Leadership Style & Challenges of MCT management: Case study - Swedish Construction MNC

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ABSTRACT

Ongoing globalization in business world has led to increase diversity of workforce. Organizations are relying more and more on people coming from all over the world with different backgrounds, nationalities, culture, race etc. Operating in such multicultural environment has forced MNCs to recognize the importance of retaining highly qualified leaders to manage multicultural employees and more specifically to pay attention on the different challenges that they might face. In such multicultural environment, it’s important that managers have the required competencies to manage people from culturally diverse background.

The purpose of this study is to investigate in detail the most suitable leadership styles to overcome the challenges of multicultural project teams so that organizations can gain competitive advantage over others. To find the most suitable leadership styles, firstly we investigated based on literature the most important challenges and issues that both project managers and multicultural teams face. Secondly, we defined the project managers who are able to identify and overcome the challenges of multicultural teams. Thirdly, we analysed the leadership style and competencies of project managers who are aware of the different challenges of MCT to find out the most suitable and common leadership style in the studied industry. The research is a qualitative single case study focusing on one construction MNC namely ‘Skanska’ in Sweden.

In this study, we found three common leadership styles presented among project managers namely; mix of servant plus transformational leadership, mix of transformational and transactional leadership, and lastly transformational leadership style. Findings from the study show that mix of servant and transactional leadership is the most suitable leadership style for managing multicultural project teams in construction industry, while it seems also that transformational leadership style is being the most common style as every project leader possess some traits of it.

Keywords: Multicultural team, Challenges, Culture, Diversity, Leadership style, Leader.
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MNC  Multinational Corporation

MCT  Multicultural Team
The ongoing globalized business world has led to a significant increase in the movement of workers across countries (Bhadury et al., 2000) which has also led to an increase in interpersonal cross-cultural interaction. Such phenomenon is known as workforce diversity. Many MNCs witness a rapid change in workforce composition which is basically composed of ethnic and cultural differences. MNCs are realizing the benefits of making more diversified workforce by attracting and hiring the most effective and high qualified personnel from all over the world as they deal with multicultural domestic and foreign customers (Bhadury et al., 2000).

Managing workforce diversity becomes particularly prerequisite in organizations that rely heavily on teams (Bhadury et al., 2000). This requires an intercultural dialogue from the top management to manage workforce in all business units to bring a group of people to work together. However, many empirical studies showed that diversity, specifically cultural diversity that refers to the shared beliefs, norms, values, and symbols, etc., is a double-edged sword (Horwitz & Horwitz, 2007). This means, an organization’s success and competitiveness depends upon its ability to recognize and to manage its employees’ similarities and differences, which could bring benefits to the organization. However, ignoring it might lead to negative attitudes and behaviours that can harm relationships and damage morale and work productivity (Esty et al., 1995).

While workforce in the MNC is becoming increasingly heterogeneous, many argue that heterogeneous groups are seen to perform better than homogeneous ones. It is argued that diversity in teams will provide a large pool of creative ideas, problem solving tasks, team engagement in more deep critical analysis, and thus making better quality decisions (Shaw, 1981; Watson, Kumar and Michaelson, 1993; Egan, 2005; Shaw & Barrett-Power 1998). Moreover, diversity in group facilitates knowledge exchange and task-related communication between individuals (Allen, 1977; Tushman, 1979). Therefore, maximizing teamwork diversity is highly desirable in organizations (Bhadury et al., 2000).

On the other hand, when organizations do not manage diversity properly and in a healthy way, various conflicts and problems might arise in workplace. Some research studies showed that the workforce diversity might lead to inefficiency and poor performance (De Beer, 2009; Mayhew, 2011), losses in personnel and work productivity (Devoe, 1999; Esty et al., 1995). Furthermore,
there are also indirect costs such as the loss of organizational reputation and inability to attract high-competent employees to the organization (Childs, 2005).

In such context, Kearney & Gebert (2009) stressed on how crucial is the role of leader to foster the positive outcomes from team diversity and so to increase motivation among all team members to work together. Therefore, when managing diversity in multicultural teams, managers should be able to understand how people from different cultures understand and interpret their own actions to avoid any misunderstanding (Yukl, 2002). As organizations are relying more on hiring people from many countries (Knippenberg & Shippers, 2007), it becomes a prerequisite to hire best managers with high-quality managerial skills and competencies to influence and motivate their followers towards a common goal (Flagg, 2002). Such diversity also requires to set flexible and inclusive management strategies (Joplin & Daus 1997) to manage culturally diverse workforce and to handle the challenges that might arise.

Researches have been performed on identifying challenges associated to manage diverse teams (Dylkiewicz & Knudsen, 2010; Joplin & Daus, 1997; Jäger & Raich, 2011), also on examining the most suitable leadership styles in particular situation (Halverson & Tirmizi, 2008; Grisales & Lopez, 2011; Morgeson, DeRue & Karam, 2010). But none of the previous studies have tried to investigate the most suitable and appropriate leadership style by connecting it to the challenges of managing multicultural team to leadership style in particular industry.

Thus, what we found interesting in such context is to ask how managers working in international company interact and manage multicultural teams (MCTs) properly. What kind of challenges do they perceive as most important, and which leadership style is appropriate to handle the challenges of multicultural team.

1.1. Problem Discussion

Through history, there are many attempts to define and describe what makes a good leader (Collinson, 1998; Collinson, Plan, & Wilkinson, 2000). More than 350 definitions exist for the term ‘leadership’ (Daft & Lane, 2005), but most agreed definition is that leadership is an interaction between the leader, the followers, and the situation (Hughes et al., 2002). However, based on previous researches there is common explanation of successful leadership. On top of that, it is up to the researchers, writing about the topic, to find answer to that question by establishing their own definition depending on the context of their research.

As Avery (2004) argued that some of leader’s behaviours that seem effective in one situational context may appear ineffective in another. Therefore, these considerations open further
researches to outline a comprehensive theoretical framework that captures the influential behaviours of leader within a specific situation (Yukl, 2002). According to the present research subject, managing multicultural teams in international construction project, an examination of different challenges and issues that leaders could face in multicultural environment is required in order to find out the possible leadership styles that can describe most suitable leader to manage multicultural teams (MCTs).

Given the fact that leadership is one of the most researched aspect of human behaviour (Dulewicz & Higgs, 2005), it is claimed that the performance of leaders is fundamental to how to manage people coming from different countries, and motivate them to work together. Most of the previous literature emphasised the importance of leadership and leader's role for enhancing organizational performance (Boal & Hooijberg, 2000). However, few studies approached the importance of leadership including cross-cultural management competencies to manage and handle challenges of multicultural teams. Moreover, most of the previous leadership studies related to diversity in organizations have mainly focused either on identifying aspects of diversity to clarify some cultural characteristics in specific country by applying Hofstede’s (1980, 2001) cultural dimensions (Pan & Zhang, 2004), or discussing the application of leader’s cultural knowledge to manage multinational people (Sergeant and Frenkel, 1998). While these previous studies focused on explaining aspect of diversity as well as examining its influence on leadership effectiveness in organization (Williams & O’Reilly, 1998), they gave less attention to investigate the relationship between leadership and the challenges of multicultural teams (MCTs) in a specific industry and in project level as it will be the focus of the thesis.

However, leadership has been the subject of many researches in project management literature because of its association to teamwork and its role in contributing to project success or failure continue to provoke debate (Nixon, Harrington & Parker, 2012) specifically when managing multicultural project teams. In such context, our research focus is on identifying the suitable leadership styles required to handle successfully challenges and issues of multicultural teams (MCTs). By doing this, it will provide a clear perspective of leadership in cross-cultural context within different organizational activities.

1.2. Research Purpose

As we are living in an increasingly multicultural society, many companies are hiring more and more employees from different countries to work together. Managing cultural diversity in international business that embraces multinational people is tougher than managing local
people. As the challenges are present in almost every workplace whether they are giant or small companies, in such circumstances the risk of cross-cultural discrepancies is inevitable. In light to what we have discussed previously, an investigation of the related challenges in multicultural teams is required to find out the suitable leadership style for managing teams properly. The leaders’ skills and competencies might differ depending on the type of business, type and size of team and on the industry in which they operate. The study focuses on only one context which is international project including multinational people in construction industry. One of the reasons why we chose construction industry because it relies mostly on teamwork and the team members are mainly contractual which show more challenging for MNC to recruit and integrate people coming from different countries and having different beliefs, norms, values, and symbols. According to Yang et al. study (2011), they argued that leadership style is also dependent upon the industry sector and project type alongside with other variables. Also, for this reason our choice for this research study concentrates on multinational construction company engaged in working on international project in Sweden that embrace people from different nationalities which makes it different from other studies. Although, there have been some similar studies like a study by Tabassi, Ramli and Dashti (2012) whose focus was on transformational leadership and team effectiveness in construction industry, and another study by Limsila and Orgunlana (2008) that focuses on Thai construction industry. While our study differs from the previous ones as we are cross comparing the most suitable leadership styles for multicultural team management to the challenges of managing multicultural team. By doing that, we tend to find out the most suitable leadership style for handling challenges of multicultural project teams. This relationship connecting challenges to leadership style is rarely used before to examine the leadership style for managing multicultural project teams.

As we discussed before, managers are facing challenges and issues to bring all team members to work together. Thus, the research aims at understanding the different challenges that project managers face in international construction project when managing multicultural teams, then to explore their leadership styles (including behaviours and competencies) in one of international construction projects in Sweden.

1.3. Objective of the study
As mentioned previously, we attempt to contribute to some previous research studies in the field. Therefore, the objectives of our study are:
• To gain insight into the current challenges and issues encountered when managing MCTs in construction project in Sweden.
• To critically evaluate the most important challenges/ issues that Project managers faced when managing MCT in construction project in Sweden.
• To investigate and evaluate which leadership style is most appropriate to handle the identified challenges managing MCTs in construction project.

1.4. Research Question
As it already has been discussed in the research background of the thesis, it is important for leader to have ability to managing multicultural employees, as well as the challenges in multicultural environment. Therefore, this discussion leads to the following research question for the present study:

● Which leadership style is the most suitable to handle challenges and issues of multicultural project teams in Swedish construction industry?

This question depends on how one defines the successful leadership styles. In addition, the cultural aspect is also very important, since one culture can be totally different from others. Therefore, it should be an important aspect to be considered.

1.5. Structure of the thesis
This thesis is organised in six chapters. Chapter one introduces the subject, problem discussion, the aims and objectives of the thesis, research question, and finally with the structure of the thesis. Following this introduction, chapter two reviews theoretical aspects including literature review and issues related to the objectives of the research. The discussion and justification of the methodological framework applied in this research are then presented in chapter three. Chapter four consists of presenting the empirical data and the research findings from the interviews. It presents the secondary data related to the company followed with analysis of the findings (primary data) from the interviews which is related to the different challenges that project managers face when managing MCTs as well as evaluating the most suitable leadership style. Chapter five discusses the findings and provides conclusion to the analysis as it brings answer to the research question. Finally, chapter six draws general conclusion regarding the extent of the research, it addresses further matters relating to critical analysis of the data collected and discussion of the whole research study and highlights the limitations and implications for future research.
Illustration of the organization of the Thesis is presented in Figure 1:

**Figure 1: Layout of the Thesis**
CHAPTER 2  LITERATURE REVIEW & THEORETICAL FRAMEWORK

The following chapter will provide an overview of the important concepts defined by literature and previous researches which are relevant to this study, such as multicultural teams (MCTs), diversity, culture, and leader. Then, we will present the theoretical considerations on the most important challenges related to MCT’s management, and the most common leadership styles in connection to multicultural environment. At the end of this chapter, we provide a conceptual model that reflects our theoretical framework.

2.1. Multicultural Team (MCT)

The ongoing globalization and continuous growth of international organizations have led to increased heterogeneity in workforce which make the business environment more complex (Brett, Behfar & Kern, 2007). Increased human mobility, free trade agreements and opened borders have made people relocate all around the world (Dylkiewicz & Knudsen, 2010). Dessler (1998), Galagan (1991), and Bhadury et al. (2000) specified an ensemble of criteria to distinguish people in workplace which include: race, nationalities, ethnicity, gender, age, functional or educational background, physical and cognitive capability, language, lifestyles, beliefs, cultural background, economic category, tenure with the organisation and sexual preference.

Zheng, Zhu and Yang (2010) claimed that many organizations are no longer able to depend only on the strengths of individual employees to respond to the organizational goals and to the market’s changing demands. With ongoing internationalization of companies, MNCs need to internationalize their product in many countries, for this reason they employ people from diverse background so to better understand demand drivers in various markets (Schmidt et al., 2007). Therefore, companies are relying more on transnational individuals and teams. Furthermore, in order to optimize organizational competitiveness, many companies increasingly recognize the importance of leveraging the abilities and competencies of their employees through working in teams (Vinesh, 2014). These team members, basically nationally and culturally diverse, are delegated by their leaders to make a set of self-managing decisions (Ghemawat, 2001). This has made multicultural teams to become part and a need of today’s global business environment. Multinational teams in a lot of ways help to meet the challenges that homogenous teams cannot meet e.g. Marriott used multicultural team for the international assessment of some of their hotel chains, by employing multinational team Royal Dutch’s Shell attained their oil discovery method, another example multinational teams were the reason that
Ernst and Young gained insight to different accounting practices around the world (Matveev & Milter, 2004). Hence, multicultural teams have become part of global business from tasks involving physical work to all the way up to top management (Halverson & Tirmizi, 2008).

2.2. Diversity

Diversity is defined as a mixture of people with different group identity living in the same society (Fleury, 1999). The notion of workforce diversity in organization refers to people’s belonging to various group based on gender, age, race, ethnicity or nationality, resulting in heterogeneity in socio-cultural perspectives, worldviews, life styles, language and behaviour, etc (Loden & Rosener, 1991; Guirdham, 2004; Thomas, 1991). However, one of the main element that can distinguish people around the world is nationality. Nationality comprises of various elements which help in differentiating people, some of them are observables like race, religion, language where as others are non-observables like skills, experience, value system and cognitive processes, also stated as surface-level diversity and deep-level diversity respectively (Staples & Zhao, 2006). In addition, Govindarajan and Gupta (2001) related these two branches of diversity to the cognitive and behavioural diversity. Cognitive diversity is mainly about how people perceive challenges and opportunities and the course of action they adopt to overcome them (Francesco & Gold 2005). Whereas behavioural diversity refers to cultural norms, differences in language and such culturally driven behaviours determining the behaviour of people and creating difficulties in communication (Francesco & Gold 2005). Thus, in multicultural team both cognitive and behavioural diversity hold specific importance as they play very important role when it comes to determining the outcome of a team that is culturally diverse.

Furthermore, few researches examining diversity in the workplaces found that organizations that focus on collectivism aspect in the workplace recognize more benefits of workforce diversity than organizations that focus on individualism (e.g., Chatman & Spataro, 2005; Dwyer, Richard, & Chadwick 2003), as organisations are relying on teamwork so collectivism remain an important aspect. On the other hand, it has also been found that organizations that rely on diverse teamwork build better relationships between individuals and can promote identity within organizations (Jayne & Dipboye 2004). Consequently, an organization which has developed a strong culture of inclusion and diversity, in which all workers are developed, empowered, and encouraged to work together in teams would be perceived as managing workplace diversity better than organization which has a weak inclusion culture.
As pointed out previously, diversity is a concept that has generally been used in both broad and narrow contexts (Kramar 2001). A broad view of diversity has implications for the prevailing organizational culture, and an appreciation of differences, whereas narrow definitions of diversity focus on reducing discriminatory practices based on personal characteristics. According to Thomas (1991) definition, managing diversity is a clear managerial process for developing an environment that embrace all employees. Thus, leaders who successfully manage diversity in the workplace may increase their organizational profits and lower expenses (Lindenberger & Stoltz-Loike 2010).

2.3. Culture

Understanding culture is very important to study cultural diversity in organization. Culture is a complex term as it consists of more than 160 definitions (Thomas 2008). The concept of culture is not based on any single definition but it has multiple descriptions and representations as Triandis stated “culture as the subjective perception of the human-made part of the environment” (Thomas, 2008: 27).

According to Hofstede (1980) perception, he considers culture as a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster. Hofstede (2005) also defined culture as a collective thinking of a group or mindset of a group that distinguishes groups from each other. In short, culture is a complex concept to define as it’s a phenomenon which is in flux and highly dynamic, therefore it keeps on changing its definition (Halverson & Tirmizi, 2008). The change in culture is associated to continuous change in technology and information, environment, and situation. Further, it’s emphasized by various researchers that one can never describe culture based on one permanent definition, as particular culture is associated to a nation and their thinking style, while these national cultures get influenced by many factors and thus cannot be a constant concept (Halverson & Tirmizi, 2008). In international management context, the term culture refers specifically to a set of knowledge, belief, art, law, morality and conventions shared by many individuals of a specific society; as well as composed by other skills and habits; also, common attitudes and responsibilities learned subsequently, such as original lifestyles, emotions, etc. (Miroshnik, 2002; Hansen, 2003).

With increased movement of people and globalization workforce has become more and more culturally diverse, this cultural diversity of workforce has an important influence in today’s business which is extremely important in developing management styles, behaviours forms, communication styles and, in general it is important to develop the appropriate policies to reduce any negative sides of cultural diversity (Seymen, 2006). Thus, culturally diverse
workforce is a desired trait in today’s business world which may strengthen the organizational competitive advantage.

2.4. Leader
Leader's role is most important when it comes to managing multicultural teams. As stated by Conger (1992, p18) “Leaders are individuals who establish direction for a working group of individuals and who gain commitment from this group of members to established direction and who then motivate members to achieve the directions outcomes”. Leader is considered the person who sets vision, provides direction and makes a clear sense of goal to guide the team, thus leadership plays a very important and influential role in the team’s management process (Xiong, 2008). As John F. Kennedy stated in his speech “Leadership and learning are indispensable to each other” (Kennedy, 1963) which shows that leadership is an ongoing process of learning. Good leadership has been defined in various ways ranging from characteristics required for being a successful leader (Eikenberry, 2007). In short, as stated by Dubrin (2010) leader is someone who plays the role of coach, negotiator, mentor, team builder, spokesperson, strategic planner, team player and problem solver.

Although working with multicultural teams bring numerous advantages to the organization but the differences among them can cause some serious problems if they are not manager properly (Brett, Behfar and Kern, 2007). With increased globalization, it has become a need for leaders to realize and understand people belonging to different cultures and countries so that to avoid any negative consequences. As stated by Thomas and Inkson (2004), to ensure a successful business in this globalized era it is a necessity for manager to have the ability of mastering the act of interaction with different cultures as culture is way slower to change.

When working in project that involves multinational teams, almost all project managers face this challenge of managing people belonging to different cultures with management playing a critical role (Redrigues & Sbragia, 2010). So, to benefit from multicultural team, it’s important that these teams work at their full potential and project managers are able to do so. Hence, being culturally diverse it’s important to know what are the challenges that both project managers and multicultural teams face, and how project managers can manage multicultural team properly so that teams can reach their full potential to reach the organizational goal.

2.5. Challenges of Multicultural Project Teams
As companies are relying increasingly on multicultural teams, Miroshnik (2002) argued that one of the main contributor to problems and failures of business is basically related to cultural differences within workforce. As explained by Böhm (2013), when people from different
cultural background work together, the differences in teams’ members’ values and habits may cause conflicts. Thus, this further shows the need to consider cultural diversity in organizational practices so that to avoid or reduce misunderstandings caused by large differences among people. It is difficult for leaders to understand other cultures especially if they don’t have knowledge about them. Therefore, differences in cultural environments require different managerial behaviours (Dickson et al., 2003) as well leaders are required to have a deep understanding about how people from different cultures and backgrounds understand and transmit their own actions (Yukl, 2002).

Many researchers categorized number of problems and issues that may arise amongst multicultural teams working in new environment compared to their home environment. By revising literature, we tried to present the most important and common challenges that managers can face in multicultural environment when managing MCT such as:

2.5.1. Team Communication

Language is one of the factors which affects multicultural team performance. (Brett et al., 2007; Reva & Ataalla, 2002). Many agreed that miscommunication is often considered as one of the main reason behind teamwork difficulties to work together (Gupta, 2008). As described by Lane (1997) that effective communication is about understanding someone’s idea and transmitting yours properly. To ensure an effective communication in culturally diverse groups it’s important to have knowledge of each other’s cultures (Dodd, 1998). It is crucial for the project leader to display a common language in order to ensure a common understanding among team members (Emmitt & Gorse, 2007). However, the dominant language used by team members could be either their second or third language, which can increase risks of misunderstanding especially if they are non-native speakers. Moreover, when individuals have accent and fluency troubles with teams’ dominant language, this can prevent from sharing knowledge easily (Brett et al., 2007). As people belonging to different cultures and nationalities evaluate speech and language differently (Lewis, 2006), there exist slight differences in the context in which culturally diverse people perceive meaning of similar communication; these differences might lead to misunderstanding and misinterpretation. Hence, communication is one of the challenges that culturally diverse teams need to overcome, as it is important to avoid miscommunication to attain higher productivity (Stahl et al., 2010).
2.5.2. Hierarchy (work culture)

Work culture differs among different nations which means some organizations have flat hierarchical system whereas others have vertical. Moreover, the importance given to authority and work structure varies in different countries and organizations. These differences can lead to conflicts between team members and leaders when working in multicultural environment. The work culture in organization, which is defined by power distance, can have impact on managing diverse workforce (Hofstede, 1983). For example, low power distance in organization would strongly support egalitarianism, fairness and equal rights among employees at all organizational levels. This type of work culture known as flat structured organization tends to increase the culture of participation among diverse workers in multicultural environment. In contrast, organizations with higher power distance known as hierarchical work culture are recognized with a pyramid structure, with various layers between the lowest and highest positions, where power is considered an important force to control and manage employees (Halverson & Tirmizi, 2008).

As Hofstede (1983) argues that hierarchical distance is very important to understand how organizations operate in different parts of the world. Thus, it’s important for team members to understand the work culture and respond accordingly, and team leaders are the one who facilitate the team members’ adaptation to the new work culture in order to avoid conflicts.

2.5.3. Team Integration

Integration refers to the existence of harmonious environment in which any kind of friction is eliminated among team members so that successful project can be delivered properly (Rahman & Kumaraswamy, 2008). To achieve team integration and inclusion, it’s important that all team members are aware of the challenges that they might face, have knowledge of cultural conflicts and acknowledge the importance of adapting themselves accordingly so that to overcome any issues that can occur (Boukhal, 2013). Also, as Adler (2002) stated that to ensure successful team integration it’s important for participants to believe in establishing common goals so to improve team cohesion, and the most favourable way to achieve it is by promoting team integration to increase team’s performance. According to Ibrahim, Costello and Wilkinson research in construction projects (2011), team integration is very important for project success and to achieve successful collaboration within project team. In this study, they also provided with framework to achieve team integration constituting eight indicators, named as communication, sharing information, trust & respect, collective understanding, commitment
from top management, tolerance towards other’s culture, team flexibility and seamless operation with no organizational defined boundaries.

Various literatures consider integration as a critical challenge to provide with improved project delivery and team performance (Egan, 2002; Construction Excellence, 2004). Therefore, it’s important to promote integration and inclusion among team members for better team performance and to accommodate cultural diversity.

2.5.4. Team Cohesiveness

Cohesiveness can be defined as a force that binds individuals to each other and to the group (Carron & Brawley, 2000). Various literatures have considered cohesiveness as one of the important factor determining team success. According to Beal et al. (2003) study, cohesive teams are able to coordinate their actions better because of knowing each other more.

In multicultural teams, achieving high level of cohesiveness is a critical challenge (Wright & Drewery, 2006). If we look from Hofstede’s viewpoint, attaining this level of cohesiveness might be difficult, as there exist collectivist cultures which are more concerned with group well-being, and individualistic cultures which focus on individual achievements. Most people from individualist societies are normally perceived to focus on their own needs and interests. On the contrary, collectivistic societies are based on someone’s loyalty to someone else in-group and those people are more highly integrated. Collectivistic people might be better when working in groups but might have problem when working independently. An organization that is recognized with high level of collectivism is seen to have stronger effects of participation among the group than individualistic organization (Guidroz et al., 2011).

By the end, the organization that promote participation and collectivism culture can create a cohesive team who can resolve conflicts more easily because they have better social relations with each other (Levi, 2007). Thus, lack of cohesiveness is one of the challenges that need to be overcome.

2.5.5. Decision Making Norm (conflict management)

Involving people in decision-making can benefit the organization. However, sometimes, decision-making issues can negatively affect collaboration of team members and their productivity. Besides challenges related to communication, work culture, team integration, Brett, Bwlfar and Kern (2007) argued that decision-making conflict is one of the four main problems that create issues in multicultural teams. Some other type of conflict that team can experience is when each team member differs in how quickly they make decisions. Brett,
Bvhfar and Kern (2007) affirmed that an individual who tends to make decisions quickly may grow frustrated compared to someone who need more time. In addition, if multicultural teams are different in their values and beliefs, these values and beliefs affect the response of people towards a situation (Stahl et al., 2010). This difference in response by culturally diverse people increases the amount of conflict among group members and consequently affects the team performance (Pelled, 1996). Further, conflict can be divided into three subgroups namely task conflict, relationship conflict and process conflict (Jehn & Mannix, 2001). Process conflict is based on difference in opinion that “how” to complete a task and “who” should complete it. The task conflict exists because of different views regarding completion of task and it increases with increased diversity in team (Pelled, Eisenhardt & Xin, 1999). Whereas relationship conflict is one of the aspects highly associated with cultural diversity as higher dissimilarity among people increases it (Pelled, 1996).

Based on the above discussion, decision-making conflict is one of the challenges that multicultural teams face, therefore it is important for leader to overcome.

2.5.6. Trust Issues

Mistrust exists in multicultural teams and it is important to handle it in order to ensure an effective team performance (Doney, Cannon & Mullen, 1998). One important aspect to notice here, is that mistrust among multicultural team members is not related to how much they like and trust each other because of their personality, but rather because of differences in cultural backgrounds they belong to (Adler, 2002). Mistrust leads to increased stress in multicultural teams in comparison to homogenous ones, which consequently increases the pressure and affects the team performance negatively (Adler, 2008). Hence, it’s important to overcome this challenge to ensure high level of team productivity. As stated by Molinsky and Gundling (2016), trust can be considered as one of the most important factor required for team to function appropriately specifically when they are culturally diverse.

There are also issues related to perception as people often stereotype other people belonging to different cultures. According to Krawczyk-Brylka study (2016), stereotypes were pointed as one of the most important barriers to promote trust. People often use national stereotypes for describing characteristics and don’t focus on skills and competences that other persons possess. In other words, it’s like categorizing people based on one’s thought process and evaluating them accordingly thus discriminating them (Alan et al., 2004).
In conclusion, from the above discussion, we presented the most important challenges and issues associated to multicultural teams which managers are required to recognise and overcome so that to encourage and facilitate the work within the team. The present study will explore, what are the most common and relevant leadership styles to manage multicultural teams.

2.6. Leadership Styles & Competencies

Various factors may influence team effectiveness, leadership is considered as one of the main factor affecting its performance. As the results from Duygulu and Ciraklar study (2008), suggested that leaders’ role cannot be overlooked when it comes to managing team and increasing its effectiveness. Leader is someone who can influence other people through his leadership (Mullins, 1996). Recognizing and understanding which leadership style influence team productivity most positively is very important to achieve the organizational goal especially when working with multicultural team.

There are different views regarding effective management to manage multicultural teams. According to Brett, Behfar and Kern study (2007), they stated that managers who intervene early to solve problems and set norms; engage everyone in team as well as are able to differentiate the challenges stemming from cultural differences from the one related to personality, manage multicultural teams better. According to multicultural team leadership theories, some of the competencies associated with effective leaders include: communication, providing proper direction to team, facilitating teamwork, motivating and influencing team (Shapiro, Glinow & Cheng, 2005). Based on different competencies mentioned above, to insure a successful management of multicultural team these points should be given specific importance when considering team leadership in multicultural environment.

Regarding leadership theories there are numerous styles with new ones building over the old ones (Khan et al., 2016). The relevance of leadership theory depends on which context it’s applied, for example: culture, working environment, organizational complexities and situation affects the leadership concept (Amabile et al., 2004). In the following sections and based on what we found in literatures, we present some of the most common and relevant leadership styles that leaders adopt when managing multicultural teams:
2.6.1. Servant Leadership

Servant leadership approach sees leader in a role to serve the followers and take care of them (Greenleaf, 1977). Servant leadership values the involvement of all team members, encourages trust and respect with specific emphasis on accepting others and practicing empathy. Servant leadership can help to provide the perfect climate needed for multicultural teams as it focuses on caring and protecting followers so that to build trust and strengthen the relationship between leader and follower (Halverson & Tirmizi, 2008).

As servant leadership focuses on followers’ needs, it’s increasingly being considered the best approach to meet modern organizational challenges (Patterson, 2003; Van Dierendonck, 2011). This type of leadership can be seen across many cultures (Winston, 2004; Nyabadza, 2003). This leadership style became popular for its positive effects on employees and organizations (Covey, 1990). Also as management theories are shifting away from self-serving and opportunistic leaders to self-actualizing team-serving leaders thus this leadership style is gaining more importance (Davis, Schoorman, & Donaldson, 1997). According to Irving and Longbotham study (2007), servant leadership is a strong predictor of team effectiveness because of its specific focus on aspects like providing support, accountability and resources, self-evaluating oneself honestly, communicating with clarity and encouraging collaboration. Thus, one of the leadership styles which we considered important is servant leadership as it’s one of the most suitable leadership styles for managing multicultural teams.

2.6.2. Transformational Leadership Style

This type of leadership appreciates leader’s ability to positively change their followers’ behaviours, perceptions, beliefs and aspirations (Tyssen et al., 2014). The principle of transformational style is to focus on influencing followers thinking beyond what they are expected. As a result, employees’ loyalty, trust and admiration towards leaders are built up (Cho et al., 2011). This transformational leadership considers fours main aspect (Avolio et al., 1991, cited in Lloyd-Walker and Walker, 2011) such as: Intellectual stimulation (questioning and seeking innovation); Inspirational motivation (articulating most wanted future); Idealised influence (getting respect and trust) and Individual consideration (stimulating and encouraging). Thus, valuing emotions and needs of followers and using proper actions based on their assessment to motivate them (Northouse, 2013).

Transformational leadership style is considered one of the best styles producing positive outcomes and leading to positive correlation in both work performance and organizational
commitment. Limsila and Orgunlana (2008) determined these results based on study done on Thailand construction industry. Transformational leader is someone who transforms the thoughts of team members and effects follower behaviour in long-term (Makilouko, 2003). He is charismatic and develops a vision and motivates team members by modelling the desired behaviour. Researches have shown transformational behaviour being very effective when considering team outcomes (House et al., 2004). A study by Rothacker and Hauer (2014) confirmed that transformational leadership is one of the best leadership styles to manage and motivate multicultural teams. Further, it is supposed to be as “a predictor of project performance”, and it is expected that servant leadership style is appropriate for project managers (Yang et al., 2011, p.261). Thus, the second leadership style we have considered is transformational leadership style.

2.6.3. Transactional Leadership Style

Transactional is a leadership style developed according to well-defined expectations and roles by stakeholders to achieve the desired project outcomes (Lloyd-Walker & Walker, 2011). The basis of this theory is a set of leader-follower exchanges and bargains, that motivate followers to reach their goals aligning with objectives of the organization (Tyssen et al., 2014), by awarding them if they meet the goals and punishing them if they behave unexpectedly (Tyssen et al., 2014). This means that power and authority plays very important role in transactional leadership.

Transactional leadership tries to motivate followers to accomplish the task by using conditional rewards which is most useful in forming stage of team development (Halverson & Tirmizi, 2008). Based on various research papers, both transformational and transactional are effective leadership styles when it comes to team management, with transactional slightly less effective than transformational (House et al., 2004). In transactional leadership, contingent reward influences followers to fulfil the goal and motivates them by strategic reinforcement (Tyssen et al., 2004). This behaviour of transactional leadership “contingent reward” is most positively related to team effectiveness (Boerner et al., 2007). According to Meckl and Johanning (2013), transactional leadership style, due to its contingent reward system, leads to better performance of multicultural teams and positively influences its performance.

2.7. Conceptual Model

The different challenges that we present above are the major problems and issues that both managers and employees can face in multicultural environment and which may influence the leadership style of project managers. In the following section, we tried to introduce the most
important leadership styles in order to find out the most suitable one(s) that can characterize the leaders when managing multicultural team.

We created our conceptual framework that goes with our study to answer the research question. (See Appendix V).
CHAPTER 3 METHODOLOGY

This chapter demonstrates the research methodology by presenting and describing the specific research methods, approaches and data tools used for data collection and analysis to evaluate the leadership style and competencies adopted by project managers in construction industry to overcome the different challenges faced when managing multicultural teams. This chapter starts by outlining research philosophy, research approach and research design. The choice of data collection tools has been elaborated, sampling decision and data analysis techniques by which the study has been conducted. Further, this chapter extends to demonstrate limitations of the adopted research method and the ethical considerations undertaken by researchers for this particular study.

3.1. Research Philosophy

Research philosophy reflects the important assumptions by researchers for conducting a particular study (Cohen et al., 2007). This will also define the overall methodology process from data collection till data analysis so that to reach at the conclusion of the study. Moreover, it also reflects the researcher’s beliefs and assumptions regarding the study (Bryman & Bell, 2011). This particular study has been conducted by adopting epistemology approach which deals with the researchers’ knowledge in particular area, also it is concerned with possibilities, nature, sources and limitation of knowledge in the field of study (Hallebone & Priest, 2009). In this study, the researchers have applied ‘Interpretivist’ philosophical assumptions, which is based on interpreting facts and problems from researchers’ perception and knowledge of the field (Cohen et al., 2007). This philosophy is appropriate for getting detailed explanation of the research question. By implementing this philosophical aspect, the researchers have interpreted results independently while taking an in-depth view of the adopted leadership style of project managers when they manage and handle the identified challenges of MCT as well by presenting their perspective towards those challenges in a specific context. The research methods and data collection techniques in alignment with the interpretivist research philosophy are based on naturalistic approach of data collection such as interviews. The adoption of interpretivism, qualitative research areas such as the current research case concerning leadership styles and analysis of the challenges with multicultural teams (MCTs) can be studied in a great level of depth. Primary data generated via interpretivism studies might be associated with a high level of validity because data in such studies tends to be trustworthy and honest.
3.2. Research Approach

The research approach provides an opportunity to consider benefits and limitations of various approaches available to the researcher (Creswell, 2003). Three types of approaches are available such as deductive, inductive and abductive. Both deductive and inductive approaches have limitations, deductive approach is being criticized for the lack of clarity in terms of how to select theory to be tested via formulating hypotheses, on the other hand inductive approach is criticized because of lacking empirical data which is necessary to build theory. (Saunders et al., 2012). Thus, the abductive approach is set to address weaknesses associated with deductive and inductive approaches and to overcome these weaknesses via adopting a pragmatist perspective. Following this research process ‘surprising facts’ or ‘puzzles’ may emerge when researchers encounter with an empirical phenomenon that cannot be explained by the existing range of theories (Bryman & Bell, 2015).

The aim of this study is to find out the adopted leadership styles by project managers to handle the challenges and issues that they face when managing multicultural teams, for this reason an abductive research approach is being considered. In our research, the purpose of using an abductive approach is to add to the previous literature, by providing the best explanation of the facts identified at the start of the research process followed by the interpretation of data collected and the analysis. This tends to create a deep knowledge and new perspective of leadership style in specific context through an investigation from the company’s perspective.

3.3. Research Design & Strategy

According to Saunders et al. (2012), research design can be described as a general plan about what you will do to answer the research question. It is a way to relate conceptual research problem to empirical research and to provide with road map for data collection and its analysis (Ghauri & Grønhaug, 2010). Given the nature and the purpose of this thesis an investigation of the project managers perspectives is needed in order to gain further knowledge and understanding of the most adopted leadership styles by project managers to overcome the challenges/issues that they face when managing MCTs in a specific context.

As this study is based on both theory and empirical findings thus qualitative approach is the most appropriate research approach for this type of study. For this reason, a qualitative research method was chosen because of its ability to explain the research question in detail, so as to reach a deeper understanding of the research topic. According to Vaus (2002, p.5), he defines that “qualitative methods provide rich data about real life of people and situations, and being
more able to make sense of behavior and to understand behavior within its wider context”. However, “qualitative research is often criticized for lacking generalizability, being too reliant on the subjective interpretations of researchers and being incapable of replication by subsequent researchers” (Vaus, 2002, p.5).

3.3.1. Research Strategy- Case study
There are several research strategies such as: experiment, archival research, documentation, ethnography, case study, grounded theory, etc. (Saunders et al., 2012). Case study methodology will be used for this research, and is considered the most appropriate research methodology when the researcher needs to explore specific setting for a better understanding (Cousin, 2005). This is one of the popular research strategy in business area associated with the interpretive paradigm. Based on Yin (1994) definition, he considers that a case study is an empirical inquiry that investigates a contemporary phenomenon in real-life context, especially when there is a lack of explanation between phenomenon and context. This means that a research is based on analyzing particular issues in a specific environment, situation or organization, as it is appropriate research design to understand more complex phenomenon (Eisenhardt, 1989).
Further the researcher can base his/her study either on single case or multiple cases alongside with various levels of analysis (Eisenhardt, 1989). According to Dyer and Wilkins (1991) by doing single case study one can create new connections in the existing work. Thus, we considered single case study design as most appropriate to find the most suitable leadership style for multicultural team based on the challenges that these teams face. Also in single case study one can study those affected by the issue in detail at specific setting and can develop more in-depth understanding. So, that to analyze the phenomenon of most suitable leadership style for project managers managing multicultural teams in one of Swedish multinational construction company we considered approach of single case study as most appropriate. Therefore, in-depth interviews were chosen with 10 interviewees with whom around 1 to 1.5 hour semi structured questions were conducted.

3.3.2. Exploratory research design
Exploratory research aims to explore the research questions of ‘what’ or ‘who’, and does not intend to provide final and conclusive solutions to existing problems but simply investigates and explores the research topic with varying levels of depth. Exploratory research intends to help the researcher to gain a better understanding of the problem. In addition, following
exploratory research, researchers ought to be willing to change their direction based on new data and new insights phenomenon (Saunders et al., 2012; Ghauri & Grønhaug, 2010).

It has been noted that “exploratory research is the initial research, which forms the basis of more conclusive research. It can even help in determining the research design, sampling methodology and data collection method” (Singh, 2007, p.64). Exploratory research “tends to tackle new problems on which little or no previous research has been done” (Brown, 2006, p.43). In the current research study, semi-structured interviews are conducted as the most popular primary data collection method.

Also, this research design provides with a lot of flexibility (Ghauri & Grønhaug, 2010) which is appropriate in this case since it is based on literature and there exists research gap in our research topic. Exploratory study is a way to gather as much knowledge and information possible on the research topic, which can further provide new pathways for future studies (Patel & Davidson, 2011).

3.4. Data Collection Methods

Yin (1994) described six sources of data collection methods including archival records; documentation; observation; interviews; experiments. Data collection can be divided into two types: secondary and primary data. In this particular research study, we used mix of primary and secondary data to find the existing challenges of MCTs and to find out the different leadership style adopted by project managers of multicultural team. The purpose behind using various data sources was to limit the risk of inaccurate information or data getting affected by biases so as to increase the study credibility (Yin, 2003).

3.4.1. Primary Data Collection

The primary data is the initial information that is gathered by researchers for the first time and which would be additional information to the existing (secondary) data. This type of data does not exist in any previous study or sources (Bryman, 2008). The collection process of primary data is usually difficult and takes time because researchers have to approach respondents to get the desirable information.

The collection of primary data can be through either quantitative study or qualitative study or by both (Yin, 1981 & 1984). Due to the research purpose and nature, this study adopts qualitative approach, which is conducted through interviews. The qualitative research is closely associated with words, expressions, feeling, emotions and other non-quantifiable elements. Qualitative study has objective of ensuring a greater level of understanding through various
methods of qualitative data collection including interviews, questionnaires with open-ended questions, focus groups, observation, game or role-playing, case studies etc. (Bryman, 2008).

In depth, interview is one of the qualitative research techniques that include “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation” (Boyce & Neale, 2006, p.3). In this research, we followed specifically semi-structured in-depth interviews with project managers belonging to one Swedish construction company. In semi-structured interviews, we prepared a set of same questions to be answered by all interviewees, however, sometime additional questions might be asked during interviews to gain more clarification and further understandings of challenges faced and to understand the nature of their leadership style. This type of interview format will help to provide with in-depth insight in the area of case study research, as it is the suitable format for case study (Farquhar, 2012).

During the interviews, we tried to be open minded when viewpoints expressed by interviewees contradicted our idea. In addition, we tried to be flexible in time with respondents to run interview with us because they have tight schedule. Also, the interviews need to be conducted in a relaxed and appropriate environment and free of any kind of pressure.

The following table presents the basic information about the interviewee's status, duration of interview and the method to conduct interview. Total of 10 interviews were conducted in English and their length was 45 minutes to 1h10 minutes.

**Table 1: Interview Information**

<table>
<thead>
<tr>
<th>Status</th>
<th>Respondents</th>
<th>Duration of the interview</th>
<th>Methods</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Civil Construction</td>
<td>Respondent 1</td>
<td>45 min</td>
<td>Skype</td>
<td>Construction MNC</td>
</tr>
<tr>
<td>Project manager</td>
<td>Respondent 2</td>
<td>50 min</td>
<td>Skype</td>
<td>Construction MNC</td>
</tr>
<tr>
<td>Project manager</td>
<td>Respondent 3</td>
<td>50 min</td>
<td>Skype</td>
<td>Construction MNC</td>
</tr>
<tr>
<td>Project manager</td>
<td>Respondent 4</td>
<td>60 min</td>
<td>Skype</td>
<td>Construction MNC</td>
</tr>
<tr>
<td>Project support manager (Health &amp; Safety officer)</td>
<td>Respondent 5</td>
<td>60 min</td>
<td>Skype</td>
<td>Construction MNC</td>
</tr>
<tr>
<td>Role</td>
<td>Respondent</td>
<td>Duration</td>
<td>Communication</td>
<td>Company</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------</td>
<td>----------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>MEP Lead Coordinator</td>
<td>6</td>
<td>60 min</td>
<td>Telephone</td>
<td>Construction MNC</td>
</tr>
<tr>
<td>Project manager</td>
<td>7</td>
<td>1h 10 min</td>
<td>Skype</td>
<td>Construction MNC</td>
</tr>
<tr>
<td>Project manager</td>
<td>8</td>
<td>50 min</td>
<td>Skype</td>
<td>Construction MNC</td>
</tr>
<tr>
<td>Surveyor manager</td>
<td>9</td>
<td>60 min</td>
<td>Skype</td>
<td>Construction MNC</td>
</tr>
<tr>
<td>Quality Assurance Manager</td>
<td>10</td>
<td>50 min</td>
<td>Skype</td>
<td>Construction MNC</td>
</tr>
</tbody>
</table>

According to Bryman and Bell (2015) this method requires more preparation by interviewer and increases pressure on them to start and finish the interview on time, this because of the critical availability of participants. The interview location and setting can considerably affect the respondents’ comfortability, so might affect the desirable results (Bryman & Bell, 2015). Thus, the location was chosen based on respondent comfortability so to ensure that respondents are relaxed and their answers are not affected by any biases.

Due to geographical constraints, the researchers were not able to conduct interviews face-to-face and for this reason the semi structured interviews were conducted by skype and telephone. For collecting primary data, we have developed open-ended questions. This interview guide includes questions that have been categorized into three sections of questions respectively about basic information related to the project manager’s role, experience; the challenges faced with multicultural teams; and leadership style and competencies. Based on literature and theory, an interview guide was developed in order to provide in depth, qualitative and textual information about the research problem.

The interview guide was sent to the participants before conducting the interview so to give more space and time to get prepared in advance, and to limit the risk of interview biases. To avoid any errors and misunderstanding, the usage of complex terms when developing the questions was minimal. Queries related to interview questions were cleared before starting the interview. The interview guide is available in Appendix X.

Alongside with primary data, secondary sources were also used so that to compare the data collected by interviews.
3.4.2. Secondary Data Collection

Secondary data is a type of data that already exist in books, newspapers, magazines, journals, online portals etc. The usage of appropriate set of criteria to select secondary data for the study plays a crucial role in order to increase the level of research validity and reliability. These criteria include, credential of the author, reliability of the source, quality of discussions, depth of analysis, extent of contribution of the text to the development of the research area etc.

These secondary data are connected to the company profile within the area of study as well as connected to the company vision towards diversity and cultural diversity. Since the purpose of this study is to understand and describe the multicultural environment and challenges in the company’s activities and projects, we relied on the company website and some other internet resources and articles to strengthen the collected data for the research study, so to provide with a clear overview and help to answer the research question.

3.5. Case Selection

Bryman and Bell (2003) defined a population as the universe of units from which the sample is to be selected. As there is a growing interest in the studies on workforce diversity in different industries, projects, as well as several researchers conducted studies on the impact of cultural differences on management practices in construction such as quality management (Pheng & Alfelor, 2000), dispute resolution (Chan & Suen 2005), and communication (Loosemore & Al Muslmani, 1999). After revising what literatures discussed concerning the different researches that have been done on culture, we approached the study from different perspective by studying in detail different challenges that project managers face in multicultural environment and what leadership style they adopted when managing teams in such environment.

With this, we decided to keep the same scope of population of the study in construction industry of Sweden, and addressing the sample towards project managers. In order to be able to pay closer attention to construction company in a deep assessment of leadership style of project managers, a single case study strategy is adopted. The selected company is multinational organization in the Swedish construction industry.

3.5.1. Selection of Case Company

As defined by Bryman and Bell (2003), sample is the segment of the population that is selected for investigation. Due to limited time and resources, for any investigation there is need to select sample from the given population (Saunders et al., 2007). Sometimes, it is not practical to use the whole population to conduct interview since the process consumes a lot of time and takes a lot of effort as well.
However, the size of the sample might affect the significance of the results (Saunders et al., 2007). In both cases of selecting too small or too large sample, the sample is considered not representative of the whole population, which can create a perception of non-existing relationship. Thus, it is important to select a sample size appropriate for the study. The researchers follow a single case design which is appropriate for developing new theoretical framework (Bryman & Bell, 2015).

When research questions concern only ‘what’ such as in the current research study where literatures were quite silent about approaching the relationship between the challenges of multicultural team management and the most suitable leadership style to handle them in construction industry. For this particular reason, the researchers selected a Swedish MNC in construction sector that involves project managers working on an international project with multicultural people from all around the world.

3.5.2. Selection of Respondents
The researchers had the opportunity to present the research study with one of sustainability lead personal work in the chosen construction MNC, so to get an agreement with the list of respondents to conduct the interviews. The participants selected for the interviews are project managers within the selected Swedish MNC. The sample selection is based on non-probability sampling, focus on gathering information from project managers within the area of study. The chosen participants are based on main criteria: managers leading multicultural teams as having knowledge regarding the company culture and vision which match the research purpose, which will ensure the significance of the collected data to reach a conclusion and greater generalization to answer the research question (Bryman, 2012).

3.6. Operationalization
The purpose of this study is to find out the challenges that project managers face when leading multicultural team, as well as to find out the most suitable leadership style among project managers in specific industry. Due to the different challenges faced in multicultural environment and the different leadership styles defined depending on the type of industry. For this reason, the researchers chose to focus on one specific industry, which in this case the construction industry. Further, the interviews were conducted to bring a clear understanding of the challenges and the type of leadership style adopted to handle the identified challenges. The interview guide (appendix X) for the company was developed according to the theoretical framework created. In order to operationalize the interview guide, Appendix Z is developed to
ensure the significance of the questions associated to the research question as it reflects the theoretical framework. First section was dedicated to gather basic information about the role, previous and recent experiences of project managers in international project followed by some other basic questions related to criteria of team selection and their involvement in the process of recruitment. The second section is dedicated to gather information about the different challenges that they might consider critical in construction project, with other following questions on the way of overcoming the identified problem which will give idea on their style of handling the issues and which will lead to the third section connected to the identification of project managers’ leadership styles and competencies adopted in such industry. Our interview guide presented in the Appendix X is a complete version for all the basic questions asked, however some other following questions were asked based on the participant's answer to the basic questions these questions are presented in the Appendix Y. This way of tackling the questions to get more information and detailed data will help the researchers to answer the research question.

3.7. Data Analysis

Data analysis consists of categorizing, examining and analyzing the data collected to tackle the research question of the study (Eisenhardt, 1985). For analyzing the collected data, the researchers chose exploratory method of data analysis. First, the researchers recorded some interviews while some others were transcribed, depending on the suitability of situation. Then, an accurate check of the findings was done to avoid any misinterpretation of data. By the end, a summary for each interview was developed to help in grasping the meaning of large amount of text in fewer keywords (Saunders et al., 2012). Finally, the researchers were able to get an in-depth logical interpretation and understanding of the challenges that each manager faced when managing multicultural teams and the most suitable leadership styles for managing them in MNC.

The data collected was analyzed qualitatively in this study. Qualitative data are concerned with the quality and meaning and not with quantity (Eichelberger, 1989). The theoretical model was created for this study to facilitate the identification of patterns and to provide a clear structure for the analysis (Bryman & Bell, 2015). Using case study will provide an identification of the leadership style to the related industry in connection to the challenges that managers can face when managing multicultural teams.
3.8. Limitation of the Methodology

3.8.1. Authenticity

Authenticity refers to which extent the study is true and if it reflects the participants’ opinions (Bryman & Bell, 2015). Some interviews were recorded and some others were directly transcribed by the two researchers to ensure the authenticity of the research. Additionally, to avoid or reduce any bias when conducting the interviews, specifically when the respondents overestimate or underestimate the reality (Farquhar, 2012), the interview guide included some follow up questions forcing critical reflections e.g. when describing the different challenges that managers face, also when they described their leadership style as they were asked to elaborate further with examples to ensure the relevance, the understanding and the clarity of the information.

3.8.2. Trustworthiness

Credibility, conformability, reliability and transferability are the main criteria to assure the trustworthiness of qualitative research findings (Saunders et al., 2012; Bryman & Bell, 2015).

Credibility is about the researcher’s ability to provide valid conclusions and patterns in relation to the research topic in order to show that they well understand the reality correctly (Bryman & Bell, 2015). To strengthen the credibility of the study, triangulation approach was used as a method to collect and select data by referring to primary and secondary data to give richer and deep understanding of the research content (Lincoln & Guba, 1985). As the research study is based on small numbers of interviews, additional data (secondary data) was collected through websites and other document related to the case company, in order to create a deeper understanding of challenges faced by managers in multicultural team as well as evaluate their leadership style and competencies in multicultural environment.

Some interviews were recorded and some others were transcribed directly by both researchers. After that, researchers transcribed and checked the collected information so that to analyze, and identify a clear pattern. This will ensure the consistency of the research findings which contribute to the research’s conformability (Yin, 2014). Both researchers conducted the interviews together and then checked and revised carefully many times the transcribed data to avoid any misunderstandings and misinterpretation, so to ensure the consistency the research. To avoid any influence and pressure on the participants’ answers, open questions rather than leading questions were asked during the interviews (Bryman & Bell, 2015).
Reliability refers to the extent to which the same findings can be obtained by using the same instruments many times. This means that if the research is characterized by high level of reliability, then other researchers are also able to generate the same results, using the same research method (Silverman, 2007). In addition, by including some external independent researchers who reviewed the study, the researchers can ensure a consistency of the findings so that to increase the study’s reliability.

Bryman and Bell (2005) defined transferability as a way to know that to what extent the chosen method, techniques, results and findings can be translated to another context. This means that providing detailed description of the case(s) is important to know to which extent it is possible to generalize research findings (Saunders et al., 2012). To improve external validity or transferability this research includes multiple cases that provide more opportunities to generalize findings than a single case would (Ghauri & Grønhaug, 2005).

3.9. Ethical Consideration

Ethical considerations have been defined by Bryman and Bell (2003) as moral practices, principles and code of conduct and must be an integrated aspect of any study. The researchers adopted ethical principles and practices of conducting an honest and justified research study. As Saunders et al. (2009) argued that gaining permission and consent to the collection of data is a very crucial aspect of any study. Bryman and Bell (2003) defined reliability; informed consent; confidentiality and privacy; and deception as four primary guidelines for ensuring transparency and ethical conduct during the whole study process.

The researchers gave concern for the security of information provided by participants. Before going through the process of data collection, the researchers obtained a permission for conducting the interviews from the selected MNC with the help of Assistant professor from the department of Business in Uppsala. By the end, the researchers obtained permission from all participants for taking part in data collection phase. Interview questions were as well sent to respondents ahead of time before conducting the interviews to provide them with the content of the research as well as to clarify any misunderstanding regarding the questions.

In this respect, the researchers informed all participants about aims and objectives of study, also about purpose of data collection and they did not influence any participant to provide
information about the concerned research topic: challenges faced when managing MCT and the different leadership style adopted by managers in multicultural environment.

The researcher also assured all participants about secrecy and privacy of data. The data has been collected and treated anonymously, and does not show the identity of any participants, as the findings of this study are used for academic purpose only.
CHAPTER 4  EMPIRICAL FINDINGS & ANALYSIS

In this chapter, the researchers have presented and analysed the findings to reach at the conclusion about the most suitable leadership styles and the associated challenges of MCTs that managers faced. The first section of this chapter is based on the secondary data that was collected from the company’s websites to describe the company background as well as its diversity and cultural diversity within the MNC. The second section is based on presenting the findings followed with the analysis of the findings connected to the research question in a descriptive and critical manner. As it is mentioned before that this study is based on leadership styles and the challenges associated to MCTs in one construction MNC in Sweden. For achieving this aim of study, the researchers have conducted interviews with ten (10) project managers from construction MNC. Nine (9) interviews have been retained and analysed to get in depth information regarding challenges of MCT and leadership styles adopted to overcome the identified challenges.

4.1.  The Company Background

4.1.1.  Introduction of the case company “Skanska”

Skanska AB is a Swedish multinational company in construction industry. Skanska was established in Malmö, Sweden in 1887. It is one of the world’s leading company in construction and project development of commercial property, residential and public private partnership (PPP), focused on selected home markets in the Nordics, other European countries and North America. The company vision is based on a continued commitment to Safety, Ethics, Green, Corporate Community Investment as well as Diversity and Inclusion. (Skanska, 2017a). Skanska had been engaged in many major international and domestic projects in European countries, UK, United States. Recently, besides other large construction projects, an ongoing cooperation agreement had been signed between Skanska and European Spallation Source company (ESS AB), for the whole project from February 2014 to 2020, to build a cross-discipline research facility of the world’s most powerful neutron source in Lund, Sweden which is first of its kind. ESS-Skanska project is one of the MNC’s international project in which it’s collaborating with international clients (ESS) and it involves project managers, employees and workers from all over the world. Also, based on our findings, the data revealed that the project involves many people who are coming from all over the world to work on it at every level. Respondent 7 mentioned that “ESS-Skanska is relatively a complex and large project, it is one of ten of these in the world worth approximately 500 Million euros (four and half billion SEK)”. Alongside with this the construction work agreement is executed by Skanska Sweden
(75 percent) in collaboration with Skanska UK (25 percent) and financed by ESS (ESS, 2015a). This shows that it’s a very international project with mix of people from different nationalities working on it.

4.1.2. Diversity and Inclusion vision of Skanska 2020

“We are recognized as a leader in diversity and inclusion in all home markets. We mirror the diversity in society on all levels of our organization. Our leaders are excellent in fostering an inclusive culture”. (Johan Karlström, president and CEO, Skanska AB)

Skanska has about 41,000 employees in Europe and in the U.S (including about 11,000 employees in Sweden), and it’s ranked the most attractive employer by engineers in Sweden and Poland. The company’s competitive advantage and success are based on attracting, developing and retaining diverse high-quality employees, and securing an inclusive diverse mindset and work culture. Skanska workforce is becoming increasingly diverse from a gender, age and ethnicity differences. (Skansa, 2017b)

“We have an open culture, respectful of differences, that seeks the sharing of experiences and perspectives and results in more productive and innovative ways of working” (Johan Karlström, president and CEO, Skanska AB) (Skansa, 2017c). The diversity and inclusion vision is a top priority for the company in which its ability lies on including everyone in an inclusive work culture allowing everyone to contribute to their full potential. Skanska focus on its employees’ growth and learning by fostering a culture of pride and appreciation for their achievement and by providing a constructive feedback in order to grow and learn. Their leaders are excellent in managing diverse teams, comfortable in addressing exclusion behaviours and role models in building inclusion (Skansa, 2017c).

![Figure 2: Diversity & Vision 2020 “Skansa”](http://group.skanska.com/sustainability/diversity--inclusion/vision--strategy/ (Skansa, 2017d)
4.1.3. Project manager’s perception on company vision

Skanska’s vision 2020 is based on promoting a culture where everyone treats each other with respect and care whatever is their background, culture, religion and ethnicity, they accept and respect each other irrespective of their background, religion, ethnicity, sexuality, etc. (respondents 1,4,7). The respondent 4 also mentioned that as a project manager she doesn’t change her management style depending on where they come from but she respects their differences and she doesn’t say things that hurt them because of their cultural differences. The respondents 1, 7 and 8 mentioned that they promote respect among their teams, “I will allow the people to do the job in the best way they can, as I want to make the people feel comfortable” (respondent 7). Skanska take care of its workforce where the minority groups feel welcomed, and comfortable in showing who they are and enables everyone to contribute (Skanska 2017c).

Respondent 7 is one of the two project managers who come from UK. He has large experience in managing Multinational teams (MCTs) as he showed a deep awareness about the importance of recognizing and understanding cultural differences among team members coming from different countries. Moreover, the respondent 7 claimed that one of the reason of being selected in this work was because of his ability to work with people from different countries, as well as having previous experience in UK make him know how to adapt to the work culture in Sweden, for example he adapted to the way of how he speaks slowly with non-English speaker as British person speak quick. The respondent 1 also confirmed that diversity is needed within workforce so that they can understand the people coming to the project. However, totally different cultures are otherwise hard to understand.

4.2. Analysis

We had 10 interviews with project managers, only 9 interviews are retained for analysis that match the required profile for the study. The first section of the interview questions was dedicated to collect the basic information associated to the respondents’ role in the company as well in the project, their experiences in the construction industry as well as their experience with multicultural teams. This basic information provided a general overview of the managers’ intercultural knowledge and experiences on both domestic and international level with MCT. This helped to gain a clear understanding and the respondents’ awareness of the different challenges associated when managing multicultural teams (MCTs) and their leadership styles adopted to handle the identified challenges in a specific context.
4.2.1. Leaders’ cultural knowledge and experiences in international level and with MCT

The results have showed that all the nine respondents are specialized in construction industry, and they have an average year of experience from 7 to 25 years in construction industry. The respondents (1, 2, 3, 4, 6, 7, 8, 9) are holding different position in production section. However, respondent (5) is working as project support manager in the project support management responsible for the project plan management system (quality, environment, health and safety, risk, Internal communication IT). Some of them have previous experiences of working in construction project in other countries than Sweden such as the respondents 2, 4, 6. Thus, they have previous experiences in working with multicultural employees either on domestic or international projects (respondent 2, 3, 4, 5, 6, 7). (See table 2)

The respondents who gain previous experience with multicultural team showed a high level of awareness and how important is to understand other people's differences. In contrast, the individuals, who lack experience of working in international project, may encounter challenges related to miscommunication, misunderstanding, and misinterpretation (Chin & Sanchez-Hucles, 2007). This means, that one of the reasons of facing these challenges is because that the managers not have cultural knowledge that reflects the individual’s awareness, understanding, and appreciation of a specific group’s culture or dimension of culture (Hamilton, Richardson, & Shuford, 1998). Thus, cultural knowledge represents an important element of successful intercultural interaction (Bennett, 2009).

4.2.2. Multicultural Project Teams in Construction

“Having a workforce with people of varied genders, ethnicities, ages and backgrounds coupled with an inclusive culture supports our Be Better – Together value, and it enables us to deliver the best solutions to our customers”. (Skanska, 2017d)

The data showed that the organizational team selection and recruiting is based on some main criteria such as motivation and willingness to do the job, to fit the required profile and to fit in the group, as well as considering the values of organization, like many of respondents confirmed that team members need to consider a mind-set of health and safety as part of the company culture (Respondents 1 and 3).

As having a collaboration with international customers in order to deliver the best solutions for its customers, the study of the case company revealed that one of the organizational goal and success is reached through developing its workforce by attracting and recruiting a large and
diversified pool of talented employees within all business units (Bhadury et al., 2000). As respondents also confirmed that not only they are managing multicultural teams (MCTs) but most of them are also coming from different countries. This shows that teams consist of all type of different nationalities and cultural backgrounds. For example, the respondent 9 claimed that her team is quite heterogeneous with 13 people, who belong to different nationalities with most of them coming from Europe (Czech, Poland, Slovakia, etc.). They are also diverse in their age mostly quite young people between 27 to 43, and mix in their gender with three female and four males. Whereas some other respondents themselves belonged to different country than Sweden and they claimed that they are diverse in themselves as they are coming from UK (respondents 7 & 6). Respondent 7 claimed that he has “a quite diverse and large team, which hits every aspect of diversity”. By the end, he wanted to get the best workforce and to create team including people from different backgrounds. Most importantly, as perquisite for the project managers is to make sure that the selected individuals should fit the required profile and have the willingness to work with other people (respondents 1,3,4,5,8). This required a flexible personality to fit the organizational culture as respondents 4 and 9 stated that “personality also matters as they need to work in group so it’s pretty much about respect and trust”. In addition, respondents 3, 5 and 7 they argued that experience, knowledge and competences in construction remain important, as confirmed “I would like to approve all my members if they fit the profile and level of competence that I need” (respondent 3).

4.2.3. Challenges of Multicultural Project Teams

4.2.3.1. Team Communication

“A lot of what they are doing is based on communication. In the construction industry, the job is different, every project is different, and different people coming to the project differ as well, so communication is a big issue.” (Respondent 7)

Brett et al. (2007) and Reva & Ataalla (2002) argued that language is one of the factors which affects multicultural team performance. This, was further shown through the data collected as all respondents identified communication as one of the main challenge faced when leading multinational teams. All respondents claimed that because of the nature of the project with employees and workers coming from different countries, speaking different languages there is need of one common language. Therefore, the company decided to set English as a common
language of communication among all the employees and workers, as respondent 6 stated, “it’s important that every person understands the instructions and the required task rightly”. Emmitt and Gorse (2007) claimed that it is vital for the project manager to set out a common language, especially in multicultural environment, so to ensure a common understanding.

Challenges related to language still exist even though the company set English as a common language. For example, trouble with accents and fluency can occur when individuals who are not fluent in teams’ dominant language, with majority of them being non-native speakers of English, lead to difficulty in understanding and sharing of ideas this was also confirmed by respondent 6 & 1. Further as stated by respondent 2, “In multicultural environment it takes time before you realize that you have misunderstood the other person”. This shows that issue of misunderstanding takes more time and effort to solve the problems, which may create some complications for the accomplishment of the project.

As stated by Stahl et al. (2010) that to insure the team productivity and performance an effective communication among team members is very important. To deal with challenge of miscommunication and misunderstanding all respondents use various strategies. Respondent 1, 2 and 7 deal with problem by asking questions again and again and give feedback until they make sure that the team have understood the instructions rightly, and in rare cases project managers hire supervisor who speaks the same language so that to ease the process. Respondents 4 and 5 did not provided with as such solutions to deal with the issue but reconfirmed that sometimes lack of communication lead to other issues among team members and it’s one of the major challenges they face frequently.

Moreover, people belonging to different cultures and nationalities differ in their understanding of speech and language and the meaning they refer to it (Lewis, 2006). This was confirmed by both respondents 6 & 7 that when working with multicultural team coming from different backgrounds, it’s important for them as a leader to adjust their English-speaking speed and accent accordingly and be more tolerant to mistakes in verbal and written English. Respondents 8 & 9 uses frequent communication as a tool to solve problem of misunderstanding. Among all respondents, respondent 3 has the most unusual method to deal with this challenge. He uses 3D models and visuals to communicate so that chances of miscommunication regarding task can be reduced. This shows that communication is one of the major challenges leaders face when working with multicultural team as all of them identified it.
4.2.3.2. Hierarchy (Work Culture)

The results showed that most of project managers share the same organizational work culture that characterize the Swedish business culture which is known for flat structured organizations (respondents 1 & 9). Swedish organizational work culture is characterized by setting clear structures in form of rules and regulations, independence and autonomy of the individual and promoting group interests, and outcome and achievements orientation (Schwartz, 1999). Moreover, the flat organizational structure is known with equal rights and that highly support egalitarianism among all people across all organizational levels, “No hierarchy in Sweden, we have flat organization. I treat them all equally. Communicate with them in the beginning about how it works in Skanska and what are the rules” (respondents 1). However, some companies in other countries are characterized by hierarchy and interpersonal relationships orientation between the lowest and highest positions. One of the respondent mentioned that difficulties exist with those who used to follow more hierarchical structure “for example Polish and Czech are used to different type of hierarchy so I need to deal with them differently” (respondent 9).

All Respondents, except respondent 6, identified hierarchy (work culture) as one of the main challenges that they face when managing multicultural teams. The respondent 6 mentioned that there is difference in how different people behave regarding power structure but he doesn’t consider it as challenges associated to cultural problems. As in a study by Anderson and Brown (2010) hierarchy has the power to limit people to voice their opinions and affects group functioning. According to all respondents’ overview, other than respondent 6, regarding the type of relationship between the manager and team members, they claimed that their relationship depends to which extent they are open in their communication, and if they are used to low or highly structured hierarchical behaviour. A lot of times Polish and Slovakian workers are not that open to discuss problems, as Swedish are, which may lead to resistance to work with others. According to Naveh, Katz and Stern (2006) allowing everyone in group to speak up and express their opinion can help to identify problems and to overcome the adverse consequences. Thus, as a project manager it’s important to set a flow work culture and make everyone feel comfortable in expressing their opinion and to make them adopt the company culture.

To overcome this issue, project managers use different strategies. Some project managers clarify everything from the beginning by explaining the work culture of organization and the rules like respondent 1 & 3. Whereas respondents 8 & 9 use communication as a method to make team members feel comfortable so that they can talk to them directly about problems. This equally applies to project managers as respondents 4 and 7, suggested that as project
managers they need to adjust and adapt their behaviour based on the work culture of the company, as well as the country they are working in. Respondent 4 stated “when working internationally in other countries I always adapt to their way of thinking and tradition”. Thus, work culture and hierarchical structure of different countries and organisations differ thus for smoothly running a team it’s important that all team members adjust their behaviour according to organizational work culture.

4.2.3.3. Team Integration

The achievement of creating an integrated multicultural teamwork as a single unit still remains one of the organizational goals within the construction sector (Egan, 2002). However, some individuals within the team continue to face cultural issues, which may prevent successful team integration.

All respondents, except respondents 4, 6 and 8, identified team integration as one of the challenges they face when managing multinational teams. Respondent 1 considers language barrier as one of the contributors towards challenges associated to team integration. According to respondent 2, larger teams integrate better when working on big international projects as they live together in hotels or work on site, which increase chances to get to know each other and develop a common understanding of different cultures. Most respondents like 2, 4 & 7 confirmed that increasing social gatherings other than work can help in increasing the level of integration among team members. However, respondent 9 claimed that people belonging to different cultures try to stick together with similar people during lunches and break time, which can lead to resistance when collaborating with each other. As confirmed by respondent 3, “Nationalities stick together when working in team, thus as a leader it is very important to ensure the team integration regardless of their nationalities and background”. Thus, it’s a challenge for leaders to become part of each group and to make them feel comfortable to interact and work together.

An integrated teamwork is the key that personifies good whole life value and performance of construction projects (Egan, 2002). In conclusion, most of the respondents agreed that an integrated team deliver greater job and by working together along the project process can help to provide successful project (respondents 1,2,3,5,7 & 9).

4.2.3.4. Team Cohesiveness

“People want to work with people from similar background who belong to their Nationality because they are similar to them in a lot of ways and they can understand them better”

(Respondent 1)
Cohesiveness in a group is very important as it affects long-term outcomes of group (Milliken & Martins, 1996). All respondents, other than 3, 4, 6 and 9, identified team cohesiveness as one of the challenges they face when managing multicultural teams. Respondents 1, 2, 5, 7 and 8 agreed that when working with multicultural teams attaining same level of cohesiveness is sometimes more challenging than homogenous ones. Also, conflicts can occur in such multicultural environment.

Given cohesiveness is one of the important determinants of team success, thus solving this issue is very important. To handle this issue, respondents suggested various methods. Respondent 1 uses positional authority, when it is needed, to push people from different nationalities to work together. According to him even if they resist working together initially, in one to two weeks the integration and cohesiveness among them increase and they start feeling comfortable to work together. Whereas respondent 6 did not consider it as a problem. He makes sure that the minority group who don’t speak the dominant language feel free to speak their mother language. In that way, they will feel more comfortable and will not feel excluded which will lead to higher level of tolerance and increase in team cohesiveness. The respondent 7 said that people need to feel comfortable to work together and if they don’t then probably the manager cannot get the best outcome in anyway. So, it depends on the thinking of individuals in the group and how they connect.

Higher level of group cohesion leads to better performance of group (Harrison et al., 2002). For this purpose, Skanska provides open offices and rooms for meeting outside working hours which can increase the level of interaction among all employees and workers (respondents 2 & 8).

4.2.3.5. Decision Making Norms (Conflict Management)

Although literatures consider decision making norms (conflict management) as one of the challenges that may occur when working with multicultural teams (Pelled, 1996; Jehn & Mannix, 2001; Stahl et al., 2010), among all the respondents only 3 identified it as one of the challenges that they face. Only Respondents 2, 6 & 7 considered decision-making norms as a challenge that might occur in multicultural environment. Although all respondents identified decision making issues but they related the problem to the difference in team members’ personality rather than to difference in nationality or culture.

According to respondent 2, he emphasized that people who tend to impose their decision were mostly affected from their previous work culture, thus it is important to involve everyone in
decision-making process in order to increase the wellbeing of group. Whereas respondent 6 prefers investigating why a particular member is considering his opinion correct, as well as trying to get as many opinions as possible in order to reach at the right decision for the task. Same goes for respondent 7 who tries to solve the issue by listening to everyone and considering everyone’s opinion.

4.2.3.6. Trust Issues

From the verification of results, all respondents agreed that ensuring high level of trust depends on good interpersonal skills such as communication and to which level does the project manager promote a mutual respect among the project teams.

Mistrust exists in multicultural teams because of the differences in cultural backgrounds among team members (Adler, 2002) which was further confirmed by the respondents 1, 2, 4, 7, 8 & 9. They identified trust issue as one of the main challenges they face when working with multinational teams. As respondent 9 said “You need to have trust to work together”. Respondent 7 told that a theft happened on the site and group members blamed the international workers without any evidence as they considered them less trustworthy. Such issues can cause further issues among group and can affect group outcome negatively as it will affect their cohesiveness to work together. Stahl et al. (2010) considered trust as one of the most important aspects that facilitate the group cohesion.

To overcome this issue, respondents use various methods. Respondent 1 claimed that as a leader, in order to achieve a high level of trust among team members sometime he intervenes and forces the team members to work together, spend time with each other and gives chance to other team members to share ideas, by doing this the level of trust among them increases. Based on the respondent’s 4 view, problems related to trust could only be handled through ongoing communication and by building a culture of trust in which every member is given chance to participate and share his/her idea.

Usually, leadership in construction projects is complex and critical to achieve success in multicultural environments, as respondent 2 stated that “given that some group members understand orders differently that can lead to trust issue”. By the end, all respondents confirmed that it is difficult at times to make team members trust each other in short period and is one of the most important criteria for working together.
In summary, based on the data we collected from interviews and the above analysis we found that communication, and hierarchy (work culture) are the most important challenges as almost all respondents identified these challenges and provided their solutions (see appendix P; Table 3). On second number lies team integration, team cohesiveness and trust issues as they were identified by 6 respondents as the challenges they face when working with multicultural teams. Whereas only 3 respondents identified decision-making norms (conflict management) as a challenge related to working with multicultural people. Majority of respondents connected decision-making norms to the personality of the person rather than culture or nationality. As according to the study of Stahl et al. (2010), they claimed that aspects like trust, cooperation, liking among members, respect and collaboration are detrimental for group cohesion. Thus, they are all interlinked and determine the success of group.

4.2.4. Leadership Styles & Competencies

To identify the different leadership styles adopted by project managers, we used 4 traits associated to each leadership style (see appendix X). Respondents had total 12 characteristics from which they can choose those that match their leadership style and competencies. Among these traits, traits 1, 2 and 7 belong to servant leadership style. Traits 4, 5 and 6 are related to transformational leadership, and traits 8, 9, 10 and 11 are related to transactional leadership style. Whereas trait 3 is related to both transformational and servant leadership styles. Based on these traits we examine the adopted leadership style for the nine respondents.

The results revealed that most respondents have mix of leadership style, except the respondents 4, 5 and 9 who adopt transformational leadership style. Respondents 1, 2, 6, 7 and 8 have a mix of transformational and servant leadership style. While respondent 3 is the only one with mixture of transformational and transactional leadership style.

It’s not uncommon to find leaders with mix leadership styles, as in the paper of Chandrakumara, Zoysa and Mnanwaduge (2009) alongside with entrepreneurial and managerial leadership styles they found entrepreneurs with a mix of leadership styles. According to a research mix of transformational and servant leadership can benefit the organization most (Van Dierendonck et al., 2014). Thus, leaders with mix of leadership styles can sometimes make employees feel more satisfied than leaders with single leadership style. In the following, we present three main leadership styles that we found out based on our results:

4.2.4.1. Mix of Servant and Transformational leadership style:

Five out of nine respondents (1, 2, 6, 7 and 8) have traits from both servant and transformational leadership style. As they identified themselves as empathetic, caring,
acknowledging the individual needs of member, alongside with having transformational traits. E.g. respondent 1 claimed, “I need to know and understand my team members’ problems, even if they are personal or related to work, if I want them to perform better”. Which is similar to Greenleaf (1977) and Halverson & Tirmizi (2008) explanation of servant leadership style, they consider leader as someone who serve and take care of his/her followers in order to build trust and strengthen the relationship. At the same time, respondent 1 also identified himself as one of the project managers who energizes team to reach goals and challenges their creativity which is similar to transformational leadership style.

Amongst these five project managers, three respondents (1, 2 & 7) chose majority of traits (see table of traits; appendix X) from servant leadership style and one trait from transformational style. Thus, their leadership style is a mix of 60% servant and 40% transformational (respondent 1, 2 & 7). Whereas the remaining two respondents have two characteristics from transformational and two from servant (respondents 6 & 8), which makes them 50% servant and 50% transformational.

4.2.4.2. Transformational leadership style:
Three out of nine respondents such as respondents 4, 5 & 9 identified themselves as transformational leaders which makes it the second dominant leadership style. Transformational leadership style considers leader in an inspirational role that motivates the team and empowers them (House & Aditya, 1997). As respondent 4 said “I empower a lot and trust my team. I use a lot of enthusiasm because I believe in being role model”. Similarly, respondent 5 stated that “being supportive is very important to help team members to grow and as a project manager one needs to role model what one expects from the team”. Amongst these respondents all of them identified themselves as the one who challenge the creativity of team members (see trait number 6; table of traits; appendix X) and energizes the team (see trait number 5; table of traits; appendix X), which are one of the most important traits that characterize the transformational leadership.

4.2.4.3. Mix of transformational and transactional leadership style:
Only one project manager, the respondent 3 has mix qualities of both transformational and transactional leadership styles. Moreover, he considers that providing positive feedback and reward are important way to motivate the team which is an important characteristic of transactional leadership style. Respondent 3 has two traits of transformational leadership style (see trait number 3 & 6; table of traits; appendix X) and two of transactional (see trait number
10 & 11; table of traits; appendix X). This is also the least identified leadership style whereas none of the respondents identified themselves as purely servant or transactional.

In summary, based on the results most dominant leadership style that we found in our sample of construction project managers is servant plus transformational leadership style, second most dominant leadership style is transformational and the least dominant being the mix of transformational and transactional leadership style. Hence, transactional leadership style is being the least dominant. Also, every project manager that we interviewed have traits related to transformational leadership style with the most common one being empowering employees and committed to their growth (see trait number 3; table of traits; appendix X) which is clear from the above analysis.

4.2.5. Connection Between Challenges & Leadership Styles

Based on the analysis, we identified three common leadership styles among project managers of construction MNC, namely servant plus transformational, transformational leadership style and transformational plus transactional leadership style (See Table 4, Appendix P). Among all project managers, the majority of respondents (five out of nine) with a combination of servant and transformational leadership style are named as group one. Out of these five project managers three have 60% traits from servant style and 40% from transformational. Whereas the other two respondents have 50% traits of servant and 50% of transformational.

Project managers in Group one (G.1) such as 1, 2, 6, 7 & 8 can further be divided in two groups. Group X (respondent 1, 2 & 7) with 60% servant and 40% transformational traits and Group Y (respondent 6 & 8) with 50% servant and 50% transformational traits. From a deep analysis, we noticed that project managers with 60% traits of servant and 40% of transformational identified more challenges than any other group and came up with most interesting solutions to solve these issues. In Group X, respondent 1 identified five out of six challenges while respondents 2 and 7 identified all of the six challenges, and all of the three respondents also provided with interesting solutions to manage these challenges. Whereas in Group Y although respondent 8 identified four out of six challenges while respondent 6 is an anomaly as he identified only two out of six challenges and said that he believes in eliminating these challenges during the selection process by being very careful about the selection criteria for team members.
Moving to the second group (G.2), that involves project leaders with only transformational leadership style such as respondents 4, 5 & 9, is the most significant group. As all of the respondents identified three to four challenges.

At the end, we identified the third group (G.3) with a mix of transformational and transactional leadership style that corresponds the respondent 3. This project manager identified only three challenges and provided with solutions of just two of them.

From the above description, an interesting conclusion reflects that project managers from group one, in comparison to other groups, showed a high level of awareness and intercultural knowledge to identify most of the challenges, as well as they showed a competence of how to handle them. Consequently, this helps us to better understand the Project Managers personality and to create a picture of the adopted leadership style in construction.
The purpose of this chapter is to highlight research question while focusing on the purpose and aim of the study and to conclude based on it. Also, Table 4 (see appendix P) highlights the main findings of the study so that to provide with an overview and an answer to the research question.

As this study is focusing on investigating the research question: Which leadership style is the most suitable to handle challenges and issues of multicultural project teams in Swedish construction industry?

Findings from our sample based on a construction MNC in Sweden show that every project manager have one or more traits that are from transformational leadership which makes transformational leadership style as the most common style. Whereas how a particular leadership style affects project manager is not independent of industry. According to Yang et al., (2011) how leadership style affects a particular project in organisation is also dependent on the industry and project type.

Based on a study by Tabassi, Ramli and Dashti (2012), transformational leadership is the most adopted leadership style for construction industry as it affects positively the team behaviour and team performance. This shows that transformational leadership style is the most suitable style for construction project managers leading teams, which is in alignment to what we found. Transformational leaders are those who have the ability to transform individuals, firms and teams, also have the ability to challenge the creativity of employees (Ling et al., 2008). Similarly, Kissi et al. (2012) confirmed that managers play very important role in project success and identified transformational leadership as the best leadership style for enhancing the performance of project.

In addition, although transformational leadership style is part of all three main leadership groups we found namely: servant plus transformational (G.1), transformational (G.2) and transformational plus transactional (G.3), but project leaders with combination of servant and transformational leadership style were the ones who identified most challenges and came up with comparatively better solutions to overcome them, than the remaining two groups. Based on a recent study by Van Dierendonck et al. (2014), a combination of servant and transformational leadership style can produce most committed, engaged and enthusiastic employees for the organization. Thus, this shows that combination of servant and transformational leadership style is better than others and leads to more positive results.
Further within servant plus transformational leadership style we have two main groups. Group X (respondents 1, 2 & 7) who are 60% servant and 40% transformational and Group Y (respondent 6 & 8) who are 50% servant and 50% transformational. Within these two groups respondents from group X identified more challenges and provided with solution to almost every issue which showed the level of competence they have to handle these kinds of challenges. Moreover, this shows that project managers with more traits of servant leadership can identify more challenges and can manage them better as based on our findings they provided with solution to almost all of the challenges. Moreover, this shows that project managers with more traits of servant leadership can identify more challenges and can manage them better. Also, confirmed by our findings as not only they were aware of all challenges but also provided with solution to almost all them.

Also, according to Loosemore et al. (2006) for managers leading a project it’s important to be sensitive to the followers’ needs, so that none of the workers or employees feels neglected specifically in organizationally fragmented industry like construction industry. Being sensitive to the needs of followers is trait that is characterized by servant leaders, Halverson and Tirmizi (2008) explained that servant leader is someone who serves and take care of his/her followers’ needs. Servant leadership is all about follower’s needs and satisfaction, however transformational leadership main focus is leader’s motivational skills (Van Dierendonck et al., 2014). Thus, Servant and transformational leadership affect outcome through different paths.

In summary, findings from analysis confirm that a combination of servant and transformational leadership style is most suitable in handling multicultural team challenges in construction industry and higher the amount of servant traits in a project manager more efficient he is.
CHAPTER 6 CONCLUDING REMARKS

This final chapter is dealing with the general conclusion and research limitation of this paper as well as suggestion for future research.

6.1. General Conclusion

In concluding this study, as we mentioned before in the objective and purpose of this paper, we tried to investigate the challenges that project managers face when managing multicultural team (MCT) in such multicultural environment. Expressed differently, it is about approaching the relationship between challenges of MCT and type of leadership required to handle the identified challenges and issues. Also, concluding with what could be the most common and suitable leadership style to manage workforce diversity in construction industry in Sweden.

As the area of multicultural team is very large and broad, it is impossible to cover every aspect related to this field. However, we concentrated on creating a picture of the most important challenges related to multicultural teamwork in construction context with the related leadership style of project managers. From the above discussion, we recognized that it is a demanding task for leaders to meet the organizational goals in respect to different challenges faced when managing multicultural team. The research study is about team leadership that involve managing people from many different nationalities and backgrounds. Much has been written about the diversity of groups that are higher in the organization, but we wanted to have a close examination about how it is perceived further in international project level, specifically in multicultural environment, where people are coming to work for long to short period. At the same time, we focused on investigating leadership style adopted in such context. Theories on leadership say that leaders should vary their leadership style depending on different variables in the situation (e.g. task complexity, human resources diversity, etc.), and culture is one of the most important variable that must be considered.

Hence, the analysed data revealed that the combination of transformational and servant leadership style is the most adopted leadership style in construction industry. In addition, having a more integrated view of the different challenges associated to global management teams is a prerequisite for any organization operating in multicultural environment. There are efficient ways to handle these difficulties, either by selecting the proper project leader and team members, or by developing an organizational learning process of intercultural competence and skills. By the end, it is up to the project manager to recognize the cultural differences that he
can face, and consider them in all phases of the management team. Hence, one must gain and develop other competencies than technical skills, which will help him/her to consider necessary intercultural skills such as emotional skills since project manager will be in direct interaction with multicultural people. Indeed, such skills will benefit the projects and might help him to reduce conflicts and facilitate the easy inclusion and integration of the team.

As the project life cycle is expanded for global and international projects, thus the process of managing multicultural project teams must begin before the end of the project, which requires the involvement of qualified leader in order to promote the means of interaction between multicultural people, to promote intercultural learning to help develop the mind-set of global workforce and so to bring better results. Apart from the difficulties brought by cultural differences, it is up to the project manager to identify potential competitive advantages brought to the team. Regardless of the different cultural orientation, it may be useful for the project manager to know how to overcome the challenges and turn them into an advantage.

6.2. Practical Implication

The findings of this study bring several managerial contributions for a better understanding of challenges of multicultural teams as well as how to handle them in order to bring a successful project. Firstly, project manager’s identification of challenges helped us to find out the most suitable leadership styles for managing multicultural construction teams. Secondly, the study gives some guidance on how to resolve problems like team communication, team integration and inclusion, etc. so that to ensure the project success. This study also reveals what type of leadership style can project managers adopt when handling the challenges and issues of multicultural team.

By the end, this can help to create an acknowledgment of the picture of challenges and leadership style in construction MNC, so that to understand the benefits behind recruiting and integrating employees from different background and culture which can bring advantage to the organization.

The complexity involved in the management of multicultural team as well as in the handling the related challenges and issues makes it necessary to implement a set of actions to overcome these challenges. Thus, international and global projects require that organization should be prepared to handle complexity and risks by not only relying on qualified employees but also on retaining highly-qualified leaders to avoid or minimize any complexities that they may encounter.
The project managers’ perspectives of which challenges and issues remain critical in multicultural project were observed in managing international teams, both in literature and in case study presented. Further, the interviewed project managers provided solutions of how to handle those problems that can be incorporated by businesses that operate in an international environment. The results of the study revealed how important is the role of managers in international project and the importance of having this intercultural knowledge to deal and manage people coming from different parts of the world. This shows that beside technical skills, cultural and emotional skills remain important for the organization to retain talented people that may contribute towards the organizational competitive advantage.

6.3. Research Limitation & Avenues for further research

This study is not free of limitations due to the nature of this thesis. One concern is the pattern of the chosen analysis. Besides challenges associated to cultural differences among the team there are also some other challenges related to international project that must be considered to avoid any negative consequence such as time, quality, budget of the project.

Another limitation, is that we were only able to collect data from one MNC in the construction industry in Sweden where only few project managers were able to provide us with information. Due to only one MNC being involved in this study, this can influence the desired results. In addition, due to the limited time when conducting the interviews, this may influence the perception of the respondents to identify the challenges.

Despite the extensive research literature concerning the challenges of MCT that may influence the leadership style of managers to successfully manage and handle them, not all challenges have been included and tackled in our research model. This is mainly because of the possibility that project managers are currently in the early stages of project and thus have not faced them yet, so it was difficult to identify all of them. On the other hand, based on their previous experiences they became more aware of the challenges that they might encounter, which helps them to overcome the conflicts and problems that may arise in early stage of the project.

However, these limitations give rise to new possibilities for further elaboration on the topic that seek to understand the phenomenon of international teams in new dimensions as well as understanding the cross-cultural leadership style of managing multinational teams. For example, the length of the study would be interesting if the study was accompanied from the start to the end of the project in order to cover all the challenges that a project manager can face, however this would be required because of the project accomplishment in 2020 according
to the case company project. Another possibility is to consider the different dimensions rather than only cultural dimension such as geographic, academic background and economic, etc. Certainly, such a study would also bring relevant information to the management teams of international projects. Other indicators such as project type, size and project complexity could also be considered as variable that could reveal other challenges of multicultural team.

Taking the study from new perspective, future research could be concentrated on an interesting research study. For example, having an investigation of the different challenges of multicultural virtual teams rather than examining the challenges of face-to-face MCT. This refers to managers who manage multicultural team through the use of technological means especially in IT industry. Furthermore, researches can be conducted on how different leadership styles can influence the strategies and solutions project managers apply to manage multicultural teams. Whereas in this study we researched which type of leadership style is most suitable for managing multicultural teams based on how well different project managers identified the challenges of managing multicultural teams and if they are able to overcome them.

Finally, it is crucial to take into consideration the existence of global and international projects as multicultural teams are increasing every day. In such situation, the phenomenon of managing multicultural teams effectively is very important for the organizational competitive advantage so that to embrace creative and talented workforce with diverse set of skills and knowledge.
REFERENCES


**WEBSITES:**


(Skanska, 2017d): http://group.skanska.com/sustainability/diversity--inclusion/

# Appendix

## Appendix P

### TABLES

Table 2: The profile of Respondents

<table>
<thead>
<tr>
<th>Position</th>
<th>Respondent</th>
<th>Previous International Experience</th>
<th>Previous Experience with MCT</th>
<th>Number of year of experience in construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Civil Construction</td>
<td>Respondent 1</td>
<td>Non</td>
<td>Non</td>
<td>8 years</td>
</tr>
<tr>
<td>Project manager</td>
<td>Respondent 2</td>
<td>Yes</td>
<td>yes</td>
<td>12 years</td>
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<td>Project manager</td>
<td>Respondent 3</td>
<td>Non</td>
<td>Yes</td>
<td>22-25 years</td>
</tr>
<tr>
<td>Project manager</td>
<td>Respondent 4</td>
<td>Yes</td>
<td>Yes</td>
<td>10 years</td>
</tr>
<tr>
<td>Project support manager</td>
<td>Respondent 5</td>
<td>Non</td>
<td>Yes</td>
<td>20 years</td>
</tr>
<tr>
<td>(Chief health &amp; safety officer)</td>
<td>Respondent 6</td>
<td>Yes</td>
<td>yes</td>
<td>3 years</td>
</tr>
<tr>
<td>MEP Lead Coordinator</td>
<td>Respondent 7</td>
<td>Non</td>
<td>Yes</td>
<td>12 years</td>
</tr>
<tr>
<td>Project manager</td>
<td>Respondent 8</td>
<td>Non</td>
<td>Yes</td>
<td>12 years</td>
</tr>
<tr>
<td>Surveyor manager</td>
<td>Respondent 9</td>
<td>Non</td>
<td>Yes</td>
<td>3 years</td>
</tr>
<tr>
<td>Respondent</td>
<td>Challenge 1 Communication</td>
<td>Challenge 2 Hierarchy</td>
<td>Challenge 3 Team-Integration</td>
<td>Challenge 4 Team-Cohesiveness</td>
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<tr>
<td>9</td>
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</tr>
</tbody>
</table>

X: refers to the challenges that are not identified by project managers.
<table>
<thead>
<tr>
<th>Respondents</th>
<th>Leadership Styles</th>
<th>Challenges identified</th>
<th>Solutions Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/9 (respondents 1,2,7,8)</td>
<td>Servant + Transformational</td>
<td>5 to 6</td>
<td>5 to 6</td>
</tr>
<tr>
<td>1/9 (respondent 6)</td>
<td>Servant + Transformational</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3/9 (respondents 4,5,9)</td>
<td>Transformational</td>
<td>3 to 4</td>
<td>3 to 4</td>
</tr>
<tr>
<td>1/9 (respondent 3)</td>
<td>Transformational + Transactional</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Appendix V

Figure 3: Conceptual model
Appendix W:

Figure 4: Classification of Project managers’ Leadership styles in Construction MNC

9 Respondents

- Transformational Leadership (Respondents 4, 5 & 9)
- Servant + Transformational Leadership (Respondents 1, 2, 6, 7 & 8)
- Transformation + Transactional Leadership (Respondent 3)

- 60% Servant + 40% Transformational (Respondents 1, 2 & 7)
- 50% Servant + 50% Transformational (Respondents 6 & 8)
- 50% Transformational + 50% Transactional
Appendix X: Interview Guide

SECTION I: Initial Information

1- Can you describe your main role in the company/ in the project (ESS)?
2- How long have you been working with multicultural teams in local projects, multinational projects and global projects?
3- Can you describe your multicultural project team?
4- What role can project leader plays in process of selecting and forming the team? Can you describe the process from recruiting to team members’ integration in team?

SECTION II: Leadership styles

CHALLENGES

5- What are the problems faced when leading the multicultural team in project? And how have you managed those problems? (e.g. communication/ trouble with language (fluency, accent)/ cooperation within the team/ cohesiveness/ decision making norms (conflict management)/ attitudes towards hierarchy/ addressing formal or informal rules and regulations, etc.)
6- When and how do these problems arise? (during the project phases)
7- In which way do these challenges have affected your leadership style? How does that differ from team’s diversity, project types, etc.
8- How would you describe your leadership style or supervision method when managing multicultural teams? (e.g. being authoritative, democratic, autocratic, coaching, flexible, etc.)
9- How would you define your personality and qualities as a leader from the following table:
## Table of traits

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Being empathetic</td>
<td>-Being persuasive and convincing rather than using positional authority</td>
<td>- Empowering employees</td>
</tr>
<tr>
<td>-Putting needs of team members before yourself (being altruistic)</td>
<td></td>
<td>- Committed to growth of your subordinates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4)</th>
<th>(5)</th>
<th>(6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Portraying the desired behaviour that you want from team members</td>
<td>- Energizing the team - Provide inspiration, motivation, commitment</td>
<td>- Building long-term mission &amp; vision for team</td>
</tr>
<tr>
<td>- Influencing team’s perception of core job</td>
<td>- Communicating a compelling vision of what the team process or outcomes could look like</td>
<td>- Challenging creativity &amp; innovation for problem solving</td>
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<td>- Promote trust and respect</td>
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</table>

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<tr>
<th>(7)</th>
<th>(8)</th>
<th>(9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Advising, supporting, and caring for individuals</td>
<td>- Preferring task-oriented behaviour than people-oriented behaviour</td>
<td>- Force team strictly to follow rules</td>
</tr>
<tr>
<td>- Acknowledging the individual needs, abilities, and aspirations of team members.</td>
<td></td>
<td>- Providing role, task clarification and ensure goals are met</td>
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<th>(10)</th>
<th>(11)</th>
<th>(12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Taking action when tasks are not going as planned</td>
<td>- Rewarding followers for meeting performance targets and vice versa</td>
<td>Any other qualities:</td>
</tr>
</tbody>
</table>

Any other qualities:
Appendix Y: Interview Guide with additional questions (follow up questions)

SECTION I: Initial Information

Additional Questions (Q)

1- Can you describe your main role in the company/ in the project (ESS)?

Q1.1. Are you hired from Skanska or ESS?
Q1.2. How many projects do you run?
Q1.3. How long have you been working as project manager (including your previous experience in other organizations)?

2- How long have you been working with multicultural teams in local projects, multinational projects and global projects?

3- Can you describe your multicultural project team?

Q3.1. Does the Number of team members change? Do the team members change along the project?

4- What role can project leader plays in process of selecting and forming the team? Can you describe the process from recruiting to team members’ integration in team?

Q4.1. As a project manager, do you have any role in the selection/recruiting of your team?
Q4.2. Based on which criteria do you/or does the company select individuals?
Q4.3. Does the company offer any Training programmes?

SECTION II: Leadership styles

5- What are the problems faced when leading the multicultural team in project? And how have you managed those problems? (e.g. communication/ trouble with language (fluency, accent)/ cooperation within the team/ cohesiveness/ decision making norms (conflict management)/ attitudes towards hierarchy/ addressing formal or informal rules and regulations, etc.)

Q5.1. How would you describe the level of communication between team members? And in case they misunderstand the task that was required to do, what actions do you take?
Q5.2. How would you describe the level of cooperation between team members?
Q5.3. How would you describe the level of trust and respect among multinational team?
Q5.4. Do they exist any sign of resistance between team members to work together? (Do they find complications or any sign of resistance to work with someone who does not share same background, etc.)?

Q5.5. What about Conflict management, have you faced any issues with decision-making among your team?

Q5.6. Do you think attaining team cohesiveness and team integration is difficult in diverse team?

Q5.7. Is the level of integration of team achieved at the same pace or does it takes more time when working with culturally diverse team (E.g. it takes more time for team members to feel comfortable with each other given their age differ, etc.)?

Q5.8. Do you think hierarchy culture work can cause problem with your team to perform well? (e.g. any resistant sign to work with someone who has less or high power status that may hinder to participate with others)

6- When and how do these problems arise? (during the project phases)

Q6.1. Do these problems arise in small, medium or large team?

Q6.2. Do you think these problems increase in team’s first interaction or later?

Q6.3. Do you think these problems are depending on the complexity of task/project? Which project phases

Q6.4. Do you think these problems are depending on the individual’s differences?

7- In which way do these challenges have affected your leadership style? How does that differ from team’s diversity, project types, etc.

Q7.1. How do you consider your intercultural knowledge? And in which ways does it help you to handle the MCT’s challenges?

Q7.2. Are there any specific challenges that affected your Leadership Style?

8- How would you describe your leadership style or supervision method when managing multicultural teams? (e.g. being authoritative, democratic, autocratic, coaching, flexible, etc.)

9- How would you define your personality and qualities as a leader from the following table of trait?:

73
Table of traits

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| (1) | - Being empathetic  
 |   | - Putting needs of team members before yourself (being altruistic)  |
| (2) | - Being persuasive and convincing rather than using positional authority  |
| (3) | - Empowering employees  
 |   | - Committed to growth of your subordinates  |
| (4) | - Portraying the desired behaviour that you want from team members  
 |   | - Influencing team’s perception of core job  
 |   | - Promote trust and respect  |
| (5) | - Energizing the team - Provide inspiration, motivation, commitment  
 |   | - Communicating a compelling vision of what the team process or outcomes could look like  |
| (6) | - Building long-term mission & vision for team  
 |   | - Challenging creativity & innovation for problem solving  |
| (7) | - Advising, supporting, and caring for individuals  
 |   | - Acknowledging the individual needs, abilities, and aspirations of team members  |
| (8) | - Preferring task-oriented behaviour than people-oriented behaviour  |
| (9) | - Force team strictly to follow rules  
 |   | - Providing role, task clarification and ensure goals are met  |
| (10) | - Taking action when tasks are not going as planned  |
| (11) | - Rewarding followers for meeting performance targets and vice versa  |
| (12) | Any other qualities: |

Q9.1 Do you think technical skills are more important than emotional leadership competencies in building and strengthening a dynamic project teams? (examples of emotional competencies are respecting and accepting others whatever is their differences, being empathetic, etc.)
### Appendix Z

**Table 5: Table of Operationalization process**

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Indicators</th>
<th>Research</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Team</td>
<td>heterogeneous teams, employees, multinational, from different cultural background, workforce diversity</td>
<td>Brett, Behfar &amp; Kern, (2007); Dylkiewicz &amp; Knudsen (2010); Dessler (1998); Galagan (1991); Bhadury et al. (2000)</td>
<td>Q3 (appendix X)</td>
</tr>
<tr>
<td>Leader</td>
<td>coach, project manager, mentor, team builder, spokesperson, team player</td>
<td>Conger (1992); Kevin (2007); Dubrin (2010)</td>
<td>Q1, Q2, Q4 (appendix X)</td>
</tr>
<tr>
<td>Challenges of Multicultural Project Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Communication</td>
<td>fluency troubles, accent, miscommunication, misunderstanding and misinterpretation</td>
<td>Dodd (1998); Emmitt and Gorse (2007); Lewis (2006)</td>
<td>Q5.1 (appendix Y) Q5 &amp; Q6 (appendix X)</td>
</tr>
<tr>
<td>Hierarchy (work culture)</td>
<td>vertical &amp; horizontal hierarchical system, power distance, flat structured organizations, hierarchical organization with pyramid structure</td>
<td>Hofstede (1983); Halverson &amp; Tirmizi (2008)</td>
<td>Q5.8 (appendix Y) Q5 &amp; Q6 (Appendix X)</td>
</tr>
<tr>
<td>Team Integration</td>
<td>harmonious environment, common goal, decreased resistance, no friction</td>
<td>Ibrahim, Costello &amp; Wilkinson (2011); Egan (2002); Adler (2006)</td>
<td>Q5.4, Q5.7 (appendix Y) Q5 &amp; Q6 (Appendix X)</td>
</tr>
<tr>
<td>Team Cohesiveness</td>
<td>better coordination, collectivist approach, higher group participation, better social relations</td>
<td>Brawley (2000); Beal et al. (2003); Wright &amp; Drewery (2006)</td>
<td>Q5.2, Q5.6 (appendix Y) Q5 &amp; Q6 (Appendix X)</td>
</tr>
<tr>
<td>Decision making</td>
<td>conflicting norms, task</td>
<td>Pelled 1(996)</td>
<td>Q5.5 (appendix Y)</td>
</tr>
<tr>
<td>Norms (Conflict Management)</td>
<td>Conflict, Relationship Conflict, Process Conflict</td>
<td>Jehn &amp; Mannix (2001); Pelled, Eisenhardt &amp; Xin (1999)</td>
<td>Q5 &amp; Q6 (Appendix X)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------</td>
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<tr>
<td>Trust Issue</td>
<td>Mistrust, National Stereotypes, Discriminating People Based on Cultural Background</td>
<td>Doney, Cannon &amp; Mullen (1998); Molinsky &amp; Gundling (2016); Krawczyk (2016)</td>
<td>Q5.3 (appendix Y); Q5 &amp; Q6 (Appendix X)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Styles</th>
<th>Indicators</th>
<th>Research</th>
<th>Question</th>
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<tbody>
<tr>
<td>Servant</td>
<td>Take care of followers, empathetic, advising &amp; supporting</td>
<td>Greenleaf (1977); Patterson (2003); Nyabadza (2003); Irving &amp; Longbotham (2007)</td>
<td>Q7, Q8 and Q9 (Trait 1,2,3 &amp; 7; Table of traits; appendix X)</td>
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<tr>
<td>Transformational</td>
<td>Motivating, energizing, inspirational, challenging the team, building vision</td>
<td>Tracey and Hinkin (1998); Northouse (2013)</td>
<td>Q7, Q8 and Q9 (Trait 3,4, 5 &amp; 6; Table of traits; appendix X)</td>
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<tr>
<td>Transactional</td>
<td>Give and take relationship, task oriented behaviour, strict rules</td>
<td>Meckl and Johanning (2013); Tyssen et al. (2014)</td>
<td>Q7, Q8 and Q9 (Trait 8,9,10 &amp; 11; Table of traits; appendix X)</td>
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