



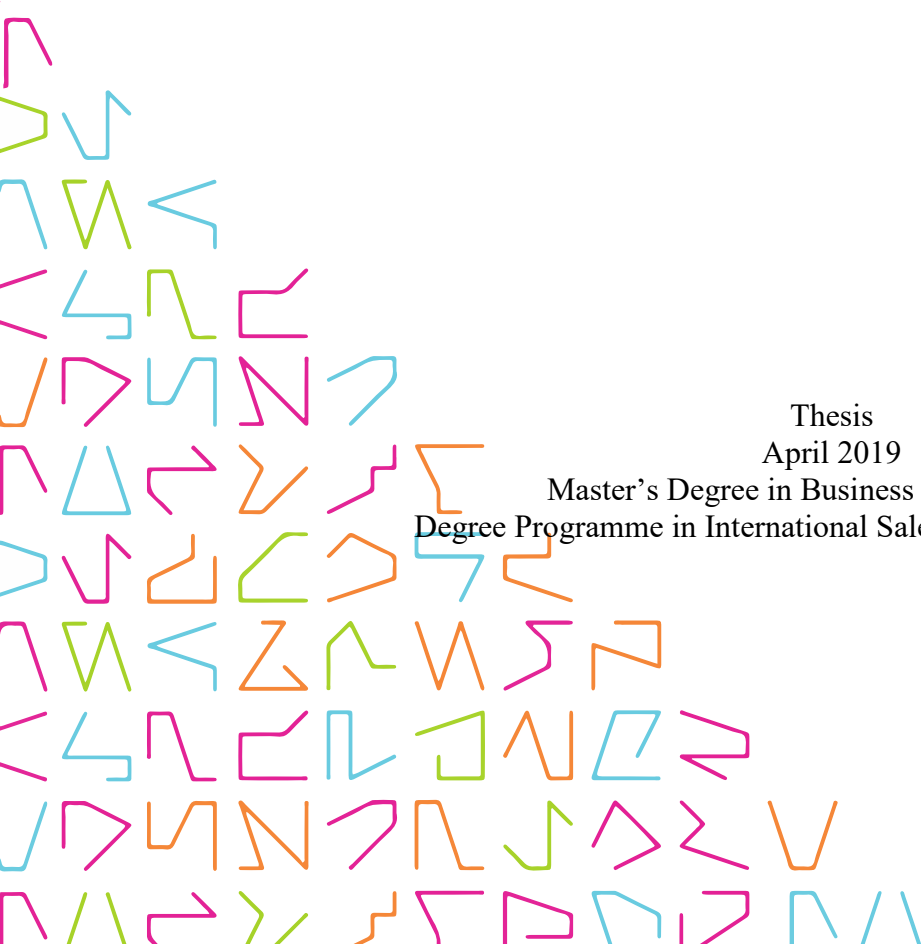
TAMPEREEN
AMMATTIKORKEAKOULU

LEADING MULTICULTURAL TEAMS

Olli Keravuori

Thesis
April 2019

Master's Degree in Business Administration
Degree Programme in International Sales and Sales Management



TIIVISTELMÄ

Tampereen ammattikorkeakoulu
YAMK
Kansainvälinen myynti ja myyntijohtaminen

KERAVUORI OLLI:
Monikulttuuristen tiimien johtaminen

Opinnäytetyö 81 sivua, joista liitteitä 0 sivua
Huhtikuu 2019

Työn tavoitteena oli selvittää sekä kansallisten kulttuurien, että organisaatiokulttuurien eroja johtajille tehostaakseen heidän johtamistyötä monikulttuuristen tiimien parissa. Työn tarkoituksena oli tutkia teorioita kansallisista kulttuureista ja organisaatiokulttuureista sekä testata teoria haastatteleamalla johtajia, jotka johtavat monikulttuurisia tiimejä. Tällä tavalla oli tarkoitus kartoittaa mahdolliset kehityskohteet teorian ja käyttäytymisen välillä sekä tarjota johtajille työkalupakki aiheen tiimoilta mahdollistamaan tehokkaampi johtaminen. Kohderyhmä oli niin kokeneet kuin vähemmän kokeneet johtajat. Lisäksi haastateltiin ryhmää alaisia saadakseen alaisen näkemys aiheeseen.

Tutkimuksen teoriaosuudessa käytettiin aineistoa eri vaikuttavista voimista johtamiseen sekä tarvittavia minkälaisia taitoja tarvitaan onnistuakseen tiimin johtamisessa.

Sekä kansallinen kulttuuri, että organisaatiokulttuuri vaikuttavat siihen, miten esimiehet johtavat ja miten alaiset odottavat heitä johdettavan. Kun johtajien toimintaan vaikuttaa sekä kansallinen kulttuuri, että organisaatiokulttuuri, vaikuttavat samat asiat myös alaisiin ja heidän odotukset johtajan toiminnasta perustuvat myös tähän. Vaikka tämä työ on kirjoitettu enemmän esimiesten näkökulmasta, voidaan saatua tietoa käyttäen myös alaisen toimesta heidän halutessa ymmärtää oman esimiehensä taustaa ja johtamistapaa. Onnistuneessa esimies-alaisuudessa molemmat osapuolet ovat vastuussa yhteistyön onnistumisesta. Tämän työn oppeja voidaan käyttää myös esimies-alainen-kontekstin ulkopuolella. Se toimii oppaana kaikille niille, jotka kohtaavat muita kulttuureja.

Tutkimus osoitti, että sekä kansallisella kulttuurilla, että organisaation kulttuurilla on vaikutusta. Organisaatiokulttuuri tasoittaa kansallisten kulttuurien eroja, mutta olkoon organisaatiokulttuuri kuinka vahva tahansa, kansallisen kulttuurin vaikutusta ei voida kokonaan kumota. Kumpaakaan kulttuuria ei voida jättää huomioimatta. Tutkimus osoitti myös, että johtajat ovat hyvin tietoisia molempien kulttuurien vaikutuksesta. Tärkeimmiksi taidoiksi nimettiin tietoisuus, kommunikaatiotaidot, luottamuksen rakentaminen sekä sopeutuminen toisiin kulttuureihin. Moni näistä kehittyy kokemuksen myötä. Yritys panostaa monimuotoisuuden johtamiseen ja johtajille järjestetäänkin tähän liittyvää koulutusta, joskin jonkin verran toivottiin koulutuksen lisäämistä. Suurin löydös oli se, että vaikka esimiehet ovat eroista tietoisia, ei tästä aiheesta aina käydä keskustelua tiimien jäsenten kanssa. Tämä tulisi muistaa käydä jokaisen alaisen kanssa läpi parhaimman mahdollisen lopputuloksen saavuttamiseksi. Suurin fokusalue on kahden vahvan yrityskulttuurin yhdistämisen ja harmonisoinnin nopeuttaminen. Kehitystä on jo jonkin verran tapahtunut, mutta työtä on vielä jäljellä.

Asiasanat: johtaminen, monikulttuurisuus, kansainvälisyys

ABSTRACT

Tampereen ammattikorkeakoulu
Tampere University of Applied Sciences
Master's Degree in International Sales and Sales Management

KERAVUORI OLLI:
Leading Multicultural Teams

Master's thesis 81 pages, appendices 0 pages
April 2019

The aim of this thesis was to clarify differences in cultural and organizational behavior for leaders to be able to lead their teams more efficiently. The purpose of this thesis was to study the theory and test it by interviewing some of the company leaders who lead multicultural teams to find out if there were any gaps between the theory and the actual behavior of the leaders and to provide a toolkit for the leaders, both experienced and beginners, in order to help them to lead more efficiently. Also, a group of team members were interviewed in order to get insights from the subordinates' point of view.

The theoretical framework of the study was about the impacting forces in cross-cultural leadership and the skills required to be successful in leading the teams.

Both the national and the organizational culture affect the way people lead and want to be led. When leaders have some tendencies, be it either influenced by the national or the organizational culture, the subordinates most likely expect similar behavior from their leaders in the same context. Although this thesis is mostly written from the leaders' point of view, it can be used by a subordinate as well when trying to understand the behavior of one's leader. Both parties are equally responsible for the relationship to be successful. The results from this thesis can also be used outside of the leader – subordinate context. It can be used as a guidebook when having any kind of encounter with a person (business or leisure) from another culture.

The results showed that both national and organizational cultures have an effect on how people and organizations behave. The Organizational culture can flatten the differences in the national culture but no matter how strong the organizational culture is, the national culture has an effect too. Neither of the cultures should be neglected. The results also showed that the leaders were well aware of the effects of both the national and the organizational cultures. The main skills required for being successful were awareness, communication, building trust and adapting to other cultures. Many of these come from experience. However, the company pays attention how diversity is led in the company and provides training to the leaders. However, some additional training was mentioned to be needed. The biggest takeaway for the leaders was not to assume the team members to have the same understanding and this topic should be discussed with each team member.

The biggest area of attention was to speed up the harmonization of the two very strong organizational cultures. Some progress could be seen but a lot of work still remained.

Key words: leadership, multicultural, cross-cultural leadership, culture

INDEX

1	PREFACE	6
2	MULTICULTURAL ENVIRONMENT	10
2.1	Differences in cultural environment. Hofstede's findings.....	12
2.1.1	Power distance	13
2.1.2	Individualism versus collectivism.....	15
2.1.3	Masculinity versus femininity.....	17
2.1.4	Uncertainty avoidance.....	18
2.1.5	Long- and short-term orientation	19
2.2	Differences in cultures. Trompenaars' findings.	21
2.2.1	Universalism versus particularism	21
2.2.2	Specificity versus diffuseness	22
2.2.3	Achieved versus ascribed status.....	24
2.2.4	Inner direction versus outer direction	26
2.3	GLOBE	27
2.4	Other studies	28
2.5	Organizational cultures	30
2.5.1	Different cultures, different organizations	31
2.5.2	Different organizations, different cultures	37
2.5.3	Dell EMC's leadership principles	38
3	LEADING MULTICULTURAL TEAMS.....	39
3.1	Hall's studies.....	42
3.2	GLOBE studies on leadership styles	45
3.3	Communication.....	47
3.4	Methods and styles.....	50
3.5	Motivation & rewarding	57
3.6	Becoming better.....	58
4	RECAPPING THE THEORY AND DESCRIPTION OF THE USED METHODS.....	60
4.1	Description and method of the research	62
4.2	Collecting and analyzing the material	63
4.3	Validity and reliability of the results	63
5	KEY FINDINGS	66
5.1	Impacting forces	66
5.1.1	National culture.....	67
5.1.2	Organizational culture.....	67
5.1.3	Leadership principles	69

5.1.4	Personal behavior / Personality.....	69
5.1.5	Experience.....	69
5.2	Mastering cross-cultural leadership	70
5.2.1	Communication.....	70
5.2.2	Training.....	71
5.2.3	Skills (Good leadership).....	72
5.2.4	Experience.....	74
5.2.5	Trust, empathy and respect	74
5.2.6	Self-knowing.....	75
5.2.7	Adaptation.....	75
5.3	How the team members see it.....	76
6	CONCLUSIONS	77
	BIBLIOGRAPHY	79

1 PREFACE

We all have our own thoughts, feelings and actions. We are also surrounded with others who, to some extent, think, feel and act the same way. When operating in a global environment we encounter and confront other groups who think, feel and act differently. At the same time these groups demand cooperation. Understanding the differences in the ways leaders and their followers think, feel and act is a condition for bringing worldwide solutions that work. Even there is enormous variety in behavior, there is a structure that can serve as a basis for mutual understanding. (Hofstede et al. 2010, 4; Morrison 2006, 169; Thomas & Petterson 2015, 22; Thomas & Petterson 2015, 68.) Like people, the cultures as well, have their different personalities and it has a major effect on everything people do (Vartia et al. 2007, 178; Trompenaars & Voerman 2009, 21; Osland et al. 2007, 370).

We all have our own behavioral patterns we have learned throughout our lives. Most of it acquired in childhood before we turn eleven. Before us being able to understand and learn something different we must learn how to unlearn the old patterns. (Hofstede et al. 2010, 5; Morrison 2006, 168; Thomas & Petterson 2015, 24; Browayes & Price 2015, 3.) This is certainly not an easy task but essential for us to be able to understand other cultures. Cultural behavior is so deep in people's DNA that it is often very hard to even acknowledge until one meets another person from another culture and a clash occur (Dowling & Welch 2004,13).

People from same cultural are speak same language and most often share same moral values and history. They use same rituals and symbols and the role of the family is more or less the same to everybody. How are the roles divided between men and women and what happens when a conflict occurs. These are just few general different elements of cultures. (Morrison 2006, 173; Thomas & Petterson 2015, 27, 70; Deresky 2006, 83.)

Our unique mental program consists of three different levels. These are personality, culture and human nature. Latter one is the only part that is solely inherited. Personality is partly innate and partly learned. The learning part for personality comes from the influence of the culture. Culture is solely learned. Values are the core element of defining the culture. Values determine our perception of things. Simply said we prefer something over other. Examples of this can be such as evil versus good or decent versus indecent. Like

behavioral patterns, values are mostly built during our younger age and the older we get the more we start to focus more on the practices. (Hofstede et al. 2010, 6-10; Solomon & Schell 2009, 46; Huczynski & Buchanan 2001, 218-219; Lewis 2006, 22.)

There are several layers within the culture, and we all belong to more than one group that has its own culture. These layers can be national, regional, gender, generation, social class, organizational, departmental or many other. Not all culture codes are in harmony with each other and these different layers are often at least partly conflicting. (Hofstede et al. 2010, 18.)

Some of the bibliography used in this thesis might be older but as Hofstede et al. (2010, 19) say that even the outer layer of the culture onion, which are most often visible (symbols, practices, rituals etc.), might change sometimes rapidly the core of the onion, the values, stay unchanged or change only a little and very slowly.

All cultural aspects, religions and values also define us as how we manage and lead and how we follow these leaders. Even there can be a leadership culture within a company that does not solely define the behavior of a leader (likewise the behavior of a follower) but needs to be understood also through the elements and culture of the society the leader (or follower) comes from. (Hofstede et al. 2010, 25.)

We should always remember not to judge another culture being better than another but accept that there are differences in behaviors and viewpoints that should rather be understood, nor should we prefer our own ways of feeling, seeing or doing over others. Forcing others to go our way will just put us out of business. (Hofstede et al. 2010, 26; Dowling & Welch 2004, 14; Osland et al. 2007, 374.)

How companies attract and hire multiculturally nor the strategies around this topic are not part of this thesis. The focus is on the fact that when operating globally the company is sure to have local people working and eventually also either workforce moving from country to country or leaders and manager either moving or having teams from multiple countries.

The author's first experience of international business environment is from 1999 when he was working in a Finnish company located in China. Already at that time, even not yet

having that much experience, he could see that there were tremendous confrontations between some of the Finnish managers and Chinese workforce. This topic has been in his mind ever since and has grown stronger now when having worked in a multinational corporation more than ten years. The selection of the topic came even easier when Dell merged with EMC. There was an additional factor to different national cultures when these two giant multinational corporations with very different organizational cultures and management styles.

The aim of this thesis is to clarify differences in cultural and organizational behavior for leaders to be able to lead their teams more efficiently. The purpose of this thesis is to study the theory and test it by interviewing some of the company's leaders who lead multicultural teams to find out if there are any gaps between the theory and the actual behavior of the leaders and to provide a toolkit for leaders, both experienced and beginners, to help them lead more efficiently.

This thesis concentrates on the different cultures. The differences between genders, generations and such might be mentioned but not studied deeper even though they play a major role in the different needs or practices in leading people.

This thesis will focus on three major themes: dimensions in national cultures, organizational cultures and religion and how leaders should pay attention to each factor. As national culture plays major role in people's behavior this area will have more emphasis than organizational culture and religion. The two latter areas, organizational culture and religion, need to be studied as well as their effect on behavior has significant weight. This thesis is not studying other than described earlier. Such topics might be multicultural strategies, HRM, multicultural business etc. nor is this thesis studying general leadership methods.

Browayes & Price (2015, 5-6) created a cultural model describing the different forces affecting the culture and management. These Driving forces are cultural dimensions (Trompenaars & Hofstede), organizational culture (Edgar Schein), communication (Edward Hall) and how different organizational functions play their part (Nancy Adler). This thesis will touch all of these aspects at least somehow but concentrates more on the national culture and organizational culture. Other topics are examined only briefly. This is due to the fact that when these two companies merged two significant changes happened.

Firstly, there was a merge of two different organizational cultures that affect how people lead and expect to be led. Secondly, leadership is now more across national borders and leaders have subordinates with more heterogeneous cultural background. This, as well, affects how people lead and expect to be led. Even the national culture was not mentioned first this thesis will focus more on that as there has been more mixture in the national multiculturalism than in the organizational culture.

When a multinational company wishes to increase the efficiency and results, they should pay attention to how people from different cultures tend to act. According to several studies the multicultural management is one of the biggest challenge companies face in order to be more efficient. (Browayes & Price 2015, 205, 298.)

2 MULTICULTURAL ENVIRONMENT

What do you think when someone smiles at you? Is the person friendly or is he or she hiding something or even lying? Or someone is looking straight to your eyes. Is he or she being honest or hostile or is avoiding eye contact a sign of being dishonest or humble? How about when a person is eloquence, do you believe him or her or do you think there is something suspicious in that person. (Lahti 2008, 87; Solomon & Schell 2009, 151; Lewis 195, 17.) These are just few examples of different kind of behavior in different cultures. As already described in the preface the global environment has several distinct dimensions that have been found in several separate studies. This section will study those dimensions deeper as well as the effect of religion and organizational cultures. However, even there are several studies done about national cultures and Hofstede's studies show that the change is at least very slow if not even zero at least in some areas of cultural behavior, one should bear in mind that people can change, organizations can change and even a cultural group can change and will change as technology brings people closer to each other. (Morrison 2006, 198; Thomas & Petterson 2015, 31.) Several studies show some features of cultural homogenization and profile of a modern person has been created that looks quite close to western value based person. Most of the changes are of material values and the core of the cultural code has shown very little or no changes. (Thomas & Petterson 2015, 33.) As this thesis also states that despite of cultural background the individuals have their own behavioral tendencies and identities. According to Tajfel also these tendencies are affected by national culture. (Thomas & Petterson 2015, 30.)

Richard D. Lewis (2006, 20, 29) has described the process flow of managing own, different but friendly culture and an alien culture. As shown in figure 1 the further the other culture is the harder it is to "understand". Having some kind of categorization of cultures and behaviors, as this thesis will describe through few studies, leaders can more easily predict the behavior of the subordinates. Also, it helps understand why people do what they do. By understanding cultures and not only differences but possible similarities it is easier to find something that at least resembles unity.

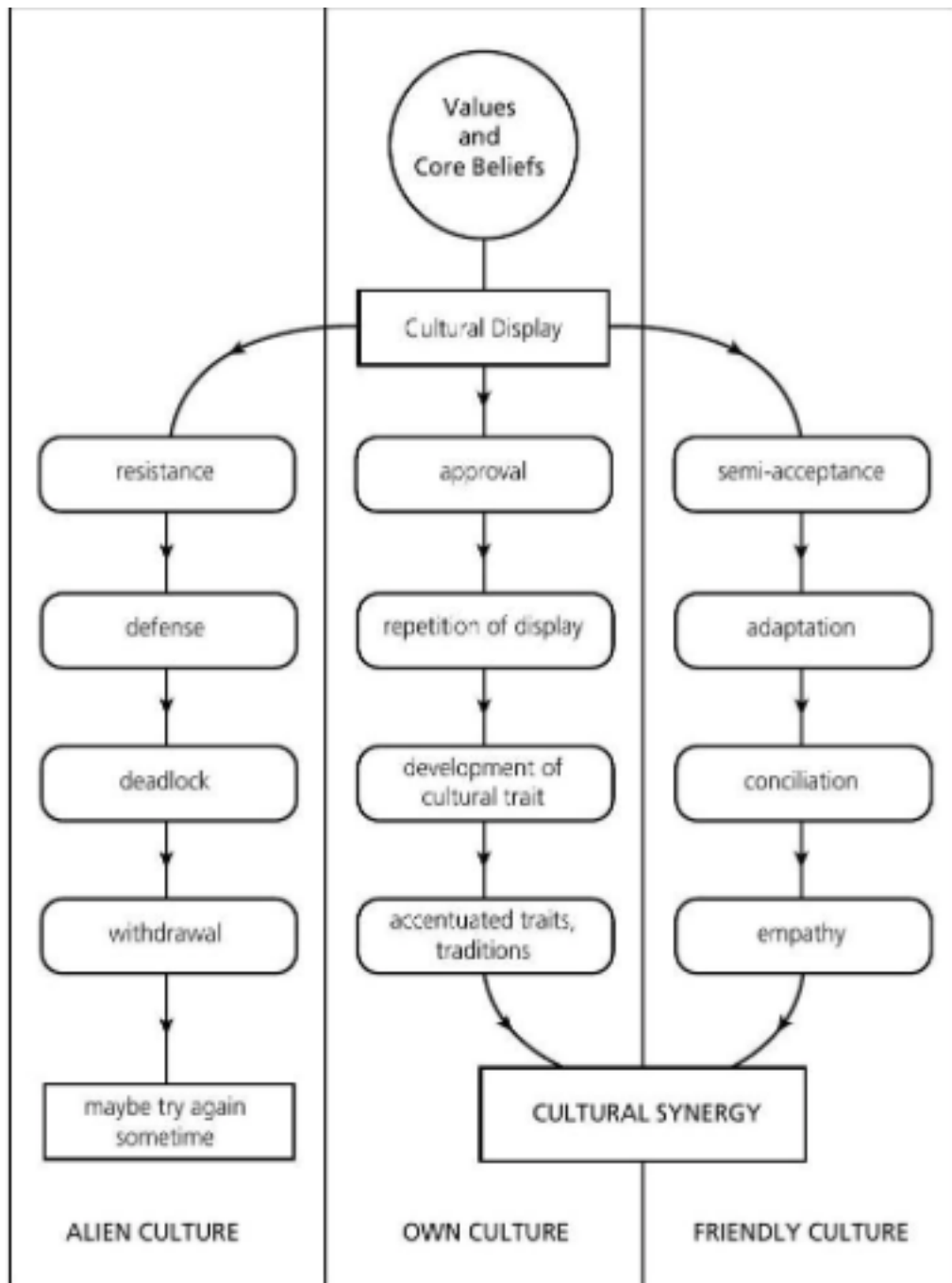


Figure 1. Process flow on accepting cultures (Lewis 2006, 20).

Cultural dimensions help leaders establish an easy baseline for their subordinates' behavioral tendencies and can create a framework in understanding the differences. These frameworks also help leaders predict possible behavioral patterns. One should keep in mind that these frameworks do not provide any absolute truths but help leaders have some info about their own and their subordinates' possible behavior and reactions. They can also give the leader some possible scenarios on their subordinates' reactions as well as some common areas where misunderstanding either actions or communication can happen. (Thomas & Petterson 2015, 65-67; Browayes & Price 2015, 303.) Other thing to

remember that cultural differences can be also found when examining individual countries (Michelli 2014, 151).

2.1 Differences in cultural environment. Hofstede's findings.

This section concentrates heavily on Hofstede's study on different cultural dimensions. The reason for this is that this thesis is not trying to find new cultural characteristics but rather trying to open this area to act as a foundation to understand other cultures and the behavior of the people. Other reason is that Hofstede's studies are seen as most significant studies on how people act and behave in different cultures (Silverthorne 2005, 9). Hofstede et al are referring their findings to several other studies showing the same or closely similar results so the writer of this thesis has decided these theories to be proven. Also, most of the literature introduces Hofstede's findings more thoroughly than other studies. Other, especially Trompenaars', theories are used to either strengthen the Hofstede's findings or to add few other dimensions not to challenge them. Hofstede and Trompenaars are also two of the most important researchers in the field cultural differences. Trompenaars has used Hofstede's studies as a foundation in his own studies. (Pilhofer 2011, 42-43; Browayes & Price 2015, 32.)

Inkeles and Levinson discovered in 1969 three major dimensions in global cultures: Relation to authority, Conception of self (relationship between individual and society and masculinity versus femininity) and ways of dealing with conflicts. Hofstede came to very similar result twenty years later when studying IBM's employees. He discovered four dimensions: Relationship with authority, relationship between individual and group, masculinity versus femininity and ways of dealing with uncertainty. (Hofstede et al. 2010, 30.) Later same results have been found in a study done in Hong Kong with Asian people (Hofstede et al. 2010, 37). These findings support the fact that these should be playing major role when studying people's behavior and management styles.

Hofstede's original studies have been under some criticism over the years and he has been updating and adding additional dimensions to his original study. Other studies have been criticized as well for being biased or too complex to understand. As mentioned, several times in this thesis, the cultural studies show only average answers and do not represent the behavior of the whole cultural group. All studies, especially Hofstede's, have been

criticized also that they often see culture change at national borders. Leaders should always see the person behind the cultural curtain. (Thomas & Petterson 2015, 63-64; Deresky 2006, 94; Söderberg 2002.) McSweeney has been one of the biggest critics of Hofstede's work claiming the study especially being too homogenic and done only with one organization (IBM). Hofstede did more analysis on his studies at later years and claimed that using a homogenic organizational culture neutralized the effect of organizational culture. He also stated that these surveys should not be the only tool to be used but no other method is available for the analysis of different nations. (Browayes & Price 2015, 38-41.) Even the study was made within only one company Hofstede discovered that despite of a strong corporate culture the differences between national cultures were distinct (Schneider & Barsoux 1997, 67). Some criticism is also towards the cultural homogeneity and over simplification (yet Hofstede himself says that his dimensions show only tendencies of large enough population but not the whole country's) even there are more than 200 cultures and subcultures in Europe alone (Passila 2009, 45; Richter et al. 2016).

To justify the big emphasis on Hofstede in this thesis is that many of the later studies are somewhat based on his original study and his dimensions are shown in most (if not all) cross-cultural literature and are most referred as well (Thomas & Petterson 2015, 64).

2.1.1 Power distance

Power distance describes how people feel and deal with inequalities. Hofstede found out that the corporate culture had only a little, if any, effect on how people feel about authorities or leaders. (Hofstede et al. 2010, 55-56.)

Power distance indicator (PDI) in the workplace describes how the employees see and feel about their managers and leaders. And vice versa how leaders and managers see and feel about their role. Short description of power distance is that in low PDI countries employees are not afraid of disagreeing with their leaders and expect more a consultative style in decision making whereas in high PDI countries leaders are seen more autocratic and employees are afraid of disagreeing with them. Other definition is that in high PDI countries employees are more dependent on their managers and leaders. Power distance can be also be defined as "the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally". (Hofstede et al. 2010, 61; Solomon & Schell 2009, 87.) This dimension is also about who

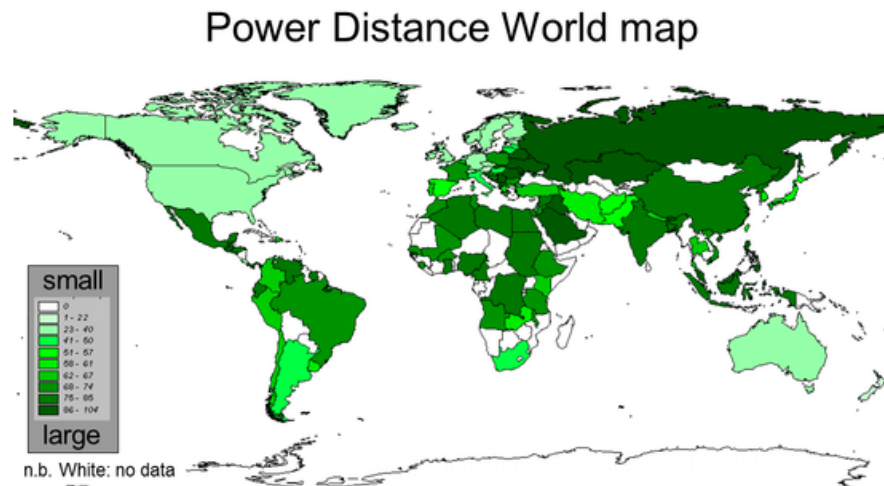
takes the credit of success or the blame when things go wrong. In high PDI countries it is the leadership who celebrates success and the subordinates who are to blame. (Browayes & Price 2015, 33.)

There are numerous differences in behavior in workplace environment between people from high and low PDI countries. In high PDI country people accept that power is not distributed equally and feel that inequality is a natural state. Companies in high PDI countries tend to centralize power for limited amount of people where possible. Organizational structure is very hierarchical and there is a lot of reporting. Leaders tell their subordinates what to do and vice versa the subordinates expect to be told what to do. It is also accepted for leaders to have their own rules. In low PDI country power is more decentralized and leaders are seen as equal as their subordinates. Employees have access to their managers and managers consult their subordinates before making decisions. (Hofstede et al. 2010, 73-74; Deresky 2006, 94; Solomon & Schell 2009, 87.)

Workforce has generally higher education in low PDI countries and they are more qualified than their counterparts in high PDI countries. It is also possible that a subordinate might someday be his or her leader's manager. (Hofstede et al. 2010, 74.) Other distinct differences can be that in low PDI country managers rely on their subordinates whereas in high PDI country managers rely on superiors and formal rules (Hofstede et al. 2010, 76).

Central and South America, Eastern Europe, East and South East Asia and some Muslim countries rank very high on PDI whereas Northern European countries can be found from the bottom of the list. However, this is a very rough comparison as some of the countries from Northern Europe rank higher than e.g. some Asian countries. (Hofstede et al. 2010, 57-59; Huczynski & Buchanan 2001, 653.) One finding is that in Europe countries with Germanic language score low in PDI but Romanic (France, Italy, Spain, Portugal) score medium to low (Hofstede et al. 2010, 82). Other differentiators are that in high latitude and in high income countries the PDI is generally lower and in large population countries the PDI is higher as shown in picture 1 (Hofstede et al. 2010, 84). Also, larger middle class, urban living and modern technology increase the possibility for lower PDI (Hofstede et al. 2010, 86).

This has remained quite stable over the years and even some development has occurred the difference among countries has stayed more or less the same. Long period predictions are very difficult to make, and no evidence has been shown so far that there has not been any major changes. (Hofstede et al. 2010, 87.)



Picture 1. Power Distance map (Hofstede).

2.1.2 Individualism versus collectivism

Individualism versus collectivism is measured with individualism index and it describes whether the interest of an individual prevails the interest of a group or vice versa or how personal relationship in business is valued. In general, one can say that majority of the people live in countries where collectivism is stronger. (Hofstede et al. 2010, 90-91.) Trompenaars came to same conclusion in his study (Lahti 2008, 85).

In professional live six major items rise that have more importance in defining this topic. On the collective side there are three areas: Training, Physical condition and the use of one's skills. On this side people like to train themselves and to be able continuously learn and train new skills. They also like to be able to use their skills to the fullest. Physical conditions of the working environment are very important. On the opposite side the corresponding items are personal time, freedom and challenge. People value work where they can have enough personal time but at the same time still have a challenging work. Clear instructions how to conduct one's job is not preferred but people appreciate having more freedom in deciding their approach to work. From the employer point of view the

collective approach emphasize the employees' dependence on the employer. (Hofstede et al. 2010, 92-93; Passila 2009, 41-42.)

In high IDV culture the belonging to the group is not as important as individual lead and achievement. Same goes with decision making. Basically, this dimension is "I" versus "us". (Browayes & Price 2015, 34.)

General finding is that the richer the country is the more individualist society it has (Hofstede et al. 2010, 93). Other finding is that the countries having bigger Power Distance Index tend to be more on the collective side (Hofstede et al. 2010, 95-97).

Other findings were also that in low IDV countries men are seen as better leaders than women and people are less tolerate toward others and have less harmony or solidarity with others. (Hofstede et al. 2010, 98, 100.)

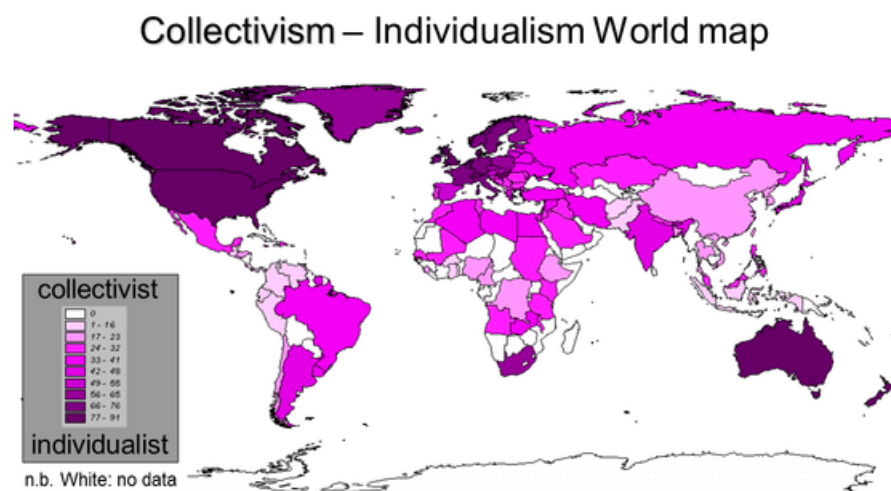
In high IDV country work is seen as mostly a business transaction between employer and employee and where employee first sees if something benefits himself or herself whereas in low IDV county workplace can be almost be compared to family and where benefit of a group goes ahead of individual needs. People are also less likely being fired due to poor performance in low IDV country. (Hofstede et al. 2010, 119-120.)

There is also a correlation with people willing to work in groups or alone. In high IDV country people are more likely to prefer a working method of completing one's task or work alone. Naturally this is not totally black and white, and both tendencies can be found from both sides of the pole. (Hofstede et al. 2010, 121.)

Managerial actions are normally targeted towards individuals in high IDV countries and vice versa. This also applies to individual incentives or bonusses. Most of the training to managers and leaders have been mainly created in individualist countries. This might (and most likely will) have a negative impact on leading people or teams from low IDV countries. Other point to be taken into consideration is how people should be given feedback. Negative feedback should always be given personally regardless of IDV index but positive feedback in public might not be something a person with low IDV background appreciates. (Hofstede et al. 2010, 122.)

Treating everyone equally and similarly works in an individualist country but not in a collective country (Hofstede et al. 2010, 122).

There is not that clear way of saying which country has high or low IDV index like it is relatively easy to say whether or not a country has a high power distance. Countries in Asia can have both tendencies as well as not all rich countries have a high IDV index. (Hofstede et al. 2010, 134.) If rough categorization is used one can say that western countries have generally higher IDV than Asian countries as shown in the picture 2 (Hofstede et al. 2010, 95-97).



Picture 2. Collectivism vs. individualism map (Hofstede).

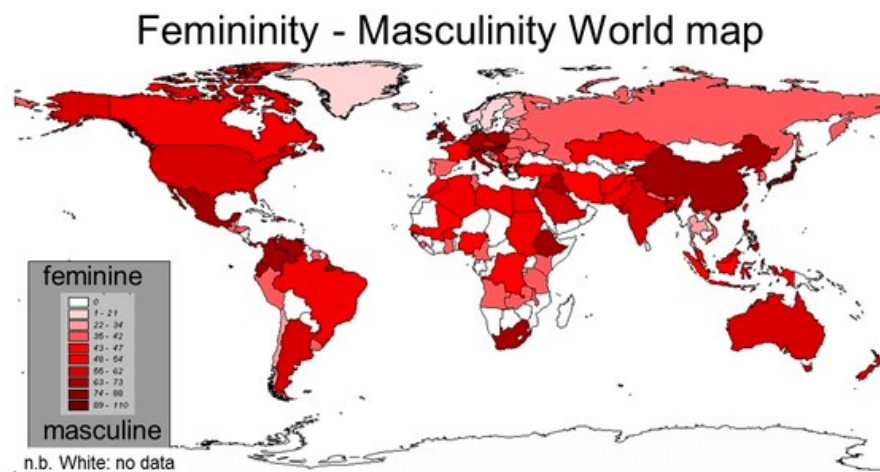
2.1.3 Masculinity versus femininity

In addition to gender roles or masculine versus feminine behavior this topic is also how people talk about themselves or about others. As being a Finn, it is not that common to use superlatives as much as an American might do. This can lead to a situation where either side is reading or interpreting other incorrectly. (Hofstede et al. 2010, 136.)

Six opposite goals can be used when determining work life goals. The Masculine side prefers high earnings, recognition, opportunities in advancing in one's job and challenging work. Feminine side appreciates good relationship with direct managers, cooperation with people, living conditions and having a secure job. (Hofstede et al. 2010, 139; Passila 2009, 42.)

There are few distinct differences in working life between masculine and feminine cultures. In feminine culture leaders rely on their intuition more and prefer compromises and negotiation over aggressive and/or assertive management or conflicts. In masculine cultures people are more likely to work in larger organizations and prefer higher salary and status over family and free time. Female workforce in professional positions is better represented in feminine cultures. (Hofstede et al. 2010, 170; Deresky 2006, 96.)

This index has no correlation on country's wealth or geographical location (Hofstede et al. 2010, 141-144). However, the studies show that despite a wealthy country can be either masculine or feminine a poor country most likely will be masculine (Hofstede et al. 2010, 185). Country rating can be found in picture 3.



Picture 3. Femininity vs. masculinity map (Hofstede).

2.1.4 Uncertainty avoidance

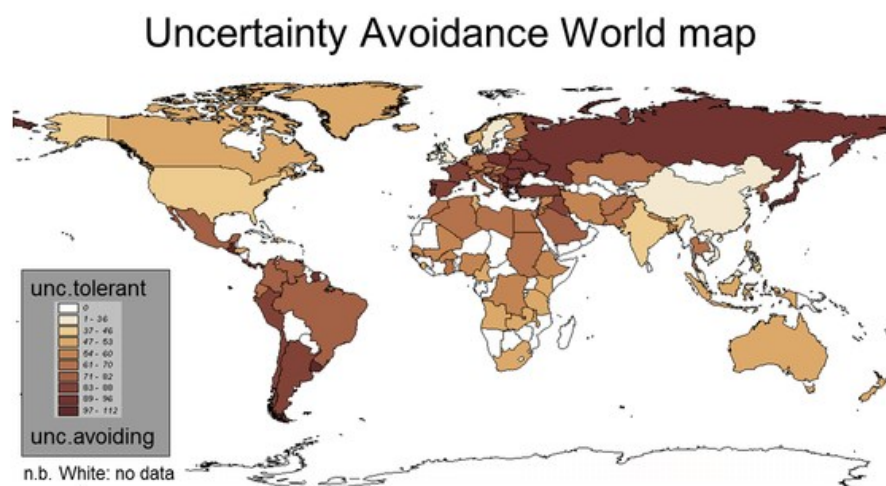
This dimension is about how people react and handle unknown situations and how keen people are on rules and regulations. This is not about how people feel taking risks (Hofstede et al. 2010, 191, 197; Deresky 2006, 95).

Unlike previous dimensions this one has a totally different spread across the countries and continents. In general, it can be said that higher scores come from Southern and Eastern Europe and in Latin America and lower scores Asia (excluding Japan), Africa and Nordic countries. Rest of the countries fall somewhere in the middle. However, there are other anomalies, like Japan in Asia, in Finland having index in the middle despite other

Nordic countries being on the bottom of the list. (Hofstede et al. 2010, 192-195.) Picture 4 shows the uncertainty avoidance index per country.

People from high index countries value an organization with clear structure and are more likely to have longer periods with the same employer. They also value rules, both written and informal. Power distance of the country can have an opposite force to this. Employees might also expect their managers or leaders to have answers ready to all of their questions and prefer having clear instructions how one should conduct his or her job. (Hofstede et al. 2010, 198, 208-210.)

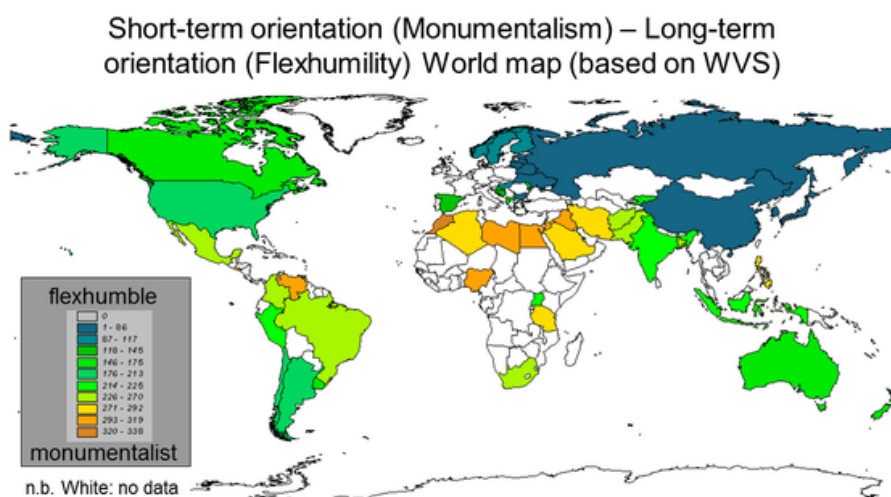
In general people from high scoring countries are better in implementation and pay attention to technical details and expertise. On the opposite side the low scoring countries value more common sense and people from these countries tend to be better in inventing things rather than actually implementing them. Hard work is valued in both dimensions but people from weaker index countries stop working hard when it's not needed. E.g. during free time. Managers from high scoring countries focus more on daily operations rather than strategy and if having a subordinate from low scoring country might end up being seen as a micro manager. There were no differences between women and men in this dimension. (Hofstede et al. 2010, 199, 217; Passila 2009, 40.)



Picture 4. Uncertainty avoidance map (Hofstede).

2.1.5 Long- and short-term orientation

The general feeling from this dimension to many might be that Asian countries are on the long-term side and The United States is on the other side of the pole. In reality not quite so. It is true that four Asian countries (South Korea, Taiwan, Japan and China) are holding the top positions and The United States is quite far away in the other end but not being the lowest scoring country (69th out of 93 countries). Many of us might find it surprising that several Western European countries (Germany, Belgium and The Netherlands), alongside most of the Eastern European countries take the next top positions. Other European, western world and Asian countries spread fairly equally between positions 24 and 77. Central and South America and the Muslim world take the lowest scoring positions. (Hofstede et al. 2010, 255-257; Trompenaars & Voerman 2009, 121-129.) The graphical info can be found in picture 5.



Picture 5. Short-term vs. Long-term map (Hofstede).

The most known difference between these two ends of the pole is how far ahead people or companies are looking when making decisions or taking actions. Same goes with managers either being evaluated on their performance or them being evaluating their subordinates or how business decisions are made. People from long-term oriented country value learning, accountability and honesty whereas their counterparts have tendency towards more selfish values such as freedom and achievement. The latter group also sees workforce and management being separate teams and clear view on what is right and what is wrong and that stays unchanged regardless of the situation. Long-term oriented people are also more concerned of “saving face” whereas the other side has a sense of

shame if done something inappropriate. (Hofstede et al. 2010, 236,251; Trompenaars & Voerman 2009, 121-129.)

2.2 Differences in cultures. Trompenaars' findings.

Trompenaars found partly similar dimensions and added quite a few dimensions to Hofstede's findings. Individualism versus collectivism was already mentioned few chapters earlier and will not be studied again in this section as the findings were so similar to Hofstede's findings. His other finding were how people focus on rules or are they relational or whether people see relationships or formal agreements more important (Universalism versus particularism), do people act rationally or do they have strong emotions (Neutral versus affective), how roles and responsibilities are set and how they see the split between work and free time (Specific versus diffuse), how people earn their status; through their own work or are they born with it (Achievement versus Ascription) and do people have power controlling their environment or is it vice versa (Inner-directed versus outer-directed. (Lahti 2008, 84-85; Morrison 2006, 192-193.) These described findings alongside with few additional findings will be examined more deeply in following chapters.

2.2.1 Universalism versus particularism

Should a rule be used even in the situation when it does not fit perfectly? Or should all have the same rights and responsibilities, and no one is above the law. These are few descriptions of a universal culture. Naturally particularistic culture is the opposite. Again, one is not better or worse than other and both ends of the pole have some positive features as well as negative. (Trompenaars & Hampden-Turner 2004, 108-110; Hampden-Turner et al. 2000, 13-15.) Having the same rights and responsibilities item has more or less same as Hofstede's power distance where all people are seen as equal or unequal. As seen in the figure 2 the countries have some similarities as in Hofstede's country list but there are some big differences as well. Of course, these dimensions are not exactly the same with one another, but equality item has differences depending on the study. Question setting might be one explanation to this as this dimension also describes how people trust the legal system of one's country (Hampden-Turner et al. 2000, 16).

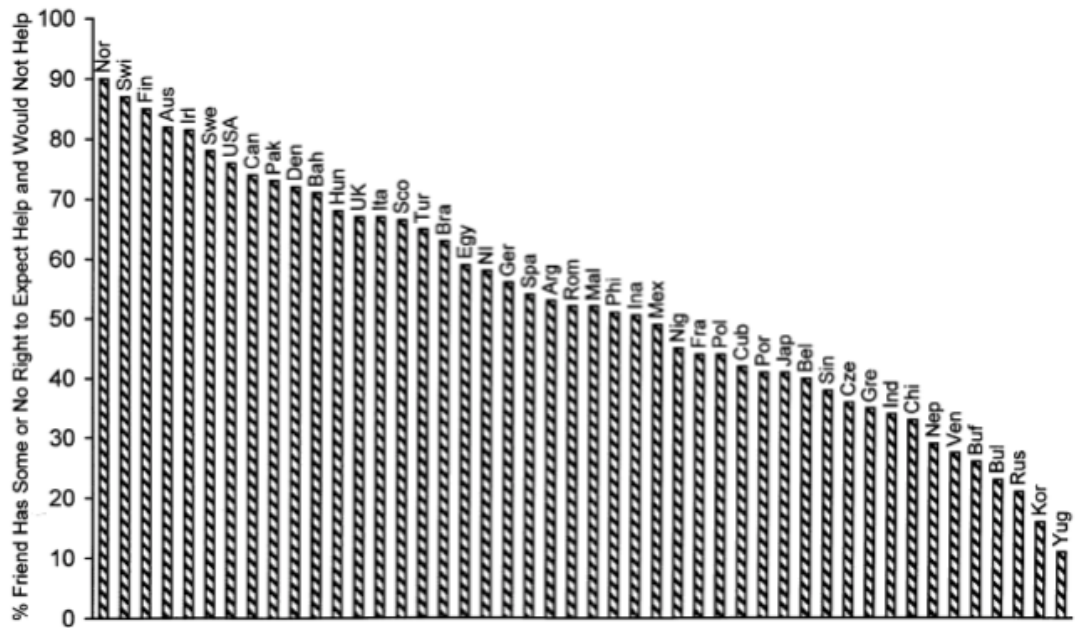


Figure 2. Universalism versus particularism per country (Hampden-Turner et al. 2000, 16).

The good features of a universal culture are that it accepts people as they are, is open to diversity and is focused on science and technology. And one remarkable feature is that no matter how powerful one might be, he or she is not above the law. On the negative side two items come up. They are how women are seen as “beauty objects” and as rules are very highly valued, legal issues are quite common. (Hampden-Turner et al. 2000, 17-21.)

Particularism on the positive side sees people and situations unique and not “one-size-fits-all” and people and organizations are more open to customization and special requests from a customer. People are more passionate about everything. The negative side effects can be neglecting personal or even human rights and might show as misuse of power. And racism. Also, being passionate about everything is not always the most proper way. (Hampden-Turner et al. 2000, 22-26.)

2.2.2 Specificity versus diffuseness

This dimension has two different definitions. First one is about how roles and tasks are designed or how detailed they have been described. The other one is how people take and accept responsibility. (Hampden-Turner et al. 2000, 125-127.) Figure 3 describes the

country split of the first definition. As shown USA is the most specific country and Venezuela the most diffuse. One reason for US being on the top position is the whole society being very result oriented. Business life supports this as well as American philosophy. (Hampden-Turner et al. 2000, 128.)

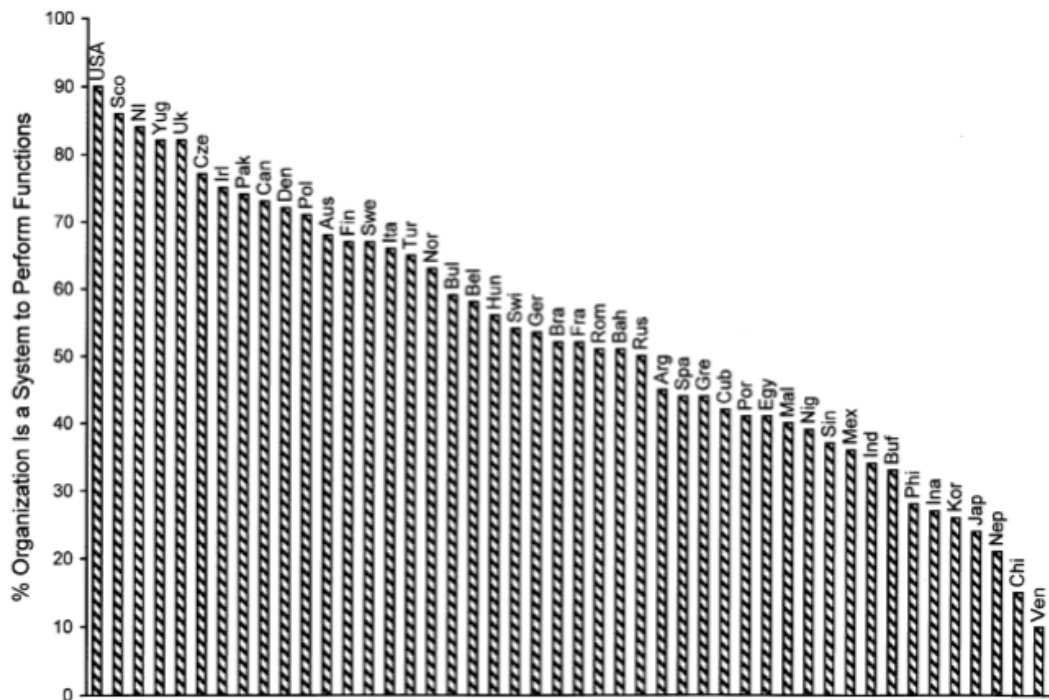


Figure 3. Specificity vs diffuseness per country (Hampden-Turner et al. 2000, 126).

Same as universalism versus particularism this dimension has both positive and negative features in both ends of the pole. Specific culture is very good on feedback and making necessary adjustments based on in. Be it feedback from the customers or one's leader. This culture is very keen on human rights and is very good in analyzing and based on the analysis finding the cause of the problems. And then fixing them. Result orientation is also making many enterprises flourish. Good analysis is always good but when overanalyzing everything might end up paralyzing the whole business. Same goes with basically every task. Breaking everything into small detailed pieces prevent people to see the whole picture. Another downside of this pole is that it might end up using one principle as a rule to everything. A bonus or pay raise sound a good way to reward people but when used in all situations this might lead people not helping each other but just trying to shine and get another pay for themselves. This can have a negative effect on trust. Also, when errors

happen it is important to find the culprit. Taken even further this might create ultra-materialist people who have no human capabilities left. (Hampden-Turner et al. 2000, 129-135; Trompenaars & Voerman 2009, 82.)

Diffuse culture focuses on quality. Be it about processes, producing goods, designing or customer relationships. As quality, or safety, is not a task of one person in the organization but everybody's the workforce is jointly responsible of this. This culture is not trying to find the one to blame and seeks for balance. Companies coming from this culture are also less eager to cut jobs and rather find other solutions as much as possible. (Hampden-Turner et al. 2000, 136-138.)

According to Trompenaars Diffusion might lead, in worst case scenario, to Maoism or Marxism. Quite extreme metaphor for present day but basically this means that if the end is glorious enough the means do not mean that much. One other feature is that this dimension is not always taking opposing opinions into account and can consider them improper. In a corporate environment people who are showing criticism or have divergent opinions can be left out alone and left unheard. (Hampden-Turner et al. 2000, 139-140.)

2.2.3 Achieved versus ascribed status

Have you worked your way to the top or did your father give you that position? This is quite on the essence of this dimension. Other features that describe this dimension are how people see tasks and activities or other people. Does one need to see the value of a result before starting a task. Or should one put any effort on other person without first knowing is it worth it? (Hampden-Turner et al. 2000, 189-190; Trompenaars & Voerman 2009, 46.) As seen in the figure 4 American culture is the most achievement based culture.

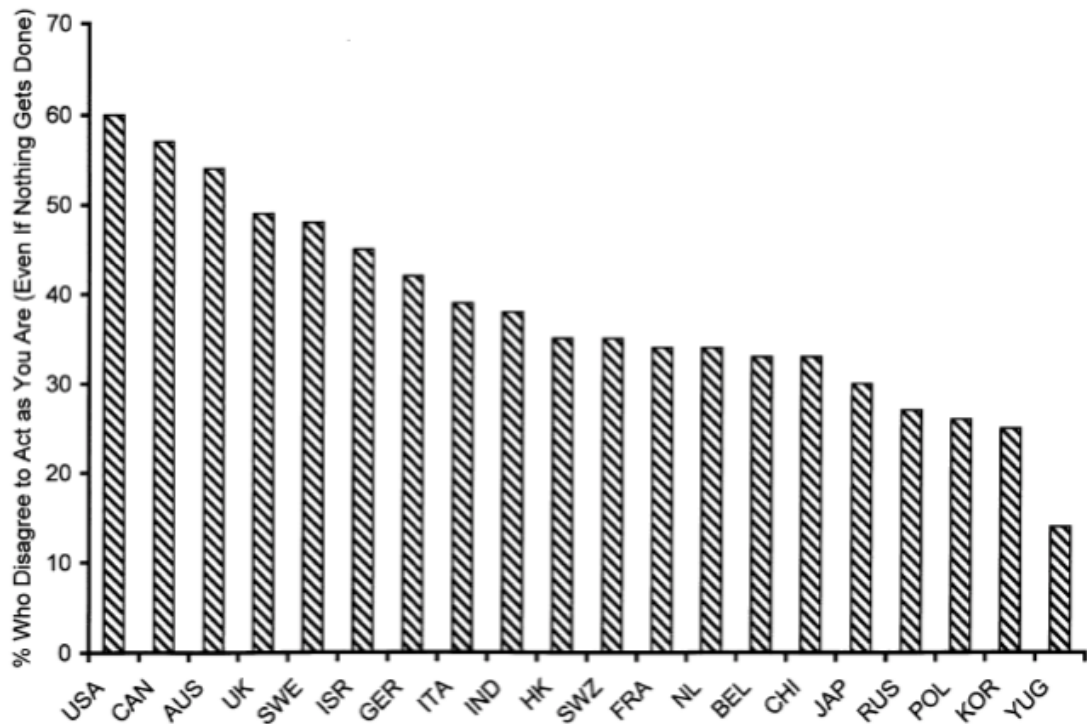


Figure 4. Achieved vs ascribed dimension per country. (Hampden-Turner et al. 2000, 192).

Achievement based culture encourages people to do their best and if one works hard enough, they can achieve anything. This thinking boosts people's performance to the maximum and they will do whatever it takes to win. Those who have succeed are celebrated as heroes. This, however, can lead to destroying generally approved values and rules. Not all means can stand the daylight. So to say. Other point is that there will always be more people on the losing side and as the winners are fewer but very much celebrated the mood of the losing side can start to be stopping them to perform. (Hampden-Turner et al. 2000, 194-196.)

People who have ascribed their position have an obligation to the society and need to give back somehow. Be it financial aid, volunteer working or starting a cause. Also, when achievement or money is not the biggest driving force in business and in business life people and corporations are more interested in their reputation and "doing the right thing". This leads to more ethical behavior. When people who are ruling or leading not because they are the best fit for the job but have inherited the position this dimension is not at its best. (Hampden-Turner et al. 2000, 198-201.)

2.2.4 Inner direction versus outer direction

Is one the blacksmith of one's own faith or does luck has its saying (Hampden-Turner et al. 2000, 238)?

In business environment there are several differences worth mentioning. One is that in inner directed culture the successful leaders are often celebrated as tough leaders whereas in outer directed culture this is just the opposite. Also, how orders and instructions are given differs quite significantly. As seen in the figure 5 Japan is one of the most outer direction cultures the leadership culture is far less directive than what American culture is. One controversial feature in inner direction culture is that even a leader can be and can be even expected to be a tough leader who can basically tell his or her subordinates when to eat or sleep the subordinates do not always necessarily obey the instructions as according to Trompenaars' studies people from this cultural dimension feel they know what is right and what is not and might therefore act totally against the given instructions. Leaders are more doing decisions alone without consulting and might be less willing to hear other opinions after the decision has been made whereas their counterparts are more in the listening mode. A rough split between different countries is so that American and European countries are more inner directed and Asian countries are more on the other end of the pole. A leader from Asian culture might not give his or her subordinate a straight answer but some kind of riddle. One can only imagine the confusion in a subordinate from American culture receiving riddles to his or her dilemma from a Japanese manager. (Hampden-Turner et al. 2000, 239-256; Solomon & Schell 2009, 87.)

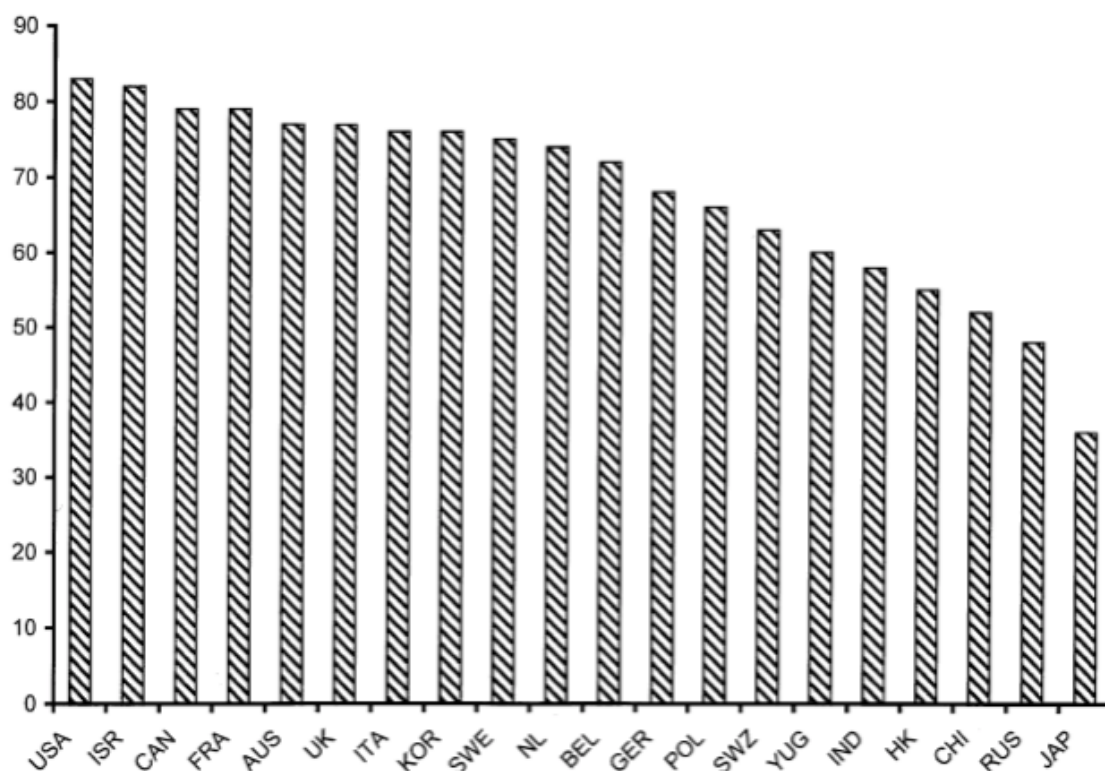


Figure 5. Inner direction vs outer direction per country ((Hampden-Turner et al. 2000, 238).

2.3 GLOBE

House et al. performed a GLOBE study in 2004 which has also been mentioned several times and Hofstede has shared and compared it in his later revised studies in 2010. Their findings had also, similar to Hofstede's, power distance, uncertainty avoidance and collectivism. Also, their findings on performance orientation had similarities with Hofstede's masculinity versus femininity dimension. Other findings were how people see equality between genders and how aggressively they communicate with each other. (Thomas & Petterson 2015, 52-53; Chhokar et al. 2008, 23.)

Project GLOBE was another large study done in 2001. 170 researchers participated in defining the GLOBE dimensions. They found nine different dimensions of which five are very close to Hofstede's findings. The remaining four deserve to be mentioned as they are also very widely used.

First dimension is assertiveness. This dimension describes not only how assertive the people are seen but also the toughness and competitiveness in general. High levels can be

found in the US, Spain and Germany. Moderate levels in France, Ireland and Philippines. Low levels in Sweden and Switzerland. (Deresky 2006, 92-93; Chhokar et al. 2008, 23.)

Second dimension is how future-oriented the society is. This is about time horizons and how much investing and planning is done in the future. Long orientation can be found in Denmark, Netherlands and Switzerland. Medium levels in Ireland, Slovenia and Australia. Low levels in Russia, Greece and Poland. (Deresky 2006, 92-93; Solomon & Schell 2009, 167; Chhokar et al. 2008, 23.)

Third dimension is performance orientation meaning how important it is to continuously improve one's excellence. Other feature of this dimension is that cultures ranking high value people who get things done. High levels can be found in the US, Hong Kong and Singapore. Medium levels in Sweden, Spain and the UK. Low levels in Russia, Greece and Italy. (Deresky 2006, 92-93; Chhokar et al. 2008, 23.)

Final dimension is humane orientation. As the name suggests this dimension is how cultures value softer acts and activities. These are generosity, kindness and fairness. Low scoring countries have more materialistic values. High scoring countries are Ireland, Philippines and Malaysia. Medium levels in the US, Sweden and New Zealand. Low scores can be found in Germany, Spain and France. (Deresky 2006, 92-93; Chhokar et al. 2008, 23.)

2.4 Other studies

People have different reaction to closeness. Some are more accustomed to touching and being close to each other whereas others prefer much more distance. What kind of terminology is used and how people communicate verbally and nonverbally and how one should be dressed very also a lot depending on one's origins. Harris and Moran found these additional dimensions in their study done in 2000. (Lahti 2008, 86; Solomon & Schell 2009, 143.)

If people act differently depending on the culture, they also lead differently. One might think that Nordic countries being an "own" small area in the north have similar leadership methods. This assumption is far from being the truth. Norway and Finland focus much more on the task itself whereas Swedish and Danish style is more expressive and people

centric. All, other than Finnish, management styles are also based more on equality. (Kurki & Kurki-Suutarinen 2014, 13.) In Latin America leaders can be seen as heroes or guerrillas and their values are based on commitment, ethics and freedom and they are very realistic (Kurki & Kurki-Suutarinen 2014, 95-98). As the studies differ the leadership methods differ as well. Same goes with subordinates. They expect to be led differently.

It is false to say that the American model of leadership is something that should be copied. This false assumption is based on the economic success of the United States. One should always acknowledge the differences in the management culture in each country. (Hofstede et al. 2010, 338.) Literature in different cultures differ sometimes significantly. Australian literature focuses at least partly on the personality of the leader as well as spirituality and German literature on team management. Nordic literature describes also motivation and ethic leadership. Communal leadership is on focus in Latin America as well as in Africa. (Kurki & Kurki-Suutarinen 2014, 11, 97, 190.)

Inkeles' and Levinson's studies described how people see their personal physical space and are they living in the now or are they focusing on the goals in the future or are they more concentrating on thinking (Thomas & Petterson 2015, 43). Schwartz discovered in 1995 some similar dimensions as Hofstede found in the 1980 survey (and which he confirmed again in 2010) and some additional ones. The similarities were in how power is distributed and in the equality. Other findings where how people chase their dreams (Affective autonomy) and fairly similar as Trompenaars' had how they put emphasis on their own ideas over given instructions (Intellectual autonomy). (Thomas & Petterson 2015, 49.)

Browayes & Price (2015, 60-72) and Solomon & Schell (2009, 82) listed the characteristics of leaders and management styles in different countries or regions. Europe, not the countries in European Union, is not one cultural area and it has several totally different cultures inside it. Few examples if different management styles can be taken from Latin Europe where managers are highly authoritative and less humane oriented than in many other cultures. Even the French culture is also very authoritative the leaders are applying the American models such as delegation and team work. The leadership style in the Nordic Europe is more based on people being led democratic, equal and fair. Leaders are not away from their subordinates and they can be challenged, argued or invited to the same

lunch table. The German culture has some similarities with the Nordic culture. It is a lower PDI country (and lower than its neighboring countries) but even with this feature the atmosphere is more formal. The organizations can also be more hierarchical. The British management style is closer to Anglo-Saxon than European even the UK being a part of Europe. It is more aggressive than the styles in the other European countries and people are expected to keep their professional and personal lives separate.

Religion also has an effect on how people act. Different religions have different view on the world and as people are whole, they bring that view to the workplace at least to some extent. It also defines how people use daily hours or act or dress at the workplace. It does not matter how active they practice their religion or even do not practice at all. Religion can set limitation what one is allowed to eat or drink or who is allowed to work on which day. It is whether or not the religion might have an effect on their lives. This generates an additional layer of complexity when leading multicultural teams. (Lahti 2008, 101-102; Morrison 2006, 187; Ahvonen 2019.)

There is not that clear rule which country or region has which religion (Morrison 2006, 188). However, some rough regional distribution can be described. From the three largest groups Christianity being the biggest religion is quite evenly spread across regions. Islam is mostly found from African and Asian countries and Buddhism from Asian countries. People sharing no religious view or being Atheist can mostly be found from Asian and European countries. (Thomas & Petterson 2015, 29.)

2.5 Organizational cultures

How organizations and individual in it work depend at least partly on the cultural dimensions described in the previous section (Hofstede et al. 2010, 302; Huczynski & Buchanan 2001, 649) Both national and corporate culture share similar framework. They both consist of people who create a group that shares similar values. (Morrison 2006, 195; Tichy 1997, 20; Robbins et al. 2010, 459.) As the national culture studies have been challenged several times but no discoveries have been found to overrule Hofstede's or Trompenaars' findings, so have organizational studies been challenged as well. Even though national culture has some effect on organizational culture the stronger the organizational culture is the more power it has over it. Studies on organizational culture has been seen challenging due to two major facts. One is that the variables can be too easily manipulated and the

other is that the impact of national culture can make it difficult to separate organizational and national culture factors from each other. (Morrison 2006, 195; Thomas & Petterson 2015, 35; Silverthorne 2005, 19.) Some studies show that the organizational culture can be more powerful than the national culture (Schneider & Barsoux 1997, 61). Organizational culture enables large groups of people to work together and have similar approach to priorities (Weick & Sutcliffe 2015, 130). A strong organizational culture can cause resistance in other countries (Passila 2009, 38).

The foundation of company's culture comes from its founder. This requires lower levels of leadership to be bicultural as they need to adjust their management methods locally. (Hofstede et al. 2010, 402.) The working culture of the team can also be dependent of the leader and how he or she follows the organizational culture (Ahvonen 2019).

Similar to characteristics of national cultures described in the preface corporate culture has its own set. In addition to language the organization has a shared terminology. Even national power distance effects on how people see the relationship between leaders and subordinates, how people communicate with each other or what is allowed and what is not the corporate culture might alter that to some extent. (Morrison 2006, 195; Huczynski & Buchanan 2001, 627-629.)

When comparing national and organizational cultures there are few very clear differences. People are born into a national culture but socialized into organizational culture. National culture is embedded into the minds of people living in it but not fully involved in organizational cultures. (Thomas & Petterson 2015, 36.)

This section is explaining few theories of differences in organizational cultures as well as describing the main differences between the two merged companies, Dell and EMC.

2.5.1 Different cultures, different organizations

The culture has an effect on how the company structure is done and hierarchical the management structure is. How the management is expected to solve conflicts when those occur. Be it between employees or between subordinate and manager or between managers.

Should one's manager interfere, or should people solve them themselves. This again creates different views depending on which cultural background people are coming from. (Hofstede et al. 2010, 304.)

Based on Canadian researcher Henry Mintzberg has come up with a simple way of dividing the organizational structures in five different categories shown in figure 6. Power distance and uncertainty avoidance indexes have been added from the Hofstede's studies. (Hofstede et al. 2010, 312-315.) This works as a good guidance about how companies are structured in different cultures. It also helps understanding how people from different organizational cultures are most likely going to behave or expect their superiors or subordinates to behave.

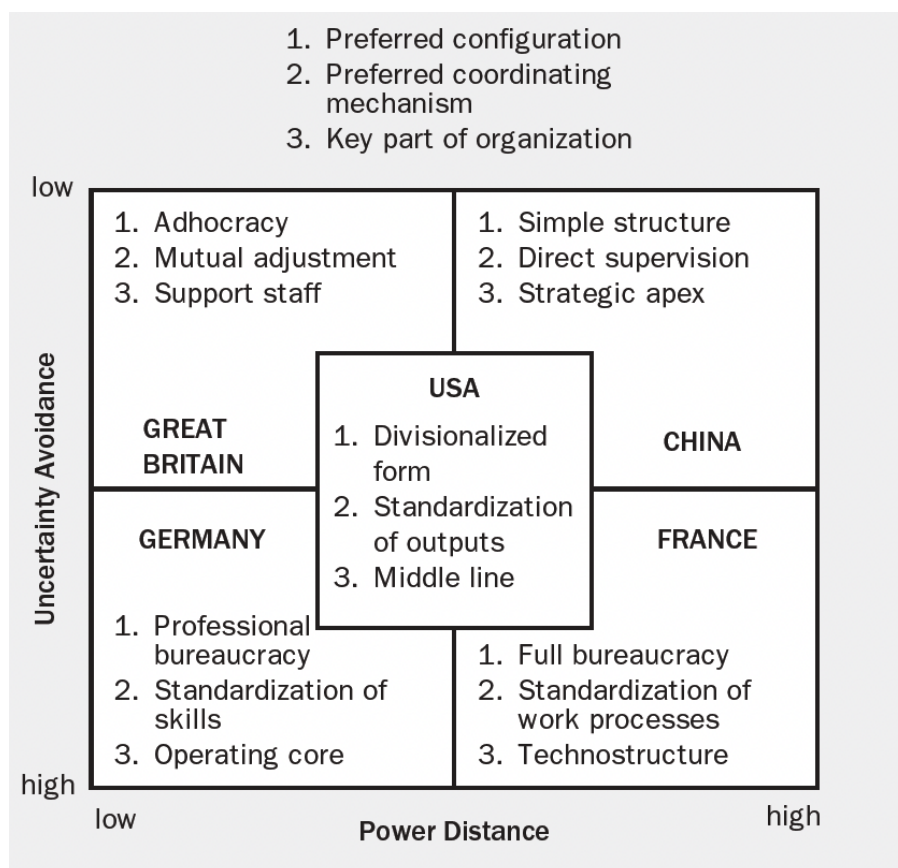


Figure 6: Mintzberg's five preferred configurations of organizations (Vanhée et al. 2018).

Trompenaars and Hampden-Turner had their own four findings on corporate culture shown in figure 7. Their findings were somewhat different than what Mintzberg found.

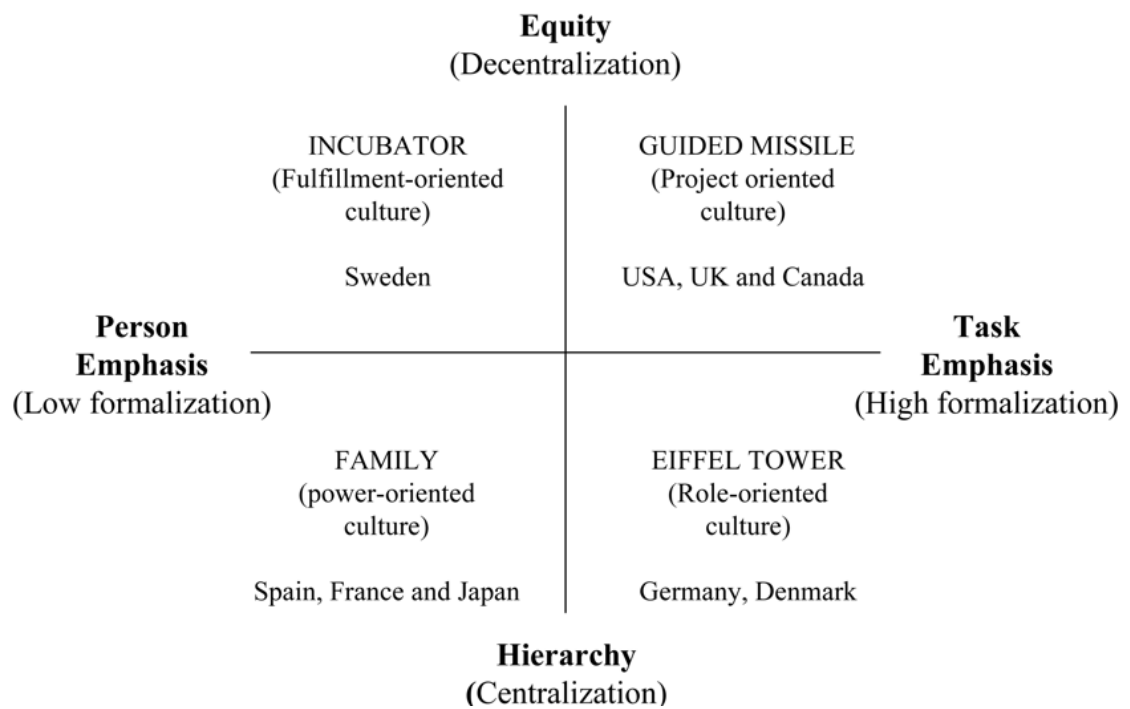


Figure 7. Four diversity cultures (Trompenaars).

The Incubator quadrant has following characteristics: People are creative and full of new ideas and have good imagination. Management is trying to share excitement, success is celebrated together, and the excellence is in creativity and power is targeted towards ideas. Companies from this culture are trying to attract people who have these qualities. Rewarding staff is not done with money but the celebration when something new is found and done successfully. These people and their leaders need to be trained so that they develop their abilities in not just having good ideas but actually turn them into something. (Trompenaars & Hampden-Turner 2004, 22-40; Browayes & Price 2015, 210.)

Guided missile quadrant companies have more focus on the task and completing it. More task based, and goal-oriented teams are created and when the task is finished the team might stop existing. Management focusses on the group's goals and the teams have a shared mission. Effectiveness is what matters. Target setting aims high and success is rewarded by admiration of one's coworkers. (Trompenaars & Hampden-Turner 2004, 22-40; Browayes & Price 2015, 210.)

Companies in Family quadrant have a large gap between management and their subordinates and age is more appreciated than in other quadrants. Same as in Incubator quadrant the focus is more on the person rather than the task. However, the focus is different. In this quadrant the people focus is more on the power one has over others and who does

that person know. People are not driven by goals but the obligations one has towards one's peers and managers. Loyalty is one clear character for this quadrant. There are more politics in this quadrant, and one needs to win the more powerful people's minds in order to get things changed. Reward comes from personal recognition. (Trompenaars & Hampden-Turner 2004, 22-40; Browayes & Price 2015, 210.)

Last quadrant, the Eiffel tower, is a culture with very formal and strict bureaucratic structure. People have clearly described roles and tasks. Managers have power by their rank. Cost efficiency is highly appreciated. A perfect candidate is a person who fits perfectly to the job description and rewards are most often pure cash. A good worker is a worker who meets the standards. (Trompenaars & Hampden-Turner 2004, 22-40; Browayes & Price 2015, 210.)

The domestic culture of the company defines quite lot the company's culture but when operating globally these characters do not work in every country. National culture will affect the local organizational culture (Trompenaars & Hampden-Turner 2004, 41-46). This again creates some challenges when leading people from other cultures as both the leader and the subordinate have different views. Figure 8 shows how the different countries land on the four organizational culture maps.

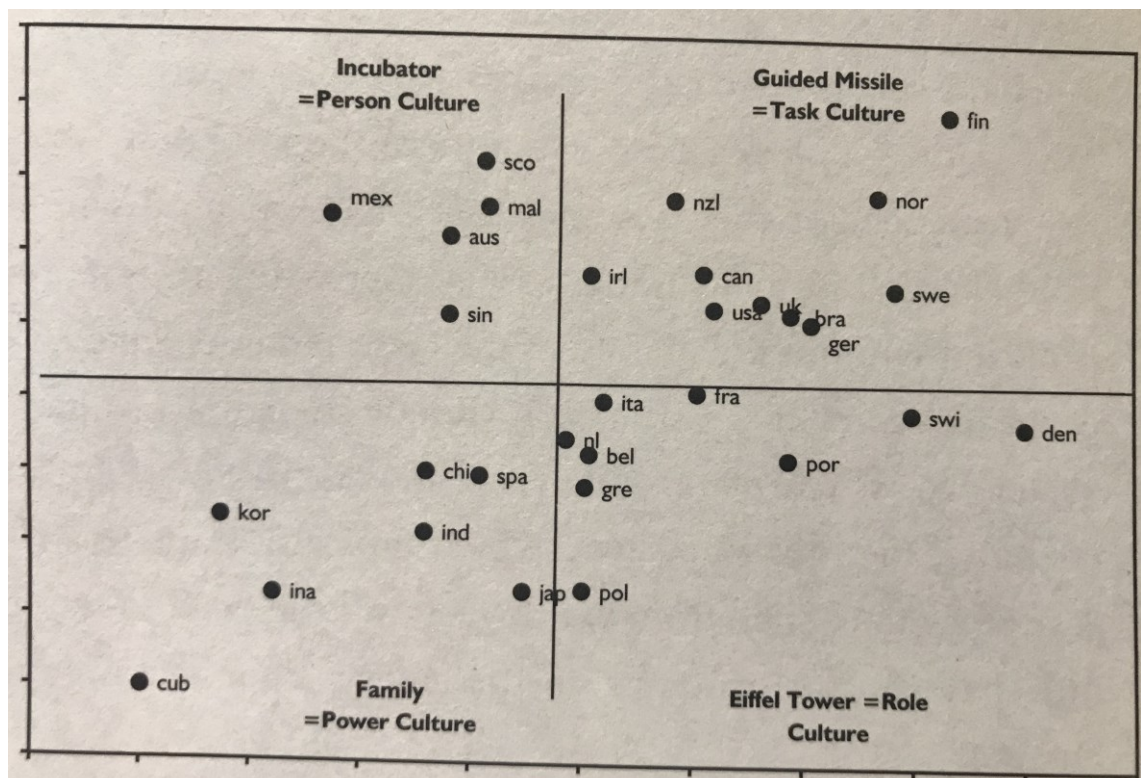


Figure 8. Four cultures and Countries (Trompenaars & Hampden-Turner 2004).

None of the models or cultures are superior to other. They all have some advantages and disadvantages. Strict control does not necessarily mean slow or poor performance and vice versa less controlled operations are not the fastest and best models in all cases. The challenge comes when companies go multinational. The home country culture defines the management culture and might not always be the best fit for their foreign subsidiaries. (Hofstede et al. 2010, 316.) Distributing the organizational culture code to other countries needs to be done carefully and the diversity management needs to take into consideration how the code can be applied locally or otherwise it will most likely fail or generate stress (Thomas & Petterson 2015, 36).

The top executive priorities differ depending on the cultural background. In the United States five top priorities were current fiscal year profits, power, personal wealth, growing the business and respecting ethical norms. These priorities can be found in other cultures as well, but they do not necessarily fall to the top priorities. Like in China Power is the only one from that list to be categorized as a top priority. This can also create friction between a manager and a subordinate coming from different cultures as the behavior values different goals. (Hofstede et al. 2010, 324.)

As people have different goals, they also have different things that motivate them. Difficult part for leaders leading people from other cultures is that these different views lead to different theories about motivation. As most of the theories are done in the United States, they have an American context which might misguide the leader when trying to motivate the teams or persons abroad. This also applies how the leadership literature and training written and done. A good example is that a masculine culture sees leaders powerful and masculine whereas in feminine culture more modest leaders are valued. This also reflects how their subordinates see them and what and how they expect to be done to make them feel satisfied and happy. (Hofstede et al. 2010, 327-328, 331-332; Trompenaars & Voerman 2009, 140.)

Empowerment has been in the talks for some time now. Again, this topic is also culture bound. How leaders or their subordinates feel about how the power is distributed or how much participation for employees is done can be seen either a good thing or a bad thing depending on where the subject comes from. Participating someone from a high power distance country might put the person to a very unpleasant situation and vice versa a very

top-down method a person from low power distance country is going to react negatively. (Hofstede et al. 2010, 333; Silverthorne 2005, 117.)

How managers and leaders are trained has differences depending on the culture. For multinational companies one-size-fits-all method should not be used but having leaders from different countries participating at the same time allows them to share cultural knowledge with each other. Naturally the training should also take these differences into consideration. (Hofstede et al. 2010, 336.)

Based on Trompenaars' studies the management styles differ depending on the cultural dimension. In universal culture the management style can prefer mass production and scientific management in a formal way whereas particularistic culture focuses more on human relationships and customization in an informal structure. Universal culture also sees that a global company should use its homeland culture in foreign locations and not multinational and multicultural approach. Focus is more in costs and core technical competences. Particularistic culture is more focused on the customer and quality over costs. In specific culture work roles have more detailed descriptions and people tend to put all focus on those and not doing anything outside of the scope. One other feature is the "bottom-line"-thinking in the specific culture as well as fact based approach. Diffuse culture has more emphasis on building rapport. Diffuse organization is not seen as money making machine but a living organism that is a sum of its specific parts and one cannot remove a part without the resto of the organism to suffer. Specific organization focuses on forecasting whereas diffuse organization is more interested in different scenarios. (Hampden-Turner et al. 2000, 27, 29, 143, 148.)

If company culture is based on achievement people who are not progressing in their career should and will leave the company to seek better success. This describes also how companies focus on the careers of their employees. Long careers with career paths are not in the focus. Employees coming from more ascribed culture might expect to have some career paths built for them and expect to be promoted at some point. The management style in achievement focused cultures is very much management by objectives (MBO). (Hampden-Turner et al. 2000, 202; Schneider & Barsoux 1997, 141.)

2.5.2 Different organizations, different cultures

In addition to national culture the organizational culture has an effect how people act and feel. And how they lead and want to be led. National culture affects strongly on behavior, but organizational culture can and will make people behave differently within same cultural environment. (Hofstede et al. 2010, 343.)

The stronger the company's culture is the more people are either with or against it. And the more it will be difficult to change. (Hofstede et al. 2010, 345.)

Organizational culture is more about the practices rather than values. This is actually companies can operate in other cultures. People cannot be expected to share the same values the headquarter country has but the practices can be shared. (Hofstede et al. 2010, 348). Some studies have shown that financially the most effective way is to centralize the power to headquarter country but only few companies have done so (Yip 1992, 185-186). Yip mentions that it is mainly due to historical facts, but one cannot stop speculating that even the model can be financially the best but on the other hand it might be catastrophic when looking it from people perspective.

Hofstede et al. (2010, 354) found four dimensions for national cultures they found six dimensions for organizational cultures. The first one was how companies value the process itself or the end result. Next one was whether the companies have preference on the people or job itself meaning is the focus on employees' wellbeing or completing the task. Third one was how companies see the split or mixture of their workforce's work life and personal life. The fourth dimension is about how open or closed the organization is. This is how easy it is to get into the "inner circle" or how welcome newcomers are. Next dimension was about the tightness of the control. This is not only how the people are being managed but how the timetables are kept, dress code, budget etc. The last dimension was how companies value business ethics, internal processes and honesty rather than results itself. (Hofstede et al. 2010, 354-358.)

2.5.3 Dell EMC's leadership principles

Dell Technologies leadership principles are based on company's values. As almost 75 000 employees participated in creating the values the leadership principles should resonate to the voice of the workforce. The seven leadership attributes are based on the values. (Dell EMC Culture Code 2018.) Not all attributes are described here as all of them are not about leading people but the business as well. Those principles that are selected to this thesis have been described only in general to avoid violating the confidentiality.

The fundamental message of the leadership principles is that results alone are not the most important factor but also how things are done matter as much. The message shows very low power distance as it has been mentioned that leadership is not something that comes with a title. It is about inspiring others to follow. (Dell EMC Culture Code 2018.)

Leadership is based on building trust and leaders not to put themselves above others. The leaders are there to help the team members to succeed. One very important item is in the communication attribute. The communication should be as simple as possible for everyone to be able to understand it and very important is that not only what is communicated but also why. Leaders are encouraged to take feedback from the team members, and they should concentrate on the good qualities of the subordinates. Naturally, as the company being very much focused on results, the leadership is also about energy and result driven. But in short, not only hard values belong to the leadership principles but more softer values. (Dell EMC Culture Code 2018.)

These principles fit well also in cross-cultural leadership. Of course how individual leaders follow these and how much the culture (both national and organizational) affects most likely will vary depending on the individual. Also, as described earlier in the thesis how these values are seen, both by the leaders and subordinates, differ depending on the culture.

3 LEADING MULTICULTURAL TEAMS

The cultural dimensions described in the earlier chapter are good guidance to how people from different cultures act and behave. However, one should still keep in mind that we are all individuals and before making any further judgements we should get to know the other person better. This is very important for managers and leaders to be able to lead their teams in the most efficient way. Even there are more similarities when leading domestic and global teams there are some differences especially from the cultural perspective (Thomas & Petterson 2015, 10, 31; Solomon & Schell 2009, 55.)

Culture has an effect on how leaders act and lead (Silverthorne 2005, 58.). A rough country grouping can be done when evaluating cultural leadership styles. There are nine different areas with similar cultural tendencies. Even there are differences within the countries inside the groups they have enough similarities to be able to put into same groups. These groupings come from geographical, historical or linguistic backgrounds. Not all countries will be listed here but some examples. Groupings are: Arab (UAB, Kuwait), Near Eastern (Greece, Turkey), Nordic (Nordic countries), Germanic (Germany, Austria), Anglo (US, UK), Latin European (France, Italy), Latin American (Mexico, Argentina), Far Eastern (Singapore, Philippines) and Independent (Japan, India). As the leadership styles differ in each group or countries the behavior and expectations of subordinates differs as well. (Schneider & Barsoux 1997, 50-51; Silverthorne 2005, 79.) Chhokar et al. (2008, 13) had similar groupings adding Sub-Saharan Africa, Southern Asia (India included here) and Confucian Asia (China & Japan included here).

What is seen as good leadership has also cultural factors. A Swedish leader might be very successful in Sweden but can fail badly when leading a team from Italy. Same might happen when successfully led a team in one company but can fail when moving to another one even within the same country as the organizational culture might be the reason. (Silverthorne 2005, 122.) Leader can be considered to be a great leader in his or her own culture but can fail badly in another as the people do not share the same view on what is good leadership and what is not (Solomon & Schell 2009, 86). The following chapters will describe few leadership theories and findings from literature about differences how people want to be led and how they perceive good leadership. It seems that no single universally applicable leadership theory has been done, but some traits have been found that work at least closely on universal level (Silverthorne 2005, 125-127). However, these

traits do have cultural variances at least to some extent. According to some studies culture the variance between leaders' behavioral traits can be up to 52% even when examining leaders in one company (Dessler 2004, 258).

When leading a multicultural team, the leader should try to find commonalities among the different cultures and reinforce them. Then naturally the differences should be examined to some extent to be able to communicate and lead the different individuals better. With these methods it is possible to find best ways to motivate people and maximize their performance. Leader should also examine his or her own identity in order to understand own behavior and reactions. One should also bear in mind that the learning (for all) takes time. (Lahti 2008, 114, 121.)

As culture has an effect on how leaders lead and act, leaders need to be aware of their own cultural behavior and code before they can learn how other cultures work and how their subordinates tend to act and behave. These two are the foundations for developing skills required to interact and lead people from other cultures. (Hofstede et al. 2010, 419-420; Silverthorne 2005, 7; Lehtinen 2019.) Leader should also discuss these differences openly with the team members to increase the mutual understanding (Lehtinen 2019). Even it is impossible to fully master all possible dimensions of different culture, understanding the basics and frameworks helps leaders lead more efficiently and gain trust and respect much better. (Browayes & Price 2015, 136.)

In order to succeed leaders must genuinely want themselves and their teams to adapt. Everyone needs to commit, and the leaders act as role models. Both the team and the leader should reserve time for learning as this is not only the leader's responsibility but the whole team's. (Lahti 2008, 197.) Culture shock is mentioned when discussing someone moving to another country. This reaction is not only related to moving but can happen while working with or leading people from other cultures. Remedy for the latter is same as in physical moving. Confront and go through it. (Trompenaars & Hampden-Turner 2004, 328-329.)

Leaders do not need to be afraid of doing mistakes which will happen for sure. We use trial and error in all of our life and by learning from those we can adjust our management methods. (Trompenaars & Hampden-Turner 2004, 174.) An easy mistake can be done when leading people from for example neighboring country. A leader should remember

even the culture that seems similar has a lot of different values and customs (Trompenaars & Voerman 2009, 20).

People have different religions, castes, social statuses and race that might influence on their behavior or how they want and need to be led (Lahti 2008, 91). Leaders should honor all cultures and philosophies mutually and not put any, especially their own view, ahead of others (Lahti 2008, 102; Thomas & Petterson 2015, 77).

Everyone sees the world from their perspective (Trompenaars & Voerman 2009, 19). This can lead to a situation where leader and subordinate can have different view on what is considered ethical behavior and what is not. This is mainly due to the fact that different cultures have different moral and ethical codes. (Thomas & Petterson 2015, 102, 106.) At worst both sides might feel each other being doing things wrong (Trompenaars & Voerman 2009, 11). When not seeing the logic behind the actions people start questioning other's behavior much more easily. This is something the leader should bear in mind. (Trompenaars & Voerman 2009, 19.)

Companies should have developed a strategy for cultural diversity (Laine 2008, 90). Same applies with individual leaders. Naturally they should follow the guidelines the company has generated but should also adjust it accordingly depending on the cultural mixture of their teams.

Even most of the studies try to find differences between culture the leader should try to find similarities between people from different cultures and is focusing more on the positives the atmosphere is much more open for mutual understanding (Brinkman & Kirschner 2002, 36; Trompenaars & Voerman 2009, 25; Raines & Ewing 2006, 45; Söderberg 2002).

There is a golden rule saying that one should treat others the same way one want's oneself to be treated. This rule, however, applies only when people share the same cultural background and mindset. When culture comes into play the counterpart might not share the same idea of good treatment. (Raines & Ewing 2006, 31.) A leader cannot change the culture of another country. If own values are forced to others it only leads to confusion and resistance. (Passila 2009, 23.)

Thomas Grisham found in his GLOBE-survey a model that works in every culture. Trust is the foundation of the model. Next layers or streams are empathy, power, communication and transformation. All this is surrounded by culture. (Kurki & Kurki-Suutarinen 2014, 13.) However, showing empathy, or empathize, has some cultural differences (Lewis 2006, 182-184). A successful leader is able to collaborate and communicate across different cultures. He or she does not get offended by opposing opinions or behavioral traits but respects and understands them. (Browayes & Price 2015, 305.)

Even there has been and still is a lot of criticism towards research done from cultural aspects, the results found should not be used as a single truth but a framework for a leader to be more aware of one's own behavior as well as subordinates' from other countries (Thomas & Petterson 2015, 20).

Cultural tendencies should not be used as total truth as people do have their individual behavioral model that might differ a lot between people even from same cultural background (Thomas & Petterson 2015, 64; Raines & Ewing 2006, 39). Leaders need to remember that leading people from different cultures is not an easy task (Trompenaars & Voerman 2009, 20). There are no shortcuts available but only hard work.

3.1 Hall's studies

Hall has analyzed different dimensions that have an effect on the way leaders is behaving. These eight dimensions are time focus, time orientation, space, power, structure, communication, action and competition. These eight dimensions have been studied in five different aspects which are planning, organizing, staffing, directing and controlling. (Browayes & Price 2015, 148.) Following paragraphs will describe these in more detail.

Time focus dimension can be either monochronic or polychronic. Leaders in monochronic cultures tend to make very keen on making schedules and are focusing a lot on the task whereas their counterparts in the polychronic culture make their plans more based on the relationships. Latter organizes doings more based on a bigger picture rather than a single task and focus more on the people. Staffing in monochronic culture is done more based on the short term current situation. Leaders in polychronic culture allow plans to be changed if required and prioritize the person over a task. They allow the information

flow freely and have less strict control systems than their counterparts. (Browayes & Price 2015, 148-149; Solomon & Schell 2009, 174.)

Time orientation dimension is about do leaders look into the past or to the future or to the present. Leaders who come from past oriented culture makes plans and organizational decisions more based on the history, traditions and society standards. Changes in staffing (both hiring new skills and educating current staff) is much slower. Mission and vision in future oriented culture is aiming for the company to meet selected business goals whereas in past oriented culture the company values are in more important role. (Browayes & Price 2015, 150-151; Solomon & Schell 2009, 174.)

How equal or hierarchical the leader sees the world depends on the cultural dimension of power. This dimension is very much similar to Hofstede's power distance dimension. If a leader is coming from a hierarchical culture, he or she is most likely to follow a model where the leader is not consulting subordinates but making all decisions alone and is more autocratic in leading. The leader is also building the organization to be more centralized model. Leaders are expected to have full responsibility of developing and training the staff whereas in equal culture the roles and responsibilities are much more flexible. Leaders in equal culture have more consultative management style and subordinates can challenge and confront them freely. In the hierarchical culture leaders are showing their importance and subordinates also expect them to do so and want to be directed. At the other end of the pole subordinates prefer working together with their leaders in everything and wish to have power to influence on the performance objectives. (Browayes & Price 2015, 151-152; Solomon & Schell 2009, 54, 79, 87; Trompenaars & Voerman 2009, 51-55.)

Leaders from competitive culture value competition, good performance and achievement. The opposite side values more co-operation and relationships and is focused on facilitating the group. People who fit into the group are selected in the co-operative culture whereas in a competitive culture it is more important to hire someone who succeeds alone. In competitive culture leaders reward achievements and evaluate subordinates on a performance-based criterion. Performance is also valued in co-operative culture but also the softer KPI's are involved. (Browayes & Price 2015, 152-153.)

If leader comes from a culture emphasizing doing over being in the action dimension, he or she is most probably measuring subordinates on achieving goals as their counterparts from opposite end put focus also for the softer side of the doing. Such as learning and

experiencing. If one measures subordinates on two elements of action, what and how, the leaders from doing side, as the name already describes, are focusing mostly on the what aspect. The KPI's are based mainly on the harder numeric values whereas in the being side also the how is measured. (Browayes & Price 2015, 154.)

How people see their personal space effects also on the leadership style. Rough definition is that the two opposing ends of this dimension, private and public, somehow relate to how much or little personal space people are accustomed to. Management style varies accordingly. In private culture leaders are more task oriented and the atmosphere is more individualistic. The gap between management and workforce is quite large and these two groups might not even share same office meaning there is not much if any informal interaction between these groups. Evaluation and control are done more through formal processes. Leaders from public culture are more open. They interact more with their subordinates and are seen more as coworkers rather than superiors. (Browayes & Price 2015, 155; Solomon & Schell 2009, 151-153; Schneider & Barsoux 1997, 39.)

Communication style, high versus low context or explicit versus implicit, not only determines the way leaders and their subordinates communicate but also how detailed the planning is and again how much focus is put to the actual task. Also, this dimension the other end of the pole, low context, focuses more on the goal achievement and performance and the control is on the performance and task. The other end, high context, emphasizes on the relationships and the instructions are not as detailed as in the low context cultures. Controlling focuses more on the process. (Browayes & Price 2015, 156; Solomon & Schell 2009, 61, 142.)

The last dimension of Hall's findings is structure. This dimension is close to Hofstede's individualism versus collectivism, "I" versus "we". The individualist leader expects people to speak out if there is something needs to be mentioned. He or she most likely do not put so much emphasis on group work rather than assigning tasks to individuals. They are more like to defend their own interests and value over exceeding from their subordinates. The leader is not responsible of his or her subordinates' career development. Their collectivist counterpart is more focused on the group, shared values and loyalty. (Browayes & Price 2015, 158.)

3.2 GLOBE studies on leadership styles

This chapter examines the differences of leadership in few selected countries. Chhokar et al. did a comprehensive study of 25 different countries but not all of them will be examined here. The selected pair of countries are Nordic (Sweden & Finland), Germanic (Germany & The Netherlands) Latin European (France & Spain) and Anglo cluster (UK & the US). Again, this goes both ways: When leaders have tendency to certain behavior their subordinates most likely have similar tendencies in their expectations towards good leadership. As mentioned in earlier chapters these dimensions and traits show and describe the general tendencies, but each leader and subordinate have individual behavioral codes.

Nordic leadership styles

The top dimensions that the Swedish leaders value and the way they are expected to lead are that they are and are expected to be inspirational, have high integrity, are visionaries and are team-oriented (Chhokar et al. 2008, 51). Their Finnish counterparts have and are expected to have same dimensions but in different order. In Finland integrity is seen as the most important dimension following by inspirational leadership, team-orientation and visionary. (Chhokar et al. 2008, 94.)

This might seem that the Nordic countries share the same style and expectations. However, even the dimensions have the same names the differences are how people see them. For example, Swedes see team-oriented leader as someone who are consultative, collaborative and loyal whereas Finns see that someone who builds and organizes teams and projects. They tend to be very supportive towards their followers when facing crisis or hard time. (Chhokar et al. 2008, 51, 97; Lewis 2006, 120.) Other dimensions share both similarities and differences. So again, one should not expect similar behavior even in neighboring countries.

Swedish leaders, according to GLOBE, are strong in integrating teams and are very humane (Chhokar et al. 2008, 54-55). Finnish counterparts have the same tendencies but not

with as high scores as their Swedish colleagues (Chhokar et al. 2008, 87-89). Other traits with lower scores differ a lot between these two countries.

Germanic leadership styles

German leaders also score high on integrity and being inspirational. Third highest scoring dimension is performance orientation following by visionary. These traits differ some from the Nordic values. And again, even more differences can be found when looking how they see these dimensions. Using the team-orientation dimension as an example the German leaders are participative, delegative, empowering and are solving conflicts within the groups. They prefer vertical communication meaning that one should not go around but talk to their managers instead. (Chhokar et al. 2008, 174,183; Lewis 2006, 112.) Exceptional leaders develop and attain high goals and they are expected to be very convincing (Chhokar et al. 2008, 182).

Again, integrity, inspiration and visionary are ranked the highest when examining Dutch leadership styles. Fourth trait is team integrator. Other leadership values worth mentioning are motivating others, general people skills and social responsibility. Other traits such as humane and team-orientation do not score as high as in the Nordics. They are strong on decision making but still seek consensus. (Chhokar et al. 2008, 235, 239; Lewis 2006, 119.)

Latin European leadership styles

French leaders are also valuing integrity and being inspirational. Like German leaders the French are also performance oriented. Team orientation is scoring high like in the Nordics. French leaders give space to their subordinates as they do not like to be closely managed. Having charisma and empathy are also highly valued. They prefer more autocratic style than for example their German counterparts. (Chhokar et al. 2008, 553, 557, 573; Silverthorne 2005, 71; Lewis 2006, 113.) Their Spanish counterparts have the same traits scoring high but more differences in the following traits. Spanish leaders tend to be also decisive and administratively competent. (Chhokar et al. 2008, 642.) This group also tends to be more multi-active meaning that they might be more impatient than their counterparts in the Nordic or Anglo clusters (Lewis 2006, 33).

Anglo cluster leadership styles

The leadership style in England has gone through some changes in the recent years. One example is that the score on power distance has dropped and the leaders are not seen as distant as they have been seen in the past. The gender equality has also improved over the years but still almost 30% of the people and leaders think that women should be at home. Even the recent changes the old class system still exists. A modern leader is expected to be energetic, show clear direction and are inspirational. They are also seen as action oriented and empowering. (Chhokar et al. 2008, 338-339, 342; Lewis 2006, 115.)

The US leadership is very focused on performance, competition, challenges and results. Also, strong decision making, and efficiency are valued high in a leader. Integrity and performance orientation are the highest scoring traits followed by inspiration and visionary. The US leaders are also expected to be charismatic and need to have a clear vision. They also need to be optimistic and create something new. They need to be winners. They are strong believers of monetary rewards. (Chhokar et al. 2008, 482, 490, 512; Lewis 2006, 117.)

3.3 Communication

It is all about communication. The more open the communication is the easier it is to the subordinates to be open towards their leader. (Lahti 2008, 119.) Communication is one of the most, if not the most, important factor in cross-cultural leadership (Deresky 2006, 118; Passila 2009, 23). Every country uses the language in their own way (Lewis 2006, 63).

Communicating across culture is something that leaders (not to forget the equal responsibility of subordinates) need to be focused on. The sender, be it the leader or subordinate, will encode the message according to his or her culture and language. Then the message goes through some kind of channel (talking, email, Skype...) and at the other end the receiver decodes the message according to his or her culture and language. One should not presume that the message is understood as intended. (Thomas & Petterson 2015, 113; Deresky 2006, 119; Schneider & Barsoux 1997, 40; Huczynski & Buchanan 2001, 180.) If the sender is aware of the recipient's culture, he or she might be able to encode the

message according to the recipient's culture. Same goes when receiving messages. When understanding the sender's culture, it is easier to try to decode the coming message. (Deresky 2006, 138-139; Huczynski & Buchanan 2001, 180.) Therefore, the messaging should be as clear as possible in order to avoid unwanted misunderstandings (Passila 2009, 83).

Other difference in communication is how explicit or implicit the style is. Person from explicit culture can be considered rude when saying exactly what he or she means and person from implicit culture might be misunderstood partly or totally when communicating to a person from explicit culture. A rough country split can be done so that Swiss, German and Scandinavian countries are on the explicit end of the pole followed by the US, France, Italy and Spain in the middle. Arab and Asian countries being on the implicit end of the pole. One could say that the individualist countries tend to be more on the explicit side and vice versa the collectivist countries. Same goes with the directness of the communication. (Thomas & Petterson 2015, 117-118; Browayes & Price 2015, 331; Solomon & Schell 2009, 142.) How feedback, especially negative one, should be given or received has also cultural aspect. E.g. in UK it is not that common to give straight direct feedback but to use positive messages soften the feedback. A subordinate from e.g. Germany might miss the message totally. (Solomon & Schell 2009, 153.)

How people stand silence or use it in their communication is also culture bound. This cannot be divided as clearly as the directness or explicitness. Even there are some variation among the individualist countries it is quite safe to say that the more individualist countries do not value silence as much as collectivist countries. However, even being more on the individualist side, Finland is probably a country tolerating and valuing silence much more than many others. (Thomas & Petterson 2015, 119; Huczynski & Buchanan 2001, 179.)

As Humor has cultural dependencies, one should always remember to be careful when using it. It is very culture specific and what works with one culture might be insulting in another. (Hofstede et al. 2010, 390; Lewis 1995, 67.)

Non-verbal communication is one factor as well. What kind of expressions should be used? How much should one wave hands? How should the body gesture be? Should one look directly into other's eyes or avoid eye contact? Is it ok to physically touch the other

person? Or if the recipient nods. Is it a sign of an OK or something else? These are all points to consider. (Thomas & Petterson 2015, 125-130; Browayes & Price 2015, 330; Deresky 2006, 125; Solomon & Schell 2009, 147, 151-154; Huczynski & Buchanan 2001, 189.)

When negotiating with a subordinate the leader needs to understand the local negotiation culture as it has an effect on how people communicate with each other. It is about how people seek for commitment, do question setting and self-closure. These three have somewhat similarities across the cultures. Differences can be found how threats, warnings and promises are being used. Leader should not be offended his or her subordinate saying no several times or constantly interrupting as these are also many times culturally bound. (Thomas & Petterson 2015, 134; Passila 2009, 136.)

The use of language is also something to consider. Even English has become the “official” business language of the world one should remember that even inside this language there are numerous differences in wordings and meanings not to mention when people from totally other language group start to communicate with foreign language. (Thomas & Petterson 2015, 115; Lewis 1995, 42-43; Huczynski & Buchanan 2001, 183-184; Lehtinen 2019.) Language should be as standard as possible and slang, idioms or other variants should be avoided (Thomas & Petterson 2015, 121-122). When speaking, the tone of the voice is also important (Thomas & Petterson 2015, 126; Passila 2009, 95). Leader should understand that the other counterpart might not be speaking the leader’s language as a native language that affects the communication (Browayes & Price 2015, 424; Deresky 2006, 124).

Leaders need to understand how to communicate and lead people from different cultural backgrounds (Solomon & Schell 2009, 17). In order the communication to be effective trust needs to be established between the two parties (Deresky 2006, 121; Ahvonen 2019). Two additional things need to be happening in order the communication to be effective and working. One is that communication should not be only from leader to subordinate but two-way (Trompenaars & Voerman 2009, 25) and the other is that the leader must have courage to really hear what his or her subordinates are saying (Trompenaars & Voerman 2009, 164; Ahvonen 2019). Leader should, however, remember that not all cultures are that open for a good conversation. A subordinate coming from high PDI country might feel very uncomfortable engaging to a friendly and close discussion or interaction with

his or her leader (Browayes & Price 2015, 221). Subordinates in egalitarian culture will call their leader by his or her first name which is not always the correct way to go but leader should understand that this might be totally normal in subordinate's country. (Solomon & Schell 2009, 89). Naturally, the subordinate should consider the same from the leader's point of view.

When the leader is having team members from different cultures it very often means that, especially in a multinational company, the team members are physically in other countries. This generates additional aspects to take into consideration. Nowadays there are several collaboration tools to make the communication between a leader and a subordinate easier.

When communicating in writing the leader (as well as the subordinate) should remember few points. One is that using written language can be difficult especially when working with another than native language and that the communication is asynchronous. (Thomas & Petterson 2015, 176.) Even the written language might generate some difficulties in communication and even e-mail is overused in many companies it is still powerful tool for minimizing the risk of miscommunication (Solomon & Schell 2009, 263).

Not all communication should be done only with writing and the collaboration tools such as Skype allow people communicate with each other in talking or even using live video one should remember that the Technology cannot replace physical human contact. (Thomas & Petterson 2015, 175.) If physical meeting is not possible to arrange, the video option should be used on regular basis. Also the balance between positive and negative discussions should be largely on the positive side. (Lehtinen 2019.)

3.4 Methods and styles

There is no universal truth about good leadership principles as people from different cultures have different view on what good leadership looks like- As the requirements for good leadership is culture bound so does the leader's leadership style depends of course on one's personal characteristics but has also a major effect from cultural dimensions. (Thomas & Petterson 2015, 158.) As management style depends on the national culture as well as the organizational culture a leader should pay attention how to lead his or her teams (Trompenaars & Hampden-Turner 2004, 45; Schneider & Barsoux 1997, 143).

Thomas & Peterson also (2015, 12-13) point out that most of the studies done on management and leadership are done in the United States and should not be used as universal truth.

Lahti (2008, 122) describes the steps required in successful multicultural leading. The first step is awareness. Leader should know the facts and at least the basics. Second step is understanding. There is a clear difference in knowing and understanding. Third one is tolerance. One should not put one's own culture and/or religion above others but respect everybody's views. Next step is encouragement. Let people be who they are. It is much easier to perform when the people do not have to pretend to be something they are not. After that the next step is to make use of the cooperation of different cultures and lastly leader being a role model.

How to start the journey of understanding the other person coming from somewhere else than you? Of course, doing the homework helps but as mentioned already in this thesis not all people from same culture share the same behavior. Not that difficult after all. It is the same method one should use whenever leading someone or meeting someone for the first time. The trick is to listen. One cannot understand the other without active listening. After listening one should not jump into conclusions but to really understand one must confirm and check and double check. (Brinkman & Kirschner 2002, 41; Trompenaars & Voerman 2009, 38; Lewis 2006, 69.) Also, the leader should speak and explain why he or she is doing whatever he or she is doing (Brinkman & Kirschner 2002, 53). As the leader needs to understand the subordinate so does the subordinate need to understand the leader. It is a two way process.

Studies show that relationship-oriented leader has the highest satisfaction rate among subordinates regardless of cultural background (Thomas & Peterson 2015, 148; Schneider & Barsoux 1997, 163). People from the Nordic countries put emphasis on interpersonal skills much more than their counterparts in Central and Southern Europe (Thomas & Peterson 2015, 101).

Depending on the PDI of the country the way subordinates feel they should be led or how leaders should act differs. Biggest differences can be found in how dependent the subordinates are towards their superiors and how dependent the leaders are to their own superior. This also reflects how autocratic the leadership style is expected to be as well as how

much or little benefits the leader should have. Countries that have low PDI value leadership skills that are based on consultative and participative. (Deresky 2006, 425-426.)

An easy four step approach has been listed for a leader to be successful in leading people from other cultures. First the leader needs to understand the impact of culture to others' behavior. Second, he or she needs to know one's own behavioral tendencies. Third, he or she needs to acknowledge differences in other cultures and learn to interpret the behavior of others. Finally, he or she must learn how to cope and manage different multicultural situations. (Solomon & Schell 2009, 19.) Leader should also change the traditional top-down thinking to bottom-up thinking to be able to see through subordinates' eyes (Trompenaars & Voerman 2009, 25).

One method to create a culture more people from different cultures are buying is to involve the personnel in defining company's values (Lahti 2008, 115). This is actually what has been done in Dell EMC where almost 70 000 employees, which was about the half of the total amount of the employees, participated in defining and creating company values. This way the values have other cultural view than just the one the headquarters has let alone done just by the leadership team.

In order for the leader to be able to transform his or her followers to work towards a mutual goal he or she needs to have a clear vision which needs to be communicated to them. (Silverthorne 2005, 69-70.) Again, the communication is the key here as explained in the communication chapter. A leader should be able to inspire and influence the subordinates' behavior, attitudes and thinking (Deresky 2006, 419). Facts are normally not the driving force towards change. The leader should communicate so that the message resonates with the receiver's values. Without this there will most likely be no change in the behavior. (Ahvonen 2019.)

Only few somewhat universally applicable leadership styles can be set. One is charismatic and/or value-based leadership and the other is team-oriented leadership. The latter applies when the organization is higher on the uncertainty avoidance index and is more focusing on empathy and fairness. The other applies when organization is focusing on performance and innovation. All other behavioral dimensions (participative, humane, autonomy) have too many deviations or types that it is impossible to build globally applicable models

around them. (Browayes & Price 2015, 226-227.) Hiltunen (2015, 97-99) found also empathy as one universally applicable style. Others he found were consistency, elasticity, high energy and ethicality. Consistency is being predictable and not changing the style or opinion constantly. Of course, changes can and must be made if found necessary. Elasticity is about compromising. This one requires good self-esteem from a leader. High-energy has some opposing arguments (e.g. is a “traditional” or stereotypical American extremely high-energetic leader a good fit for Chinese team) but most often a leader with energy gets more people behind him or her. Ethicality is maybe the most important one. Lewis (1995, 170-171) says that being genuine and sincere is somewhat universally respected attribute. According to GLOBE study and effective leader has charisma, is team oriented, participates team members and is humane (Thomas & Petterson 2015, 151; Silverthorne 2005, 71).

In order to have the multicultural teams and individuals as productive and happy as possible, leaders should follow few general rules. First goals and objectives need to be set and communicated clearly to team members. Then the leader should get to know each team member individually. After getting to know the team members the leader should familiarize him or herself to the cultures of the subordinates. After knowing the person and the culture the leader can learn the style preferences of the team members and how to lead the people as individuals with different cultures, values and styles. Lastly the leader should set the norms and requirements for the team members. (Solomon & Schell 2009, 260.)

As religion has or at least might have an effect on how people behave the leader should at least familiarize themselves with the principles of their subordinates’ religions (Lahti 2008, 102).

When leader knows how to adapt some of the ideas from another culture so that their leadership fits into the values of the person, they are much more effective (Hofstede et al. 2010, 333). Adaptation does not mean that the leader should act against own core values and be something he or she is not. A leader should keep his or her own personal style but some adaptation to receiver’s style should be done. This shortens the cultural gap. (Thomas & Petterson 2015, 124). However, his or her own background might hinder him or her to be able to complete some of the required elements of leadership. (Browayes & Price 2015, 221.) A leader needs to act in two cultures at the same time. Both in his or

her own culture and the subordinates' culture and adapt to both depending on the situation. (Browayes & Price 2015, 298.)

Leader cannot put his or her own culture over the other and force subordinates to follow his or her own way but needs to respect and accept the values and habits of the subordinate's culture. Especially ethical values play major role in this. It is not enough to just find the differences but also understand the reasons behind them. (Browayes & Price 2015, 299; Deresky 2006, 88.) Neither should the leader judge the subordinate's culture (Solomon & Schell 2009, 57). Leader should create a cultural sensitivity (Deresky 2006, 138; Schneider & Barsoux 1997, 158; Osland et al. 2007, 369). Having a cultural sensitivity and from that the acceptance of differences enables the leader not trying to fit his or her subordinates into a box it is better for him or her modify the box so that people can flourish there (Trompenaars & Voerman 2009, 32-33).

People tend to favor their own groups over others which is totally normal. A leader should be aware of his or her own cultural motives and pay attention not to see one's own way superior to others. Also, this should be acknowledged also when evaluating performance of a subordinate coming from other culture as the performance evaluation is also somewhat affected by the cultural aspects. The cultural twist should not be neglected here either. American MBO model has shown good results in the United States but this same way certainly does not work in highly collective countries. (Thomas & Petterson 2015, 39; Silverthorne 2005, 107-108; Hofstede et al. 2010, 335.) When interviewing leaders to the empirical part of the thesis, interviewee A emphasized strongly a point that also the subordinate should understand how the leader sees performance done well or not. Despite the methods and rules the organization has set regarding evaluating actions of a subordinate the leader should bear in mind the his or her perception of the quality of that action is highly based on one's own cultural attributes (Thomas & Petterson 2015, 79; (Huczynski & Buchanan 2001, 218-219).

Using stereotypes might be risky if the leader is not aware of the potential negative base or over simplification. Giving too much power to these views can hinder the leader see the actual difference let alone the meaning or effect. When seeing behavior and act through a window of stereotypes, will lead to prejudice. One should always remember that each person is different, and they should not be categorized. (Thomas & Petterson 2015, 76; Osland et al. 2007, 374; Lahti 2008, 45.) A leader should pay attention not to

see things he or she wants to see. If done wrong the leader is unable to see the real reasons and might step on a cultural mine. (Solomon & Schell 2009, 27.)

As there will always be some kind of clashes between cultures when people are involved there should be some simple method to handle these situations. Marion Estienne created a five stage approach to cross-cultural reconciliation. Table 1 describes the steps in the process. According to Estienne it is more important to maintain the rapport than focusing on completing tasks. Eventually this will lead to more effective performance. (Browayes & Price 2015, 137-138.) Culture has an effect on how conflicts are handled. For example, in Anglo-Saxon culture both leaders and subordinates value good argument whereas Japanese are more towards compromising (Passila 2009, 132-133; Silverthorne 2005, 196-202).

	Stages of the reconciliation process	Method employed to arrive at next stage
1	Reaffirm our commitment to the ongoing relationship and its benefit to both parties	Think "win-win" and concentrate on the benefits of collaboration to each culture
2	Recognise where and how we differ	Develop a global mindset Legitimise diversity Acquire knowledge of other cultures Display "acceptance" when appropriate
3	Continue by searching for similarities	Employ dialogue
4	Synthesise ou solution or create outcomes which utilize the most appropriate elements of the opposing cultural dimensions	Practise creative thinking Demonstrate a willingness to learn Dialogue
5	Review the learning process, capture it and make available for the future	Practise experience-based learning Articulate what has been seen and known Act on learning at a later stage

Table 1. Framework for the reconciliation of cross-cultural conflict (Browayes & Price 2015, 138).

How people trust other people has some cultural factors. The people coming from the Nordic countries rank the highest when it comes to trusting others scoring close to 70%. The US, Canada and China rank also high scoring a bit more than 50%. Rest of the Western European countries score between 25% and 35%. (Deresky 2006, 122.) Trust is an essential factor in multicultural interactions (Solomon & Schell 2009, 121).

Leader should pay attention in building trust. This is not only between cultures but between all people. Basically, same rule applies in building trust between people from different cultures. Goals need to be communicated clearly and they need to be as transparent as possible. Information needs to go both ways, not just from top to down. Processes and tools need to be set. And finally, success and contributions need to be recognized (way might depend on the culture) and the leader must stay behind the team. Depending on how trusting the country's culture is this might take more time. (Lewis 2006, 144-145; Ahvonen 2019.) If a subordinate feels that his or her leader is there for him or her it reduces the impact of cultural differences (Trompenaars & Voerman 2009, 27).

Egalitarian leader asks how the subordinates would solve something and the hierarchical counterpart would tell how to solve it. Subordinates from egalitarian culture expect the leader to involve them into decision making whereas their counterparts in hierarchical culture might feel intimidated when a leader asks for their opinion. Same effects also on meeting and gatherings. Facilitating a team meeting in an individualist culture does not require the leader to make sure everyone is heard. People are responsible themselves to be heard. In a group focused (collectivist) culture the leader is responsible that all opinions are heard. (Solomon & Schell 2009, 85, 89, 107.)

How much the subordinates should be participated depends also on the culture. A leader coming from Sweden might not be successful in implementing a highly participative leadership style to a team in Italy or France. This also goes other way around as well. A team from Sweden expects the Spanish leader to be very participative even the cultural background of the Spanish leader might make the leader lead totally differently. (Deresky 2006, 427; Trompenaars & Voerman 2009, 51-55.) Giving the teams more power locally to reach the set goals is better than doing everything centralized. The information about the activities the teams are doing should, however, be collected and analyzed in a centralized way (Trompenaars & Hampden-Turner 2004, 189). Again, this does not work with all. A subordinate coming from high uncertainty avoidance index country might suffer from having too heavy responsibilities (Browayes & Price 2015, 222).

As mentioned earlier several times, the cultural tendencies do not apply to the whole population coming from same cultural area, using a MBTI or DISC can be a great tool for the leader to get some deeper insight on the behavior of a team member. This tool has been

tested with millions of people around the world and gives relatively reliable results regardless of one's cultural background. Again, even we have our cultural code programmed into us we are all individuals and this test gives the leader and the subordinate great information why one is acting the way he or she is acting. This is important information also because the leader might need to use different means with different team members to get to the same result. (Trompenaars & Hampden-Turner 2004, 52-58, 163; Ahvonen 2019; Lehtinen 2019.)

Coaching has been in the talks for the past few years and is getting more and more popular. This method as well has some differences depending where the leader or the subordinate are coming from. A leader coming from Germany or Italy sees the world more hierarchical than his or her colleague from Denmark or Finland. This might affect the interaction the leader has with colleagues or subordinates. He or she most likely does not see coaching a way to team's success. (Solomon & Schell 2009, 79.)

3.5 Motivation & rewarding

People are motivated differently based on their personas and cultural background. This should also be remembered when leading people. They also might see the meaningfulness of their work differently. One should remember that one size does not fit here either. (Thomas & Petterson 2015, 140-144; Solomon & Schell 2009, 64, 205.) A subordinate from less hierarchical culture requires to have power to make decisions rather than to be told what or how to do to feel empowered (Solomon & Schell 2009, 58, 84). This can generate a challenge when leader is trying to motivate a subordinate from a different culture. One chosen strategy might not work with all. This goes with rewarding and other motivational factors. (Browayes & Price 2015, 126-127; Solomon & Schell 2009, 209-212; Trompenaars & Voerman 2009, 140.)

What motivates an American is often monetary or personal advancement might be highly demotivating to a Chinese counterpart who might want to be honored. (Thomas & Petterson 2015, 83-84; Deresky 2006, 407; Trompenaars & Voerman 2009, 140; Osland et al. 2007, 372-373.) Not one universally applicable motivation theory has been done (Dessler 2004, 470; Lewis 2006, 141). A leader should not ignore the different motivation factors in different cultures (Lewis 2006, 140).

How rewards are seen have also cultural aspect. How fair people see the allocation of rewards is mainly dependent on whether the country is more individualist or collectivist one. Allocation can be done equally, based on performance of a group or an individual or it can be done based on seniority. Among many other possible scenarios. (Thomas & Petterson 2015, 101; Trompenaars & Voerman 2009, 82.) The American way of rewarding someone based on performance might lead to disaster in another culture (Trompenaars & Hampden-Turner 2004, 45; Schneider & Barsoux 1997, 143).

Subordinates from an individualist culture may require recognition to be motivated and their peers would appraise them for it. In group focused (collectivist) culture giving recognition to a single employee would have close to catastrophic consequences to morale in the group as to a single employee. Also giving appraise to the team when one team member has done a good job has similar effects. (Solomon & Schell 2009, 104, 108; Silverthorne 2005, 98-100.)

How leader praises his or her subordinates should also vary depending on the cultural background of the subordinate. This effects how, when, where and how often they should be praised. (Thomas & Petterson 2015, 120; Schneider & Barsoux 1997, 140.)

3.6 Becoming better

By creating a guide for multicultural leadership companies can enforce their understanding and also minimize the ramp-up periods when leaders change (Lahti 2008, 115). Leaders should have a continuous learning mode (Solomon & Schell 2009, 227). This is not only a responsibility of a leader but the whole organization. Leaders should be trained for their intercultural skills regularly for them to be able to develop themselves to be good in cross-cultural leadership (Søderberg 2002). Leader should study the culture of a country where the subordinate comes from (Solomon & Schell 2009, 224). Learning from people (other colleagues are a good resource) living in the culture is a good way to gather knowledge of the target country (Deresky 2006, 411; Solomon & Schell 2009, 57; Ahvonen 2019). As the world has gotten more global and access to other leaders and workforce is easier, leader should take an advantage of this (Lewis 2006, 105). Coaching or mentoring are also good way to help the leaders succeed in multicultural environment (Lahti 2008, 167).

In order to be successful in multicultural leadership the leader should develop his or her interpersonal skills. This is maybe the most important skill a leader should have and develop. He or she should also develop the tolerance of uncertainty as things tend to be more complex than leading people from one culture. Other three required skills are patience, respect and cultural empathy. Last but not least skills required are self-awareness and sense of humor. (Schneider & Barsoux 1997, 164-166.)

A leader should practice one's global mindset. This means learning to notice cultural behavior and adjust own behavior and nuances of leadership styles accordingly. This does not mean that own cultural values should be put aside but recognize the other point of view and also respecting it. (Solomon & Schell 2009, 223-224; Lehtinen 2019.) To be successful in cross-cultural management (or in any doing) the leader should gather experience by experimenting different methods actively. These actions and results should then be reflected and those that have been working should be conceptualized. (Browayes & Price 2015, 423; Raines & Ewing 2006, 94-95.) Experience has an effect on how well the leader copes in multicultural environment (Schneider & Barsoux 1997, 158; Ahvonen 2019).

A good leader should learn how to cope with his or her own uncertainty and anxiety. He or she should be aware of his or her own behavior and reactions and should recognize one's own cultural values and biases. These allow the leader to know how and to be able to adjust to other culture's signals. (Browayes & Price 2015, 424-425; Solomon & Schell 2009, 227.)

Despite needed adjustments and such when it comes coping with other cultures and leading different team members leaders should be genuine and not compromise their own values (Solomon & Schell 2009, 229; Passila 2009, 23). A leader should learn to describe his or her own culture. Not an easy task but helps open the eyes. (Schneider & Barsoux 1997, 10; Lehtinen 2019.) A leader should learn to use different leading methods depending on the situation and the recipient (Dessler 2004, 277).

A leader should have, and if not yet having then to develop, self-confidence, communication skills and curiosity towards new things and cultures (Schneider & Barsoux 1997, 174; Raines & Ewing 2006, 35).

4 RECAPPING THE THEORY AND DESCRIPTION OF THE USED METHODS

This chapter is recapping the theory and describes the methods used in the study. There are several items impacting the way leaders behave, act and lead. Part of them are impacting either from outside or from leaders' own personal tendencies. Basically this means that these factors are something that cannot be changed by an individual leader. Other part are factors that can be trained and learned and later developed. Figure 9 describes the framework graphically. Many of the skills or behaviors are exactly the same as leading people from same cultural background. The additional layer comes from national culture and its effect on basically everything and language.

The factors that cannot be changed by the individual are national and organizational culture, the leadership principles (or guidance) of the organization, own (and subordinates') personal behavior or personality and experience.

National culture (or cultural dimensions) are something people are born with and grown into as described in the theoretical part of the thesis. Organizational culture is also at least partly given factor as even people are the ones that create the organizational culture one person has very little effect on it especially in large multinational corporations. Both national and organizational cultures define a lot how people are behaving. Either leading or being led. In Dell EMC case the leadership principles define the framework to company's leadership. The foundation for the Leadership principles come from company's values that have been created together with the workforce. Even national culture has an effect on how each person sees and understands those values they do create a good foundation how the people are being led. National and organizational cultures then together with personal behavior and personality define how each leader lead their teams.

Experience has been put to both parts as it is both something that also impacts the behavior of the leader but will grow eventually when starting the journey as cross-cultural leader.



Figure 9. Cross-cultural framework.

The second part of the framework is demonstrating the factors that make a good cross-cultural leader.

Continuous training is required for the leader to both gain needed skills as well as developing them. Even those who have gathered experience over the years should update the skills from time to time in the same way other topics are being taught and refreshed. Especially important it is for the leaders who are only starting their multi-cultural journey. It is important to not only know but also understand the differences. A good starting point would be in addition to general knowledge of the cultures and differences (not to mention similarities) the leader should pay special attention to the target country's habits and culture. After general knowledge the leader should get to know the individual. This can be done with or without the help of different personality tests. A lot has to do with the size of the team.

As described in the theory communication is the foundation. Without open communication and active listening it is not possible to build trust what is needed to get the leader-subordinate relationship to work. Both leadership style and communication style should

be adjusted to some extent depending on the person. However, the basics of the leader's behavior should stay unchanged.

Without a leader knowing oneself it is very difficult if not impossible to cope with other cultures. Without understanding, accepting and especially respecting the other culture and the behavior of the subordinate the leadership might end up being based on prejudice and being ineffective. This also hinders the leader to adapt and see things through from the subordinate's point of view.

Even this thesis has been mostly focusing on how the leaders should lead, everything applies to subordinates' as well. Also, if one country or culture prefers a certain way of leadership then the workforce from that culture or country most likely prefers the similar way to be led. When saying that these behavioral traits and methods to deal with different ways apply to the subordinates' as well means that the both sides are more or less equally responsible of the relationship to be working.

The same framework can be also used when looking at people co-operating across nations and cultures. Be it coworkers, customers or any other stakeholders.

4.1 Description and method of the research

The study started in the winter 2019. First task was to get familiarized with literature about different studies about culture, organizational culture and leadership by using as multinational material as possible. Also, two interviews were done to get more insight and lightly test the theory. Framework for the thesis was created based on the literature.

Theme and unstructured interviews were selected as the method for the empirical part. These methods were suitable for testing the framework as well as getting better insights of the whole topic. The writer thought that using this method would possible open more ideas and would not constrain the interviewees to only answers the questions the writer had developed but also share more ideas and possibly whole new points to the study that the writer had not found or thought himself. Also, this method lowers the risk of building the thesis based on the writer's own views or biases.

4.2 Collecting and analyzing the material

As already mentioned, the empirical part was collected using theme and unstructured interviews. Reasons are also already described in earlier chapter.

Three different methods for the interviews were used. One interview was held face to face, two via email and the rest using Skype. All the recipients received some of the base questions beforehand to be able to have some time about the content of the interview. This way the interviewees came prepared into the interviews.

The structure of the interviews followed closely the framework and all questions were related to it. In the free discussions other views were also discussed as the interviewer wanted to ensure that he had not missed any critical items. The writer selected the interviewees so that they would represent as many cultures and as many management levels as possible. Naturally not all levels or cultural areas were possible to select to this survey, but the writer succeed to have respondents from five different countries and four different management levels. The nationalities were Finnish, Norwegian, Swedish, Irish, French and Dutch and the management levels varied from inside sales manager to senior vice president. At the final stages of the thesis the writer decided to ask the view from the employee level as well to see how they feel the culture being addressed and check their feelings about the differences in the organizational cultures. No background data of the recipients were asked or put to any documents to secure the anonymity.

The answers from the interviews where transcribed and put to table for the writer to be able to compare answers and find either similarities or differences in the answers.

After the interview were held the writer decided to have few questions to the subordinates about how they saw the cross-cultural leadership and if this topic had been discussed with the leader. The interviewees to this part were selected so that each of the respondents had different direct managers.

4.3 Validity and reliability of the results

While writing the thesis the writer has been honest, careful and critical. The study design was planned and carefully considered. The writer has familiarized himself with broad

selection of source material. The writer has tried to gather literature from several cultural backgrounds to avoid theory been written only based on one country of origin. The answers from the interviewees were thoroughly thought because all recipients received the questions one to two weeks before the interview.

Reliability means the accuracy of the responses. The results gathered should be repeatable and they cannot be random. The writer should concentrate on accuracy and criticism throughout the whole study. The methods for analysis should be such that the writer masters. This is required to minimize the risk human error when collecting, handling and analyzing them. To ensure the reliability of the results the writer should take a sample that represents the whole target group. (Heikkilä 2002, 30; Tilastokeskus 2011a.)

The literature used was marked to bibliography immediately after being used. This method ensured the written theory was marked correctly. The writer also took several backup copies of the written material to minimize the risk of losing the data in any situation.

Misunderstanding the questions in the interviews, motivation of the recipients and other factors together with the writer possibly influencing the answers and noticing possible errors affect the reliability of the results (Taanila 2010, 29). As people are extremely busy with their schedules and workload the writer sent the questions well in advance for the interviewees to be able to prepare themselves better. The number of questions were kept as low as possible to avoid the interview to take too much time and possibly moving focus to other activities. The interview took no more than one hour at maximum. The writer succeeded to get all the invited interviewees to participate the interviews.

Validity of the study means that that the study is examining only the things that it is supposed to examine (Heikkilä 2002, 29; Tilastokeskus 2012b). Internal validity describes whether or not the results are due to the factors they are assumed to be. External validity means how well the results can be generalized. (Jyväskylän yliopisto 2011; Research methods knowledge base 2011.) As mentioned earlier the interview situation was kept as effective and short as possible and the questions were sent beforehand. This was done to avoid the invited interviewees from declining the invitation and to ensure as high quality answers as possible. As this being a qualitative thesis, it was not possible to send the questionnaire to larger group of leaders. To maximize the external validity the writer

tried to select as many nationalities and leaders from different levels hoping this would allow the results to be generalized. Also, as mentioned, the interview situation was made to be as short and efficient as possible to help get all invited leaders to participate. Getting as large group as possible also increases the external validity of the thesis. Clear structure and view what were being studied and what was not helped to increase the level of internal validity. The writer kept an objective view the whole time and made every effort to avoid subjective views.

5 KEY FINDINGS

This section introduces the findings from the interviews. Most of the topics will be examined based on the overall responses not by individual recipient in order to ensure the anonymity of the recipient. As the empirical part was done using theme interviews it was not possible to invite numerous interviewees and as the writer wanted to get as many different cultural backgrounds and management levels into the study separating each response would allow readers to identify the recipient. Some quotes, however, can be highlighted.

The purpose of this thesis was to study the theory and test it by interviewing some of the company's leaders who lead multicultural teams to find out if there are any gaps between the theory and the actual behavior of the leaders and to provide a toolkit for leaders, both experienced and beginners, to help them lead more efficiently. Invitation to the interview was sent to seven leaders and six of them took part. One was cancelled due to schedules not working out.

Not all of the affecting forces are touched as deeply as the others. Partly the reason being that some of the items are not in that big focus in this thesis and partly that not all items were discussed in every interview. The latter is due to the decision the writer did not trying to influence too much on the conversation by giving hints to the respondents.

Only the chapter "How team members see it" the results are from the interviews done with team members. All other results and findings are from the management interviews.

5.1 Impacting forces

The impacting forces is describing the different external forces affecting the behavior. As described earlier these are national culture, organizational culture, company's leadership principles, personality of the leader and experience. The last item, experience, has been put to both sections as it is something the leader has (or has not) when taking a leadership role but also an item that will be developed during the leadership role.

5.1.1 National culture

First impacting factor to be studied was national culture. This topic had two separate streams. First one was to see how well the leaders were aware of different cultural studies and the second one was how did they see the national culture effecting on how people behave, and have they noticed similarities in people from same country.

When asking about how much studies the respondents had done around multiculturalism about 50% of the respondents said that they had familiarized themselves with studies around cultural differences and dimensions. All of the respondents had long experience either in cross-cultural leadership or working in multicultural environment.

Everyone admits the culture has an impact on how people behave and communicate. Even the national culture was not seen as extremely strong influencer especially in Western European region, everyone could identify some national characteristics especially in communication. Even many of the respondents saw that the national culture doesn't play too big role there are still differences need to take into consideration. As mentioned, communication is one following by needs, drivers and motivation. The further one goes the bigger the differences get. Also the way of working was mentioned few times meaning that even the end result might be the same, people might get there using different methods. These differences can be seen even within the company in different countries. One of the recipients pointed out that there are differences also within the country as people are individuals.

One of the respondents mentioned that even there are differences there are a lot of similarities as well. This is something to remember as also mentioned in the theoretical part of the thesis.

5.1.2 Organizational culture

This section is also divided in two different streams. One is similar as in national culture chapter and tries to find out the effect of organizational culture. The other stream is how the leaders see the two organizational cultures effecting. As mentioned earlier in the thesis Dell and EMC merged just over two years ago and the leadership is affected on both cultures depending from which side the leader has previous background.

All of the respondents stated that the impact of organizational culture is strong and should not be underestimated. The culture affects the values and vice versa. At Dell Technologies the American national values are visible at least to some extent. Drive for results is one example. One of the respondents also said that in addition to the values also industry and business model have an impact. An example can be when comparing organizations from software business and legal business. Their cultures are most likely totally different.

Organizational culture was said to smoothen or flatten the differences that the national culture might create. Four of the respondents felt that the organizational culture can have even bigger impact than national culture. In some cases even override. One comment was that especially the higher one goes in the organization the more effect the organizational culture has. However, those who put the organizational culture over national culture still said that the national culture also matters.

Other section was about the cultures of Dell and EMC. The views were more or less exactly the same with each of the respondents except of one who saw the cultures more or less similar. The main difference was that Dell culture was much more focused on the people, wellbeing and harmony whereas the EMC culture was very much result driven and business outcomes. This reflects how the people and business is led. The EMC culture was seen much harder and the leadership tougher and more demanding. This also reflects on the communication style and how hard the language was.

Dell was seen less hierarchical than EMC. One example was that in most offices (if not all) the open office layout was implemented already in the nineties, but EMC organization had separate rooms for managers till much later. It was said that outsider could not say who is the manager if one visited the Dell office.

One reason behind the differences was mentioned to be the different way the business was done. Dell model was (and still is) a lot of run-rate type of business whereas EMC was much more on bigger deals.

The merger has brought these cultures closer together but based on the answers there are still some major differences and a lot to do. One of the recipients felt that the merger has been very inefficient. Others who saw the differences stated that change can be seen but

also admit that the harmonization will take time. The responsibility is not only the leaders' alone but everybody's.

5.1.3 Leadership principles

This topic did not come up in the conversations as a separate item but was referred several times in the discussions. The leadership principles are a foundation to leadership training and are based on the company values created together with the workforce.

The Leadership First training and MARC training will be described more in the training section.

5.1.4 Personal behavior / Personality

As also mentioned in the national culture section each person is an individual with unique characteristics. This thesis is not studying the personal behavior and personality but still put in the framework as it is a factor that affects how people behave. The questions around this topic were very few and tried to find how the respondents paid attention to individual differences.

Few of the respondents had done their MBTI profile in earlier roles and some also redone couple of times. This method was not seen very useful as the leaders have only seven to a bit over ten direct reports. This allows the leaders to contribute their time very well to each of their subordinates and to get to know them better in the personal level.

5.1.5 Experience

The questions around this item were what kind of experience the respondents have had prior to the current leadership role. Either from working in multicultural environment as an individual contributor or as a leaders.

All of the leaders had long experience in operating in multicultural environment. The shortest experience was around ten years and the longest over twenty years. The cross-cultural leadership experience had a larger variance. From six months to over twenty years.

The multicultural environment experience was from wide range of countries from all over the world as everyone had been working in multinational IT companies in their previous roles as well. Leadership experience was mainly from leading European teams.

5.2 Mastering cross-cultural leadership

This section concentrates on the skills required in order to be successful in cross-cultural leadership and the other items that can be affected. There are two ways in the leadership. The what and the how. These variables will be covered in the following chapters.

5.2.1 Communication

This topic was examined by asking how the respondents saw the communication. Especially what should be taken into consideration when communicating across cultures.

“Communication, communication, communication”. “Communication is the key”. These were comments from two separate respondents. This describes perfectly how all of the respondents saw the importance of communication. According to most of the respondents the communication needs to be regular and continuous.

All of the respondents agreed that the communication is culture bound. National culture was mentioned in all conversations and many of the respondents also said that the organizational culture plays at least some kind of role in how people are accustomed communicate with each other.

All of the respondents described the challenges in the communication. As people are not using their own native language the possibility of either being misunderstood or misunderstanding is increasing (also the leader might misunderstand). The importance on paying extra effort in clarity was mentioned by two respondents. Three of the respondents pointed out that the language can be also interpreted differently, and same sentence can have totally different meaning depending on the culture. Leader should secure that the message has been understood the way it was meant to be understood. Assuming is one of the biggest mistakes. Repeating and clarifying the message is essential. Four of the respondents also mentioned that the message might need to be delivered with different style.

Styles mentioned were directness, straightforwardness and arrogance. Having these tendencies the leader needs to pay attention to soften the style.

All of the respondents agreed that communication is culture bound and has local variances. One of them said that sometimes the differences can be so grave that it might hinder the leader being successful. Example here was a Danish leader with style that comes up being very arrogant might have huge difficulties leading people in China. So the differences in the communication needs to be understood.

Few good ideas to successful communication was mentioned. One of them was using coaching type of conversation. That was mentioned to work universally. Only the words used might differ, but the method should work. Other good idea was to discuss these differences with the subordinate so that both parties understand the different styles.

One respondent mentioned that it is very important to understand why someone is saying what he or she is saying. After that trying to understand why is saying how is saying and only after that what is saying. Similar message came from one other respondent that the leader should give the subordinate time to talk and not rush into answering. Basically having an extra set of ears.

A final thought came from one respondent. The leader is not responsible of successful communication alone, but the subordinate has the same responsibility.

5.2.2 Training

Dell EMC has couple of trainings to leaders that touch the diversity topic. In addition to this the whole workforce goes through annual ethics trainings which are based on company's values.

First one is Leadership First training that is targeted to especially leaders having their first leadership role within the company. This training was seen as a good eye-opener to people who haven't had experience in leading multicultural teams earlier. One respondent mentioned that this training would work also for more experienced leaders as their knowledge might be outdated and need refreshment as the world is changing.

The other training is MARC training. The name comes from the words Men Advocating Real Change. The diversity theme is also touched there and based on one respondent the cultural theory is based on Hofstede's theories. This training is dedicated to diversity but as national culture being only one form of diversity it is not dedicated 100 percent to that. This training was mentioned by three respondents being also an eye-opener.

One leader described the training being based on global guidance in this case American. Also company values play a major role in the content of the trainings. However, some local adjustment is done around the themes and topics. One example was racial topics having less emphasis in the trainings in the European area as that is not as hot topic there than it is in the United States. Other example was sexual minorities not being discussed as much in the Arabic countries as they are having emphasis in the Western European countries.

Three respondents, both experienced and less experienced leaders, said that this kind of training should be done more often. One respondent stated thought that more training could help get structure to cross-cultural leadership and lower the need of going just by one's hunch. Three of the respondents felt that these trainings are a good platform for knowledge sharing from other leaders. One stated that the knowledge sharing comes from daily encounters. One additional comment came from one leader saying that mentoring people from other cultures increases the level of understanding and accepting.

5.2.3 Skills (Good leadership)

The interviewees were asked open questions about how they see the top few items in successful cross-cultural leadership. This was done without any structuring of the questions so that it would influence the answers.

Four of the respondents mentioned awareness. This was explained that one does not necessarily need to be an expert of the other culture but must be aware that there are differences that affect the behavior. One of the respondents said that having the framework should be enough. Two other pointed out that understanding the effect of culture is enough and that one should not concentrate too much on the topic. One addition to these were that a good leader gathers some information about the target country beforehand.

Two of the respondents mentioned that the leader should understand the different motivational factors and what drives the people. A leader should invest time to get to know the team and the people.

Trust was another item mentioned several times. Most of the respondents brought this item at some point of the interview. Several mentioned that trust affects basically to everything. If there is no trust the communication is not effective. Trust increases openness and openness increases trust. One of the respondents said that one should hold on to what has been agreed. Be it regular one-on-one's or any other. Continuously failing those reduces trust. Communication was also identified as one of the top skills of cross-cultural leadership as already described in the communication chapter. Communication is two-way. A good leader knows how to both give and take feedback.

Authenticity was one item that came out in the interviews. Even adaptation is needed one cannot be totally something else than naturally is. Acting is not a far-reaching tactic. A leader should have own principles and hold on to those. According to one respondent a good leader does not prejudge and knows how to build strong relationships. Two respondents mentioned drive and enablement as required skills. Also flexibility and adaptation were mentioned. One example that touched this topic was that even the end result might be the same, the execution differs, and this requires the leader to be flexible and not start micromanaging the other to follow the way of the leader.

As mentioned earlier the leader alone is not responsible of the successful relationship. . The subordinate is as responsible as the leader in building the relationship and understanding the other. Accountability was mentioned couple of times, and this is for both sides. The leader might also have own leader from other culture (so similar situation as the subordinate has) and like the subordinate the leader should understand where one's own leader comes from and how he or she sees the world. One point was mentioned regarding this item. Both sides should understand how each other sees and thinks what good performance is. The company sets of course the performance metrics but the evaluation of how the execution is done can have cultural differences. As one respondent stated the what is easy to measure and the KPI's are very clear. The difficulty is in the how. At the worst both sides think they are doing the right thing and think the other is to blame.

Finally, two good rules were mentioned. One was that a leader should not try to show the other wrong but try to understand. The other was a quote saying “If you don’t know how to proceed, don’t push harder”.

5.2.4 Experience

As described earlier experience is both something the leader has (or does not have) when taking a leadership position and also something that will develop over time. Most of the recipients mentioned that the cross-cultural experience grows while leading the teams. Many of them had run into variety of difficulties along the way. And even having a lot of experience the leaders run into surprises from time to time.

Half of the respondents said that having experience increases the tolerance towards other cultures and different behavior. The experience softens the edges. A less experienced leader, as being many times doing something for the first time, needs to rely on best practices and does not have that many tools to use. They are also more likely to have the “black and white” thinking and might also try too hard. This shows in the behavior and leadership style.

A general feeling was that the higher position the leader has the more tolerant they are towards differences. Again, this is at least partly coming from experience.

5.2.5 Trust, empathy and respect

Trust as a topic was not in the questionnaire as the writer did not want to influence the answers. If the respondents would not have brought this item up the writer might have needed to make targeted questions but it was not needed in this case.

Trust was mentioned as the most important requirement for successful cross-cultural leadership by two of the respondents and one of the most important requirements by two other respondents. The conversation was around communication and trust a lot and it was mentioned several times that good communication increases trust and vice versa trust increases the level and effectiveness of communication. Two of the leaders said that one needs to show the team that the leader is there for them.

Empathy was not mentioned as an individual topic but several of the respondents said that they are trying to understand the other person's point of view and especially when the other one is doing something in a way that the leader is not necessary fully understanding.

Majority of the leaders mentioned that one should be interested in the culture of the other person. Having genuine interest helps to understand the other culture better and leads easier to appreciation and respect. Two of the leaders said that they are studying the other culture before going there for the first time. Either by reading or talking to the people living in the other culture.

5.2.6 Self-knowing

The respondents were asked how well they were aware of their own cultural background and possible effecting traits.

Four out of six leaders touched this topic. All of them were aware of their own cultural background as well as some of the behavioral tendencies. A lot of self-awareness is required being in a leader role. Both in leading domestic and cross-cultural teams. The addition in cross-cultural leadership is that one should be aware of own cultural traits and especially the fact that the leader should understand own cultural biases and that he or she is looking at the subordinate through own cultural glasses. As one of the leaders pointed out "you first need to know where you come from. Only after that you can understand and respect others".

5.2.7 Adaptation

Same as with the trust this item was not needed to bring up intentionally. The questions trying to discover the importance of adaptation were most often what they respondents felt that is required in order to succeed.

Half of the respondents brought up the topic around adaptation. Main message was that the leader should adapt own style, especially communication style, depending on the receiver.

Some of the respondents also opened how they see adaptation. Two of them mentioned that the leader should adapt oneself towards the other culture. Also the rank of the recipient affects how one should adapt both communication and leadership style. Sometimes adaptation has to be quite significant.

Very good reminder came from one of the respondents that even adaptation is needed it is very important to be consistent. This is a challenge especially for leaders with little leadership experience. Experience helps in consistency. If the leader is not consistent in his or her behavior that can lead to not being convincing.

5.3 How the team members see it

The writer asked six team members about three items. One was that has their leader discussed this topic with them so that both sides would understand the possible main differences and that the subordinate understands for example how the performance is evaluated. The second question was that if this topic was not discussed would it be beneficial to have this kind of discussion. Third question was whether or not the subordinate can be oneself without being too afraid what and how to communicate.

Four of the responded said that this topic had not been discussed with their leader. Three of them thought that it would have been very important to be discussed. One did not see this necessary. Also, three respondents were not fully aware how they or their performance have been evaluated. Two of the respondents felt that they are not very sure how they can communicate.

Those two who had discussed this topic only one had the initiative from the leader's side. After having these discussions both respondents felt that they are much more aware and can be themselves easier.

6 CONCLUSIONS

As this thesis has shown both national and organizational culture affect the way people lead and want to be led. It has been mentioned several times in the thesis that when leaders have some tendencies, be it either influenced by national or organizational culture, the subordinates most likely expect similar behavior from their leaders in the same context. So, even this thesis is mostly written from the leaders' point of view most, if not all, can be used by a subordinate as well when trying to understand the behavior of one's leader. As mentioned in the theoretical part and in the empirical part that the both sides are equally responsible of the relationship to be successful. The learnings from this thesis can be used also outside of leader – subordinate context. It can be used as a guidebook when having any kind of encounter with a person (business or leisure) from another culture.

Based on the results of the study the organizational culture has very big effect on the behavior and leadership styles. In many cases more effect than national culture has. However so, the national culture still exists and plays its role. The effect of these both cultures cannot be ignored nor underestimated.

Both the theory and the empirical part emphasized the meaning and importance of communication. Based on the results the leaders acknowledge the differences and challenges in the communication. However, these differences have not always been discussed with the team and even the leaders are aware the subordinates would appreciate this being discussed openly so that both sides would have better understanding of each other. As said earlier both sides share the responsibility and if the leader has not brought up this topic the subordinate can make an initiative.

Based on the results the cross-cultural leadership skills are in good level. All of the respondents were aware that there are differences and that should be a good starting point in the path of being a master in the cross-cultural leadership. Naturally there are differences in the experiences among the leaders but continuous learning and especially genuine interest towards learning takes far. As both the theory and empirical part show it should be enough to have the basic info about the cultural tendencies, both differences and similarities. There is no need to be an expert in the field of culture and not too much focus should be put to this topic to distract the actual leading. As the leaders do not have

too large teams, they are able to get to know the subordinates in much more personal level.

The result showed that even the knowledge and skills of the leaders is in good level this topic is not discussed with the subordinates. As the multicultural setup can increase tension just because multiculturalism itself the leader should raise his topic with his or her team members in order to lower the possible tension. Assuming everyone is as aware as oneself can be dangerous.

Based on the results the main focus should be put in merging the two very strong organizational cultures. Even the harmonization is under way it was seen to be quite slow or even inefficient. As the cultures are strong in both sides the conflicts can be harder than what national cultures can have. Especially that the leaders most often have team members from nearby countries the national differences, even they do exist, are not too far from each other. How much the organizational culture can be changed is a good question.

This thesis should be valuable toolkit for all leaders (and people having encounters with other cultures) but especially for those who do not have that much experience. The responses showed quite clearly the different levels and challenges the leaders had based on how much experience they have had in leading cross-cultural teams.

If a leader (or a subordinate) should choose only one book covering some basics that are easy to find and more importantly easy to understand and apply, he or she should go for the book called "When Cultures Collide" by Richard D. Lewis. This book gives short descriptions to over eighty different countries and cultures. As it has been said this thesis few times that the theories describing cultures are not to be used as ultimate truth but as framework and basis to start working.

Future studies could study what kind of differences leader's gender generate and is there some universal tendencies the genders should learn from each other. Other studies could also try to find out how the merger of two organizational cultures could be done more efficiently.

BIBLIOGRAPHY

Ahvonen, J. VP Sourcing. 2019. Interview 31.1.2019. Interviewer Keravuori, O. Espoo.

Brinkman, R., Kirschner, R. 2002. *Dealing with People You Can't Stand : How to Bring Out the Best in People at Their Worst*. New York. McGraw Hill.

Browaeys, M., Price, R. 2015. *Understanding Cross-Cultural Management*. 3rd edition. Harlow. Pearson Education Limited.

Chhokar, J., Brodbeck, F., House, R. 2008. *Culture and Leadership Across the World : The GLOBE Book of In-Depth Studies of 25 Societies*. New Jersey. Lawrence Erlbaum Associates, Publishers.

Dell Technologies. 2018. Dell EMC Culture Code. Internal document. Read 15.3.2019.

Deresky, H. 2006. *International Management. Managing Across Borders and Cultures*. 5th Edition. New Jersey. Pearson Education Inc.

Dessler, G. 2004. *Management Principles and Practices for Tomorrow's Leaders*, Third Edition. New Jersey. Pearson Education LTD.

Dowling, P., Welch, D. 2004. *International Human Resource Management*. 4th Edition. London. Thomson Learning.

Hampden-Turner, C., Trompenaars, F., Lewis, D. 2000. *Building Cross-Cultural Competence: How to Create Wealth from Conflicting Values*. New Haven. Yale University Press.

Heikkilä, T. 2002. *Tilastollinen tutkimus*. Edita Prima Oy. Helsinki.

Hiltunen, A. 2015. *Johtamisesta*. Helsinki. Talentum.

Hofstede, G. The 6 Dimensions Model of national culture by Geert Hofstede. Read 24.1.2019. <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>

Hofstede, G., Hofstede, GJ., Minkov, M. 2010. *Cultures and Organizations : Software of the Mind : Intercultural Cooperation and Its Importance for Survival*. 3rd edition. New York. McGraw-Hill.

Huczynski, A., Buchanan, D. 2001 *Organizational Behavior : An Introductory Text*. Fourth Edition. Harlow. Pearson Education Limited.

Jyväskylän yliopisto 2011. *Validius ja reliabiliteetti*. Read 24.3.2019. http://www.mit.jyu.fi/ope/kurssit/Graduryhma/PDFt/validius_ja_reliabiliteetti.pdf.

Kurki, L., Kurki-Suutarinen, M. 2014. *Machiavellista samuraihin*. Helsinki. Basam Books Oy.

Lahti, L. 2008. *Monikulttuurinen johtaminen*. Juva. WSOY.

- Lehtinen, L. SVP, Sales & Marketing. 2019. Interview 10.3.2019. Interviewer Keravuori, O. Espoo.
- Lewis, R. 1995. Kulttuurikolareita. Helsinki. Kustannusosakeyhtiö Otava.
- Lewis, R. 2006. When Culture Collide. Leading Across Cultures. Third Edition. Boston. Nicholas Brealey Publishing.
- Michelli, J. 2014. Leading the Starbucks Way : 5 Principles for Connecting with Your Customers, Your Products, and Your People. New York. McGraw-Hill Education.
- Morrison, J. 2006. The International Business Environment : Global and Local Marketplaces in a Changing World. 2nd Edition. Hampshire. Palgrave MacMillan.
- Osland, J., Kolb, D., Rubin, I., Turner, M. 2007. Organizational Behavior : An Experimental Approach. Eighth Edition. New Jersey. Pearson Prentice Hall.
- Passila, E. Johtaminen globalisaatiossa. 2009. Teoria ja käytäntö. Vierumäki. Marjan Arkit.
- Pilhofer, K. 2011. Cultural Knowledge – A Critical. Perspective on the Concept as a Foundation for Respect for Cultural Differences. Hamburg. Diplomica Verlag GmbH.
- Raines, C., Ewing, L. 2006. The Art of Connecting : How to Overcome Differences, Build Rapport, and Communicate Effectively with Anyone. New York. American Management Association.
- Richter, N., Hauf, S., Schlaegel, C., Gudergan, S., Ringle, C., Gunkel, M. 2016. Using Archetypes in Cross-Cultural Management Studies. Journal of International Management 22 (1), 63-83. Read 12.3.2019. Requires login. <https://www-sciencedirect-com.lib-proxy.tuni.fi/science/article/pii/S1075425315000927>
- Robbins, S., Judge, T., Campbell, T. 2010. Organizational Behavior. Harlow. Pearson Education Limited.
- Schneider, S., Barsoux, J. 1997. Managing Across Cultures. Hertfordshire. Prentice Hall.
- Silverthorne, C. 2005. Organizational Psychology in Cross-Cultural Perspective. New York. New York University Press.
- Solomon, C., Schell, M. 2009. Managing across cultures : the seven keys to doing business with a global mindset. New York. McGraw-Hill.
- Søderberg, A., Holden, N. 2002. Rethinking Cross Cultural Management in a Globalizing Business World. International Journal of Cross Cultural Management 2 (1), 103-121. Read 12.3.2019. Requires login. <https://journals-sagepub-com.lib-proxy.tuni.fi/doi/pdf/10.1177/147059580221007>
- Taanila 2010a. Määrällisen aineiston kerääminen. Read 24.3.2019. <https://docplayer.fi/12377-Aki-taanila-maarallisen-aineiston-keraminen.html>.

Thomas, D., Peterson, M. 2015. Cross-Cultural Management : essential concepts. Thousand Oaks. SAGE Publications Inc.

Tichy, N. 1997. The Leadership Engine : how winning companies build leaders at every level. New York. HarperCollins publishers, Inc.

[Tilastokeskus 2011a. Käsitteet ja määritelmät. Read 24.3.2019. http://www.stat.fi/meta/kas/reliabiliteetti.html.](http://www.stat.fi/meta/kas/reliabiliteetti.html)

Tilastokeskus 2011b. Käsitteet ja määritelmät. Read 24.3.2019. [http://www.stat.fi/meta/kas/validiteetti.html.](http://www.stat.fi/meta/kas/validiteetti.html)

Trompenaars, F. Four Diversity Cultures. Read 26.1.2019. <https://www.pinterest.com/pin/328481366552144315/>

Trompenaars, F., Hampden-Turner, C. 2004. Managing People Across Cultures. Chichester. Capstone Publishing Ltd.

Trompenaars, F., Voerman, E. 2009. Servant – leadership across cultures : Harnessing the strength of the world’s most powerful leadership philosophy. Oxford. Infinite Ideas Limited.

Vanhée, L., Dignum, F., Ferber, J. 2018. Towards Simulating the Impact of National Culture on Organizations. Read 29.4.2019. <https://hal-lirmm.ccsd.cnrs.fr/lirmm-00810572/document>

Vartia, M., Bergborn, B., Giorgiani, T., Rintala-Rasmus, A., Riala, R., Salminen, S. 2007. Monikulttuurisuus työn arjessa. Helsinki. Työterveyslaitos.

Weick, K., Sutcliffe, K. 2015. Managing the Unexpected : Sustained Performance in a Complex World. Third Edition. Hoboken. John Wiley & Sons, Inc.

Yip, G. 1992. Total Global Strategy : Managing for Worldwide Competitive Advantage. New Jersey. Prentice Hall.