multicultural teams. As it was mentioned before **language barrier** is the most common communication problem, which was referred by every interviewee.

One more problem which appeared in most of the answers is that even language skills are good enough, but the real meaning still can be lost due to different culture or different point of view. In this case, the same phrases or expressions can be understood differently by team members and cause a lot of unnecessary problems (respondent 1: *''Misunderstandings between different cultures, when the meaning is lost in the context and the listener can't understand the true meaning.''*; respondent 2: *''When someone*

says "I will do this quickly" you never know what does it mean. For Northern Europeans it means maybe within an hour. For Spanish it might mean tomorrow or whenever they have a spare time."; respondent 7: *''Logic of speaking is a problem, because when task is difficult you should express yourself and explain everything in clearly and briefly way, which can be hard because of different cultural background.''*).

Next question required respondents to choose the communication style which they use when working in multicultural teams. The results for this question are illustrated in figure 11.
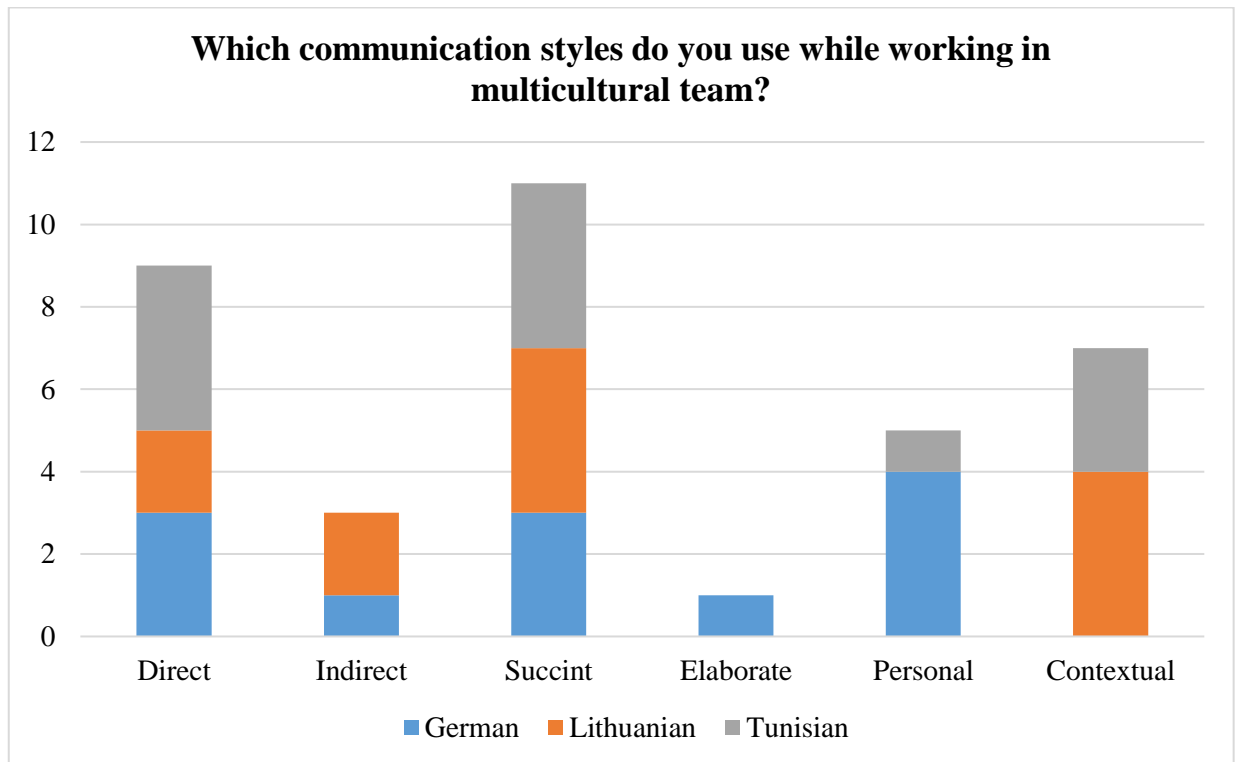

Figure 11. Communication style preferences by Germans, Lithuanians and Tunisians.

Figure 11 shows the results of the popular communication styles. All Tunisians and majority of Germans and Lithuanians prefer direct communication style over indirect, so there should not be a problems between these team members, because most of them tend to express themselves very directly and prefer not to hide their true intentions. Same is happening with succinct communication style which was chosen over elaborate style by almost all respondents except from one German respondent. However, the difference can be seen in personal versus contextual communication style, because all German interviewees chose personal style, while all Tunisians and almost all Lithuanians chose contextual style. In this particular situation some problems could occur during the project, because for contextual communicator, who emphasizes his/her role or relation with others, the personal style could be too aggressive potentially making the receiver to lose face. For this reason multicultural leader should

be very careful about choosing communication style, because different people tend to communicate differently.

In the following question about communication, interviewees were also asked, how the communication in the project could be more effective:

- Respondent 9 advices that *''everybody should matter as a person, and everybody should feel important; the trust should be the base of the team so team members can feel free and bring in the ideas.''*.

- Respondent 2 says that communication can be effective *''when a person speaks clearly, doesn't use a slang (which a foreigner might not understand), has a normal speaking pace, is straight to the point. Sometimes if a person (leader) asks to do lots of duties it is useful to write them on the paper or send an email instead of hoping other person to remember everything''.*

- Respondent 3 mentioned, that in order to improve communication between multicultural team *''it is important to be patient and try to understand other cultures and don't judge it.''*

The last part of the interview was about conflict management. In the first question interviewees had to answer the question, how they overcome the conflicts in multicultural teams. Here communication and understanding again is the main key factors, but respondents gave a wide variety of solutions for the conflicts:

- **Understanding other team members** (respondent 12: *''Understanding the point of view of the conflict parties is the first step to solve the conflict''*);

- **Using professional knowledge for overcoming the conflicting situations** (respondent 3: *''Try to solve the problems with professional knowledge but not include the feelings and emotions''*);

- **Speaking directly with conflicting parties** (respondent 5: *''I try to talk directly talk with someone who caused the problems or misunderstandings, find the causes of the conflicts and try to solve it.''*);

- **Try to stay unbiased** (respondent 8: *''...solving problems peacefully and trying to be comprehensive, and never be on the side of one and let the other part down.''*).

One more question about conflict management is which the conflict-handling styles look the most important. The interviewees could choose more than one option. Figure 12 represents the results of how Germans, Lithuanians, and Tunisians prefer to handle the conflicts. Confronting style, when different positions are evaluated objectively with conflicting parties, is the most popular style between Germans and Tunisians, when Lithuanians slightly more preferred compromising approach. Smoothing style was

chosen by few German and Tunisian respondents. Here three nations should not have problems, because confronting and compromising approaches do not interfere with each other.
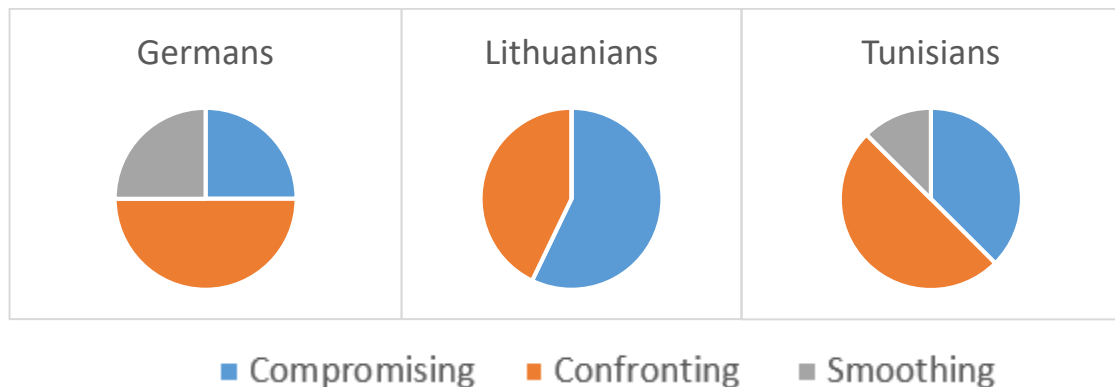

Figure 12. Conflict-handling styles

However, conflict-handling styles vary depending on particular situation, so same style cannot be applied in all the conflicts.

The final question was, what would help to avoid conflicts. Answers of all the interviews can be summarize by respondent 2: '*'It is crucial not only to hear but to listen as well to other parties. Not to interrupt when somebody else is speaking. Be patient. And understand that a conflict rarely leads to good decisions. So if there is something that person doesn't feel happy about is better to say this immediately than to wait for an explosion. A comfortable, not stressful environment is very important in order to achieve the best results*".

In summary, even the advantages of multicultural teams are obvious, there can occur numerous different problems which have to be solved in order to manage multicultural team effectively. The most important things when working in multicultural team are to be patient and open-minded about other cultures, try to avoid stereotypes and prejudgments, adapt and learn how to tolerate the ones who are different. All cultures are different, so multicultural team members have to be respectful to each other, communicate clearly and always make sure that team member can understand the true meaning.

3.3. Guideline for managing multicultural team effectively

After carrying out the research and analyzing results about problems and different aspects of working in multicultural teams, also using theoretical background analysis, the guideline of how to improve multicultural team management will be created.

First of all, both, theoretical and empirical, researches proved that key success factors for efficient multicultural project management are: cultural awareness, leadership, communication, conflict

management. These factors can be combined into model which is illustrated in figure 13. It would help for multicultural project leader to understand to which factors it is important to pay more attention.
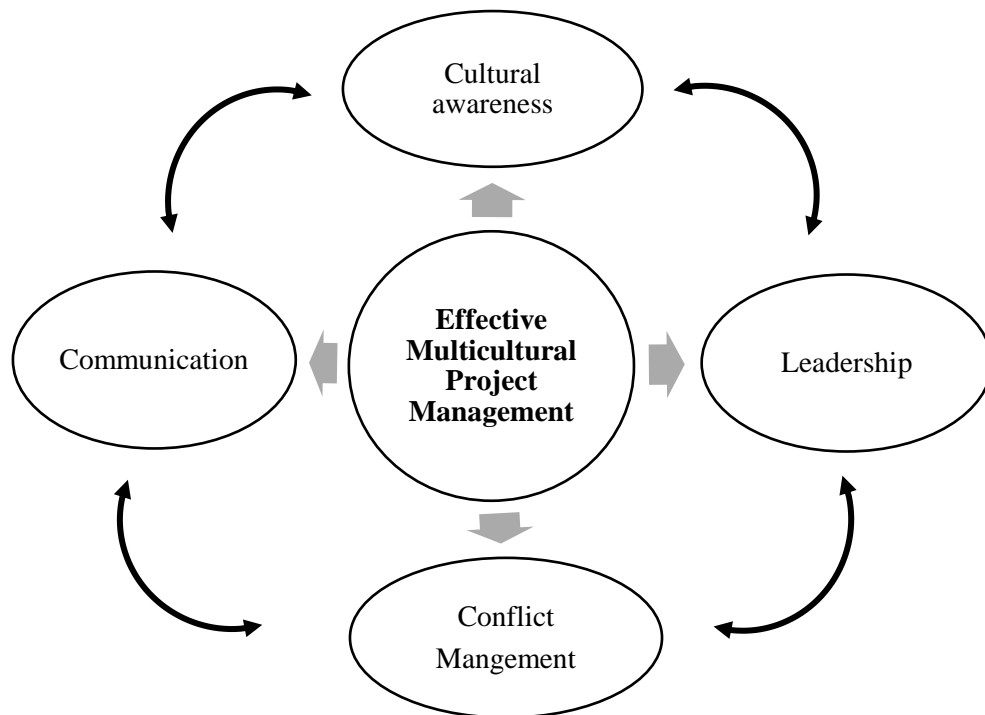

Figure 13. Multicultural project team management system

Cultural awareness. This factor is crucial for multicultural team, because, especially, in the initiating and planning stages of the project, team members do not know each other, so cultural differences can lead to conflicts and misunderstandings from the very beginning of the project.

Team leader must know the cultures of the team members, also help them to get to know each other. In this stage team building activities and after work meetings in friendly environment can be organized. For example, meetings at restaurants, coffee shops, sporting events etc., where managers can observe customs, traditions and behaviors of other team members. This would help to get the knowledge about other cultures and decrease chances for having misunderstandings during the project as well as to create the good and friendly atmosphere between team members, which is very beneficial and necessary for efficient team work.

Professional training is very useful in order to increase team members' cultural awareness. During the training team members could get theoretical knowledge with practical examples on how to work together, how to communicate between different cultures and solve the problems, which are common in multicultural teams.

One more helpful suggestion for raising cultural awareness is Hofstede's cultural dimensions exercise. Here team members should answer few questions, which are based on five cultural dimensions and this would help to determine from which cultures team members are and how leader should manage

the team. For instance, in one of the first team meeting leader can apply Hofstede's cultural dimensions questionnaire, to get useful cultural information. Depending on the answers it would be easier for multicultural leader to make some decisions on how to manage this particular team.

Figure 14 summarizes cultural practices which have to be applied in the beginning of the project. This will help to build team, create a good atmosphere between team members and mainly to improve cultural knowledge, which will lead to efficient project team work.
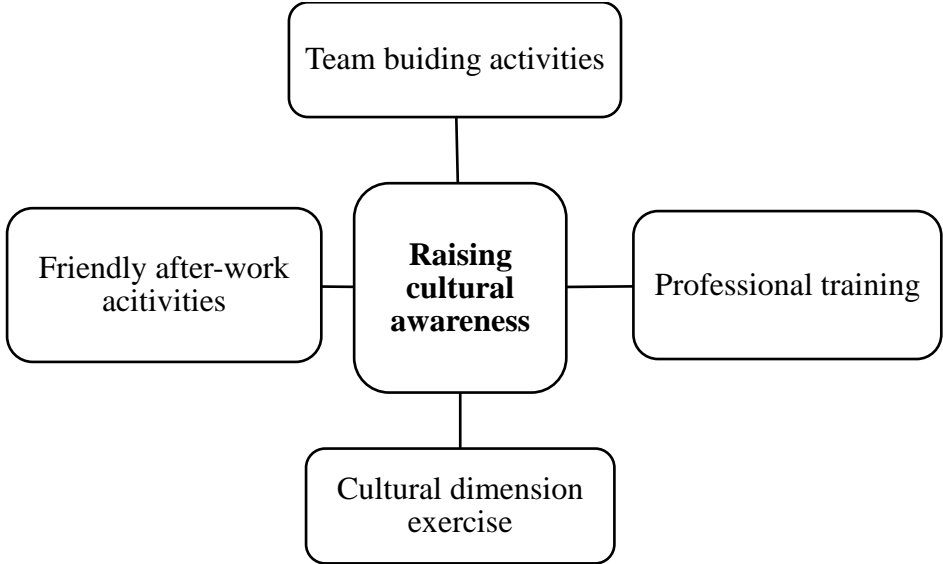
Figure 14. Most important factors for raising cultural awareness

Leadership. The skills and competencies needed to manage multicultural project teams are often ignored by companies that believe that a manager experienced in monocultural management will be equally successful in a multicultural environment. However, this point of view is wrong, because theoretical and empirical research proved, that multicultural team leader needs more skills and some specific competencies, which are necessary in order to be able to deal and work with multicultural environment.

The most important competence for multicultural team leader is ability to communicate in foreign languages: leader has to master at least few foreign language, to make easier to communicate with team members and control every process.

As a person, team leader has to be open-minded and patient, which are most important personal features. Also, great communication skills are highly required by the team members as well as being a good listener.

As it was mentioned before, cultural awareness is necessary for multicultural team leader. This can be achieved through multicultural experience, doing researches about different cultures and spending time between multicultural people.

The summary of most important personal skills and competencies of multicultural team leader are illustrated in figure 15.

Figure 15. The competencies of multicultural team leader

Communication. Team leader has to ensure the effective communication between team members within all the project. It means that communication should be clear and straight to the point, so the meaning is not lost in the context and is not influenced by cultural differences. For leader is it necessary to check if all team members get the true meaning and there is no misunderstandings between team members, it is also important that team leader clearly communicate project goals and values, so the team members can understand them.

Multicultural leader should explain the purpose and benefits of the project to help establish the bond between the team member and the project objectives. Stress the importance of every manager and how their experience and knowledge will benefit the project.

It can be useful to have a list of the most common phrases and terms within particular project. This would help to improve professional communication between managers. Writing down the duties and responsibilities of the team members can also be a good practice, so every team member is sure about what he/she has to do.

Communication cannot be influenced by different cultures that is why every team member has to be tolerant and patient with each other. Team members should try to explain the issue again, if they can see that other team members cannot understand it clearly. Managers should not hesitate about asking questions and others should not be annoyed by answering them. Team leaders should encourage this behavior between team members, so everybody can feel confident about making the things clear for themselves.

One more useful advice is that team leader can examine the team members on which communication styles could be used during the project. As it was revealed, in the survey different cultures may prefer different communication styles, which sometimes can cause a problems. It can

happen when one team member prefer the style which is totally unacceptable to other team members, so it the beginning the team should agree on which styles can be appropriate.

All suggestions, based on theoretical background and survey, for effective communication were summarize and short guideline was conducted, which is showed in figure 16.
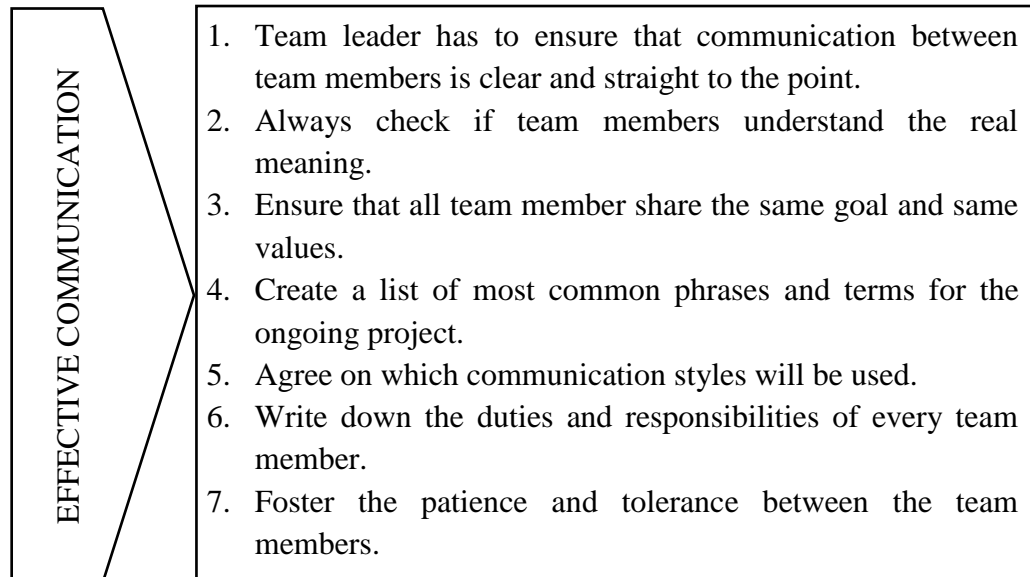

EFFECTIVE COMMUNICATION

1. Team leader has to ensure that communication between team members is clear and straight to the point.
2. Always check if team members understand the real meaning.
3. Ensure that all team member share the same goal and same values.
4. Create a list of most common phrases and terms for the ongoing project.
5. Agree on which communication styles will be used.
6. Write down the duties and responsibilities of every team member.
7. Foster the patience and tolerance between the team members.

Figure 16. The guideline for effective communication in multicultural project team.

Conflict management. Conflicts are inevitable part of multicultural teams, therefore team leader has always to be ready and prepared to take control of solving them. The way of solving the conflicts depends on the situation, the team members and the stage in which conflict occurred. The earlier conflict is noticed the easier is to solve it.

 In the project in would be great to solve the conflict in the way that all parties would be satisfied about final decision, for this compromising or confronting conflict-handle styles are most suitable. However worth to know, that it is very hard to apply these styles in projects, because in the conflicts it is difficult to achieve win-win situation.

When the conflict occurs it is important to identify the issue and which party caused it. Then team leader should speak individually with team member(s), who cause the problems and try to solve it. Other option is to talk with both parties and try to compromise on a point that everyone is satisfied. Very crucial point is not to use emotions or feelings while solving the conflicts, just talk calmly, objectively and use facts. All team members should listen to other parties and do not interrupt when somebody is speaking.

Leader should inform the team that they can express their dissatisfaction immediately, and do not wait until small problems can cause a conflict. Discussion about any concerns that the team member may have, such as with language or customs is must for avoiding the conflicts. If every team member is

open to the other members' opinion and everybody is feeling confident about expressing their point of view, it is easier to avoid conflicts. For this a comfortable, not stressful environment is very important in order to achieve the best results.

The model for handling the conflicts in multicultural teams is illustrated in figure 17. It is showing the steps of the problems solving processes and giving tips, on how to solve it in the easier way.
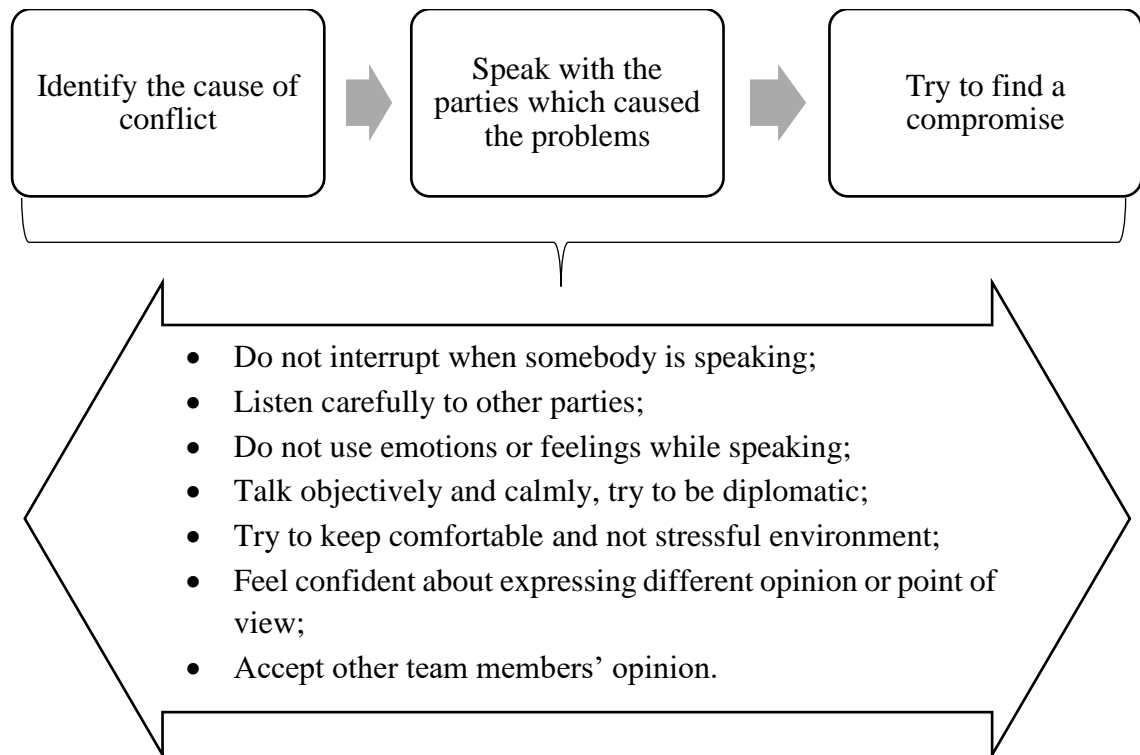
Figure 17. The model for handling the conflicts in multicultural teams.

These four factors and their guidelines, would help for multicultural project manager to get ready for managing the team, also team members would have better idea of what is like to world with managers from different cultures, especially if it is the first time for them.

After analysing factor separately, all activities and key factors can be summarized and combined into one guideline, which is shown in figure 18. In this guideline, tasks for achieving effective multicultural management depend on the project life cycle. Different activities were classified into initiating, planning, executing and closing stages. Controlling is not included because it does not influence multicultural management processes, it can be connected with executing stage.

In the initiating phase the leader has to pay attention to get-to-know each other activities and trainings, make discussions with team members and also agree on communication and leadership styles. This will make a team members to get along better and ensure the better working atmosphere during the project.

It goes without saying that within all duration of the project leader and all team members have to ensure effective communication, foster patient and tolerance between each other, maintain good atmosphere in the team and assure that all team members share the same goals.

Initiating	Planning	Executing	Closing

Cultural dimensions exercise

Agreeing on leadership/ communication styles

Professional training

List of most common phrases and terms

Team building activities

Meetings after working in friendly environment

Effective and straight to the point communication

Foster patient and tolerance between team members

Maintain a comfortable and not stressful environment

Effective conflict management

Discussion about multicultural team efficiency in the project

Figure 18. Guideline for multicultural project managers.

In the closing stage discussion about multicultural team work could be carried out. Leader can also prepare some questionnaires, where team members privately could express their opinion, about working in particular multicultural project team. This can help to analyse the mistakes or problems which occurred during the project and were influences by cultural differences, learn from them and try to avoid them in the upcoming projects.

These small steps will assist on how to improve multicultural project team management and provide basic knowledge to team leader and team members on how to work in multicultural team without having a lot of conflicts or misunderstandings, which are caused by cultural diversity.

In the conclusion, after creating the guidelines, four action framework can be applied for summarizing what exactly has to be done for improving multicultural project team management. This model is illustrated in figure 19.
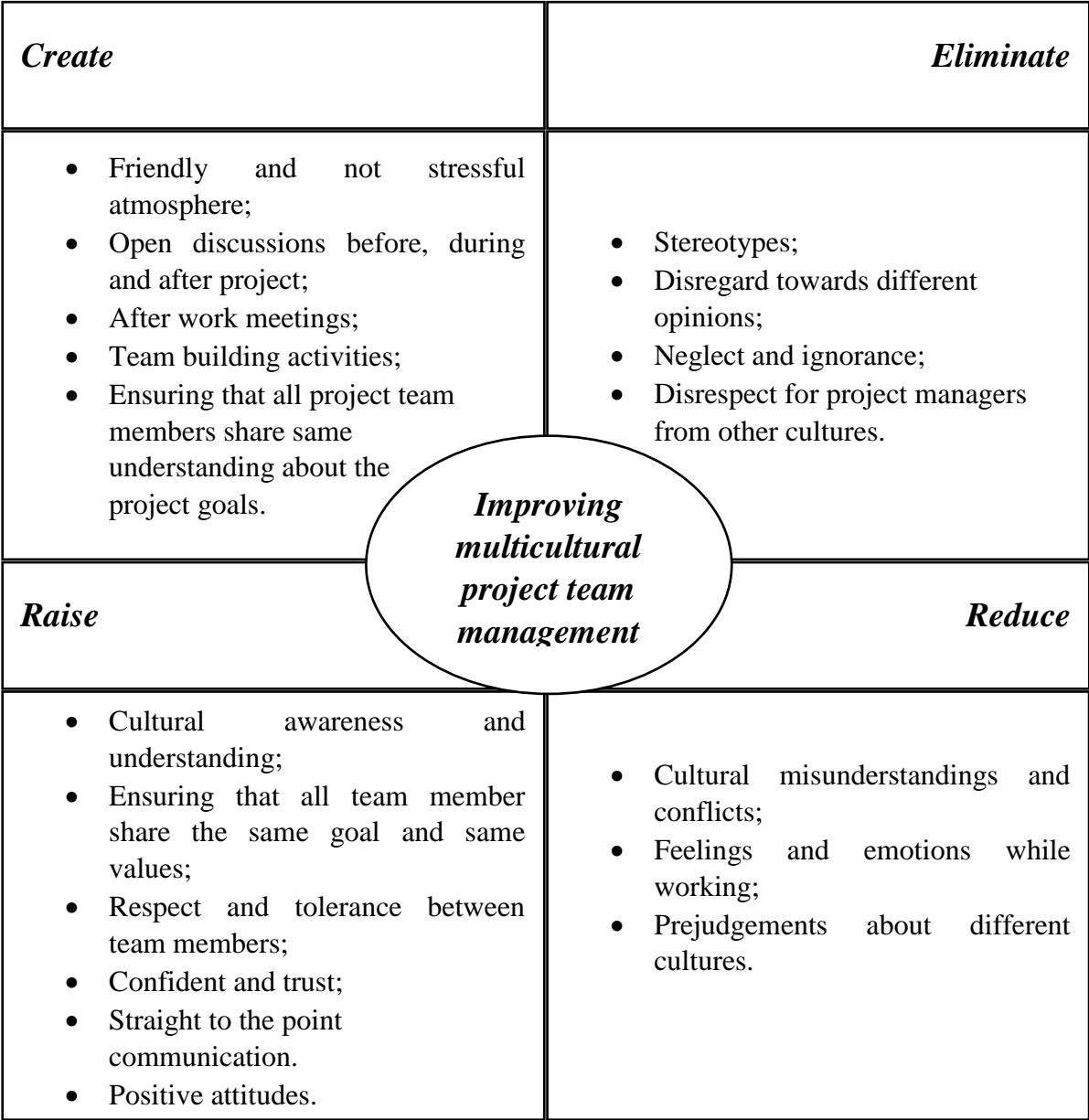
Create	*Eliminate*
- Friendly and not stressful atmosphere; - Open discussions before, during and after project; - After work meetings; - Team building activities; - Ensuring that all project team members share same understanding about the project goals.	- Stereotypes; - Disregard towards different opinions; - Neglect and ignorance; - Disrespect for project managers from other cultures.
Raise	*Reduce*
- Cultural awareness and understanding; - Ensuring that all team member share the same goal and same values; - Respect and tolerance between team members; - Confident and trust; - Straight to the point communication. - Positive attitudes.	- Cultural misunderstandings and conflicts; - Feelings and emotions while working; - Prejudgements about different cultures.

Improving multicultural project team management

Figure 19. Model for improving multicultural project team management, based on Four Actions Framework.

Figure 19 shows the tasks, which compared to other authors models and, of course, currently situation, have to be applied into multicultural team work. Because of the changing business environment

the models which were analysed in the theoretical background have to be updated, and figure 19 specifies which actions have to be done.

As it was mentioned before for improving multicultural team management certain activities have to be created in the team work. Friendly and not stressful atmosphere is necessary for managers to work productively, in addition, working environment also helps for team members to feel comfortable and discuss about the issues which occur during the project. These open discussions are very useful for reaching the better understanding and decreasing risk for having conflict. Team building activities and after work meetings make team members to have stronger bonds between each other. These activities are not very common between project team that is why it is important to bring them into the team work and achieve the better results.

Team leader and also managers have to raise cultural awareness, respect and tolerance between team members, confident and trust. Leader has to highlight the importance of effective and straight to the point communication. When every team member understand the significant meaning of communication in all multicultural project processes, it will be easier to understand each other and the team work will become more efficient and it will be easier to reach the planned results.

After creating and raising the positive aspects of multicultural team work, it is also necessary to pay attention to things which have to be eliminated or reduce in teams with cultural diversity. Stereotypes, disregard towards team members' opinions, neglect and ignorance as well as disrespect for project managers from other cultures have to be eliminated, because obviously they interfere with team productivity and stop the team from achieving the better results. These negative aspects bring unnecessary conflicts to the project which consumes extra time and energy for solving them. For the same reason, cultural misunderstandings, emotions and feelings while working in multicultural environment have to be reduced. If these factors are not reduced or eliminated it will harder to create positive working atmosphere and reach the effective communication between team members, because conflicts and wrong attitudes will dominate in the team.

After analysing theoretical background and carrying out the empirical research, results were analysed and guidelines for effective multicultural project team management were created. These guidelines and models are helpful for both, multicultural project leader and also the team members. Applying them into the team work, can help to get the basic knowledge on how to work in multicultural team, how to communicate with people from different cultures, and what are the key success factors for working efficiently, minimalizing the chances for conflicts. Multicultural team can bring a lot for benefits, different ideas and experiences to the project, however at the same time it is becoming harder to work with these teams. For these reasons multicultural project teams have to be managed in the

correct manner, so the team members can show their best performance and bring value to the project. Just efficient team can achieve planned results and execute the project successfully.

CONCLUSIONS AND RECOMENDATIONS

1. There is a growing need for multicultural teams, which is predetermined by globalisation, demand for complex team work and development of information technology. In addition, there are a lot of advantages of these team, which again proves to benefit of multicultural teams. However, collaboration of different cultures in projects creates unique communication and work-style issues that tend to create difficulties when attempting to achieve a common purpose, so obviously working with people from different countries can cause misunderstandings and conflicts. There is wide variety of challenges which has to be managed by multicultural team leader. Most common cultural challenges are communication, misunderstandings, different values and beliefs, lack of a codified approach to the training of people to work in multi-cultural environments. That's why multicultural project manager needs to take into consideration that working with multicultural teams requires a lot of effort and deeper cultural understanding. There are a lot of examples when because of cultural differences in the team, the project did not go well or even failed in the end. It proves, the importance of the team member's culture for project and the team work. Just with right management and deep cultural knowledge, the multicultural project results can improve.

2. Four main factors of effective multicultural project management were analysed: culture, leadership, communication and conflict management. First chapter analysed aspects of culture, which is defined as the collective programming of the mind that distinguishes the member of one group or category of people from other. Hofstede made a research and determined five cultural dimensions which became a base for most of the studies about cultural challenges: power distance, individualism and collectivism, masculinity versus femininity, uncertainty avoidance and long-term versus short-term orientation.

The leadership was the next aspect which was analysed, because leading multicultural project is very challenging experience. There are six global leadership styles and multicultural leader has to be careful about choosing it, because leadership types are different in effectiveness between cultural groups. Also, multicultural leader has to have deep cultural knowledge and understanding as well as ability to speak fluently in at least one foreign language. Some important traits of multicultural manager are adaptability, respect for differences, patience, open-mindedness, personal stability, innovativeness, enthusiasm and courage.

Communication is also the key to successful team work. Even within same language, message can be expressed and understood in different ways, that's why interpretation is needed to avoid the misunderstandings and conflicts between team members. It is recommended to project manager to apply

appropriate communication styles to different cultures, and have knowledge about verbal and non-verbal communication in different cultures.

If the conflicts appear within the project, there are five conflict-handling styles, which can be use: confronting, compromising, avoiding, smoothing and forcing. People from different cultures can react differently to these styles, so project manager should be careful about which conflict-handling style to choose.

3. In the third part of the study, empirical research was carried out. Interviewing method was chosen and twelve respondent, from Germany, Lithuania and Tunisia, answered the questions, which were composed on the basis of theoretical analysis. The main goal of the research was point out the problematic areas and create the guideline for project managers on how to improve the management of multicultural team.

The results confirmed the obvious benefit of multicultural teams, although there can occur numerous different problems, which have to be solved in order to manage multicultural team effectively. Respondents agreed that the most important things, when working in multicultural team, are to be patient and open-minded about other cultures while communicating with the team members, try to avoid stereotypes and prejudgments, adapt and learn how to tolerate the ones who are different.

4. The guideline for multicultural project manager contains four parts: cultural awareness, leadership, communication and conflict management. In the initiating and planning stages of the project, team building activities are very important so the team members can get to know each other and create the better working atmosphere. Project manager has to examine team members in order to understand their culture and point of view. This could be done with cultural dimension exercise and discussions on leadership and communication styles. For making the communication more efficient, some rules or methods should be set in the team. For example, a list of most common phrases and terms or writing down the responsibilities of the team members would make communication easier. Also, within all duration of the project leader has to foster patience and tolerance, maintain good atmosphere in the team and ensure that all team members share the same goals. With these recommendation it is possible to improve multicultural project management to even more effective level.

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APPENDIX 1

Dear Participant, I am a student at Fachhochschule Dortmund and Kaunas University of Technology and this interview is a part of my Masters of Project Management degree. The survey focuses on effective multicultural management and contains questions about problems in multicultural teams and how to improve management in these teams. The findings of the research will be included in my Masters' thesis. Thank you very much for your participation.

Agnė Jotautaitė

*Required

1. What is your nationality? *

2. Could you describe your experience in working with multicultural teams? *

Cultural dimensions exercise

Using the following scales, choose the number that most accurately reflects your response to each of the 5 statements. There are no right or wrong answers, so provide your immediate impressions.

3. How frequently, in your experience, are team members from your country comfortable to express disagreement with functional manager? *
Mark only one number.

1	2	3	4	5	6	7	8	9	10

Very frequently   *Very seldom*

4. The team members from your country are more likely to enjoy... *

1	2	3	4	5	6	7	8	9	10
...self-determination, having sufficient time for their personal lives, freedom on selecting the way they will execute the tasks assigned to them, and thrive on challenging activities and competitive environments.							*...improving their skills, using their abilities and having good physical working condition.*		

5. The team members from your country are more inclined to value... *

1	2	3	4	5	6	7	8	9	10
...economic growth, progress, material success and performance.							*...quality of life, human contact and caring others.*		

6. Most team members from your country are likely to... *

1	2	3	4	5	6	7	8	9	10

...enjoy innovation, accept results and give more attention to personal stability, protecting their reputation and respect for tradition.

...be more inclined to avoid risks and resist innovation, and enjoy working with tight rules.

7. Most members from your country will prefer to... *

1	2	3	4	5	6	7	8	9	10

...achieve quick results and give more attention to personal stability, protecting their reputation and respect for their traditions.

...give more attention to savings and be persistent when results are slow.

Advantages and challenges of multicultural teams

8. What do you consider as the major advantages of working in a multicultural team? *

9. What are the most common challenges (problems) when working in multicultural team? Could you give an examples? *

10. How do you manage these challenges (problems)? *

11. Do you remember the situation when cultural differences stopped you from achieving better results when working in project/work/studies? *

12. Do you agree that lack of cultural knowledge and understanding caused some of these problems? *

Leadership

13. In your opinion, which competencies are necessary for multicultural team leader? (Name at least 5) *

4. Which leadership styles you would prefer in your team? *

Tick all that apply.

- ☐ **Charismatic/Value-based Leadership:** leader motivates and inspires others with enthusiasm and acts like a teacher or role model. This leadership style stresses high standards, decisiveness and innovation.

- ☐ **Team-oriented Leadership:** emphasizes effective team building and implementation of a common purpose or goal among team members.

- ☐ **Participative Leadership:** leader involves every team member into decision-making and implementation processes and encourages independence and autonomy.

- ☐ **Humane-Oriented Leadership:** reflects supportive and considerate leadership and includes compassion and generosity, based on attitude of modesty.

- ☐ **Autonomous Leadership:** refers to independent and individualistic leadership attributes. This kind of leader acts individualistically, independently, and autonomously.

- ☐ **Self-Protective Leadership:** focuses on ensuring the safety and security of the individual and group through status enhancement and face saving. Leader is status oriented and values formality and procedures.

15. What are the biggest difficulties in communication when working in multicultural team? *

Communication

16. Which communication styles do you use while working in multicultural team?*

Mark only one oval.

- ☐ Indirect: A communicator tends not reveal his/her true intentions.
- ☐ Direct: A communicators tends to express themselves very directly, because their verbal message is explicit and embodies their intentions.

17. Which communication styles do you use while working in multicultural team?*

Mark only one oval.

- ☐ Elaborate: A communicator tends to use a lot of words, full of emotions, metaphors, and exaggerations.
- ☐ Succinct: A communicator would try to express the same meaning with less words and being as precise as possible.

18. Which communication styles do you use while working in multicultural team?*

Mark only one oval.

- ☐ Personal: Individual-centred style, which emphasise the sense of communicator identity.
- ☐ Contextual: A communicator emphasizes his/her role or relation with others, he/she tends to use different degrees of formality and different words depending on the addressee's status, gender or age.

19. How could you describe effective communication? *

Conflict management

20. How do you overcome conflicts in multicultural teams? *

21. Which conflict-handling styles look most important for you when working in multicultural team? *

Tick all that apply.

☐ **Confronting (problem solving):** the objective is to solve the problem by evaluating objectively the different positions together with conflicting parties.

☐ **Compromising**: the objective of this style is to find quick and suitable solutions that bring some degree of satisfaction to all parties.

☐ **Avoiding**: the objective is to retreat or postpone the problem; User attempts to passively ignore the conflict rather than resolve it.

☐ **Smoothing**: the objective is to avoid distraction during critical periods, resolving conflicts by placing another's needs and concerns above your own.

☐ **Forcing**: the objective is to avoid spending time in discussion, resolving conflicts by satisfying one's own need at the expense of another's.

22. In your opinion, what would help to avoid conflicts? *

Conclusion

23. What would be your final advice for someone working with multicultural team? *