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LEADERSHIP IN INTERNATIONAL TEAM

Building and Maintaining Trust

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Elinkeinoelämän kansainvälistyminen on muuttanut työympäristöä. Kansainvälinen organisaatio on maantieteellisesti hajautettu, minkä ansiosta yritys voi toimia lähellä asiakasta ja ymmärtää asiakkaita samanlaisen kulttuuritaustan kautta. Kulttuurien välisen viestinnän lisääntyminen tuo mukanaan uusia haasteita. Nämä haasteet voidaan kääntää vahvuuksiksi, jos monikulttuurinen organisaatio nähdään mahdollisuutena. Tämän työn taustalla on kansainvälisen organisaation suorituskyvyn parantaminen Case -yrityksessä johtamisen keinoin. Tavoitteena oli antaa johtamisvälineitä projektipäälliköille ja tiimien johtajille, jotka kohtaavat johtajuuden haasteita monikulttuurisissa tiimeissä. Tutkimustulosten ja teoreettisen kirjallisuuden perusteella nähtiin tiimin sisäinen luottamus tärkeimpänä tekijänä suorituskyvyn parantamisessa. Tutkimuksen perusteella määritettiin parhaat johtamiskäytännöt luottamuksen lisäämiseksi kansainvälisessä tiimissä sekä käytännön työkaluja johtamiskäytäntöjen toteuttamiseen Case-yrityksessä.

Jotta luottamus tiimin sisällä voidaan rakentaa ja ylläpitää, ja siten lisätä kansainvälisen ryhmän suorituskkyä, kaikkien jäsenten tulisi olla valmiita työskentelemään monikulttuurisessa ympäristössä sekä osoittaa avoimuutta ja positiivista suhtautumista monimuotoisuuteen. Lisäksi tiimillä tulisi olla ihmissuhdekeskeinen johtaja, joka soveltaa muuntuvan johtajuuden keinoja. Luottamuksen perusteet rakentuvat, kun johtaja mahdollistaa tiimin sosiaalisen viestinnän, auttaa hahmottamaan yhteisiä arvoja ja korostaa yhteistä päämäärää. Johtajan tulisi jakaa valtaa kaikille tiimin jäsenille ja osoittaa oikeudenmukaisuutta. Luottamus säilyy ympäristössä, jossa tiimin jäsenet kommunikoivat avoimesti, selkeästi ja säännöllisesti ja antavat positiivista palautetta.

Asiasanat: johtajuus, monikulttuurinen organisaatio, luottamus

ABSTRACT

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Globalization in business life has modified the working environment. A global organization is geographically dispersed, which enables a company to operate near the customer and to understand the customer through similar cultural background. Increasing the amount of cross-cultural business communication brings new challenges. These challenges can be turned into the strengths if a multicultural organization is seen as a possibility. The vision behind this work is to improve the performance of the international organization in the Case company by the means of leadership. The aim was to give leadership tools for project managers and team leaders who face leadership challenges in cross-cultural teams. Based on the study results and reviewed theoretical literature, trust within the team was seen as the key element for improved performance. The best leadership practices for facilitating trust in international team and practical tools for implementing leadership practices in the Case company were defined.

As a conclusion, in order to build and maintain trust within the team and that what to increase international team performance, all members should be willing to work in a cross-cultural environment and show open-mindedness and positive attitude towards diversity. Moreover, the team should have a relationship oriented leader who operates through transformational leadership. The Foundations of trust are built when the leader enables team's social communication, outlines shared values and emphasizes the common goal. In order to facilitate trust the leader should delegate power to all members and show fairness. Trust is maintained in an environment where team members communicate openly, clearly and regularly and give positive feedback.

Key words: leadership, cross-cultural organization, trust

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1 PREFACE

When I was a child, my father told me never to judge anyone based on the opinions of others, but always be open-minded and create my own individual view. This guideline is my inspiration to focus on cross-cultural working environment. Working in a large global organization has taught me that multicultural teams face several challenges and that open-mindedness towards diversity is not a self-evident truth. I was curious to find out how could a leader build cohesion within an international team and support the team members to perform better.

I want to especially thank my husband Jarkko Heikura who has given priceless support during the past year by taking care of our newborn son. Furthermore, I want to thank my family and friends who have been there for me during my research.

For support in understanding multicultural working environment and national cultures as well as analyzing interview results, I want to thank my instructor Mr. Marko Mäkilouko.

And finally, I wish to thank Mr. Ari Mäkitalo who has helped me to focus on the target and reminded me to keep my message clear.

2 INTRODUCTION

In this chapter I will present the aim of this study and the structure of this publication. The chapter will fall into four parts. The first part will present the background and reasons behind the study. The second part will present the detailed scope and practical objectives this study is aiming to. After presenting the scope and objectives I will consider the limitations this study is facing. The final part consists of the structure of presentation for this publication.

2.1 Background

Valmet Technologies is the leading global developer and supplier of technologies, automation and services for pulp, paper and energy industries. Valmet's vision is to become the global champion in serving its customers.

Valmet Technologies' strategic goals, Must-Wins, are *Customer excellence*, *Leader in technology and innovations*, *Excellence in processes* and *Winning team*. In practice, this means that Valmet has strong, capable and committed teams close to customers and competences are globally balanced. Valmet provides leading technology and cost competitive products and services, which reduce customer operating and investment costs. Engaged and performance driven teams carry out Valmet's shared values and develop innovative new solutions, which create new customer revenue streams. The goal is that Valmet operates globally with efficient and harmonized processes with continuously increased cost competitiveness.

Globalization has been modifying the way of working radically in the recent years and the importance of globalization continues to grow. Effective international working methods, sharing knowhow and pooling talents globally are the key to business success. Project teams are often temporary by nature and have little or no prior history. A project combines members who are geographically dispersed, culturally diverse, and who have minimal face-to-face contact.

Pekka Salo did the study "Managing P&E CSA multi-unit projects as One Valmet" in 2016. P&E stands for Pulp and Energy Business Line and CSA stands for Civil and Structural Department. In his study Salo describes the current situation of the way of working

in Valmet CSA multi-unit projects and specifies short and long-term targets. The main targets can be described as following:

1. Standardization of CSA way of working, including a toolkit with ready-made documents
2. Establishing a global CSA work platform, so-called knowledge hub
3. Building global CSA culture

Valmet Technologies has strong history on developing products and processes. Establishing global databases, unified master documents and standardized processes are important steps towards one unified way of working in Valmet. In his book *Johtajuus*, former president and CEO of KONE Corporation and Member of Nokia's Executive Board Matti Alahuhta writes that standardized way of working may seem like unnecessary bureaucracy, but the truth is the exact opposite. A unified way of working increases quality and makes it possible for the product or service to be equally excellent regardless of who, when or where implements it. This means that the customer can expect to receive the same kind of customer experience no matter where or when they deal with the company. Therefore, standardized way of working increases customer satisfaction, says Alahuhta. (Alahuhta, 2015, *Johtajuus: Kirkas suunta ja ihmisten voima*)

Several studies confirm that engagement and enthusiasm for work have a significant role in business success. Professor Michael Cristian, with his colleagues carried out an extensive meta-analysis a few years ago. Cristian estimated that correlation between work engagement and performance is as high as 34-43 percentages (Cristian et al., 2011, *Work Engagement: A Quantitative Review and Test of Its Relations with Task and Contextual Performance*). However, it is not only the performance. James Harter has found out that enthusiasm for work also increases customer satisfaction, reduces employee turnover and even improves safety at work (Harter et al., 2010, *Causal impact of employee work perceptions on the bottom line organization*).

The challenge is how to create a cross-cultural working environment where engagement and enthusiasm for work are strong? How to build up team spirit and motivate all team members in a multicultural, global team?

As described earlier, one of Valmet's Must-Wins in the company strategy is the Winning team. The purpose of this thesis work is to improve leadership in an international organization in order to help international teams to become the Winning teams. The aim is to build a continuum with Salo's development project and enable the implementation of the new unified ways of working. However, this study will not be limited to Civil and Structural department but serves the entire company.

2.2 Scope and objectives

This study focuses on the teamwork in a cross-cultural environment. The purpose of this work is to improve leadership in an international organization in order to help international teams to become the Winning teams. Therefore, it is essential to define the term 'Winning team'. The definition is done by Valmet employees representing several cultural backgrounds and who are located globally. The perspective focus is in leadership of cross-cultural teams. The main questions in the study are:

1. What is the status of cultural awareness in the Case company and how can it be developed?
2. What are the main elements of the Winning team?
3. How can a leader support an international team to become the Winning team?

The target is to define the main elements of the Winning team and to define leadership practices, which help in creating strong, capable and committed global teams. These Valmet global Winning teams will enable the success of multinational projects, cost competitiveness and customer satisfaction.

2.3 Limitations

All employees who took part in this study had international experience. They were open-minded to other cultures and mostly considered global co-operation as a company strength. This study does not represent the average attitudes and experiences in the Case company but focuses on the positive experiences and the way to succeed in an international team. The research focuses only on employees with several years of experience working in Valmet Technologies, which means that the representation of employees from other companies is limited.

2.4 Structure of publication

The literature reviews are introduced in Chapter 3. *Theoretical framework*. The first part of the literature reviews consists of culture and value differences in a cross-cultural organization. The second and third part are concerned with leadership across cultures and trust in an international team. In Chapter 4, research method and procedure of the study are presented. Chapter 5, presents the results of the study, including the outcomes of interviews and questionnaires. Finally, discussions and conclusions are made based on the introduced theories and the research conducted.

3 THEORETICAL FRAMEWORK

In this chapter I will present the literature review concerning the most important themes related to this study. Firstly, it is essential to understand the nature of cross-cultural organization when analyzing an international team. In this chapter I will review theories of different cultures and values in the working environment.

As the aim of this thesis work was to define leadership behavior that increases team effectiveness, I will review motivation and leadership styles in a multicultural team. Based on previous research, transformational leaders are the most effective in multicultural teams. Therefore, I will concentrate in transformational leadership theories.

The main result of this study deals with building and maintaining trust in an international team. In the final part of this chapter I will concentrate on trust. I will also review previous studies and theories concerning team members' trust towards their leader and the trust within the international team. Building and maintaining trust within the international team is done by reflecting trust in the different phases of the group life cycle. The focus is on the groups with culturally diverse and minimal face-to-face contact.

3.1 Cross-cultural organization

In the business environment, culture influences leading and teamwork in many ways. Variation in working methods and expectations affects how problems are identified or analyzed by both employees and managers, as well as what constitutes an acceptable solution. Differences in cultural values define how credit and blame are apportioned. Risk and uncertainty competences limit the extent to which individuals and groups will accept or tolerate risk. Furthermore, variation in social loafing and team performance settle the extent to which groups experience social loafing. (Steers et al., 2010, Management across cultures: Challenges and Strategies)

3.1.1 Culture and values

Common culture facilitates people's interaction and communication with the members of the same cultural group as it forms the group's operating models and rules. Culture consists of values, beliefs, needs, and conscious activities. Visible signs of common culture

are people's behavior, symbols and cultural heroes. (Mäkilouko, 2003, Multicultural leadership: Strategies for improved performance)

Culture is an important component, which can contribute to our understanding of human behavior and individual differences in that behavior. According to studies, culture is one of the key factors to enhance our understanding of motivation. Cultural differences can influence the motivational climate, which also affects one's perception of achievement motivation. (Gurleyi, 2012, The Effect of Cultural Differences on Motivation Goal Theory in Physical Activity Settings)

Values are the deepest elements of culture. They can be arranged in a hierarchy, where some values can be found to be very unchanged within a group of people while others, the weaker values, vary more. Beliefs are the norms and behaviors of culture. They can answer, for example, the question: "How do I treat a woman at work?" Beliefs can also be laws. Their background may be the value of a culture, such as equality. Beliefs can be discussed and an individual can choose to act accordingly. (Mäkilouko, 2003)

Cultural values affect what kind of behaviors individuals find rewarding and satisfying. In fact, values can influence individual goals and intentions. Different cultures put weight to certain values. While some cultures emphasize competition, risk-taking and freedom, others are more interested in the group harmony and the sense of belonging. Some others put more value in reputation, family security and social recognition. Accordingly, the desirability of different rewards would be quite different across these cultures. (Streers, 2010)

National culture is expressed in many ways. It can be a common culture of a religious, ethnic or linguistic group. It can be linked to gender, generation, or social class. In addition, different organizations, such as companies, have their own cultures that change faster than national cultures. Studies have shown that companies with uniform values are more successful because they experience fewer communication problems. (Mäkilouko, 2003)

The foundation of culture - values - are quite consistent within one country. Values are learned. The school system plays an important role in transferring common values and beliefs from generation to generation. Values define if it is acceptable to punish after

failure and if individuals are encouraged to critical thinking. When children grow up, they ultimately bring the same values to workplaces and into corporate culture. (Mäkilouko, 2003)

Despite the differences in national cultures, they also have a number of similarities, common history, language or ethnic background. Based on these similarities, countries can be divided into cultural groups. The division of cultures into different groups is explained in the Schwartz model of culture (Figure 1). (Mäkilouko, 2003)

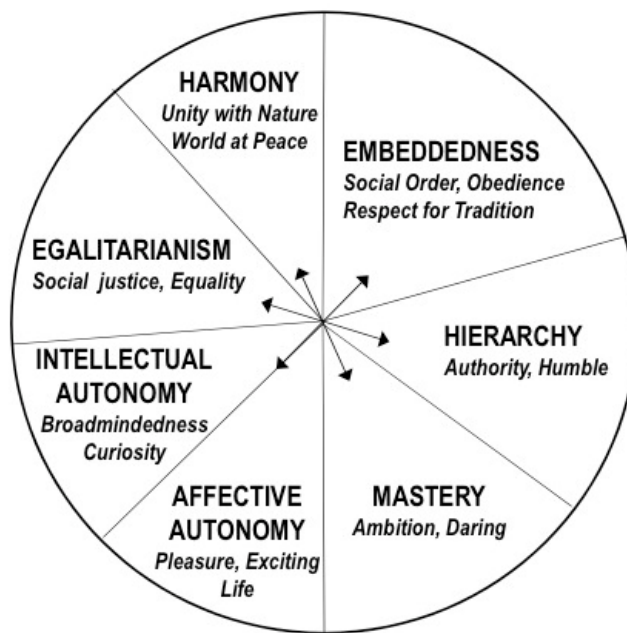


Figure 1. Cultural dimensions of Schwartz model of culture.

Schwartz model of culture

Schwartz model of culture consists of seven cultural dimensions: harmony, embeddedness, hierarchy, mastery, affective autonomy, intellectual autonomy, and egalitarianism. Embeddedness appears in collectivist cultures where individual interest is not seen different from the group interest. Social relationships, shared way of life and status quo are highly valued. Individuals avoid actions that undermine the traditional order of life. Autonomy, on the other hand, appears in cultures where individuals are expected openly to share their feelings, ideas and abilities. Individuals are seen as unique. Furthermore, autonomy includes two subcategories labelled ‘intellectual autonomy’ where independent ideas and rights are valued, and ‘affective autonomy’ where positive life experiences are valued.

In hierarchical cultures society is highly organized and individuals are seen as resources. Self-control is valued and failing in the assigned role in the hierarchy will lead to sanctions. Egalitarian cultures, on the other hand, treat individuals equally. People are expected to commit to co-operation and show concern for the weaker member's welfare. Social responsibility, sympathy and honesty are valued.

Mastery cultures emphasize an individual's proactivity to advance their personal interest and the interest of the group they belong to. Independence, hard work, drive to success and competence are highly valued. In harmony cultures, on the other hand, individuals are expected to accept and fit into the social world rather than change or direct it. Peace and unity with nature are highly valued.

Western countries, except the United States, are quite close to each other in the Schwartz national culture model (Figure 2). (Mäkilouko, 2003)

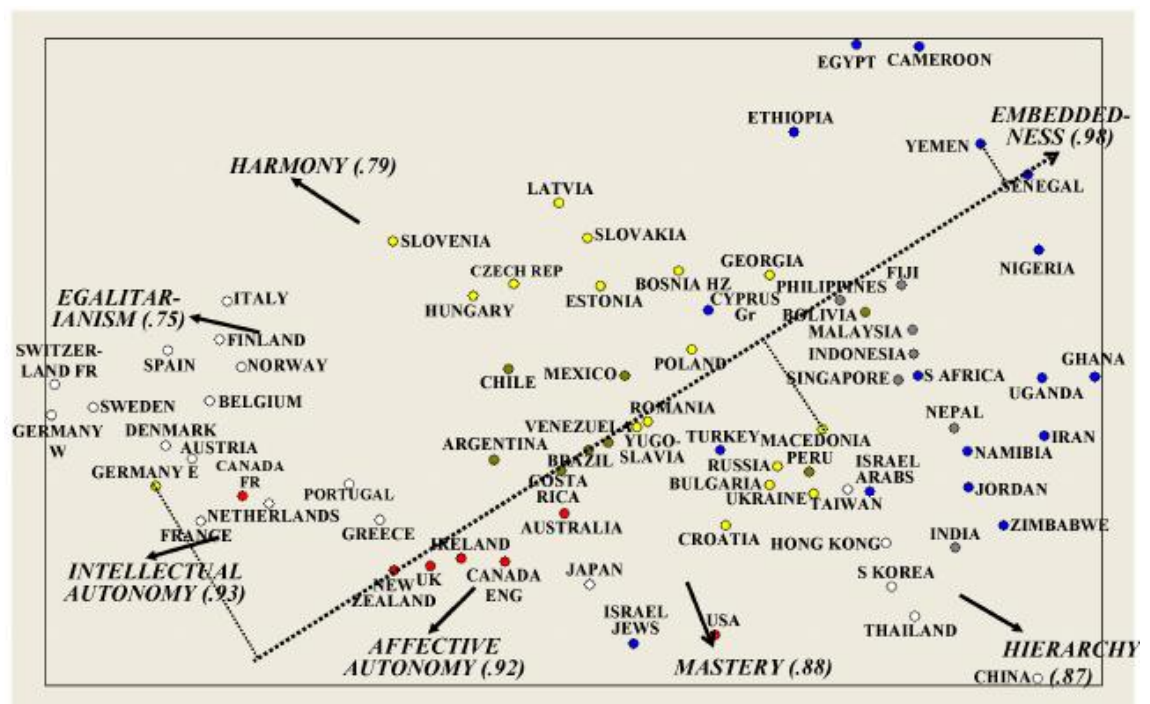


Figure 2. National cultures in Schwartz model of culture.

3.1.2 Cultures in the working environment

Some parts of a culture can only be embraced by growing in it. Nevertheless, it is possible to understand different cultures. Understanding a culture is best achieved when an individual has lived in that culture. Studies suggest that adopting a different culture changes the person's body language, beliefs, values, needs and ultimately even personality.

A person who moves to another culture meets a diverse culture, but the leader of a multicultural team faces the problems and clashes of cultures in their work. The most important method to understand a foreign culture while not living in another country is to encounter people of that culture and to have an open-minded and positive attitude towards another culture. The learning process is deepened by reading literature concerning the culture in question. As cultural learning takes time, quick turnaround does not serve multinational teams. (Mäkilouko, 2003)

Cultures can be analyzed on the bases of power distribution, social and environmental relationships, work patterns and social control. In a working environment, different culture types affect the characteristic way of working, motivation and rewards. (Steers et al., 2010)

Hierarchical cultures tend to stress specific job requirements and top-down directives to subordinates, with primarily extrinsic rewards for compliance and loyalty. Egalitarian cultures tend to stress employee involvement in helping to determine the best means to achieve corporate objectives, with a greater emphasis on intrinsic rewards. (Steers et al., 2010)

Differences between countries can be seen via the implemented hierarchy level. Is the work planned carefully beforehand or during the execution of the work? Is there a clear description of the task and detailed training, or is each job fitted into the employee's abilities? Do decisions take place slowly when the entire team commits itself to the plan? Or are decisions made fast and is the team prepared to change the plan during the journey? (Mäkilouko, 2003)

Individualistic cultures tend to emphasize extrinsic rewards tied to personal responsibility and achievement. Collectivistic cultures tend to emphasize intrinsic rewards tied to employee commitment and group-based rewards based on group achievement. (Steers et al., 2010)

Mastery-oriented cultures tend to encourage competitive work environments with large monetary and symbolic rewards for "break-through" accomplishments. Harmony-oriented cultures tend to emphasize cooperation and team efforts with standardized rewards based on seniority or collective efforts. (Steers et al., 2010)

Monochronic cultures tend to provide employees with simple, straightforward and measureable tasks to accomplish within specific time limits, with intrinsic and extrinsic rewards tied to employee focus on the job at hand. Polychronic cultures tend to provide employees with less direction and more flexibility in time limits, with intrinsic and extrinsic rewards tied to being able to accomplish multiple tasks simultaneously. (Steers et al., 2010)

Rule-based cultures tend to reward strict adherence to clearly publicized rules and regulations that are applied uniformly to all employees; rewards are often based on objective or quantitative criteria. Relationship-based cultures tend to allow for extenuating circumstances or personal relationships in evaluating performance; rewards are often based on subjective or qualitative criteria. (Steers et al., 2010)

3.1.3 Cultural background and communication style

Cultural background affects in individual's communication style and group behavior. Major differences can be found between individualism and collectivism. Individualistic cultures prefer the needs, values and goals of individuals to the in-group. On the contrary, in-group needs, values and goals are preferred in collectivist cultures. People from individualistic cultures tend to be less concerned with self-categorizing and less influenced by group membership. It seems that entering and leaving the group is easier and communication more open and precise than individuals from collectivist cultures. (Hofstede, 1980, *Culture's Consequences*)

Members of individualistic cultures are also willing to respond to ambiguous messages, which is defined as trusting behavior by Pearce (1974). Based on these findings, Järvenpää et al. (1999) suggest that members of individualistic cultures are more ready to trust others than members of collectivist cultures.

While building a team, the cultural background of team members should be taken into account. It is also important to consider whether team members are task-oriented or relationship oriented. Maintaining good relationships is culture related. In Europe, open discussion is required, while in China the most important thing is to prevent losing face. This is often done with an indirect communication style. Interaction problems are usually caused by the fact that the organizational structure and the style of communication do not

coincide with team members' expectations. In leader-oriented cultures, such as United States, problems may also arise from the fact that a member of the team communicates directly up the line organization rather than communicating with the leader of a multicultural team or a member of the team concerned. In cultures with high equality, such as Finland, employees are used to communicating directly with the party concerned. Interaction problems can be effectively prevented by making a careful communication plan. (Mäkilouko, 2003)

Some behavioral elements that are desirable in all project teams are essential while working in geographically dispersed, culturally diverse teams with minimal face-to-face contact. Järvenpää et al. (1999) show that such qualities as responsibility, dependability, independence and self-sufficiency are crucial for success in a virtual team.

3.2 Leadership across cultures

Success in the lead of a multicultural team requires knowledge of cultures. International experience helps the leader in development process, but it does not automatically mean that the leader is successful as the lead of a multicultural team. To benefit from experience, the leader needs a proper attitude, which consists of open-mindedness and the desire to understand and accept different cultures. In addition, the ability to stand in another person's shoes is required. (Mäkilouko, 2003)

Task-oriented leaders have traditionally been favored in business life because their strengths are reliability, visibility and time management. A task-oriented leader is ideally suited as the lead of a product development or research team. However, a task-oriented leader is not flexible and therefore not the best choice as a leader of a multicultural team. (Mäkilouko, 2003)

Relationship oriented leader manages interpersonal skills, values relationships and reserves time for personal communication. They create a positive atmosphere around them and usually succeed in changing situations. A relationship oriented leader increases the motivation of the team members and is ideally suited as a leader of a multicultural team. (Mäkilouko, 2003)

Mäkilouko (2001) shows that relationship oriented leaders have cultural empathy and are able maintain good relationships in all levels of leadership, whereas task oriented leaders represent cultural blindness and ethnocentric or parochial attitudes. However, a task-oriented leader might be successful in specific multinational teams when he can use hierarchy as a tool of influence.

3.2.1 Motivation in multicultural team

Leaders have the opportunity to affect the motivation of those who work with and for them. However, first they need to understand and recognize the importance of some of the main principles involved in the motivational process.

Although motivation in the work setting is sometimes overlooked, understanding motivation is crucial in order to recognize the powerful influence of the situational context on motivated behavior. To build high performance, active participation and loyalty, leader must be able to motivate and create commitment among team members as individuals and team members. Authors agree that no motivation strategy can be complete without considering an employee's values and fundamental attitudes towards work. These values and attitudes are especially sensitive to cultural differences. Thus, to understand motivational issues in a culturally diverse team, leader need to pay attention to both values and attitudes. (Steers et al., 2010)

Cultural differences and taboos influence personal work values, employee cognitions and reward preferences. Because work does not generate the same relative degree of importance among employees, leader faces different challenges when it comes to motivating employees from a different background or employees in different cultural context. As a result, specific incentives - such as pay raises, time off or opportunities for career advancement - will not have the same motivational effect on all people in all situations. A leader working with a diverse team cannot assume that everyone will value work and different elements of work the same way. Sensitivity to these differences is highly useful in addressing motivational issues and problems. (Steers et al., 2010)

3.2.2 Multicultural leadership styles

In his book, *Multicultural Leadership - Strategies for Improved Performance*, Mäkilouko (2003) presents multicultural leadership strategies labelled as ethnocentric, synergistic and polycentric leadership.

Ethnocentric leadership is the simplest but not the most successful leadership style in multicultural teams. It is based on the leader's own culture and the idea "I am who I am, and I can't change". Professional skills within the team are emphasized and individual differences left behind. Generally, ethnocentric leadership is implemented by task-oriented leaders and so the leadership approach focuses on planning, reporting and monitoring. Intercultural learning is not encouraged within the team, but instead team members are loyal to their own internal culture group. When other cultures are not understood, others can be seen, for example, dishonest, which further leads to the strengthening of the team's internal culture groups. Lack of time during the initial phase of project increases probability to adapt ethnocentric leadership style. (Mäkilouko, 2003)

Synergistic leadership is based on the team's unity and this means relationships are emphasized. The team has common rules and its own effective way to work. The strengths of all team members are combined and team members are treated as individuals. Leader takes account into different situations and tasks at hand. He is flexible with the team in everything that does not endanger the goal. Synergistic leadership has been found to be an effective way of leading multicultural teams. In a multicultural team, the leader does not make assumptions based on his own culture but understands other cultures and is willing to learn from them. However, clear and detailed communication is needed because the team's common way to work is built during the project. Therefore working without face-to-face contact may risk the success of synergistic leadership. (Mäkilouko, 2003)

The polycentric leader treats all cultures with respect. He usually utilizes several leadership styles depending on the situation and individual. Polycentric leadership requires a lot of experience from both the leader and multicultural teams. The leader needs to understand the cultures and organizational behavior in them. The willingness to learn about other cultures, understanding differences and openness to diversity is crucial. In addition, maintaining empathy in all situations is an important step towards polycentric leadership.

Polycentric leadership has been found to be the most effective form of leadership in multicultural teams. (Mäkilouko, 2003)

3.2.3 Transformational leadership

According Mäkilouko (2003) one of the most important characteristics of an international leader is versatility. It is also highlighted by transformational leadership. According research, transformational leaders are most effective in both single- and multicultural teams, regardless of how efficiency is measured. In transformational leadership, the focus is on individual consideration. In practice, this means that the leader communicates with each team member as an individual and adapts their leadership style according each subordinate. This increases the motivation and confidence of the subordinate. A transforming leader is a positive coach who inspires his subordinates to try out new ways of working. For the team, he builds a common vision, which inspires team members. (Mäkilouko, 2003)

Transformational leadership has been divided into four leadership practices measured by Multifactor Leadership Questionnaire. *Idealized influence* includes communicating and role-modelling important values and a shared sense of purpose to subordinates. This emphasizes the leader's integrity and trustworthiness. *Inspirational motivation* stands for confidently communicating a compelling vision and goals. Through this a leader can focus the team members' efforts to a common goal, which in turn boosts trust in team. Treating subordinates as individuals and supporting their development is measured by *individualized consideration*. When leaders show will to understand the subordinates' individual needs and competences at the same time, they show appreciation and care towards the team members and show they can be trusted. According to Bass (1985), subordinates' level of trust towards a leader can be compared to the leader's level of supportiveness. Challenging old ways of thinking and encouraging different perspectives is done by *intellectual stimulation*. Furthermore, Multifactor Leadership Questionnaire measures the subordinate's feelings of pride, respect and confidence in the leader. (Bass et al., 1985, Leadership and Performance Beyond Expectations)

Van Woerkom et al (2009) studied the influence of the five dimensions of multicultural personality via transformational leadership on excellent performance of managers. The

managers involved in study were working as expatriates or in a job dealing with subordinates with different cultural backgrounds. The studies show that more transformational leadership style leads to higher performance in an intercultural context. In addition, Van Woerkom et al. (2009) present that cultural empathy, open mindedness and social initiative are needed for excellent managerial performance in an international environment. (Van Woerkom et al., 2009, Predicting excellent management performance in an intercultural context: A study of influence of multicultural personality on transformational leadership and performance.)

Transformational leadership theories have some differences in leadership behaviors but all theories identify trust as an essential feature in the relationship between a leader and the subordinates. According to theories, transformational leaders motivate subordinates particularly through subordinates' trust and respect towards their leaders (Podsakoff et al., 1990, Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors). According to Dirks et al. (2002), transformational leadership is strongly predictive of trust. They report that trust increases cooperation and open communication as well as commitment to relationships and that trust towards the leader is in line with the employees work effort (Dirks et al., 2002, Trust in leadership: meta-analytic findings and implications for research and practice).

The relationship between transformational leadership practices and trust towards the leader in context of teams is examined by Butler et al. (1999) and Gillespie et al. (2004). Leadership practices, such as providing an appropriate model, individualized support and emphasizing group goals seems to be generally positively associated with trust towards the leader. Especially in self-directed teams, transformational leadership is reported to have a positive impact on trust in the leader (Butler et al., 1999, Transformational leadership behaviors upward trust and satisfaction in self-managed work teams).

3.3 Trust in an international team

Group processes determine the performance of the organization. Constructive or negative group processes in a multicultural organization can be indicated by trust (Tsui et al., 1992, Being different: Relational demography and organizational attachment). Furthermore,

Dirks et al. (2001) show that interpersonal trust produces cooperative behaviors and cooperative negotiation outcomes, performance and information sharing.

Mockaitis et al (2009) define trust as “the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor” (Mockaitis et al, 2009, *The determinants of Trust in Multicultural Global Virtual Teams*, p. 2).

Trust can be built and maintained in a team only when the three pillars of trust exist (Duarte et al., 2001, *Building Trust in Virtual Teams*). The first pillar is members’ ability and willingness to show integrity. The team leader especially must be ready to stand behind the team members all times (Fortier et al, 2011, *Trust in Multicultural Global Virtual Teams: An Application of Social Capital Theory*). However, all team members are expected to display humanity towards each other and care for the well-being of their colleagues. The final pillar consists of performance and competency. In practice, this final pillar means leaders ability to obtain necessary resources, which are required for effective working and good performance. (Duarte et al., 2001)

In geographically dispersed teams the opportunity to observe, monitor and control others is decreased and the risk to be dissatisfied by doings of others is increased (Fortier et al., 2011). In this type of teams trust is essential in order to reduce uncertainty and prevent members from growing psychologically distant (Järvenpää at al., 1999, *Communication and Trust in Global Virtual Teams*). According to Fortier (2009), a manager must focus on multicultural competencies to foster trust as only a competent member action will maintain member’s confidence. Järvenpää at al. (1999) also present that trust can only be created and maintained through a competent, highly proactive and enthusiastic action.

3.3.1 Team member’s trust towards leader

Employees’ trust toward a leader has been related to many important factors such as communication and problem-solving quality, organizational commitment and rate of employee turnover (Dirks at al., 2002). According to Dirks (1999, 2000), trust towards a leader is directly related to team performance. It has also been reported to be related to organizational performance, such as net profit and sales level (Davis et al., 2000, *The*

trusted general manager and business unit performance: empirical evidence of a competitive advantage).

In organizations where tasks are complex and require high levels of cooperation and information sharing, trust towards leaders is essential for effective functioning in teams. According to Creed et al. (1996) leaders play primary role in establishing and developing trust. Furthermore, a leader should act in ways that build subordinates' behavioral and emotional trust towards the team (Gillespie et al., 2004, Transformational leadership and shared values: the building blocks of trust).

Gillespie et al. (2004) studied the relationship between leadership practices and members' trust in their leader in teams. They show that consulting team members when making important decisions, communicating and modelling a collective vision and sharing common values with leader are the three main factors, which predict 67 per cent of the variance in the team members' trust towards leaders. Once these are done, the remaining leadership practices do not add trust significantly. Consultative decision-making, common goals and values reduce uncertainty towards leaders' future behavior and therefore increase trust. (Gillespie et al., 2004)

Furthermore, open communication is required when consultative leadership is put into practice. When leader openly communicates his ideas, visions and values and delegates power to team members, he shows trust towards each of individuals in the team. This encourages the trust towards leader in team members. (Gillespie et al., 2004)

In the same study, Gillespie et al. (2004) noted that intellectual stimulation and trust had only a weak relationship in highly educated and self-managed teams. The same results are reported by Butler et al. (1999). Highly educated scientists and technologists are motivated by the nature of their work and therefore intellectual stimulation is less crucial for establishing trust in that type of setting. (Butler et al., 1999, Transformational leadership behaviors upward trust and satisfaction in self-managed work teams)

According to Gillespie et al. (2004), the key for building trust and confidence in team members is consultative management and idealized influence. Furthermore, they suggest considering the *Value fit* when selecting new members or leaders to existing teams.

3.3.2 Facilitating and maintaining trust within team

Several theories of group development seem to agree that different types of behaviours should appear at different times during the life of the team in order for trust to exist. Fortier et al. (2011) present a theoretical model for facilitating and maintaining trust in multicultural global virtual teams with no face-to-face contact. This theoretical model has been chosen because it focuses on similar teams to the subject of this study. More precisely, teams with members who are geographically dispersed, culturally diverse, and who have minimal face-to-face contact. The theoretical model is based on the Coleman's social capital theory and Tuckman's model of the group development.

Coleman (1988) outlines general requirements for individuals to build relationships and engage in networking in effort to increase their resource base. According to Coleman, individuals act rationally in a social context, meaning they act to maximise their own interest. However, as individuals' decisions are affected by the social surroundings, the amount of social capital accumulated by an individual also depends on the actions of others. Coleman's theory presents three behavioural categories that increase social capital. The first category consists of trust, expectations and obligations. The second category deals with information channels and the last one with norms and sanctions.

Tuckman's model of the group development divides team life cycle in four phases. The first phase is labelled Forming. This is the initial phase in the team's life which consists of lack of clarity about team's purpose and individual roles. In the Forming phase team members act as individuals. When the team members begin to establish their place in the team conflicts arise. In Tuckman's theory the conflict phase is labelled Storming. Finally, there will be clarity about individual roles and during the Norming phase of the group development consensus about common norms and way to work within the team will be built. The final phase in the Tuckman's model is Performing. This is when the team has a clear strategy and shared vision. Furthermore, the team can operate autonomously, resolve issues positively and team effectiveness will reach its peak as shown in the Figure 3.

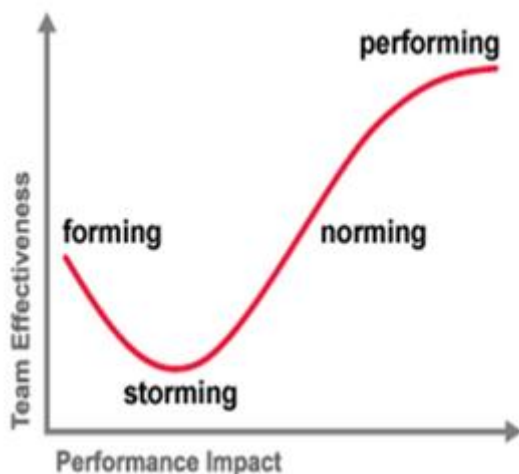


Figure 3. Team effectiveness during the group development according Tuckman's model of group development.

Step 1. Forming

According to Fortier et al. (2011) trust is created during the first moments in the forming phase of the group development. Therefore, the quality of initial communication is essential in building trust in team. Fortier (2009) states that team members should have an opportunity to meet in face-to-face settings in order to facilitate the forming phase of group development and build the foundations of trust. Furthermore, Järvenpää et al. (1999) show that development of trust requires social communication in a team's initial phase. The lack of successful communication and common understanding might lead to personal conflicts, disagreement on the task and finally lack of trust (Mockaitis et al., 2009).

In addition to geographical distance, global teams face communication challenges such as time zone differences, language difficulties and failures in communication technology. Fortier et al. (2011) suggest that casual communication, such as discussion about hobbies, within the first weeks of the team's life could be implemented by using a team's online discussion board where members are invited to introduce themselves. While working without face-to-face contact, sharing a picture is a good way to bridge distance and linking a face with name (Fortier et al., 2011). According Järvenpää et al. (1999), enthusiasm is important at the forming stage of the team. Teams where members showed excitement about the project and encouraged each other had higher levels of trust. It seems that this

type of behavior creates positive atmosphere and facilitates trust building. Trusting actions from a team member beget trusting reactions from another, thus reciprocity seems to be a key element to the creation of trust within the team (Fortier et al., 2011).

Furthermore, relating language difficulties Järvenpää et al. (1999) made an interesting finding. It seems that communication via information technology eliminates some differences, such as accents. Using email gives team members more time to process messages and reduces language errors. (Järvenpää et al., 1999)

Sometimes teams have little time for initial social interaction in the forming phase of the group development. Instead of building trust, team members may import trust from previous experiences of dealing with people of similar professional backgrounds (Fortier et al., 2011). This is called swift trust. Swift trust is based on stereotypical impressions of other team members. When trust is imported to team, it might reach its peak at the beginning of the team life cycle. (Järvenpää and Leidner, 1999).

Step 2. Storming

The next stage in the group life cycle is called storming. Storming is usually full of tasks and technical uncertainty and therefore coping with uncertainty by clarifying tasks is essential (Järvenpää et al., 1999). This is when clear communication is required from the team leader. Communication, which in team forming phase had been mostly social, should now focus on problem solving. Sharing of knowledge and skills to tackle technical uncertainty becomes the main function of the information channels (Fortier et al., 2011). Fortier et al. (2011) also note that individual initiative is a crucial element for successful team at this stage and it should be encouraged. In practice, encouraging and trust building can be facilitated by creating topics and picking volunteers from the team to solve problems (Fortier et al., 2011). During this stage the team carries tensions, stresses and strains, which can easily lead to conflicts within the team. However, well-managed conflicts can strengthen the team spirit, and can therefore be seen as a positive force (Rothwell, 2007). One strategy to handle conflict is to act as early as discontent is noticed. Unchecked emotions might lead to negative comments, which will be difficult to resolve later. Another strategy is to address messages dealing with potential conflicts only to the individuals concerned instead of the whole team (Järvenpää et al., 1999).

Step 3. Norming

Norms identify acceptable and unacceptable behavior. During the norming stage of group development, members define acceptable behavior within the group (Rothwell, 2007). The purpose is to clear principles for operations within the group and ensure the function of information channels. In a multicultural team the members' cultural mindsets are potentially different and therefore it can be expected that norming phase takes place earlier in the team life cycle (Fortier et al., 2011).

Norms are also required for trust maintenance. In a multicultural team, which has only little or no face-to-face contact, trust is maintained by predictable communication (Fortier et al., 2011). In practice, this means norming the message substance, frequency, response time and feedback (Järvenpää et al., 1999). Here feedback means giving other team members timely and detailed information about the ongoing work. On the other hand, unpredictable or irregular communication will affect trust negatively (Järvenpää et al., 1999).

Step 4. Performing

After norms are generated and storming phase is left behind the team becomes productive. Team structure is now accepted by its members and group energy has reached the level where tasks can be completed and trust maintained (Fortier et al., 2011). Järvenpää et al. (1999) note that proper transition from procedure focus to task performance focus is essential in order to maintain trust. The leader should move resources towards fulfillment of tasks and in case of turbulence remain calm and rational (Fortier et al., 2011).

Fortier (2009) found out that involving all members in all phases of a challenging project is crucial. By giving distant members only moderately challenging tasks their motivation level will likely to be negatively affected. Especially in a multicultural team, competent use of skills facilitates team culture and favors high performance level (Earley et al., 2005, Internal Dynamics and Cultural Intelligence in Multinational Teams.)

At performing stage, communication within team should be focused on the task as well as on the socialization (Rothwell, 2007).

Finally, it is important to remember that during the team life cycle teams can move back and forth between the group development phases. Environmental changes, such as a new team member might, force team to progress or regress (Fortier et al., 2011).

Step 5. Adjourning

Once assignments are completed, the team will start to work on new objectives or permanently or temporarily disband. This phase is called adjourning. Follow-up work will be completed and debriefing sessions and lessons learned will be carried out. During this phase, it is essential to acknowledge team members for their efforts (Fortier et al., 2011). Empirical data confirms that performance evaluation should be done by combining team's output together to ensure team members' perception of fairness and maintaining trust within them (Fortier, 2009). According to swift trust theory, the team members will export expectations of trust to future assignments. Team members with high trust level are more likely to result in high trust levels in future teams (Fortier et al, 2011).

3.3.3 Openness to diversity in multicultural team

Lauring et al. (2012) report that openness to value, informational and linguistic diversity have a positive affect to group trust in multicultural teams. Openness to value and informational diversity also have a negative affection to group conflict. They also show that openness to value diversity ensures tolerance to different thinking and debate. Furthermore, openness to informational diversity ensures acceptance of complementary knowledge. Based on these findings Lauring et al. (2012) suggest that openness to diversity should be highly prioritized by human resource managers in a global organization. (Lauring et al., 2012, Openness to diversity, trust and conflict in multicultural organizations.)

In an organizational climate, which is open to diversity, team members will more likely interact, share knowledge and debate their different perspectives. (Hobman et al., 2004, Perceived dissimilarity and work group involvement). According Lauring et al. (2012), openness to diversity is an essential attitude in order to improve internal group processes and constructive use of heterogeneity in the organization. Possible tools to increase openness to diversity within an organization are organizational culture change program and diversity training for individuals. Group-oriented behaviour could also be rewarded within teams.

4 RESEARCH METHOD

The aim for this work was to define leadership behavior that increase team effectiveness and consequently level of profit and customer satisfaction. This chapter will fall into two parts. First will be presented qualitative method used in this study and secondly research procedure.

4.1 Qualitative Method

In this study, the research method was qualitative method. Qualitative study aims to gain a deeper understanding of the studied phenomenon. In practice, this means giving space to the perspectives and experiences of the studied. Qualitative study produces information only on the particular case studied. Interview is the most common method used to generate data in qualitative research. Data can be analyzed, for example, by sorting it into patterns. The aim is to analyze the data in a complex and detailed way, drawing on relevant themes, which can be done using mind maps. There is no aim for statistical broadening. Study data is analyzed in reflection to previous studies and theoretical literature.

In this study, interviews followed the form of Thematic Interview, which is a semi-structural method. Thematic Interview contains certain themes and the respondent can freely emphasize the preferred issues. The reason for selecting Thematic Interview was to avoid too limited or tight-framed options for answers and give respondents the possibility to bring up new ideas and aspects.

Another method used was a questionnaire, which was mostly tight-framed and followed the themes used in the Thematic Interviews.

4.2 Research Procedure

In this chapter I will present the criteria for the interviewee selection and describe how the data was collected and analyzed.

4.2.1 Selecting Interviewees

The aim of this work was to improve the leadership in an international organization to help international teams to become Winning teams. In practice, this means that Valmet has strong, capable and committed teams close to customers and competences are globally balanced. The term Winning team has been defined by the employees who took part in this study and the definition is presented in chapter 3. Results.

The framework for the research was an international team and thus interviewees were selected to represent Valmet offices globally. Fifteen (15) interviewees, located in India, Brazil, United States, China, Sweden and Finland, had several years of experience in working in international organizations, teams and projects. Many of them also had experience in living and working abroad. All interviewees also had long working history in Valmet, which meant they were familiar with the company culture and changes in working practices during the years. Furthermore, interviewees represented a wide age and cultural background range and consisted of both male and female employees.

Twenty-eight (28) employees were invited to answer to an online questionnaire. These employees were partly selected from a recommendation of interviewees and partly because they had been taken part in Valmet Cultural Awareness Training.

4.2.2 Data collection

The interviews and questionnaires were carried out at Valmet Technologies offices in India, Brazil, United States, China, Sweden and Finland.

The main survey method for the study consisted of one hour face-to-face and Skype meetings. Fifteen (15) Valmet employees were asked to join the study and first fill a simple questionnaire. In the beginning of the survey background information of the respondents was gathered regarding their working status, experience in an international working environment and cultural background. The aim was to categorize the respondents from an experience and cultural background point of view.

The structure of questionnaire was highly structured with mainly closed questions divided into seven themes. At the end of each theme, the respondent had the opportunity to give free comments relating to the theme in question. The themes were:

1. Cultural awareness
2. Knowledge and competence sharing in global working environment
3. Work motivation
4. Management and leadership
5. Rewarding
6. Working environment and team spirit
7. Winning team

With questions in themes one (1) and two (2), the aim was to define the status of cultural awareness and global co-operation in the case company. Themes from three (3) to six (6) aimed to construct a general understanding of what motivates employees to perform their best at work and how can a leader affect their motivation. Furthermore, the purpose was to review if there were motivator differences between employees with different cultural backgrounds. The purpose of this thesis work was to improve the leadership in international organization in order to help international teams to become the Winning teams. Therefore, it was considered essential to define the term Winning team. The aim of the final theme was to give respondents the opportunity to comment what the Winning team means to them. The final goal was to combine all the findings to generate a clear picture of the most critical sectors in leadership in international team. The study findings are presented in Chapter 3. Results. The questionnaire can be found in Appendix 1. at the end of the study.

The interview themes were constructed according the questionnaire. However, every interview was individually constructed so that the aspects that respondent had raised in the questionnaire were primarily discussed. The first interview was arranged on the 4th of October 2017 via Skype and the last one on the 21th of December 2017.

In addition, the study included an online questionnaire (Appendix 2) which was forwarded to twenty-eight (28) employees within Valmet Technologies. The online questionnaire was constructed with the same themes as the original questionnaire and interviews. The purpose for online questionnaire was to offer wider picture of the situation and a possibility to answer anonymously. Twenty-one (21) answers were received from the online questionnaire.

4.2.3 Analysis of results

The material collected in this study was received from experts inside Valmet Technologies. All respondents have several years of international experience. The analyzing process was mainly based on the theoretical background gathered during the study. In addition, researcher's professional expertise was used for analyzing in which cases it is clearly stated. The main-focus was to evaluate the best leadership practices to build and maintain trust in international teams with minimal face-to-face contact in the case Company.

Data collected in this study was organized using mind mapping. Mind mapping is an excellent tool for handling a large amounts of verbal data, such as interviews and free comments in questionnaires. A mind map is constructed as a hierarchy. The map consist of one main theme, which includes sub-themes and sub-sub-themes until all single comments are presented in the map. If the same comment appears more than once, the number of appearance is marked after the comment. Finally, comments with only one appearance are deleted. Using this simple tool, it is possible to find easily the most common comments to be used while analyzing the data.

5 RESULTS

This chapter presents the outcomes of interviews and questionnaires and links them to the theoretical section of the study. 94% of the employees asked to take part in the interviews participated. Total of 75% of the online questionnaire targeted employees gave their answers.

5.1 What the Winning Team is all about

The purpose of this work was to improve the leadership in international organization to help international teams to become Winning teams. Therefore, it was essential to define the term Winning team. The aim of the final theme in the questionnaires was to give the respondents the opportunity to comment what Winning team meant to them. Thirty-six Valmet Technologies employees representing several cultural backgrounds and located all around the globe gave their personal ideas of the Winning team. All ideas were gathered together using the mind-mapping tool and are presented in Appendix 3.

Respondents defined Winning team as a group of high skilled people who have necessary competences and who work constantly to improve their performance. Winning team has a clear target and all members are committed to reach it. The members in Winning team favor open communication, co-operation and learning from each other. They increase team spirit within the team by following common team values. Respondents defined the most important values as respect, honesty, fairness, responsibility and trust. To perform excellently, Winning team requires good leadership. According to respondents, good leadership consists of a leader who focuses on people by motivating, respecting and trusting them. In addition, the leader should ensure good working conditions by securing the necessary resources and a pleasant environment and assisting the employees to balance their work and family lives. The main areas of Winning team are presented in Figure 4.



Figure 4. Definition of the Winning team.

5.2 Cultural awareness in the Case company

At the beginning of both questionnaires, the respondents were asked about their experience in international projects. Out of total thirty-six (36) respondents fifteen had six to ten years and eleven respondents more than twenty-one years of experience from international teams or projects. All respondents had more than three years of international experience.

The first two questionnaire themes were related to cultural awareness and global co-operation in the Case company. Most of the respondents had long international experience and good knowledge in different cultures. They were also very well aware of cultural differences in the working environment as shown in Table 1. For visual appearance of the table, cells including 30 percent or more of total answers are marked with a gray background color.

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
I'm familiar with cultural background of my co-workers.	17	17	2	0
I'm aware how culture affects to way of work.	23	12	1	0
I'm aware how culture affects to motivation.	13	18	5	0
I have participated in Cultural awareness or similar training.	5	12	4	15
I observe and take account cultural differences in my daily work.	18	17	1	0
I see global working environment as a company strength.	29	6	0	1
Before meeting new people I find out about their cultural background.	5	12	12	2

Table 1. Questionnaire answers (pcs) in the theme Cultural awareness.

When asked in the interviews how cultural awareness appears in the Case company, all respondents said that it varies and depends on the cross-cultural experience of the individual. They argued that employees who have contact with other cultures are aware and more open-minded towards different cultures. Within the respondents, positive attitude was seen as essential while working in cross-cultural environment. This is in line with Mäkilouko (2003) who shows that positive attitude towards another culture is one of the most important aspects in understanding it.

It was recommended that the Case company should make the most of the personal experience of expatriates. It seems that some locations have utilized this opportunity when others have not. Sharing experiences and knowledge of foreign cultures could be involved in assignment of expatriates. As seen in Table 1, only half of the respondents feel that they have taken part in Cultural awareness or similar training even though they all have been working in international teams.

Most of respondents had experience of working together with local employees while they had assignments abroad. The assistance of local employees was seen especially important when dealing with clients from different cultural background. However, general guidelines for business behavior in different cultures were desired from the Company. It was mentioned that guidelines could help the employees to avoid major behavioral mistakes, which are difficult to repair later.

Furthermore, respondents said that generally cultural awareness is at a good level within the Case company. It was also noted that company culture is strong, even in offices where it differs from the national culture. It was recommended that company culture workshops be regularly offered for new employees globally.

A common view was that cultural awareness and open-mindedness towards other cultures improve success in an international team. This is in line with Luring et al. (2012) who report that openness to value diversity, informational diversity and linguistic diversity have a positive effect on group trust in multicultural teams. Furthermore, cultural empathy, open mindedness and social initiative are indeed required for excellent managerial performance in an international environment (Van Woerkom et al., 2009).

5.3 Increasing international team performance by leadership means

During the study, it was found out that the leadership training for line managers in the Case company is at a good level. A wide range of trainings is offered for managers via *Manager's toolbox* in the company intranet. In addition, there have large-scale training programs such as *Forward for Managers*.

At the same time, it was found out that there is no consistent leadership training for managers working in matrix organization without a managerial position. This group includes, for example, project managers and team leaders. Beyond doubt, project managers face similar leadership challenges as line managers and even more often within the cross-cultural teams. In addition, project managers are responsible for project team performance, which defines the net profit of the company.

Questionnaire and interview themes from three (3.) to six (6.) aimed to construct a general understanding of what motivates employees to perform their best at work and how can a leader affect their motivation. Theme four focused particularly on leadership and management. In the questionnaires, closed questions were designed to give the researcher a general view and facilitate the construction of individualized interviews. Moreover, the purpose of closed questions was to lead the respondent into the subject. Therefore, closed questions were not analyzed question by question in a table form. The interviews, as well as free comments from the online questionnaires, were analyzed using mind mapping.

In the first phase of analyzing the results all mind map data was sorted under the headings *Team* and *Leader*. However, splitting ‘team’ and ‘leader’ apart seemed inconsistent because most of the subheadings were linked to each other. In the next phase of analysis, three major themes were established. The themes were labelled *Trust*, *Communication* and *Personality*.

Personality was seen as an important part of the success in the multicultural working environment. However, the vision behind this work was to improve the performance of the international organization in the Case company by leadership means. In this connection, performance stands for capable and committed teams that secure a good level of profit and satisfy the customer needs. The aim was to give leadership tools also for project managers and team leaders, not only for the line managers. Therefore the recruiting process, including personality analysis, was not considered suitable as the main focus for this study.

The practical aim in order to achieve the vision was to define the leadership behaviors that increase performance in the international team. According Dirks et al. (2002), trust towards leader is directly related to team performance. Trust has also been reported to be related to organizational performance, such as net profit and sales level. (Davis et al., 2000). Hence, trust was seen as the key element to improve the team performance. The themes of trust and communication were closely combined in the study results as well as in the theory. It seemed that communication is the key element in trust building. Therefore, I finally ended up with one main theme of *Building and Maintaining Trust* and the detailed aim of this study focused in defining the best leadership practices to build and maintain trust in international teams in the Case company. All respondent comments were sorted using mind mapping. Finally, comments with only one appearance were deleted. The final mind map presenting the study results can be found in Appendix 4.

5.3.1 Building trust

When discussed with interviews how can a leader support an international team to perform their best, one of the most common answers was that a leader should bring people together and out of silos. It was said that leader should arrange various opportunities for

team members to meet with each other. This consists of work related face-to-face meetings, common coffee breaks while working in the same office and activities outside the office. It was considered essential that international team members, working in separate offices, would meet at least once in the beginning of project. It was highlighted that during a meeting they should have the opportunity for casual communication. This is in line with Järvenpää et al. (1999), who argue that development of trust requires social communication, such as discussion about hobbies, within the first weeks of the group's life.

It was suggested that opportunity for casual communication could be arranged at a dinner after a project kick-off meeting but also in online, if a face-to-face meeting was impossible. However, using a video meeting instead of Skype or phone calls was recommended. Using a video meeting is in line with Fortier et al. (2011) who show that sharing a picture while working without face-to-face contact will bridge the distance between people and assist in trust building. In addition to video meeting, the team could use an online discussion board where the members are invited to introduce themselves and share a picture.

To increase team cohesion in the formation phase of team development, it was said that the leader should clearly communicate team's common goal or alternatively link individual targets together. Furthermore, common values were said to be crucial for the success of a team. Respect, honesty and fairness were mentioned most often. These values create the foundation for trust within the team and were also nominated the most important elements of Winning team. The values of national cultures are present in cross-cultural working environment and shape the way employees communicate and act (Steers, 2010). Mäkilouko (2003) report that companies with uniform values are more successful because they experience fewer communication problems. The same idea applies for a team. For functional communication during team's life cycle, the team needs shared values. In a cross-cultural organization, the base for team values can be the common company values on the supposition that employees share them. For a specific team, the values can be defined in more detail in the team value workshop, where all team members are involved in the value definition. In addition to values, rules and responsibilities within the team should be agreed upon as early as possible and clarified regularly by the team leader. The main areas of building trust in an international team are presented in Figure 5.

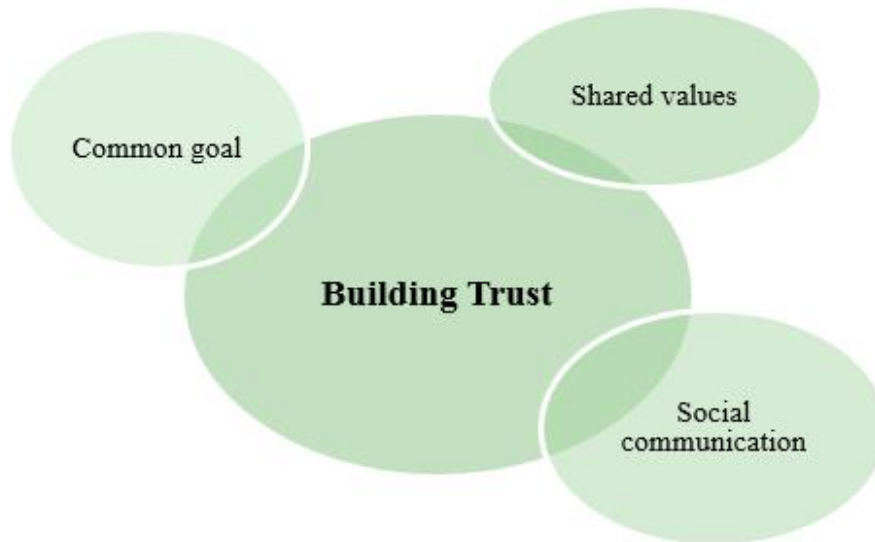


Figure 5. Building trust in a team

5.3.2 Maintaining trust

Positive attitude

Open mindedness and positive attitude are dimensions of personality. During recruitment process, the suitability of an employee's personality for cross-cultural organization can be evaluated using a personality test.

Personal and open communication

Personal communication between the leader and each individual team member, as well as among team, was highlighted. Half of the respondents said that making himself available and keeping his door open is not enough, but in addition, the leader should be active in personal communication within team members. Furthermore, it was said that the leader should focus on people and care about the team members. According to Mäkilouko (2003), a relationship-oriented leader manages interpersonal skills and reserves time for personal communication. Mäkilouko suggests a relationship-oriented leader in the lead of a multicultural team. In addition, the respondents said that the response time to emails drops dramatically after personal relationship between employees is created. This is logical according Gillespie et al. (2002) who report that trust increases co-operation and open communication as well as commitment to relationships.

Creating personal relationships is a challenge in teams which are geographically dispersed, culturally diverse, and who have minimal face-to-face contact. Cultural background outlines the importance and form of the personal relationship. During the study, it was noticed that employees from India and Sweden talk more freely about their families than employees from other Case company offices. It was also noted that personal relationship is especially important for the Chinese. Increasing the knowledge of different cultures within the Case company could help individual team members in forming personal relationships across cultures.

It was described essential that the leader knows the team members. Only then can he recognize talent and offer opportunities, which increase motivation and commitment for work. This is in line with Steers et al. (2010) who present that sensitivity to team members' differences is crucial while working with employees with different background or cultural context. Moreover, respondents argued that best team is built when the leader knows the team members, including their personal strengths, and can take into account group dynamics.

Consistent, clear and regular communication

Consistency was said to be especially important in leader's communication. This is in line with Fortier et al. (2011) who show that in multicultural teams with minimal face-to-face contact trust is maintained by predictable communication.

Especially when working in a cross-cultural team, it was said that reporting within the team should be regular to ensure that all members are aware how the project is proceeding. This is in line with Järvenpää et al. (1999) who suggest that the team should create shared norms for sharing timely and detailed information about the work ongoing within the team. Furthermore, they show that unpredictable or irregular communication will affect the trust negatively. Short *Pulse* -meetings intended for the whole project team have been established in the Case company. The meetings are scheduled once a week and the whole "big picture" of the project is updated. Traffic light colors from green to red are used to visualize sub-target situations. The project team members located in the main office meet face-to-face and other team members join in by video. This type of communication is excellent for a cross-cultural team. Pulse meetings represent clear and regular communication at its best.

The common view was that when working with other cultures it is important to make sure that the other party understands the message. Therefore, written messages, such as emails, were considered a good way for sharing technical information and agreeing about work related issues. Järvenpää et al. made similar findings in 1999. They found out that communication via information technology eliminates some differences, such as accents, and gives the team members more time to process messages and reduces language errors. According Fortier et al. (1999), communication in the storming phase focuses on problem solving and knowledge sharing. This is when clear communication is crucial and email can be a convenient communication tool. In addition, an online team platform was suggested to be used for information sharing in global teams. Team intranet sites have already been implemented in the Case company. The same template could also be used for temporary teams, such as project teams.

Delegated power

When discussed in the interviews how can a leader increase trust between a leader and team member, it was said that the leader should delegate responsibility and tolerate mistakes. This is in line with Gillespie et al. (2004) who show that a leader who openly communicates his ideas, visions and values and delegates power to team members, shows trust towards each of individuals in the team. This encourages trust towards the leader in team members. In a global team, this means giving challenging task also to geographically distant members. Fortier (2009) found out that involving all members in all phases of a challenging project is crucial. By giving distant members only moderately challenging tasks, their motivation level will likely be negatively affected. In addition, Early et al. (2000) show that especially in multicultural teams, competent use of skills facilitates team culture and favors high performance level.

Fairness

To maintain trust within the team, fairness was noted to be the most important value. However, it was said that being fair does not mean treating everyone the same but treating them as individuals. Empirical data shows that performance evaluation should be done by combining a team's output together to ensure the team members' perception of fairness and maintaining trust within the team (Fortier, 2009). However, respondents in this study noted that success of individuals should be taken account in rewarding. Many of respondents commented that the rewarding system in the Case company is not flexible enough.

They said that the leader does not have enough possibilities to reward the employees. In addition to rewarding, it is important to remember that in some cultures punishment is also in an important role. As a conclusion, the leader should be aware of the cultural backgrounds and know his team members personally in order to maintain the feeling of fairness among all team members.

Positive feedback

It was said that giving positive feedback within team will improve the team spirit. Järvenpää et al. (1999) shows that teams where members encourage each other have higher levels of trust. It seems that behavior that creates positive atmosphere facilitates building trust within the team. A positive feedback tool called High five was already published in the Case company. Respondents who had experience of giving or receiving High five feedback said it is a good tool with an easy user interface. It was recommended that the High five tool could be implemented for daily use especially in teams with minimal face-to-face contact.

The main areas of building and maintaining trust in an international team are combined in Figure 6. Social communication within the team and creating shared values and a common goal are crucial steps during the initial phase of group development to build the foundations of trust.

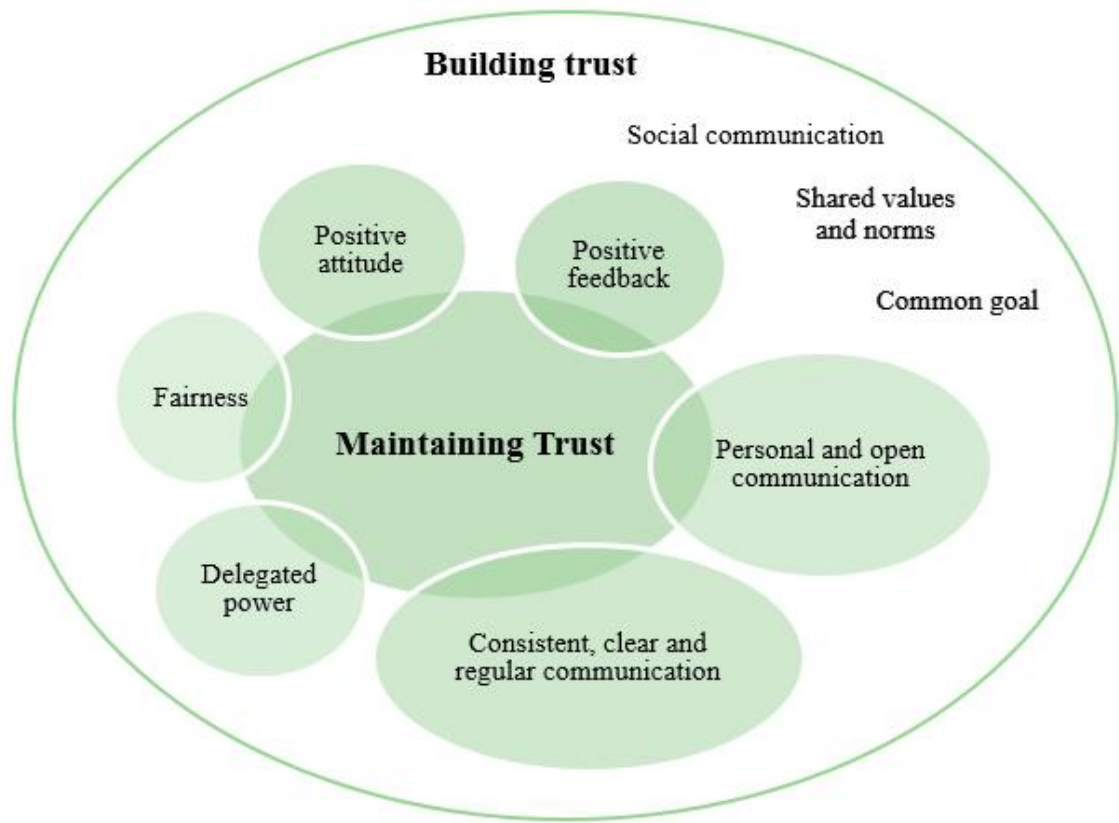


Figure 6. Building and maintaining trust in international team

5.3.3 Leadership practices for facilitating trust

For success of an international team, it is important that team members are willing to work in the cross-cultural working environment. Multicultural personality, consisting of open-mindedness and positive attitude towards diversity, can be evaluated during the recruiting process by using a suitable personality test. In addition to multicultural personality, it is crucial that the employee can identify with the company values. Gillespie et al. (2004) present to consider the “value fit” even when selecting new members or leaders to existing teams. Evaluating individual values compared to the company values is already part of the Case company recruiting process. Additionally, company value workshops could be offered regularly for new employees to strengthen the desired values within employees. A company can build strong company culture through shared values in order to secure successful communication through the cross-cultural organization.

Based on this study, an international Winning team needs a leader who focus on people by motivating, respecting and trusting in them. In practice, this is done with transformational leadership practices such as emphasizing group goals and providing individualized

support. Transformational leader communicates with each team member as an individual and adapts the leadership style according to each subordinate.

Based on the study results and reviewed theoretical literature, the best leadership practices for facilitating trust in an international team in the Case company are presented in Figure 7. Leadership practices are presented in suggested chronological order within the team's life cycle. Practical tools for implementing leadership practices are presented in the right-side column. The Case company has already implemented some excellent tools, such as Pulse -meetings with the video possibility and positive feedback tool High five. These tools suit very well facilitating trust in an international team, which is geographically dispersed and culturally diverse.

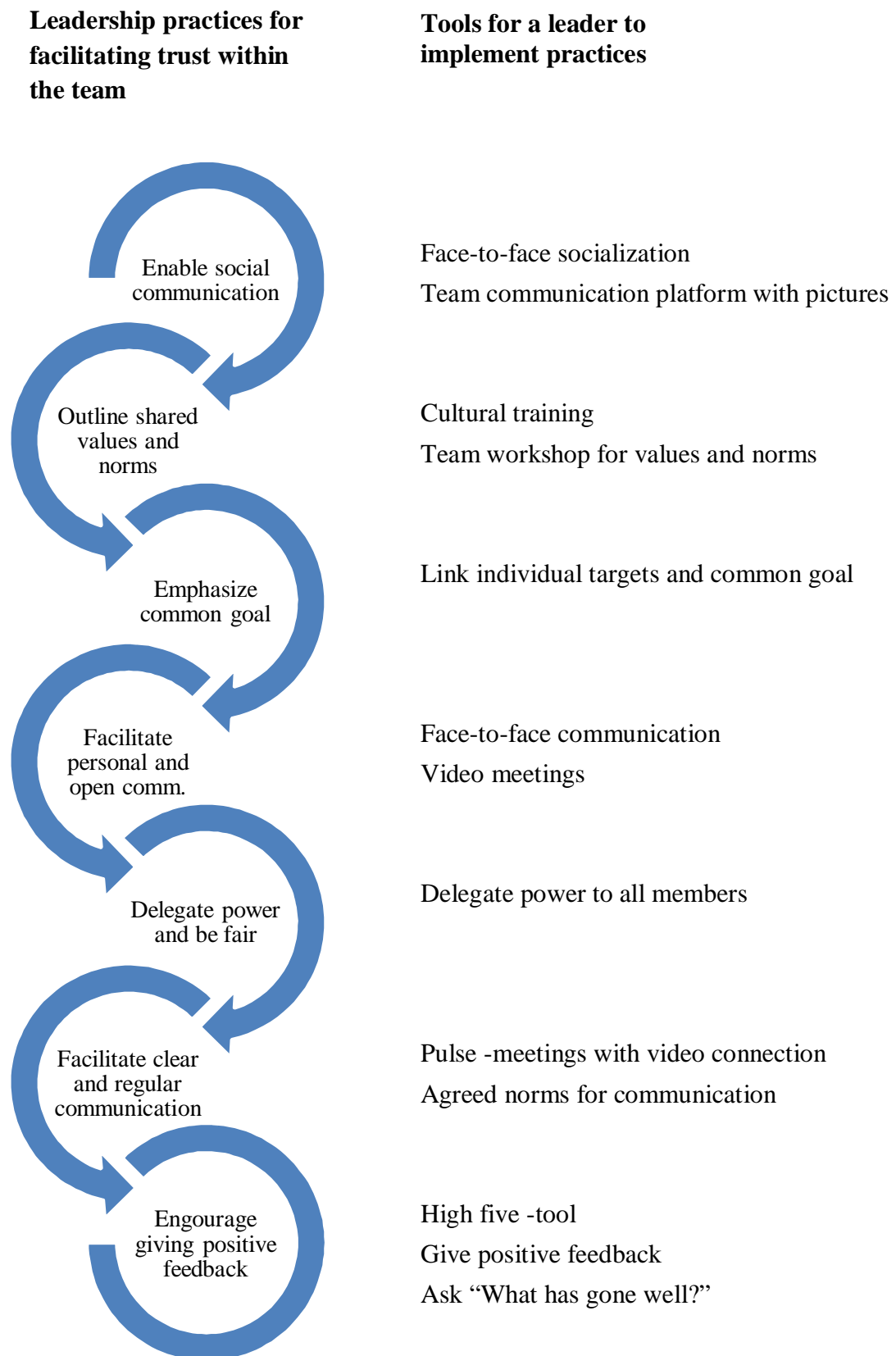


Figure 7. Leadership practices for facilitating trust and tools to implement practices

6 CONCLUSION

This chapter summarizes the main research findings and presents recommendations for the Case company. Suggestions for future research arising from this study will be presented at the end of this chapter.

The main objective of this study was to define leadership practices that increase an international team's performance and consequently the level of profit and customer satisfaction in the Case company. Based on the study results and theoretical literature, trust is seen as the key element to increase team performance in cross-cultural organization.

6.1 Discussion of results

During this study, the Case company's strategic goal *Winning team* was defined by thirty-six (36) employees involved in the study. Winning team was described as a group of competent employees who are committed to the team goal and share common values. For high team performance, they communicate and co-operate openly. Gillespie et al. (2002) show that trust increase co-operation and open communication as well as commitment to relationships.

A vision behind this work was to improve the performance of the international organization in the Case company by leadership means. Valmet Technologies has defined company leadership principles which state that Valmet leaders: *Lead the way forward, Drive high performance culture, Build inspiration and trust, and Coach for customer success*. The main-focus of this study was in building trust. However, trust is reported to be related to organizational performance (Davis et al, 2000), meaning that a high trust level will lead to high performance. By building trust, leader can indeed build high performance culture as well. A practical target of this study was to define the best leadership practices to build and maintain trust in international teams in the Case company.

Building and maintaining trust within an international team can be presented as in Figure 6. where study results are combined. Building trust in the initial phase of the team life cycle will create the foundation for trust maintenance during the team's entire life cycle and finally high trust levels at the end of the project.

During the initial phase of the group development, social communication is the key element in trust building (Järvenpää, 1999). It can be performed in face-to-face sessions or via electronic communication tools, such as a team communication platform in the company intranet. The Case company has already implemented team platforms for teams led by line managers. The same idea could be utilized for temporary teams, such as project teams. Although face-to-face sessions were seen as the best practice, the most important matter is for team members to build personal relationships on some level as early as possible during the group development. Personal relationships within the team are the precondition for the trust maintaining during team's life cycle.

Each team member has personal values based on their national culture and individual experiences. According to the respondents, cultural awareness in the Case company is generally on a good level. However, Company guidelines for working with other cultures and international experience exchange were desired. When working in a cross-cultural team it is essential to understand that values of a national culture are stable and shape the way people communicate and act (Steers, 2010). To create shared values for a cross-cultural team, the company culture and company values can be utilized. During the recruiting process, it is important to check that an individual can identify with the company values. In addition, as suggested by respondents, company culture workshops could be offered regularly for new employees. Shared values for a project team could be defined in a project team value workshop where all team members are involved. Creating shared values also for a temporary team, such as a project team, is important because it reduces communication problems later in the team's life cycle.

In addition to shared values, a team needs shared goal. Large project may consist of several subprojects, which all have their own specific goals. Even when all subproject teams have a clear goal, it is crucial to link these goals together to build cohesion within all employees working for the main project. This is how all team members are brought together and out of silos. To commit team members on a common goal, evaluation of employees should be based on the success of the common goal not only on the individual performance or the success of a subproject.

Furthermore, it is important to remember that for high trust levels within team all team members must have a feeling of fairness. According to Fortier, performance evaluation done by combining team members output together ensures team members' perception of

fairness and maintains trust. Based on this study, the feeling of fairness comes from employees treated as individuals. Moreover, individual performance should be rewarded when reason occurs. Respondents argued that the possibilities for individual rewards are limited in the Case company, which might lead to employee turnover. As a conclusion, the feeling of fairness seem to be culture related. Some cultures appreciate high equality when others require individual rewarding and punishment. A leader should be very well aware of the cultural background of his team members to be able to maintain the feeling of fairness among all members in a cross-cultural team.

During the team's life, trust can be maintained in the working environment where team members communicate openly, show open-mindedness and positive attitude towards each other and give positive feedback.

Open-mindedness and positive attitude in an employee are dimensions of personality and those should be taken account during the recruiting process. Furthermore, an employee's willingness to work in the cross-cultural environment is a factor, which reflects his open-mindedness and attitude towards other cultures. To secure a positive attitude within the team only employees who show positive attitude towards other cultures should be placed in the cross-cultural teams.

Positive feedback can be given personally within the team but also *High five* -tool could be implemented for daily use in global teams with minimal face-to-face feedback possibilities. The leader has an important role in creating a culture where positive feedback is given. First, leader must give feedback himself and second, he can arrange opportunities for others to give positive feedback. For example, during the project review he can ask, "What went well during previous week?"

To facilitate trust within the team leader should always act consistently and focus on clear and regular communication. Particularly within cross-cultural team, it is especially important to make sure that the other party understands the message. When working with minimal face-to-face contact and different cultural backgrounds, email or online team platforms are suitable ways to share information. Common norms for information sharing facilitate maintaining trust. The team can agree, for example, how quickly they respond to emails from other team members and which are the checkpoints of the project when

they notify other team members about completed tasks. Agreeing on the norms as well as common values could be a part of the project kickoff meeting.

The Pulse meeting concept is well suited for clear and regular communication within the team. In addition, it serves personal communication as well as team members' need to meet face-to-face or via video regularly. However, a Pulse meeting concentrates on project management issues such as budget, schedule and information change. It could be considered if relationship themes such as team spirit could be covered in Pulse as well.

In order to show trust towards the team members, the leader should be open in communication and delegate power to all team members. The leader should note that delegating power only to a part of the team might decrease the motivation of the other team members. Finally, the leader can expect team members to act only as he acts himself and therefore he should act as an example.

6.1.1 Summary

As a summary, in order to build and maintain trust within the team and thus to increase international team performance, all members should be willing to work in cross-cultural environment and show positive attitude towards diversity. Moreover, the team should have a relationship-oriented leader who operates through transformational leadership. Cultural training in order to increase understanding is recommended, as well as social communication during the initial phase of a team's life cycle. Face-to-face communication should be used whenever possible and common values, norms and goals emphasized. Communication should be predictable and clear. This can be ensured with regular Pulse meetings with a video connection. Giving positive feedback is essential to maintain trust and high performance during the challenging phases in the project. The High five -tool can be utilized for positive feedback in teams with minimal face-to-face contact.

6.2 Recommendations

Most of the Case company employees work in cross-cultural teams or are in touch with foreign customers. Therefore, it is recommended that general cultural awareness training be regularly offered to all employees. Online training could be a suitable format. In addition, expatriates' personal experiences should be utilized locally in each office. However,

positive attitude must be highlighted while sharing experiences. As cultural learning takes time (Mäkilouko, 2003), is it recommended that specific employees be named to work with specific cultures. This helps with minimizing cultural shock and working in teams will be more effective from the beginning.

To minimize communication problems within the company, the company culture and values should be emphasized. Value fit should be taken into account in the recruiting processes as well as when forming teams. Furthermore, it was suggested that company culture workshops could be offered regularly for new employees.

During this study, it was discovered that there is no consistent leadership training for project managers who face leadership challenges in cross-cultural teams in their daily work. In addition, project managers are responsible for project team performance, which defines the net profit of the company. To increase the performance of the global Winning teams, which enable the success of multi-unit projects, cost competitiveness and customer satisfaction, the leadership competence of project managers should be top priority of the Case company.

Based on this study results, it is recommended that regular leadership coaching will be offered for managers working in the matrix organization without manager position. This group includes, for example, project managers and team leaders. Coaching can consist of leadership trainings, which offer basic tools for implementing the best leadership practices in international teams. To ensure excellent leadership competence in the Case company, leadership mentoring programs and cross-cultural leadership peer groups are recommended. Project managers should also have a possibility to evaluate their cross-cultural leadership skills and name their personal targets of development in this specific area. Evaluation could be part of the individual development discussion.

The findings of this study will be presented for Valmet Technologies HR managers during the spring 2018 for further study and actions. In addition, information bulletin will be arranged for project managers.

6.3 Suggestion for future research

Detailed information is needed of what kind of cross-cultural leadership training project managers and team leaders require. It is suggested that a questionnaire or study will be carried out with these employees before planning any detailed training programs.

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APPENDICES

Appendix 1. Questionnaire for interviewees

1(5)

Leadership in international team
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Questionnaire for study Leadership in international team

Target of this study is to find possibilities to improve the leadership in international teams and in multi-unit projects. Study will focus on the effects of different cultures in global team work.

Responses to questionnaire will be handled anonymously.

Background information

Position in organization

Director, Manager, Team leader	
Project engineer, Lead engineer, Chief engineer, other	

Experience in global teams or in global projects

0-2 years	
3-5 years	
6-10 years	
11-20 years	
21 years or more	

Cultural background

India	
South America	
North America	
Asia (China)	
Europe, add country:	

Appendix 1. Questionnaire for interviewees

2(5)

1. Cultural awareness

Pick 1 – 4

1 = strongly agree 4 = strongly disagree

	1	2	3	4
I'm familiar with cultural background of my co-workers.				
I'm aware how culture affects to way of work.				
I'm aware how culture affects to motivation.				
I have participated in Cultural awareness or similar training.				
I observe and take account cultural differences in my daily work.				
I see global working environment as a company strength.				
Before meeting new people I find out about their cultural background.				

Free comment about cultural awareness and cultural attitudes in Valmet:

2. Knowledge and competence sharing
in global working environment

Pick 1 – 4

1 = strongly agree 4 = strongly disagree

	1	2	3	4
Knowledge has been shared freely in my global team or in my global projects.				
I'm aware of competencies available globally in the company.				
I have learned good working practices from my colleague located abroad.				
I think it is important to harmonize company way to work globally.				
I have experience working with people from:				
India				
South America				
North America				
Asia (China)				
Europe				
I enjoy working with people from:				
India				
South America				
North America				
Asia (China)				
Europe				

Why do you enjoy / don't enjoy working with people with specific cultural background?

Appendix 1. Questionnaire for interviewees

3(5)

3. Work motivation

Choose three (3) things that increase the motivation to work.

The content of the work itself.	
Financial compensation received from work.	
Good colleagues and team spirit.	
Opportunity for professional development.	
The ability to keep work and leisure time in balance.	
Ability to work flexible hours.	
The opportunity to advance my career.	
Valuation and feedback from the manager.	
The opportunity to influence the development of the organization.	
Employee benefits provided by the company.	
Company strategy and values.	
Something else, what?	
1.	
2.	
3.	

Choose three (3) things that undermine the motivation to work.

Too large amount of work.	
Financial compensation received from work.	
Poor organization of work.	
Poor communication by the manager.	
Hurry.	
Unfair treatment of subordinates by the manager.	
The lack of clarity of work goals.	
The work is routine.	
Unfriendly co-workers.	
Lack of feedback.	
A long commute to work.	
Company strategy and values.	
Something else, what?	
1.	
2.	
3.	

Appendix 1. Questionnaire for interviewees

4(5)

4. Management and leadership

Pick 1 – 4 for each statement.

Choose three (3) things that are important to you.

1 = strongly agree 4 = strongly disagree

	1	2	3	4	important
Those above me have good management skills.					
My manager has good professional skills.					
My manager appreciates subordinates.					
Employees are heard in decision making.					
I get feedback from my manager.					
I feel easy to tell my manager about unsuccessful task.					
My manager takes into account the development of my skills.					
My manager trust me.					
My manager offers me challenging tasks.					

5. Rewarding

Pick 1 – 4 for each statement.

Choose three (3) things that are important to you.

1 = strongly agree 4 = strongly disagree

	1	2	3	4	important
I get paid a competitive wage.					
Salary payment is fair.					
Salary payment is logical.					
Principles of rewarding are clear to me.					
I'm pleased with the company's reward policy.					

Appendix 1. Questionnaire for interviewees

5(5)

6. Working environment and team spirit

Pick 1 – 4 for each statement.

Choose three (3) things that are important for Winning Team.

1 = strongly agree 4 = strongly disagree

	1	2	3	4	Winning team
My working environment is pleasant.					
In my team everyone knows their own responsibility.					
The work atmosphere is open.					
My colleagues trust me.					
I feel I am part of the work community.					
Employees give feedback to each other.					
We treat each other fairly.					
I am getting assistance if required from co-workers.					
I meet my colleagues during free time.					

7. Winning Team

Pick 1 – 4

1 = strongly agree 4 = strongly disagree

	1	2	3	4
Valmet must win term Winning Team is clear to me.				
My work community has done efforts to become a Winning Team.				

I think that the Winning Team is all about...

Master's Degree program / Strategic Leadership of Technology-Based Business / Tampere University of Applied Sciences

Questionnaire for study Leadership in international team

Target of this study is to find possibilities to improve the leadership in international teams and in multi-unit projects.

Study will focus on the effects of different cultures in global team work.

Responses to questionnaire will be handled anonymously.

Background information

My position in organization

- ☐ Director, Manager, Team leader, Project manager
- ☐ Project engineer, Lead engineer, Chief engineer, other

My experience in global teams or in global projects

- ☐ 0-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-20 years
- ☐ 21 years or more

My cultural background

- ☐ India
- ☐ South America
- ☐ North America
- ☐ Asia
- ☐ Europe

Next >>

Cultural awareness

I'm familiar with cultural background of my co-workers --Select-- ▼

I'm aware how culture affects to way of work --Select-- ▼

I'm aware how culture affects to motivation --Select-- ▼

I have participated in Cultural awareness or similar training --Select-- ▼

I observe and take account cultural differences in my daily work --Select-- ▼

I see global working environment as a company strength --Select-- ▼

Before meeting new people I find out about their cultural background --Select-- ▼

Free comment about cultural awareness and attitudes in Valmet

<< Previous Next >>

Knowledge and competence sharing

Knowledge has been shared freely in my global team or in my global projects --Select-- ▼

I'm aware of competencies available globally in the company --Select-- ▼

I have learned good working practices from my colleague located abroad --Select-- ▼

I think it is important to harmonize company way to work globally --Select-- ▼

Appendix 2. Online Questionnaire

3(6)

I have experience working with people from

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
India	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
South America	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
North America	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I enjoy working with people from

	Strongly agree	Partly agree	Partly disagree	Strongly disagree	Why?
India	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
South America	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
North America	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Asia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
Europe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

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Next >>

Work motivation

Choose three (3) things that increase the motivation to work

- ☐ The content of the work itself
- ☐ Financial compensation received from work
- ☐ Good colleagues and team spirit
- ☐ My manager is a good example
- ☐ Opportunity for professional development
- ☐ The ability to keep work and leisure time in balance
- ☐ Ability to work flexible hours
- ☐ The opportunity to advance my career
- ☐ Valuation and feedback from the manager
- ☐ My manager treats me fairly
- ☐ The opportunity to influence the development of the organization
- ☐ Employee benefits provided by the company
- ☐ Company strategy and values
- ☐ Support and teaching from the manager
- ☐ Bonus program

Something else, what?

Appendix 2. Online Questionnaire

4(6)

Choose three (3) things that decrease the motivation to work

- ☐ Too large amount of work
- ☐ Financial compensation received from work
- ☐ Poor organization of work
- ☐ Poor communication by the manager
- ☐ My manager doesn't punish those who deserve it
- ☐ Hurry
- ☐ Unfair treatment of subordinates by the manager
- ☐ The lack of clarity of work goals
- ☐ My manager doesn't teach me
- ☐ The work is routine
- ☐ Unfriendly co-workers
- ☐ Lack of feedback
- ☐ A long commute to work
- ☐ Company strategy and values
- ☐ My manager doesn't care about me

Something else, what?

<< Previous Next >>

Rewarding

Rewarding

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
I get paid a competitive wage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary payment is fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary payment is logical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principles of rewarding are clear to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm pleased with the company's reward policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<< Previous Next >>

Management and leadership

Management and leadership

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
Those above me have good management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager has good professional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager appreciates subordinates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are heard in decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get feedback from my manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel easy to tell my manager about unsuccessful task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager takes into account the development of my skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager trust me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager offers me challenging tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager is a strong decision maker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager explains what I am required to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager punishes lazy workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My manager sets a good example	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Choose three (3) things above that are most important to you

- ☐ Those above me have good management skills
- ☐ My manager has good professional skills
- ☐ My manager appreciates subordinates
- ☐ Employees are heard in decision making
- ☐ I get feedback from my manager
- ☐ I feel easy to tell my manager about unsuccessful task
- ☐ My manager takes into account the development of my skills
- ☐ My manager trust me
- ☐ My manager offers me challenging tasks
- ☐ My manager is a strong decision maker
- ☐ My manager explains what I am required to do
- ☐ My manager punishes lazy workers
- ☐ My manager sets a good example

<< Previous Next >>

Appendix 2. Online Questionnaire

6(6)

Working environment and team spirit

Working environment and team spirit

	Strongly agree	Partly agree	Partly disagree	Strongly disagree
My working environment is pleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my team everyone knows their own responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work atmosphere is open	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues trust me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am part of the work community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees give feedback to each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We treat each other fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am getting assistance if required from co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I meet my colleagues during free time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Choose three (3) things above that are most important to you

- ☐ My working environment is pleasant
☐ In my team everyone knows their own responsibility
☐ The work atmosphere is open
☐ My colleagues trust me
☐ I feel I am part of the work community
☐ Employees give feedback to each other
☐ We treat each other fairly
☐ I am getting assistance if required from co-workers
☐ I meet my colleagues during free time

Winning team
 Valmet must win term Winning
 Team is clear to me

 My work community has done
 efforts to become a Winning
 Team

I think Winning team is all about...

Appendix 3. Mind map – Winning team



Appendix 4. Mind map – Building and maintaining trust

